

English Language Arts 4–6

Guide

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English Language Arts 4–6

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Prepared by the Department of Education and Early Childhood Development

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English Language Arts 4–6
Draft July 2014

Contents

Introduction

ELA Grade 4-6 Guide Revision

Introduction

 Background

 Purpose of the English 4-6 Curriculum Guide

Nature of English Language Arts

Principles underlying the English Language Arts Curriculum

Curriculum Outcomes

Introduction

Curriculum Outcomes Framework

Essential Graduation Learnings

General Curriculum Outcomes

Key-Stage Curriculum Outcomes

Connections

Specific Curriculum Outcomes

Literacy Development

Stages of Literacy Development

 Introduction

 Overview of the Stages of Reading Development

 Overview of the Stages of Writing Development

 Overview of the Stages of Spelling Development

Stages of Development and Grade Levels

 Grade 4 Reading Continuum

 Grade 5 Reading Continuum

 Grade 6 Reading Continuum

 Grade 4 Writing Continuum

 Grade 5 Writing Continuum

 Grade 6 Writing Continuum

Meeting the needs of Transitional readers and writers

Fluent stage versus Reading Fluency

Role of Literature

 Information text

 Sophisticated Picture Books

 The Classics

 The Novel

 Poetry

Multiple literacies

Word Study including Spelling

Assessing and Evaluating Student Learning

Fundamental Principles

- Assessment of and Assessment for learning
- Designing Assessment Experiences
- Providing Descriptive Feedback and Involving Students in Assessment
- Co-Constructing Criteria
- Backward Design

Assessing Speaking and Listening

- Chart of criteria for success with SCOs, suggested types of assessment and resources

Assessing Reading and Viewing

- Chart of criteria for success with SCOs, suggested types of assessment and resources

Assessing Writing and Other Ways of Representing

- Chart of criteria for success with SCOs, suggested types of assessment and resources

Using Assessment Information to Inform Next Steps in Teaching and Learning

- Analysis of Assessment Information
- Response to Assessment
- Student Behaviour...Teacher Response...

The Learning Environment in Grades 4-6

The Learning Environment in Grades 4-6

Foundational Beliefs

- Learning Theory and Approaches to Learning
- Gradual Release of Responsibility
- Social Constructivist Model
- Dynamic Learning Frame
- Multiple Intelligences
- Learning Styles

Instructional Considerations

- Meeting the Needs of All Students (Differentiated Instruction)
- Differentiation in Reader's Workshop
- Differentiation in Reading and Processing Information Text
- Differentiation in Writer's Workshop
- Valuing Social and Cultural Diversity
- English Additional Language Learners and English Speakers of Different Dialects
- A Gender Inclusive Classroom
- Boy Learners
- Students with Special Needs
- Gifted and Talented Students
- Planning for a Range of Learners
- Providing Choice and Promoting Engagement for all students
- Building a Community of Learners

Effective Instruction

Clear Expectations

The Workshop Model

Scaffolded Support for learning

Time to Teach

Time to Practise

Time to Share and Reflect

Classroom/ Workshop Management

Book Selection/Managing Books

Conferring

Learning buddies/Partners/Small Groups

Materials

A Community of learners

Small Group Instruction

Read Aloud/Think Aloud and Modeling Writing/Think Aloud

Guided Reading/Guided Writing

Small Group Learning Considerations

Classroom Set-Up

Physical Space

Classroom Library

Time to Learn

Speaking and Listening Component

Fundamental Principles

Speaking and Listening Processes

Cueing Systems/ Sources of Information

Focus on Context - Pragmatic Source at a Glance

Focus on Meaning - Semantic Source at a Glance

Focus on Sentence Structure - Syntactic Source at a Glance

Focus on Sound Structure - Phonology Source at a Glance

Talking, Speaking and Listening

Benefits of Classroom talk

Establishing a Climate that Encourages Talk

Active Listening

Categories of Speaking and Listening Experiences

Formal Speaking and Listening

Informal Speaking and Listening

Performance

Grade 4 SCO: Speaking and Listening

Grade 5 SCO: Speaking and Listening

Grade 6 SCO: Speaking and Listening

Reading and Viewing Component

Fundamental Principles

Reading and Viewing Processes

- Cueing Systems/ Sources of Information
- Focus on Context - Pragmatic Source at a Glance
- Focus on Meaning - Semantic Source at a Glance
- Focus on Structure - Syntactic Source at a Glance
- Focus on Visual - Graphophonic Source at a Glance

Stages of Reading Development

- Brief Overview
- A Focus on Grade 4-6 Readers in the Early Stage
- Characteristics of readers in the Early Stage
- A Focus on Grade 4-6 Readers in the Transitional Stage
- Characteristics of readers in the Transitional Stage
- A Focus on Grade 4-6 Readers in the Fluent Stage
- Characteristics of readers in the Fluent Stage

Reading Comprehension

- Background Knowledge
- Repertoire of Strategies
- Oral Language and Vocabulary
- Accurate Fluent Reading
- Reading-Writing Connections

Reading Instructional Components

- Reading Workshop: Why Workshop?
- Time to Teach
- The Role of Text Complexity in Reading Instruction
- Time to Practise
- Time to Share and reflect

Grade 4 SCO: Reading and Viewing

Grade 5 SCO: Reading and Viewing

Grade 6 SCO: Reading and Viewing

Writing and Other Ways of Representing Component

Fundamental Principles

Processes of Writing and Other Ways of Representing

- Sources of Information/ Cueing Systems
- Focus on Context - Pragmatic Source at a Glance
- Focus on Meaning - Semantic Source at a Glance
- Focus on Structure - Syntactic Source at a Glance
- Focus on Visual - Graphophonic Source at a Glance

Stages of Writing Development

- Overview of Writing Stages
- A Focus on Grade 4-6 Writers in the Early Stage
- Characteristics of writers in the Early Stage
- A Focus on Grade 4-6 Writers in the Transitional Stage

Characteristics of writers in the Transitional Stage
A Focus on Grade 4-6 Writers in the Fluent Stage
Characteristics of writers in the Fluent Stage
Writing Communication
Background Knowledge
Repertoire of Strategies

- The Writing Process
- The Traits of Writing

Oral Language and Vocabulary
Writing Fluency

- Cursive Writing

Reading-Writing Connections
Types of Writing
Types and forms of writing
Information Literacy: Research Processes, Skills and Strategies
Units of Study
Writing Instructional Components
Writing Workshop
Time to Teach
The Role of Writer's Notebook in Writing Instruction
Time to Practise
Time to Share and Reflect
Grade 4 SCO: Writing and Other Ways of Representing
Grade 5 SCO: Writing and Other Ways of Representing
Grade 6 SCO: Writing and Other Ways of Representing

Glossary

Appendix

Bibliography

ELA Grade 4-6 Guide Revision

Welcome to the revision of the English Language Arts: Grade 4-6 curriculum guide! This guide provides updated philosophies and approaches in the support materials that accompany the ELA outcomes that were developed by the regional committees for the larger Atlantic Provinces Education Foundation (APEF) in 1996. The guide is designed to answer a range of questions that have been posed by educators. This revision supports teachers by providing greater clarity around the specific intent behind the ELA outcomes and offering suggestions for assessment, teaching, student practice and differentiation.

A key message throughout this guide is that students in grades 4-6 are still learning to read and write. They may appear to have many skills and strategies already under control, but they require explicit instruction and adequate time to practice and reflect in order to address their assessed needs and move forward as readers and writers. This guide will help teachers reflect on, and select effective assessments that will paint a complete picture of student strengths and needs in literacy. The guide will then support teachers as they address these assessed needs with the students.

The first section is an introduction that begins with information that is general in nature about topics such as:

- Background and purpose of the English Language Arts 4-6 Curriculum Guide
- Nature of English Language Arts
- Principles Underlying the ELA Curriculum

Next are the curriculum outcomes framework, the essential graduation learnings, the general curriculum outcomes (GCOs), the key-stage curriculum outcomes (KSCO) and the specific curriculum outcomes (SCO) of the English Language Arts Curriculum 4-6. The SCOs are presented in a table format which allows the reader to see at a glance how these outcomes are the same throughout the 4-6 grades, and also how they change as the grade levels increase. The SCOs are also presented in the numbered versions by grade level (as they appear in the outcomes frameworks documents).

Curriculum outcomes are followed by three sections that provide information around literacy development, assessing and evaluating student learning and the learning environment in grades 4-6. Here may be found information on classroom set up, student development in literacy and a range of appropriate assessment tools.

These sections are followed by three sections, each one focused on one of the three strands of the English Language Arts curriculum, namely:

1. Speaking and Listening
2. Reading and Viewing
3. Writing and Other Ways of Representing

These three sections begin with fundamental principles and a close look at the processes of Speaking and Listening, Reading and Viewing and Writing and Other Ways of Representing in turn. Each section also includes an overview of information and suggestions for

instruction. This detailed overview is followed by the specific curriculum outcomes for each grade that are explained through a wide range of suggestions for assessment, instruction and differentiation.

Introduction

This section at a glance

Background

Purpose of the English 4-6 Curriculum Guide

Nature of English language Arts

- Comprehension and Metacognition
- Definition of Text

Principles underlying the English language Arts Curriculum

Introduction

Background

The curriculum outcomes described in *Foundation for the Atlantic Canada English Language Arts Curriculum* (1996) have been planned and developed collaboratively by regional committees for the Atlantic Provinces Education Foundation (APEF). *The Nova Scotia English Language Arts Curriculum Guide: Grades 4-6*, referred to as *English 4-6*, is a revision of the previous guide that has been planned and developed by a committee of teachers and consultants representing all school boards in Nova Scotia. It is a revision and update of the guide supporting the original APEF outcomes. The English language arts outcomes have been developed with the intent of

- responding to continually evolving education needs of students and society;
- providing greater opportunities for all students to become literate;
- assisting students to understand and appreciate language, and to use it competently and confidently in a variety of situations;
- bringing greater coherence to teaching and learning in English language arts across the Atlantic Provinces.

Purpose of the English 4-6 Curriculum Guide

Society has changed, and is changing in multiple ways and the definition of what it means to be literate is no longer a fixed target. Our students will need to be able to navigate a wide range of text, both traditional and new communication technologies, and they will require a flexible and sustainable repertoire of skills and strategies to be successful with these multiple literacies. Key skills the students will require are those of flexible, critical, independent thinking and the ability to recognize their own leaning strengths and needs (metacognition).

The *English 4-6* curriculum has been created with the vision of providing students many opportunities to develop critical thinking and metacognition through speaking and listening, reading and viewing, and writing and other ways of representing. This curriculum is shaped by the principles of enabling and encouraging students to become reflective, articulate, literate individuals who use language successfully for learning and communication in personal and social contexts.

This curriculum is based on the premise that learning experiences in English language arts should help students develop language fluency not only in a school setting but also in their lives and in the wider world, in addition to contributing toward their achievement of the essential graduation learnings (see *Foundation for the Atlantic Canada English Language Arts Curriculum*, pages 5-9).

English 4-6 has been developed to support teachers in the implementation of the English language arts curriculum. It provides a comprehensive framework on which teachers of

English language arts, grades 4 through 6, can base decisions concerning assessment, learning opportunities, instruction, and resources. These guidelines

- reflect current research, theory and classroom practice,
- provide a coherent, integrated view of the learning and teaching of English language arts,
- place emphasis on the student as a learner and partner in their own learning,
- provide flexibility for teachers in planning instruction to meet the needs of all learners,
- suggest experiences and strategies to increase the efficiency and effectiveness of the learning and teaching process.

Nature of English Language Arts

English language arts encompasses the experience, study, and appreciation of language, literature, media, and communication. It involves language processes: speaking, listening, reading, viewing, writing, and other ways of representing. The use of these interrelated language processes is fundamental to the development of language abilities, cultural understandings, and critical thinking.

Language is learned most easily when the various processes are integrated and when skills and strategies are kept within meaningful language contexts. This curriculum guide specifies 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 the students. This integrated approach should be based on students' prior experiences with language and on meaningful activities involving all the language arts. As a necessary part of this integrated approach, this guide also highlights the importance of the explicit teaching of skills and concepts.

[Please insert the diagram on page 8 of the Atlantic Canada English Language Arts Curriculum Grades 7-9 CAMET – If possible place this graphic in a box and put the words “Meaningful Context” in the box...The title should read “The Nature of English Language Arts”]

The application of these interrelated language processes is fundamental to the development of language abilities, cultural understanding, and creative and critical thinking.

Comprehension and Metacognition

When students are taught language arts in an integrated fashion, they use the language arts 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. Those who monitor their own learning, assess their own strengths and needs, and set goals for their own 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 literacy activities. This control develops through metacognition—that is, becoming aware of and more purposeful in using strategies for self-monitoring, self-correcting, reflecting, and goal setting to improve learning. Every student is able to 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.

Principles Underlying the English Language Arts Curriculum

The following principles underlie 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 in it.
- Language learning is an active process of constructing meaning, drawing on all sources of information 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 language processes are interrelated and interdependent.
- Language concepts are best learned in a meaningful context. 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 and to receive various forms of feedback.
- Language learning is continual and multidimensional: it can best be assessed by the use of multiple types of evidence including observations, conversations and products.
- Assessment must be an integral and ongoing part of the learning process; not just a judgment made at the end of learning.

Curriculum Outcomes

This section at a glance

This section provides:

- information on the curriculum outcomes framework
- essential graduation learnings
- general curriculum outcomes statements
- key-stage curriculum outcomes statements
- an overview of the connection between essential graduation learnings and key-stage curriculum outcomes
- specific curriculum outcomes statements for speaking and listening, reading and viewing, writing and other ways of representing
- numbered outcomes from the *learning Outcomes Framework Grades Primary -6*

- **Note:** Suggestions for assessment, teaching approaches and learning opportunities will be found in the specific sections in the guide for Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing

[Please insert pages 14 -32 from the 1996 ELA 4-6 guide (or if using the pages from the PDF pages 21-40)]

[Please insert pages 97-99, pages 125-127 and pages 155-157 from the 2012 Learning Outcomes Framework: Grades Primary - (or if using the pages from the PDF pages 103-105, pages 131-133 and pages 161-163)]

Curriculum Outcomes Framework

Essential Graduation Learnings

General Curriculum Outcomes

Key-Stage Curriculum Outcomes

Reading and Viewing

Writing and Other Ways of Representing

Connections

Problem Solving

Specific Curriculum Outcomes

SCOs

SCOs

SCOs

SCOs

SCOs

SCOs

SCOs

SCOs

SCOs

SCOs

SCOs 4

SCOs 4

SCOs 4

SCOs 5

SCOs 5

SCOs 5

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Literacy Development

This section at a glance:

Stages of Literacy Development

- Introduction
- Overview of the Stages of Reading Development
- Overview of the Stages of Writing Development
- Overview of the Stages of Spelling Development

Stages of Development and Grade Levels

- Grade 4 Reading Continuum
- Grade 5 Reading Continuum
- Grade 6 Reading Continuum
- Grade 4 Writing Continuum
- Grade 5 Writing Continuum
- Grade 6 Writing Continuum

Meeting the needs of Transitional readers and writers

Fluent stage versus Reading Fluency

Role of Literature

- Information text
- Sophisticated Picture Books
- The Classics
- The Novel
- Poetry

Multiple literacies

Word Study including Spelling

[In this section, please reconcile tables to one page where possible and starting on page 41-89 “Stages of development and grade levels” please orient the tables to landscape]

Stages of Literacy Development

Introduction

Literacy processes such as reading, writing and speaking/listening are developmental processes. When thinking about these processes it is helpful for teachers to group student behaviours into stages of development that occur at different points as the student moves through the grades. These stages have been described as Emergent, Early, Transitional and Fluent and these terms are usually used to describe reading and writing behaviours. Speaking and listening behaviours are not typically isolated and described in this way as they are embedded in the reading and writing stages of development.

Reading and writing stages of development will be explored in this section of the guide; however, it is important not to lose sight of the fact that each child is on an individual journey through these stages and that grade 4, 5 or 6 classrooms will contain a wide range of students with specific needs based on where they are on the continuum. The teacher is faced with balancing what they know about the characteristics of readers and writers in a particular stage of development and what they can learn (through assessment) about an individual student.

When reflecting on individual students through the lens of the stages of literacy development teachers will consider all relevant evidence collected on the reading and writing behaviours of an individual student. **This evidence will often not place a student clearly in one stage of literacy development.** Often, the student will demonstrate some behaviours from the stage prior to the stage where the majority of their reading or writing behaviours lie. In the same way, they may demonstrate some behaviours from the stage beyond where they appear to be working. It will always be more informative to reflect on the individual reading and writing behaviours a student is demonstrating rather than trying to place a student squarely in a stage of development; however, it is possible (once a variety of evidence is considered) to say that a particular student demonstrates many of the traits of a particular stage.

[Please insert the following in a text box beside the paragraph above]

Text box: Profile of a grade 4 student reader: Alexandra is comfortable reading books such as the *Magic Tree House* (generally text level KLM). She is able to read with 98% accuracy and fluency of 3 or 4 on the fluency rubric. She is also able to discuss the books she is reading with good understanding. These characteristics alone would place Alexandra as a reader in the Early band of readers; however, she is also able to select information text to answer her own and others questions and uses comprehension strategies in a flexible web to help her understand what she has read. Alexandra demonstrates these outcomes from the Transitional band of reading behaviours and serves as a good example of a student who is not clearly in any one stage of development. It is, however, more helpful to think of what behaviours she has under control and use that information to plan next steps for her as a reader.

Student progress throughout the stages is facilitated by explicit teaching and extended practice with reading and writing. Both the instruction and the practice are necessary for students to demonstrate a reasonable pace of growth.

Overview of the Stages of Reading Development

Emergent

Readers at the emergent stage understand that print and visual text convey a message or a story. These readers use pictures to predict the text, and they role-play reading, relying on memory to reread familiar stories. Emergent readers are also beginning to recognize that text has directionally and are able to recognize some words in various contexts. They are beginning to predict unknown words using visual information and meaning. Emergent readers are also able to discuss what is happening in a text as well as what is likely to happen.

Early

Readers at the early stage of reading development are knowledgeable about most print conventions. They will use context and letter sound cues to make approximations, will take risks, and frequently are able to self-correct. Early readers will read familiar texts with confidence. They are able to make personal connections and are beginning to question and comment on text.

Transitional

Readers at the transitional stage of development are characterized by a growing sense of independence in selecting text, identifying purpose, and making meaning of print through a growing repertoire of strategies. Transitional readers read longer pieces of text that are not necessarily supported by illustrations and are able to make inferences from words and illustrations. These readers are able to respond personally and are developing the ability to respond critically and aesthetically.

Fluent

Readers at the fluent stage of reading development continue to do all of the above and, in addition, automatically integrate all cueing systems and have developed an extensive vocabulary. When confronted with unfamiliar text they are resourceful at constructing meaning and will select and respond personally, critically, and aesthetically to a wider variety of textual materials.

Please note: In grades 4-6, it is most common to have students who exhibit characteristics of the transitional and fluent stages of reading development. It is, however, possible to have students in these classrooms whose reading development more closely resembles the emergent or early stage. If this is the case, one goal of instruction would be to ensure

appropriate supports (i.e. Independent Program Plans) are in place to help students move beyond these stages to the transitional and fluent stages.

[Please insert the reading overview from AYR P-3-RAR page 15 *Reading Development over Time*]

Reading Development over Time continued

While it is important to have expectations for student reading levels at a given grade it is critical to keep in mind that students in grades 4-6 will be at a variety of levels and instruction and practice must meet them where they are, and strive to move them forward. Therefore, the expectation for student reading at a grade level found below must be balanced with the understanding that students will not fit “neatly” into the grade level expectations. These expectations are provided to help teachers place their learners in the broader context of grade 4-6 students in general.

Emergent Readers	Early Readers	Transitional Readers	Transitional/Fluent Readers
Text Levels A-C	Text Levels D-K	Text Levels L-P	Text Levels L-P/Q-Z
Predominantly found in grades...			
Primary	Grades 1-2	Grade 3	Grades 4-6

[Please insert the graph from AYR P-3-RAR page 16 “graduated graph”]

Overview of the Stages of Writing Development

Emergent

Writers at the emergent stage of writing development are learning that they can communicate through written representations. Often the writer is necessary to “interpret” what they have written for the intended audience.

Early

Writers at the early stage of writing development are developing a sense of writing for a specific purpose and audience. Form and convention are explored and often inconsistently applied to the writing.

Transitional

Writers at the transitional stage of writing development are putting together the skills and knowledge they have been developing and are beginning to gain some control of the craft of writing.

Fluent

Writers at the fluent stage of writing development demonstrate more consistent control of basic forms and structures. Their skills and strategies allow them to write with increasing independence.

Stages of Writing Development			
Emergent	Early	Transitional	Fluent
<ul style="list-style-type: none"> -learns that writing is something that people do - shows interest in letter- sound relationships and how to represent specific speech sounds - is aware of print, begins to understand that print holds meaning - demonstrates increasing knowledge of functions of writing, some genres - plays at scribble writing- strings of capital letters or letter like forms -may produce some words in conventional spelling, some left- to-right writing, mostly phonetic spelling 	<ul style="list-style-type: none"> -enjoys writing and sharing with others - understands that writing is “ideas written down” - is increasingly aware of a wider range of genre -is more aware of letter- sound relationships - may use “temporary”/ invented spelling - uses common spelling patterns -writing is becoming increasingly conventional with more standard spelling -directionally is well established 	<ul style="list-style-type: none"> - shows an increasing awareness of audience - enjoys giving and receiving feedback about writing -begins to revise for clarity - uses words that elaborate text - uses a variety of sentence structures - begins to produce stories with two or more characters -supports topics by relevant detail -writes more- complex reports, letters, poems -demonstrates increasing knowledge of spelling patterns, writing terminology -produces increasingly conventional writing 	<ul style="list-style-type: none"> - enjoys playing with words and ideas to create particular effects - writes for a wide range of purposes - can convey more-complex and abstract ideas through writing -writes in a variety of genres including expository text -develops characters through dialogue and description -demonstrates increasing knowledge of spelling patterns, range of genres -representational forms across the curriculum -produces increasingly conventional writing with a high degree of spelling accuracy -is able to use most punctuation independently

Predominantly found in grades...			
P-1	1-2	3-4	4-6

Overview of the Stages of Spelling Development

While spelling development is strongly linked to writing development it is helpful, for the purposes of formative assessment and responsive teaching, to consider the stages of spelling development.

Stages of Spelling Development (adapted from <i>Spelling P-9: A Teaching Resource</i>)				
Emergent	Letter Name	Within Word	Syllables and Affixes	Derivational Relations
Reading/ Writing: Emergent	Reading/ Writing: Early	Reading/ Writing: Transitional		Reading/ Writing: Fluent
<ul style="list-style-type: none"> -using random numbers or letters - using letters in familiar names - developing an awareness of letters and sounds - beginning to record prominent sounds in a word by the end of the stage - spelling a few words conventionally 	<ul style="list-style-type: none"> - using the names of letters to help spell words - beginning to use initial and final sounds in words - initially indicating vowels with a vowel placeholder (often “a”) -beginning to mark sounds in all syllables in a word 	<ul style="list-style-type: none"> - using long vowel patterns (e.g., ai, ay, oa, ou, ee, ea) and vowel combinations (e.g., au, aw, ui, oo, oy, oi, ow) -beginning to spell r-controlled vowels (e.g., ir, er, or, ur, ar) - using silent letter patterns - exploring homophones through word meanings 	<ul style="list-style-type: none"> - using structure patterns to spell grammatical features more consistently - beginning to use common prefixes and suffixes in multi-syllable words - learning to apply pattern knowledge within and across syllable boundaries, such as when 	<ul style="list-style-type: none"> -writing with an ever increasing command of conventions - using knowledge of word meanings to spell words despite changes in pronunciation - using word derivations, prefixes and suffixes to spell words across the curriculum with increasing accuracy

(e.g., mom, me, I, love)	(e.g., baby=bb) - developing awareness of short vowel sounds - beginning to use consonant blends (e.g. sp, br) and digraphs (e.g., th, ch, sh)	- beginning to use structure patterns to spell plurals, past tense, contractions and possessives - using visual patterns in words (which one looks right?)	to double consonants	- using a wide range of conventionally spelled words
For more detailed information on Stages of Spelling Development see <i>Spelling P-9: A Teaching Resource</i> pages 7-34				

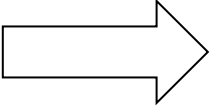
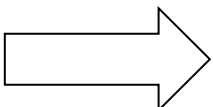

Stages of development and grade levels


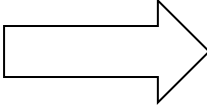
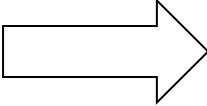
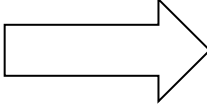
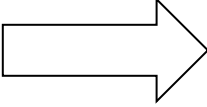
The preceding stages of development were focused on an overview of literacy development across the elementary grades. These overviews help to create a context for the grade level stages of development for reading and writing that follow. Where an arrow appears in a given box the expectations remain the same as the previous box.

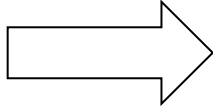

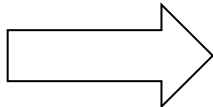
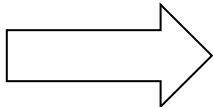
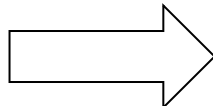
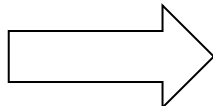
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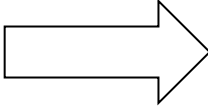
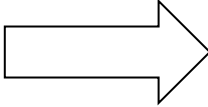
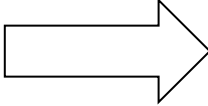
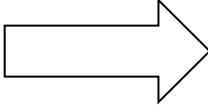
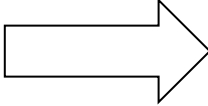
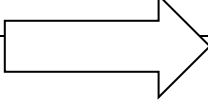
Reading Continuum by Grade

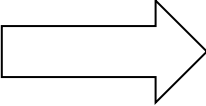
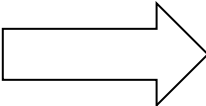
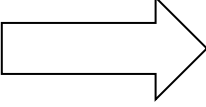
Grade 4 Reading Continuum			
Criteria	Beginning of year	Mid-year	End of year
Selecting Text SCO 4.1 -select, with growing independence, texts appropriate to their interests and learning needs	Selects, with the support of others and a well-structured class/ school library, texts appropriate to their interests	Selects, with some support of others and a well-structured class/ school library, texts appropriate to their interests	Selects, with occasional support of others and a well-structured class/ school library, texts appropriate to their interests
	Selects, with the support of others and a well-structured class/ school library, texts	Selects, with some support of others and a well-structured class/ school library,	Selects, with occasional support of others and a well-structured class/ school library, texts


<p>SCO 4.2</p> <p>-read widely and experience a variety of children’s literature with an emphasis in genre and authors</p>	appropriate to their learning needs	texts appropriate to their learning needs	appropriate to their learning needs
	Selects, with the support of others and a well-structured class/ school library, texts for independent reading that are in their zone of actual development (98% accuracy with appropriate fluency and comprehension)	Selects, with some support of others and a well-structured class/ school library, texts for independent reading that are in their zone of actual development (98% accuracy with appropriate fluency and comprehension)	Selects, with occasional support of others and a well-structured class/ school library, texts for independent reading that are in their zone of actual development (98% accuracy with appropriate fluency and comprehension)
	Selects text, with support , from an increasing variety of genre and authors including poetry, short stories, chapter books, series books, picture books, information text (photo essays, news articles, biography, autobiography, short information text with pictures, etc.)	Selects text, with some support, from an increasing variety of genre and authors including poetry, short stories, chapter books, series books, picture books, information text (photo essays, news articles, biography, autobiography, short information text with pictures, etc.)	
	Select text, with support , that include a variety of text structures such as information books presented in chronological sequence, compare/contrast, problem/solution and cause and effect	Select text, with some support, that include a variety of text structures such as information books presented in chronological sequence, compare/contrast, problem/solution and cause and effect	
	Select text, with support , that include some complex structures such as:	Select text, with some support, that include some complex structures such as:	

	flashback, symbolism, complex characters and longer, more complex story lines	flashback, symbolism, complex characters and longer, more complex story lines	
<p>Selecting and using information text</p> <p>SCO 4.3</p> <p>-use pictures and illustrations, word structures, and text features to locate topics and obtain or verify understandings of the information</p> <p>SCO 5.1</p> <p>-answer with assistance, their own and others' questions by seeking information from a variety of texts</p>	Selects, with the support of others and a well-structured class/school library, simple information texts suitable for their research purposes	Selects, with some support of others and a well-structured class/ school library, simple information texts suitable for their research purposes	Selects, with occasional support of others and a well-structured class/school library, simple information texts suitable for their research purposes
	Determines their own needs for information	Determines their own and the needs of the class (with support) for information	Determines their own and the needs of the class for information
	Generates a few questions to guide their research	Generates somewhat focused questions to guide their research	Generates focused questions to guide their research
	With assistance , answer their own and others' questions by seeking information in a variety of text and determining importance		With some assistance , answer their own and others' questions by seeking information in an increasing variety of text and determining importance
	Navigates, with support , classification systems and basic reference materials		
	Uses a range of reference materials (including electronic databases) to search for information		
	Navigates, with support , text features within information text	Navigates, with some support, text features within information	

	such as table of contents, glossaries, text boxes, graphics, illustrations, headings and sub-headings to locate appropriate information	text such as table of contents, glossaries, text boxes, graphics, illustrations, and headings and sub-headings to locate appropriate information	
	Interacts with text to locate, read, understand, summarize and process information		
	With support , reflects on their process of researching answers to questions and set learning goals for improvement	With some support, reflects on their process of researching answers to questions and set learning goals for improvement	With increasing independence , reflects on their process of researching answers to questions and set learning goals for improvement
Read and view with understanding SCO 4.4 -use and integrate the pragmatic, semantic, syntactic, and graphophonic cuing systems and a variety of strategies to construct meaning SCO 4.5 -describe their own processes and strategies	Uses all sources of information (cueing systems) context, meaning, structural and visual to check on their reading and solve problems		
	Monitors their own comprehension while reading and uses fix-up strategies when meaning breaks down. These strategies include: -predicting -confirming -monitoring -self-correcting -word solving -sampling/gathering -maintaining fluency		

in reading and viewing	Selects the best comprehension strategy to support and increase their understanding. These strategies include: -making connections -visualizing -inferring -questioning -determining importance -analyzing -synthesizing	Selects the best combination of comprehension strategies to support and increase their understanding. These strategies include: -making connections -visualizing -inferring -questioning -determining importance -analyzing -synthesizing	Uses comprehension strategies as a flexible “web” to support and increase their understanding. These strategies include: -making connections -visualizing -inferring -questioning -determining importance -analyzing -synthesizing
	Demonstrates their understanding with increasingly complex text		
Respond personally to a range of text	Share and discuss their personal reactions to texts	Describe , share and discuss their personal reactions to texts	
SCO 6.1 -describe, share, and discuss their personal reactions to texts	Support their opinions with specific evidence from the text and their own personal experience		
SCO 6.2 -give reasons for their opinions about texts and types of texts and the work of authors and illustrators	Actively engage with text by making somewhat meaningful connections between the lives and motivations of characters and their own lives and experiences	Actively engage with text by making increasingly meaningful connections between the lives and motivations of characters and their own lives and experiences	Actively engage with text by making meaningful connections between the lives and motivations of characters and their own lives and experiences
	Read and understand narratives that stretch over longer text, such as short novels, with	Read and understand narratives that stretch over longer text, such as novels with plot	

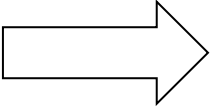
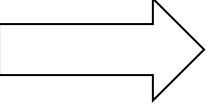
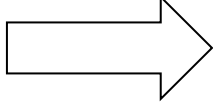
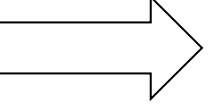
	<p>chapters, relatively straight forward story lines and characters that may change their feelings or “grow” as a result of what they learn</p>	<p>lines and characters that encounter an increasingly complex blend of problems to solve. Characters become more complex in their response to these problems and their feelings and reactions are more multi-dimensional</p>	
	<p>Vocabulary in their text will contain an increasing number of words that the students do not normally use in conversation</p>	<p>Vocabulary in their text will contain an ever increasing number of words that the students do not normally use in conversation. Some tricky phrases or passages</p>	
	<p>Structurally, text will require students to synthesize and determine importance over text that are not finished in one or two reading sessions</p>	<p>Structurally, text will require students to synthesize and determine importance over several reading sessions and will contain sub-plots and a main idea that develops over time</p>	
	<p>Students read a range of text type, selected for their reading purpose</p>	<p>Students read an increasing range of text type, selected for their reading purpose</p>	
<p>Respond critically to a range of text SCO 7.1 -use their background</p>	<p>Is developing the idea that information found in print and visual text should be questioned and compared to what they already know</p>	<p>Is further developing the idea that information found in print and visual text should be questioned and compared to what they already know</p>	<p>Uses background knowledge to question information presented in print and visual texts</p>

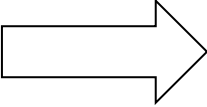
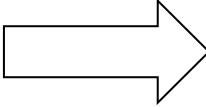
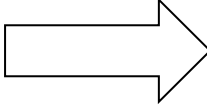
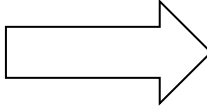
<p>knowledge to question information presented in print and visual texts</p> <p>SCO 7.2</p>	<p>Build awareness of conventions and characteristics of different types of print and media texts that help them understand what they have read and viewed</p>	<p>Identify some conventions and characteristics of different types of print and media texts that help them understand what they have read and viewed</p>	<p>Identify conventions and characteristics of different types of print and media texts that help them understand what they have read and viewed</p>
	<p>Notice the authors attempts to persuade and control the reader in a range of text</p>	<p>Notice and identify the authors attempts to persuade and control the reader in a range of text</p>	
<p>-identify conventions and characteristics of different types of print and media texts that help them understand what they read and view</p>	<p>Notice , with support, instances of prejudice and stereotyping in text</p>	<p>Notice and identify, with support, instances of prejudice and stereotyping in text</p>	
<p>SCO 7.3</p> <p>-respond critically to text</p>	<p>Describe and think about the text considering the author’s word choice, character creation, setting development, plot and style of writing</p>	<p>With support, analyze the text considering the author’s word choice, character creation, setting development, plot and style of writing</p>	<p>Analyze the text considering the author’s word choice, character creation, setting development, plot and style of writing</p>
	<p>Think about the author’s underlying message, supporting their opinion with specific references to the text and their personal experience</p>	<p>With support, discuss the author’s underlying message, supporting their opinion with specific references to the text and their personal experience</p>	<p>Discuss the author’s underlying message, supporting their opinion with specific references to the text and their personal experience</p>
	<p>Build specific vocabulary for talking and thinking about texts (such as <i>names of specific genres, characters, setting, plot, author,</i></p>	<p>Continue to build and begin use specific vocabulary when talking and thinking about texts (such as <i>names of specific genres, characters, setting, plot, author,</i></p>	<p>Use specific vocabulary when talking and thinking about texts (such as <i>names of specific genres, characters, setting, plot, author,</i></p>

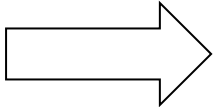
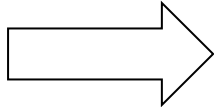
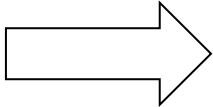
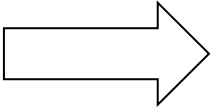
	<i>illustrator, problem, point of view, etc.)</i>	<i>illustrator, problem, point of view, etc.)</i>	<i>illustrator, problem, point of view, etc.)</i>
	Notice the structure the author uses for the text (cause and effect, description, narrative structure, comparison, and problem/solution)	Reflect on why an author would select a particular structure for a text (cause and effect, description, narrative structure, comparison, and problem/solution)	Think and talk critically about the structure the author uses for the text (cause and effect, description, narrative structure, comparison, and problem/solution)

Grade 5 Reading Continuum			
Criteria	Beginning of year	Mid-year	End of year
<p>Selecting Text</p> <p>SCO 4.1</p> <p>-select, independently, texts appropriate to their interests and learning needs</p> <p>SCO 4.2</p> <p>-read widely and experience a variety of children's literature with an emphasis in genre and authors</p>	<p>Selects, with occasional support of others and a well-structured class/school library, texts appropriate to their interests</p>	<p>Selects, generally independently, texts appropriate to their interests</p>	<p>Selects, independently, texts appropriate to their interests</p>
	<p>Selects, with occasional support of others and a well-structured class/school library, texts appropriate to their learning needs</p>	<p>Selects, generally independently, texts appropriate to their learning needs</p>	<p>Selects, independently, texts appropriate to their learning needs</p>
	<p>Selects, with occasional support of others and a well-structured class/school library, texts for independent reading that are in their zone of actual development (98% accuracy with appropriate fluency and comprehension)</p>	<p>Selects, generally independently, texts for independent reading that are in their zone of actual development (98% accuracy with appropriate fluency and comprehension)</p>	<p>Selects, independently, texts for independent reading that are in their zone of actual development (98% accuracy with appropriate fluency and comprehension)</p>
	<p>Selects text, with occasional support, from an increasing variety of genre and authors including poetry, short stories, chapter books, series</p>	<p>Selects text, generally independently, from an increasing variety of genre and authors including poetry, short stories, chapter books, series books, picture</p>	<p>Selects text, independently, from an increasing variety of genre and authors including poetry, short stories, chapter books, series books, picture</p>

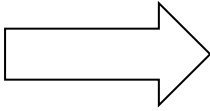
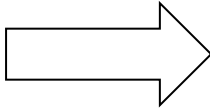



	books, picture books, information text (photo essays, news articles, biography, autobiography, short information text with pictures, etc.)	books, information text (photo essays, news articles, biography, autobiography, short information text with pictures, etc.)	books, information text (photo essays, news articles, biography, autobiography, short information text with pictures, etc.)
	Select text, with occasional support, that include a variety of text structures such as information books presented in chronological sequence, compare/contrast, problem/solution, description and cause and effect	Select text, generally independently , that include a variety of text structures such as information books presented in chronological sequence, compare/contrast, problem/solution, description and cause and effect	Select text, independently , that include a variety of text structures such as information books presented in chronological sequence, compare/contrast, problem/solution, description and cause and effect
	Select text, with some support, that include some complex structures such as: flashback, symbolism, complex characters, stories with diverse perspectives, stories with different settings and longer, more complex story lines	Select text, with occasional support, that include some complex structures such as: flashback, symbolism, complex characters, stories with diverse perspectives, stories with different settings and longer, more complex story lines	Select text, independently , that include some complex structures such as: flashback, symbolism, complex characters, stories with diverse perspectives, stories with different settings and longer, more complex story lines
Selecting and using information text SCO 4.3 -use pictures and illustrations, word structures, and text features to	Selects, with occasional support of others and a well-structured class/school library, information texts suitable for their research purposes	Selects, generally independently , information texts suitable for their research purposes	Selects, independently , information texts suitable for their research purposes
	Determines their own needs for relevant information	Determines their own and the needs of the class (with support)	Determines their own and the needs of the

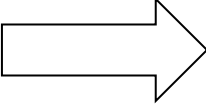
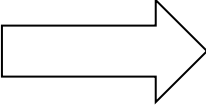
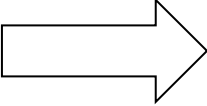
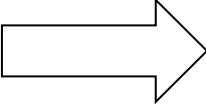
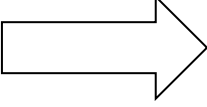

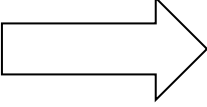
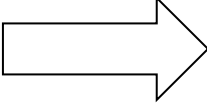
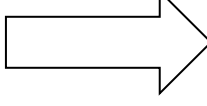
<p>locate topics and obtain or verify their understanding of information</p> <p>SCO 5.1</p> <p>-answer with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts</p>		for relevant information	class for relevant information
	Generates focused questions to guide their research	Generates focused and effective questions to guide their research	
	Answers their own and others' questions by seeking information in an increasing variety of text and determining importance with increasing independence		Answers their own and others' questions by seeking information in an increasing variety of text and determining importance with independence
	Navigates, with some support, classification systems and basic reference materials	Navigates, with occasional support, classification systems and basic reference materials	Navigates classification systems and basic reference materials
	Uses a range of reference materials (including electronic databases) to search for information for research		
	Navigates, with some support, text features within information text such as table of contents, glossaries, text boxes, graphics, illustrations, and headings and sub-headings to locate appropriate information	Navigates, with occasional support, text features within information text such as table of contents, glossaries, text boxes, graphics, illustrations, and headings and sub-headings to locate appropriate information	Navigates text features within information text such as table of contents, glossaries, text boxes, graphics, illustrations, and headings and sub-headings to locate appropriate information
	Attempts to interact with text to locate, read, understand,	Somewhat effectively interacts with text to locate, read, understand,	Effectively interacts with text to locate, read, understand,

	summarize and process information	summarize and process information	summarize and process information
	With increasing independence, reflects on their process of researching answers to questions and set learning goals for improvement		
<p>Read and view with understanding</p> <p>SCO 4.4</p> <p>-use and integrate the pragmatic, semantic, syntactic, and graphophonic cuing systems and a variety of strategies to construct meaning; use a dictionary to determine word meaning in context</p> <p>SCO 4.5</p> <p>-describe and discuss their own processes and strategies in reading and viewing</p>	Uses and integrates all sources of information (cueing systems) context, meaning, structural and visual to check on their reading and solve problems		
	<p>Monitors, and is able to describe and discuss with support, their comprehension while reading and uses fix-up strategies when meaning breaks down. These strategies include:</p> <ul style="list-style-type: none"> -predicting -confirming -monitoring -self-correcting -word solving -sampling/gathering -maintaining fluency 	<p>Monitors, and is able to describe and discuss with some support, their comprehension while reading and uses fix-up strategies when meaning breaks down. These strategies include:</p> <ul style="list-style-type: none"> -predicting -confirming -monitoring -self-correcting -word solving -sampling/gathering -maintaining fluency 	<p>Monitors, and is able to describe and discuss their comprehension while reading and uses fix-up strategies when meaning breaks down. These strategies include:</p> <ul style="list-style-type: none"> -predicting -confirming -monitoring -self-correcting -word solving -sampling/gathering -maintaining fluency
	Uses comprehension strategies as a flexible “web” to support and increase their understanding. With support , is able to reflect on and discuss the most effective strategy for a given reading purpose.	Uses comprehension strategies as a flexible “web” to support and increase their understanding. With some support, is able to reflect on and discuss the most effective strategy for a given reading purpose.	Uses comprehension strategies as a flexible “web” to support and increase their understanding. Is able to reflect on and discuss the most effective strategy for a given reading purpose.

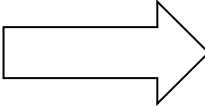
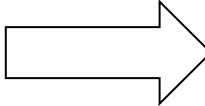
	<p>These strategies include:</p> <ul style="list-style-type: none"> -making connections -visualizing -inferring -questioning -determining importance -analyzing -synthesizing 	<p>These strategies include:</p> <ul style="list-style-type: none"> -making connections -visualizing -inferring -questioning -determining importance -analyzing -synthesizing 	<p>These strategies include:</p> <ul style="list-style-type: none"> -making connections -visualizing -inferring -questioning -determining importance -analyzing -synthesizing
	Demonstrates their understanding with increasingly complex text and in a variety of genre		
<p>Respond personally to a range of text</p> <p>SCO 6.1</p> <p>-describe, share, and discuss their personal reactions to a range of texts across genres, topics, and subjects</p> <p>SCO 6.2</p> <p>-support their opinions about texts and features of types of texts</p>	Describe, share and discuss their personal reactions to a range of texts	Describe, share and discuss their personal reactions to a range of texts and across genres	Describe, share and discuss their personal reactions to texts and across genre, topics and subjects
	Support their opinions with specific, relevant evidence from the text and their own personal experience		
	Actively engage with text by making somewhat meaningful connections between the lives and motivations of characters and their own lives and experiences	Actively engage with text by making increasingly meaningful connections between the lives and motivations of characters and their own lives, experiences and knowledge of the world	Actively engage with text by making meaningful connections between the lives and motivations of characters and their own lives, experiences and knowledge of the world
	Read with understanding narratives that stretch over longer text, such as novels with plot		

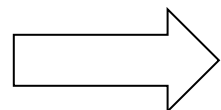


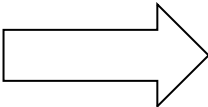
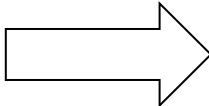
	lines and characters that encounter an increasingly complex blend of problems to solve. Characters become more complex in their response to these problems and their feelings and reactions are more multi-dimensional		
	Vocabulary in their text will contain many new, complex and specialized words that the students do not normally use in conversation. Some tricky phrases or passages		
	Structurally, text will require students to synthesize and determine importance over longer, more complex text		
	Students read an increasing range of text type, selected for their reading purpose	Students read a wide range of text type, selected for their reading purpose	
Respond critically to a range of text SCO 7.1 -use their background knowledge to question and analyze information presented in	Uses background knowledge to question and begin to analyze information presented in print and visual texts	Uses background knowledge to question and continue to analyze information presented in print and visual texts	Uses background knowledge to question and analyze information presented in print and visual texts
	Identify conventions and characteristics of different types of print and media texts that help them understand	Begin to recognize how conventions and characteristics of different types of print and media texts help them understand what	Recognize how conventions and characteristics of different types of print and media texts help them understand what



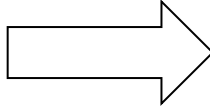
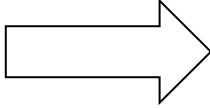
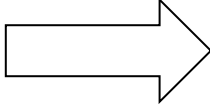
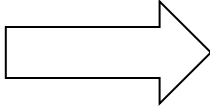
print and visual texts	what they have read and viewed	they have read and viewed	they have read and viewed
<p>SCO 7.2</p> <p>-recognize how conventions and characteristics of different types of print and media texts help them understand what they read and view</p> <p>SCO 7.3</p> <p>-respond critically to text</p>	Notice and identify the authors attempts to persuade and control the reader in a range of text	Notice, identify and analyze the authors attempts to persuade and control the reader in a range of text	
	Identify instances of prejudice and stereotyping in text	Identify instances of opinion , prejudice, bias and stereotyping in text	
	Analyze the text considering the author's word choice, character creation, setting development, plot and style of writing		
	Discuss the author's underlying message, supporting their opinion with specific references to the text and their personal experience		
	Use specific vocabulary when talking and thinking about texts (such as <i>names of specific genres, characters, setting, plot, author, illustrator, problem, point of view, etc.</i>)		
	Think and talk critically about the structure the author uses for the text (cause and effect, description, narrative structure,		Think, talk and write critically about the structure the author uses for the text (cause and effect, description, narrative structure,

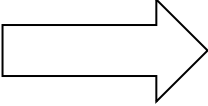
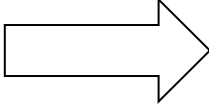
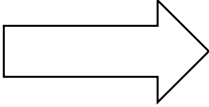
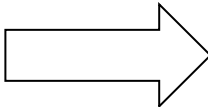
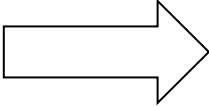
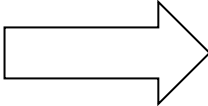

	comparison, and problem/solution)		comparison, and problem/solution)
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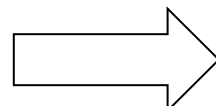
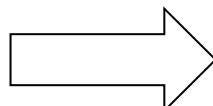
Grade 6 Reading Continuum			
Criteria	Beginning of year	Mid-year	End of year
Selecting Text SCO 4.1 -select, independently, texts appropriate to their range of interests and learning needs	Selects, independently, texts appropriate to their interests	Selects, independently, texts appropriate to their many interests	Selects, independently, texts appropriate to their many and varied interests
	Selects, independently, texts appropriate to their learning needs		
	SCO 4.2 -read widely and experience a variety of children’s literature with an emphasis in genre and authors	Selects, independently, texts for independent reading that are in their zone of actual development (98% accuracy with appropriate fluency and comprehension)	Selects, independently, texts for independent reading that are in their zone of actual development (98% accuracy with appropriate fluency and comprehension) developing an understanding of when easy or difficult text may be appropriate to the reading purpose
	Selects text, independently, from an increasing variety of	Selects text, independently, from a wide range and	

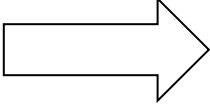
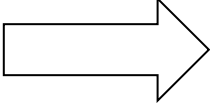
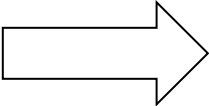


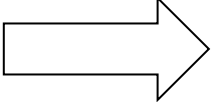
	genre and authors including poetry, short stories, chapter books, series books, picture books, information text (photo essays, news articles, biography, autobiography, information text, chapter books, etc.)	variety of genre and authors including poetry, short stories, chapter books, series books, picture books, information text (photo essays, news articles, biography, autobiography, information text, historical fiction, chapter books, postmodern text, etc.)	
	Select text, independently, that include a variety of text structures such as information books presented in chronological sequence, compare/contrast, problem/solution, description and cause and effect	Select text, independently, that include a variety of text structures such as information books presented in chronological sequence, compare/contrast, problem/solution, description and cause and effect- often combined in complex ways	
	Select text, independently, that include some complex structures such as: flashback, symbolism, complex characters, stories with diverse perspectives, stories with different settings and longer, more complex story lines	Select text, independently, that include a range of complex structures such as: flashback, symbolism, complex characters, stories with diverse perspectives, stories with different settings and longer, more complex story lines	Select text, independently, that include a wide range of complex structures such as: flashback, symbolism, complex characters, stories with diverse perspectives, stories with different settings and longer, more complex story lines
Selecting and using information text	Selects, independently, information texts suitable for their research purposes	Selects, independently, information texts suitable for their	


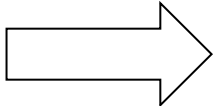
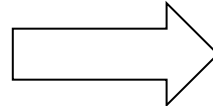
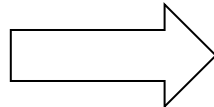
SCO 4.3 -use a wider range of pictorial, typographical, and organizational features of written text to obtain, verify, and reinforce their understanding of information		varied research purposes	
	Determines their own and the needs of the class for relevant information	Determines their own and the needs of the class for relevant and reliable information (is able to assess a resource to discover if it is reliable)	
SCO 5.1 -answer with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts	Generates focused and effective questions to guide their research	Generates focused and effective questions to guide their research. Revises and refines questions as the research progresses	
	Independently answers their own and others' questions by seeking information in an increasing variety of text and determining importance	Independently answers their own and others' questions by seeking information in a wide variety of text and determining importance	
	Navigates classification systems and basic reference materials	Effectively navigates classification systems and basic reference materials	
	Uses a range of reference materials (including electronic databases) to search for information for research	Uses a range of reference materials (including electronic databases) to efficiently search for information for research	
	Navigates text features within information text such as table of contents, glossaries, text boxes, graphics, illustrations, and headings and sub-headings to locate	Navigates text features within information text such as table of contents, glossaries, text boxes, graphics, illustrations, and headings and sub-headings to locate	

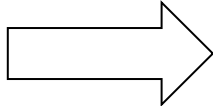
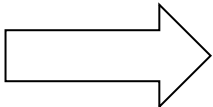
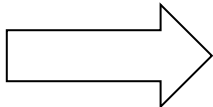

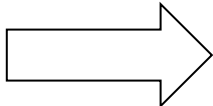
	appropriate information	appropriate information and reinforce their understandings	
	Effectively interacts with text to locate, read, understand, summarize and process information		
	With increasing independence, reflects on their process of researching answers to questions and set learning goals for improvement	With occasional support , reflects on their process of researching answers to questions and set learning goals for improvement	
Read and view with understanding SCO 4.4 -use and integrate the various cueing systems and a variety of strategies with increasing independence to construct meaning SCO 4.5 -reflect on and discuss their own processes and strategies in reading and viewing	Uses and integrates all sources of information (cueing systems) context, meaning, structural and visual to check on their reading and solve problems		
	Monitors, and is able to describe and discuss their comprehension while reading and uses fix-up strategies when meaning breaks down. These strategies include: -predicting -confirming -monitoring -self-correcting -word solving -sampling/gathering -maintaining fluency		
	Uses comprehension strategies as a flexible “web” to support and increase their		



	<p>understanding. Is able to reflect on and discuss the most effective strategy for a given reading purpose. These strategies include:</p> <ul style="list-style-type: none"> -making connections -visualizing -inferring -questioning -determining importance -analyzing -synthesizing 		
	Demonstrates their understanding with increasingly complex text and in a variety of genre	Demonstrates their understanding with increasingly complex text and in a wide variety of genre	
<p>Respond personally to a range of text SCO 6.1</p> <p>-explain why a particular text matters to them and demonstrate an increasing ability to make connections among texts</p> <p>SCO 6.2</p> <p>-reflect on and give reasons for their interpretations of an</p>	Describe, share and discuss their personal reactions to texts and across genre, topics and subjects	Describe, share and discuss their personal reactions to texts, including why a certain text is important to them , across genre, topics and subjects	
	Support their opinions with specific, relevant evidence from the text and their own personal experience	Support their opinions and interpretations of the text with specific, relevant evidence from the text and their own personal experience	
	Actively engage with text by making meaningful connections between the lives and motivations of characters and their own lives, experiences	Actively engage with text by making meaningful connections between the lives and motivations of characters and their own lives, experiences	Actively engage with text by making meaningful connections between the lives and motivations of characters and their own lives,

<p>increasing variety of texts</p>	<p>and knowledge of the world</p>	<p>and knowledge of the world. Make meaningful connections between different texts</p>	<p>experiences and knowledge of the world. Make meaningful connections between different texts and across a group of text</p>
	<p>Read with understanding narratives that stretch over longer text, such as novels with plot lines and characters that encounter an increasingly complex blend of problems to solve. Characters become more complex in their response to these problems and their feelings and reactions are more multi-dimensional</p>	<p>Read with understanding narratives that stretch over longer text, such as novels with plot lines and characters that encounter an increasingly complex blend of problems to solve. Characters become more complex in their response to these problems and their feelings and reactions are more multi-dimensional. Demonstrate understanding that characters can change over a series of books</p>	
	<p>Vocabulary in their text will contain many new, complex and specialized words that the students do not normally use in conversation. Some tricky phrases or passages</p>	<p>Vocabulary in their text will contain many new, complex and specialized words that the students do not normally use in conversation. Some tricky phrases, passages or chapters</p>	<p>Vocabulary in their text will contain many new, complex and specialized words that the students do not normally use in conversation. Some tricky phrases, passages or chapters. Sometimes understanding has to be suspended while the story “reveals” itself to the reader; the reader has to</p>

			deal with uncertainty
	Structurally, text will require students to synthesize and determine importance over longer, more complex text	Structurally, text will require students to synthesize and determine importance over increasingly longer, more complex text	
	Students read a wide range of text type, selected for their reading purpose		
Respond critically to a range of text SCO 7.1 -recognize that facts can be presented to suit an author's purpose and point of view SCO 7.2	Uses background knowledge to question and analyze information presented in print and visual texts	Uses background knowledge and newly acquired information to question and analyze information presented in print and visual texts	Uses background knowledge and newly acquired information to question and analyze information presented in print and visual texts. Compares information found in different texts and suggests reasons for any differences in information
-identify the conventions and structure of a variety of print and media texts and genre SCO 7.3	Recognize how conventions and characteristics of different types of print and media texts help them understand what they have read and viewed	Use conventions and characteristics of different types of print and media texts help them understand what they have read and viewed	Effectively use conventions and characteristics of different types of print and media texts help them understand what they have read and viewed
-make connections with the purpose of	Notice, identify and analyze the authors attempts to persuade and control the reader in a range of text	Notice, identify, analyze and evaluate the authors attempts to persuade, manipulate or control the reader in a range of text	

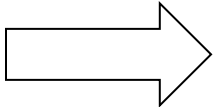
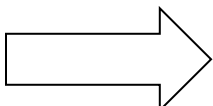

<p>each text or genre</p> <p>SCO 7.4</p> <p>-respond critically to text</p>	<p>Identify instances of opinion, prejudice, bias and stereotyping in text</p>	<p>Detect instances of opinion, prejudice, bias and stereotyping across a range of text</p>	
	<p>Analyze the text considering the author's word choice, character creation, setting development, plot and style of writing</p>	<p>Analyze and evaluate the text considering the author's word choice, character creation, setting development, plot and style of writing</p>	<p>Analyze and evaluate the text considering the author's word choice, character creation, setting development, plot and style of writing using a wide range of text and genre</p>
	<p>Discuss the author's underlying message, supporting their opinion with specific references to the text and their personal experience</p>	<p>Discuss the author's underlying message or possible multiple messages, supporting their opinion with specific references to the text and their personal experience</p>	<p>Discuss various possible interpretations of a given text, or group of texts, discussing the author's underlying message(s), supporting their opinion with specific references to the text(s) and their personal experience</p>
	<p>Use specific vocabulary when talking and thinking about texts (such as <i>names of specific genres, characters, setting, plot, author, illustrator, problem, point of view, etc.</i>)</p>		
	<p>Think, talk and write critically about the structure the author uses for the text (cause and effect, description, narrative structure,</p>		

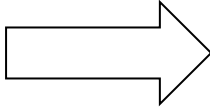

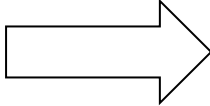
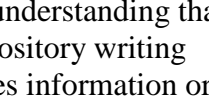
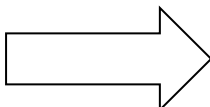
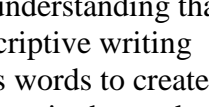
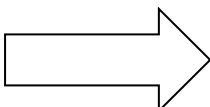
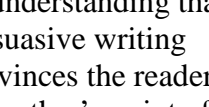
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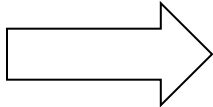
Writing Continuum by Grade

Grade 4 Writing Continuum			
Criteria	Beginning of year	Mid-year	End of year
Writer's Craft: Communicate through writing	Uses some strategies, including generating questions, that lead to the creation of writing ideas	Uses an increasing variety of strategies, including generating questions, that lead to the creation of writing ideas	Uses a variety of strategies, including generating questions, that lead to the creation of writing ideas
SCO 8.1 -use strategies in writing and	Generates writing topics of personal interest and importance by using some	Generates writing topics of personal interest and importance by using	Generates writing topics of personal interest and importance by using a


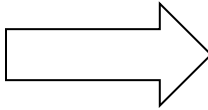
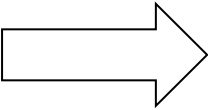

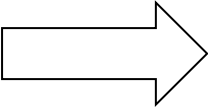
<p>other ways of representing</p> <p>SCO 8.2</p> <p>-experiment with different ways of making their own notes</p> <p>SCO 8.3</p> <p>-experiment with language, appropriate to purpose, audience, and form, that enhances meaning and demonstrates imagination in writing and other ways of representing</p>	<p>strategies such as collecting ideas over time (writer’s notebook), creating focused lists or webs, etc.</p>	<p>an increasing variety of strategies such as collecting ideas over time (writer’s notebook), expanding small moments, creating focused lists or webs, etc.</p>	<p>variety of strategies such as collecting ideas over time (writer’s notebook), expanding small moments, creating focused lists or webs, looking for writing ideas through reading, etc.</p>
	<p>Demonstrates a willingness to discover their personal attitudes, feelings and opinions as they relate to a variety of topics. Students provide some support of their views with personal experience and background knowledge</p>	<p>Demonstrates a willingness to discover and express their personal attitudes, feelings and opinions as they relate to a variety of topics. Students support their views with personal experience and background knowledge</p>	<p>Demonstrates a willingness to discover and express their personal attitudes, feelings and opinions as they relate to a variety of topics. Students support their views with personal experience and background knowledge</p>
	<p>Students compare their thoughts and beliefs to those of others through using a variety of strategies such as:</p> <ul style="list-style-type: none"> - Venn diagrams 	<p>Students compare their thoughts and beliefs to those of others through using a variety of strategies such as:</p> <ul style="list-style-type: none"> - Venn diagrams - Discussion - Reflection 	<p>Students compare their thoughts and beliefs to those of others through using a variety of strategies such as:</p> <ul style="list-style-type: none"> - Venn diagrams - Compare/Contrast - Discussion - Reflection
	<p>Students respond to a situation, text read or viewed, film, presentation etc. through writing. The response contains a description of their feelings and reactions.</p>	<p>Students respond to a situation, text read or viewed, film, presentation etc. through writing. The response contains a description of their feelings and reactions and how the text</p>	<p>Students respond to a situation, text read or viewed, film, presentation etc. through writing. The response contains a description of their feelings and reactions and how the text</p>

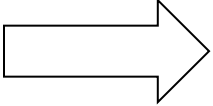
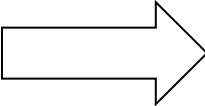
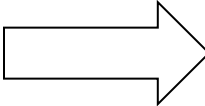
		relates to their own attitudes.	relates to their own values and attitudes.
Students use writing to record experiences, providing a few details and clarity for later reflection	Students use writing to record experiences, providing an increasing number of details and clarity for later reflection	Students use writing to record experiences, providing appropriate details and clarity for later reflection	
Students use writing to reflect on and monitor their own learning (possibly using a reflective journal)	Students use writing to reflect on and monitor their own learning (possibly using a reflective journal) using this information to set appropriate learning goals		
Experiments with a few note-taking techniques (webs, jot notes) and evaluates their effectiveness for a particular note taking task	Experiments with a variety of note-taking techniques (webs, jot notes, matrix, graphic organizer) and evaluates their effectiveness for a particular note taking task		
Demonstrates imagination in their writing through their willingness to experiment with an increasing number of writing forms and language choices		Demonstrates imagination in their writing through their willingness to experiment with a variety of writing forms and language choices	
Uses a few revision techniques to shape the language and content of their writing	Uses an increasing number of revision techniques to shape the language and content of their writing	Uses a variety of revision techniques to shape the language and content of their writing	

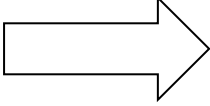
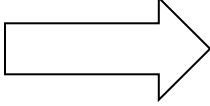
<p>Writing Purpose and Audience</p> <p>SCO 9.1</p> <p>-create written and media texts, collaboratively and independently, in a variety of forms</p> <p>SCO 9.2</p> <p>-demonstrate an awareness of purpose and audience</p> <p>SCO 9.3</p> <p>-invite responses to early drafts of their writing/ media productions to shape subsequent drafts</p>	<p>With support, selects and creates a variety of writing forms (independently or collaboratively) appropriate to their purpose and audience</p>	<p>With some support, selects and creates a variety of writing forms (independently or collaboratively) appropriate to their purpose and audience</p>	<p>Selects and creates a variety of writing forms (independently or collaboratively) appropriate to their purpose and audience</p>
	<p>Through their own writing, demonstrates an understanding that narrative writing tells a story (i.e. story writing)</p>		
	<p>Through their own writing, demonstrates a growing understanding that expository writing gives information or shows/ tells how (i.e. how to books, information text)</p>		
	<p>Through their own writing, demonstrates a growing understanding that descriptive writing uses words to create a picture in the reader’s mind (i.e. poetry, descriptive prose)</p>		
	<p>Through their own writing, demonstrates a growing understanding that persuasive writing convinces the reader to another’s point of view (i.e. persuasive essay, commercial, print advertisement)</p>		
	<p>With support, uses the traits of writing (ideas [GCO8], organization, word choice, voice, sentence fluency and</p>	<p>With some support, uses the traits of writing (ideas [GCO8], organization, word choice, voice,</p>	<p>Uses the traits of writing (ideas [GCO8], organization, word choice, voice, sentence fluency and</p>

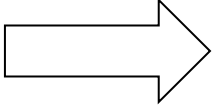

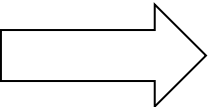
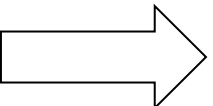
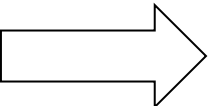
	conventions) to shape their writing.	sentence fluency and conventions) to shape their writing.	conventions) to shape their writing.
	Seeks feedback for their writing, considers the feedback of others, and makes decisions to change their writing to strengthen the author’s message.	Seeks feedback for their writing, considers the feedback of others, and makes decisions to change their writing to strengthen the author’s message. The student is open to feedback, yet retains control of the message.	
Develop and Shape Writing SCO 10.1 -develop a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies SCO 10.4 -demonstrates a commitment to shaping pieces of writing and other representations through stages	Uses a few prewriting strategies to generate and organize ideas for writing (e.g., brainstorming, webbing)	Uses an increasing number of prewriting strategies to generate and organize ideas for writing (e.g., brainstorming, webbing, story mapping, reading, reflecting)	Uses a variety of prewriting strategies to generate and organize ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting)
	Uses somewhat appropriate drafting techniques to keep the “writing flow” going (focusing on getting ideas on paper, taking some risks with temporary spelling when necessary, using a word processor to compose)	Uses generally appropriate drafting techniques to keep the “writing flow” going (focusing on getting ideas on paper, taking risks with temporary spelling when necessary, keeping audience in mind, using a word processor to compose)	Uses appropriate drafting techniques to keep the “writing flow” going (focusing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms / techniques, keeping audience in mind, using a word processor to compose)

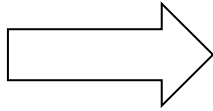
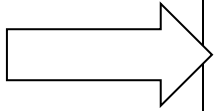
of development	Uses a few revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading / rereading, adding ideas)	Uses an increasing number of revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading / rereading, adding ideas, crossing out repetition or unnecessary information, using feedback from conferences to help revise)	Uses revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading / rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas / information, rearranging, using feedback from conferences to help revise)
	Uses a few editing strategies to create published writing that honours the reader (e.g., checking punctuation; checking spelling by circling words that don't look right; using an editing checklist)	Uses an increasing number of editing strategies to create published writing that honours the reader (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way; using an editing checklist)	Uses editing strategies to create published writing that honours the reader (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as a dictionary; using an editing checklist)
	Matches somewhat appropriate techniques for publishing / presenting to the writing purpose (e.g., a word process to publish; illustrations; sharing writing / representing orally; submitting work to class newsletter)	Matches generally appropriate techniques for publishing / presenting to the writing purpose (e.g., a word process to publish; illustrations; sharing writing / representing orally; publishing in a class newsletter; publishing on-line; submitting	Matches appropriate techniques for publishing / presenting to the writing purpose (e.g., a word process to publish; illustrations, charts and diagrams to enhance writing where appropriate; sharing writing / representing orally; publishing in a class newsletter; publishing

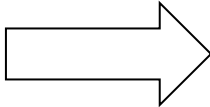
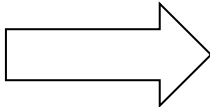
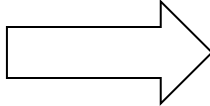
		work to school / district newsletter)	on-line; submitting work to school / district newsletter)
	Student demonstrates increasing writing stamina and commitment to their writing		
	Student takes some pieces of writing from prewriting through to publication		
Enhancing clarity and precision in writing SCO 10.2 -develop an understanding of many conventions of written language in final products	Writer demonstrates respect for the audience/ reader through the somewhat correct application of writing conventions in final products	Writer demonstrates respect for the audience/ reader through the increasingly correct application of writing conventions in final products	Writer demonstrates respect for the audience/ reader through the generally correct application of writing conventions in final products
	Writer attempts to correctly use such conventions as: - a variety of simple and more complex structures - periods at the ends of sentences and for abbreviations - commas in a series, and in dates - apostrophes for possessives and contractions - question marks, exclamation marks, and quotation marks - capitals for proper names, titles, places, days, months, holidays, beginning of sentences		Writer correctly uses such conventions as: - a variety of simple and more complex structures - periods at the ends of sentences and for abbreviations - commas in a series, and in dates - apostrophes for possessives and contractions - question marks, exclamation marks, and quotation marks - capitals for proper names, titles, places, days, months, holidays, beginning of sentences

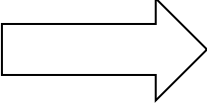
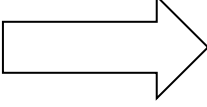
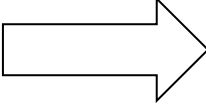
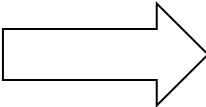
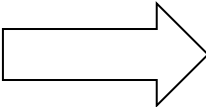
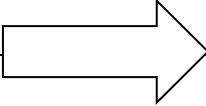
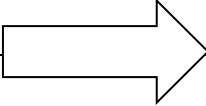
	<ul style="list-style-type: none"> - meaning and syntax patterns as well as sound cues to spell words - a range of spelling strategies -making subjects and verbs agree -beginning to use simple paragraphing - pronouns appropriately -spell many words conventionally 		<ul style="list-style-type: none"> - meaning and syntax patterns as well as sound cues to spell words - a range of spelling strategies -making subjects and verbs agree -beginning to use simple paragraphing - pronouns appropriately -spell many words conventionally
	<p>Student uses editing references somewhat effectively (i.e. dictionaries, classroom charts, electronic spell checkers, editing checklists)</p>	<p>Student uses editing references effectively (i.e. dictionaries, classroom charts, electronic spell checkers, editing checklists)</p>	
<p>Using technology to support writing</p> <p>SCO 10.3</p> <p>-use technology with increasing proficiency in writing and other forms of representing</p>	<p>With increasing proficiency, students use a variety of technologies to create a range of products such as:</p> <ul style="list-style-type: none"> - e-mails - sending e-mails with attachments - power point presentations - video clips - digital stories - blogs - word processing - make changes to text using a word processor, such as formats, stylistic effects (fonts, colours, 		

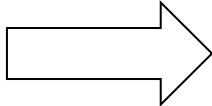
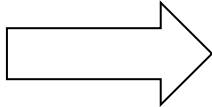
	etc.) and graphics)		
<p>Writing as a result of research</p> <p>SCO 10.5</p> <p>-select, organize, and combine relevant information from two or more sources to construct and communicate meaning</p>	Student begins to develops a few questions to select and develop a focus for research/ investigation	Student continues to develop some questions to select and develop a focus for research/ investigation	Student develops questions to select and develop a focus for research/ investigation
	With support, student uses questions and initial research to narrow research focus	With some support, student uses questions and initial research to narrow research focus	Student uses questions and initial research to narrow research focus
	With support, student uses appropriate note taking techniques to collect information on their topic (at least two sources of information)	With some support, student uses appropriate note taking techniques to collect information on their topic (at least two sources of information)	Student uses appropriate note taking techniques to collect information on their topic (at least two sources of information)
	Students uses research notes as the starting point for their rough draft		
	With support, student chooses format that best carries the message(s)/ information	With some support, student chooses format that best carries the message(s)/ information	Student chooses format that best carries the message(s)/ information

Grade 5 Writing Continuum			
Criteria	Beginning of year	Mid-year	End of year
<p>Writer’s Craft:</p> <p>Communicate through writing</p> <p>SCO 8.1</p> <p>-use a range of strategies in writing and other ways of representing</p> <p>SCO 8.2</p> <p>-expand appropriate note-making strategies from a growing repertoire</p> <p>SCO 8.3</p> <p>-make deliberate language choices, appropriate to purpose, audience, and form, to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing</p>	<p>Uses a variety of strategies, including generating questions, that lead to the creation of writing ideas</p>		<p>Uses a variety of strategies, including framing and answering questions, that lead to the creation of writing ideas</p>
	<p>Generates writing topics of personal interest and importance by using a variety of strategies such as collecting ideas over time (writer’s notebook), expanding small moments, creating focused lists or webs , etc.</p>	<p>Generates and develops writing topics of personal interest and importance by using a variety of strategies such as collecting ideas over time (writer’s notebook), expanding small moments, creating focused lists or webs , etc.</p>	
	<p>Demonstrates a willingness to discover and express their personal attitudes, feelings and opinions as they relate to a variety of topics. Students support their views with personal experience and background knowledge</p>		<p>Demonstrates a willingness to record, develop and reflect on their personal attitudes, feelings and opinions as they relate to a variety of topics. Students support their views with personal experience and background knowledge</p>
	<p>Students compare their thoughts and beliefs to those of others through using a variety of strategies such as:</p> <ul style="list-style-type: none"> - Venn diagrams - Compare/ Contrast 		

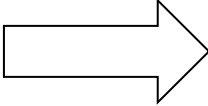
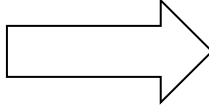
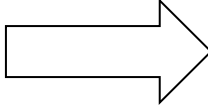
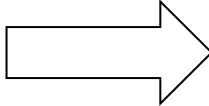
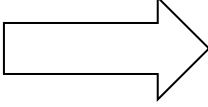
	- Discussion - Reflection		
	Students respond to a situation, text read or viewed, film, presentation etc. through writing. The response contains a description of their feelings and reactions and how the text relates to their own values and attitudes.		
	Students use writing to record experiences, providing appropriate details and clarity for later reflection	Students use writing to record and reflect on experiences, providing appropriate details and clarity for the basis of a response	Students use writing to record and reflect on experiences, including their responses to their experiences
	Students use writing to reflect on and monitor their own learning (possibly using a reflective journal) using this information to set appropriate learning goals	Students use writing to reflect on and monitor their own learning (possibly using a reflective journal) using this information to set appropriate learning goals. Students further practice and extend their monitoring of their own learning.	Students use writing to reflect on and monitor their own learning (possibly using a reflective journal) using this information to set appropriate learning goals. Students further practice and extend their monitoring of their own learning, demonstrating increasingly more metacognitive.
	Experiments with a variety of note-taking techniques (webs, jot notes, matrix, graphic organizer) and evaluates their effectiveness for a	Uses a variety of note-taking techniques (webs, jot notes, matrix, graphic organizer) and evaluates their effectiveness for a	Expands appropriate note-making strategies from a growing repertoire (webs, jot notes, matrix, graphic organizer, outlines,

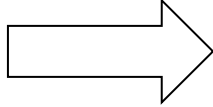

	particular note taking task	particular note taking task	charts) and evaluates their effectiveness for a particular note taking task
	Demonstrates imagination in their writing through their willingness to experiment with a variety of writing forms and language choices	Demonstrates imagination in their writing through their willingness to use a variety of writing forms and language choices	Demonstrates imagination in their writing through their willingness to make deliberate choices with a variety of writing forms and language choices
	Uses a variety of revision techniques to shape the language and content of their writing		Uses a wide variety of revision techniques to shape the language and content of their writing
<p>Writing Purpose and Audience</p> <p>SCO 9.1</p> <p>-create written and media texts, collaboratively and independently, in different modes, and in an increasing variety of forms</p> <p>SCO 9.2</p> <p>-address the demands of a variety of purposes and audiences</p>	Selects and creates a variety of writing forms (independently or collaboratively) appropriate to their purpose and audience	Makes informed choices about, and creates a variety of writing forms (independently or collaboratively) appropriate to their purpose and audience	Makes informed choices about, and creates an increasing variety of writing forms (independently or collaboratively) appropriate to their purpose and audience
	Through their own writing, demonstrates an understanding that narrative writing tells a story (i.e. story writing)		Through their own writing, demonstrates a deep understanding that narrative writing tells a story (i.e. story writing)
	Through their own writing, demonstrates an understanding that expository writing gives information or shows/ tells how (i.e. how to books, information text)		Through their own writing, over a range of examples, demonstrates an understanding that expository writing gives information or shows/ tells how (i.e. how to books, information text)


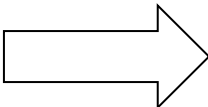
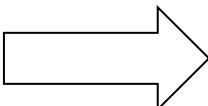
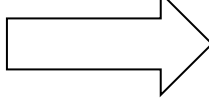
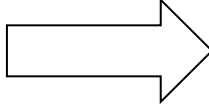
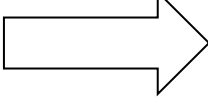
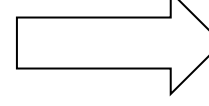
<p>SCO 9.3</p> <p>-invite responses to early drafts of their writing/ media productions to shape subsequent drafts and reflect on their final drafts</p>	<p>Through their own writing, demonstrates an understanding that descriptive writing uses words to create a picture in the reader's mind (i.e. poetry, descriptive prose)</p>		<p>Through their own writing, over a range of examples, demonstrates an understanding that descriptive writing uses words to create a picture in the reader's mind (i.e. poetry, descriptive prose)</p>
	<p>Through their own writing, demonstrates an understanding that persuasive writing convinces the reader to another's point of view (i.e. persuasive essay, commercial, print advertisement)</p>		<p>Through their own writing, over a range of examples, demonstrates an understanding that persuasive writing convinces the reader to another's point of view (i.e. persuasive essay, commercial, print advertisement)</p>
	<p>Uses the traits of writing (ideas [GCO8], organization, word choice, voice, sentence fluency and conventions) to shape their writing.</p>		<p>Effectively uses the traits of writing (ideas [GCO8], organization, word choice, voice, sentence fluency and conventions) to shape their writing.</p>
	<p>Seeks feedback for their writing, considers the feedback of others, and makes decisions to change their writing to strengthen the author's message. The student is open to feedback, yet retains control of the message.</p>		
	<p>The student uses feedback to reflect on their final drafts from</p>		

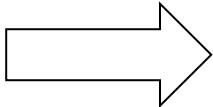
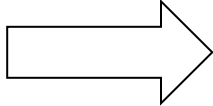
	the audience’s point of view		
<p>Develop and Shape Writing</p> <p>SCO 10.1</p> <p>-use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies</p> <p>SCO 10.4</p> <p>-demonstrate commitment to shaping and reshaping pieces of writing and other representations through stages of development and refinement</p>	<p>Uses a variety of prewriting strategies to generate and organize ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting)</p>	<p>Effectively uses a range of prewriting strategies to generate and organize ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting)</p>	
	<p>Uses appropriate drafting techniques to keep the “writing flow” going (focusing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms / techniques, keeping audience in mind, using a word processor to compose)</p>	<p>Uses a range of drafting techniques to keep the “writing flow” going (creating an outline, focusing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms / techniques, keeping audience in mind, using a word processor to compose)</p>	
	<p>Uses revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading / rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas / information, rearranging, using feedback from</p>	<p>Continues to develop revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading / rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas / information, rearranging, using feedback from</p>	<p>Effectively uses revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading / rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas / information, rearranging, using feedback from</p>

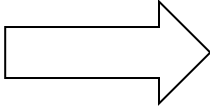
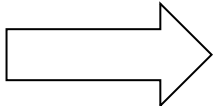
	conferences to help revise)	conferences to help revise)	conferences to help revise). Shows a commitment to shaping and reshaping writing through the revision process.
	Uses editing strategies to create published writing that honours the reader (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as a dictionary; using an editing checklist)	Continues to develop editing strategies to create published writing that honours the reader (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as a dictionary; using an editing checklist)	Effectively uses editing strategies to create published writing that honours the reader (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as a dictionary; using an editing checklist). Shows a commitment to shaping and reshaping writing through the editing process.
	Matches appropriate techniques for publishing / presenting to the writing purpose (e.g., a word process to publish; illustrations, charts and diagrams to enhance writing where appropriate; sharing writing / representing orally; publishing in a class newsletter; publishing on-line; submitting work to school / district newsletter)		Matches appropriate techniques for publishing / presenting to the writing purpose and refines the writing (e.g., a word process to publish; illustrations, charts and diagrams to enhance writing where appropriate; sharing writing / representing orally; publishing in a class newsletter; publishing

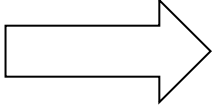
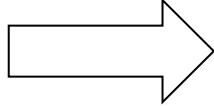
			on-line; submitting work to school / district newsletter)
	Student demonstrates increasing writing stamina and commitment to their writing		
	Student takes some pieces of writing from prewriting through to publication		
<p>Enhancing clarity and precision in writing</p> <p>SCO 10.2</p> <p>-demonstrate an increasing understanding of the conventions of written language in final products</p>	Writer demonstrates respect for the audience/ reader through the correct application of writing conventions in final products		Writer demonstrates respect for the audience/ reader through an increasing understanding of writing conventions and their correct application in final products
	<p>Writer correctly uses such conventions as:</p> <ul style="list-style-type: none"> - a variety of simple and more complex structures - periods at the ends of sentences and for abbreviations - commas in a series, and in dates - apostrophes for possessives and contractions - question marks, exclamation marks, and quotation marks - capitals for proper names, titles, places, days, months, 		<p>Writer correctly uses such conventions as:</p> <ul style="list-style-type: none"> - a variety of simple and more complex structures - periods at the ends of sentences and for abbreviations - commas in a series, and in dates - apostrophes for possessives and contractions - question marks, exclamation marks, and quotation marks - capitals for proper names, titles, places, days, months,



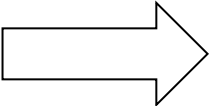
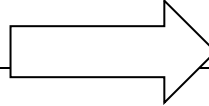
	<p>holidays, beginning of sentences</p> <ul style="list-style-type: none"> - meaning and syntax patterns as well as sound cues to spell words - a range of spelling strategies -making subjects and verbs agree -beginning to use simple paragraphing - pronouns appropriately -spell many words conventionally 		<p>holidays, beginning of sentences</p> <ul style="list-style-type: none"> - meaning and syntax patterns as well as sound cues to spell words - a range of spelling strategies -making subjects and verbs agree -beginning to use simple paragraphing - pronouns appropriately -spell many words conventionally - demonstrate an understanding of spelling irregularities
	<p>Student uses editing references effectively (i.e. dictionaries, classroom charts, electronic spell checkers, editing checklists)</p>		<p>Student uses a range of editing references effectively (i.e. dictionaries, classroom charts, electronic spell checkers, editing checklists, thesauri, other writers)</p>
<p>Using technology to support writing</p> <p>SCO 10.3</p> <p>-use technology with increasing proficiency to create, revise, edit, and publish texts</p>	<p>With increasing proficiency, student uses a variety of technologies to create a range of products such as:</p> <ul style="list-style-type: none"> - e-mails - sending e-mails with attachments - power point presentations - video clips - digital stories - blogs 	<p>With increasing proficiency, student uses a variety of technologies to create a range of products such as:</p> <ul style="list-style-type: none"> - e-mails - sending e-mails with attachments - power point presentations - video clips - digital stories - blogs 	

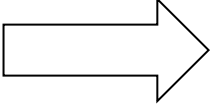
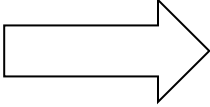
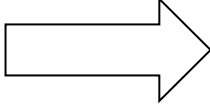
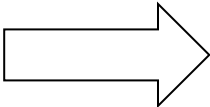

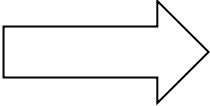
	<ul style="list-style-type: none"> - word processing - make changes to text using a word processor, such as formats, stylistic effects (fonts, colours, etc.) and graphics) 	<ul style="list-style-type: none"> - word processing - make changes to text using a word processor, such as formats, stylistic effects (fonts, colours, etc.) and graphics) <p>and to create, revise, edit and publish text</p>	
<p>Writing as a result of research</p> <p>SCO 10.5</p> <p>-select, organize, and combine relevant information, from three or more sources to construct and communicate meaning</p>	Student develops questions to select and develop a focus for research/ investigation		Student develops questions and answers them to select and develop a focus for research/ investigation
	Student uses questions and initial research to narrow research focus		Student uses questions, graphic organizers and initial research to narrow research focus
	Student uses appropriate note taking techniques to collect information on their topic (at least two sources of information)	Student uses appropriate note taking techniques to collect information on their topic (at least three sources of information)	
	Students uses research notes as the starting point for their rough draft	Students uses research notes as the starting point for their rough draft and do additional research as necessary	
	Student chooses format that best carries the message(s)/ information		

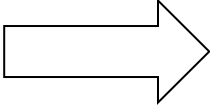
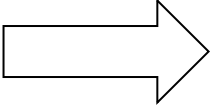
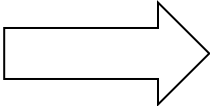
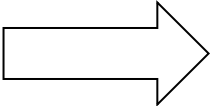
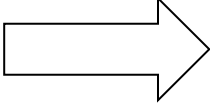

Grade 6 Writing Continuum			
Criteria	Beginning of year	Mid-year	End of year
<p>Writer’s Craft:</p> <p>Communicate through writing</p> <p>SCO 8.1</p> <p>-use a range of strategies in writing and other ways of representing</p> <p>SCO 8.2</p> <p>-select appropriate note-making strategies from a growing repertoire</p> <p>SCO 8.3</p>	<p>Uses a variety of strategies, including framing and answering questions, that lead to the creation of writing ideas</p>		<p>Uses a variety of strategies, including framing and answering questions and designing investigations, that lead to the creation of writing ideas</p>
	<p>Generates and develops writing topics of personal interest and importance by using a variety of strategies such as collecting ideas over time (writer’s notebook), expanding small moments, creating focused lists or webs , etc.</p>		<p>Generates, develops and records writing topics of personal interest and importance by using a variety of strategies such as collecting ideas over time (writer’s notebook), expanding small moments, creating focused lists or webs , etc.</p>
	<p>Demonstrates a willingness to record,</p>	<p>Demonstrates a willingness to record,</p>	<p>Demonstrates a willingness to record,</p>


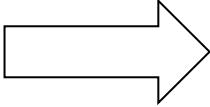
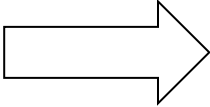
<p>-make language choices to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing</p>	<p>develop and reflect on their personal attitudes, feelings and opinions as they relate to a variety of topics. Students support their views with personal experience and background knowledge</p>	<p>develop and reflect on their personal attitudes, feelings, reactions, values and opinions as they relate to a variety of topics. Students support their views with personal experience and background knowledge</p>	<p>develop and reflect on their personal attitudes, feelings, reactions, values and opinions as they relate to a variety of topics. Students effectively support their views with personal experience and background knowledge</p>
	<p>Students compare their thoughts and beliefs to those of others through using a variety of strategies such as:</p> <ul style="list-style-type: none"> - Venn diagrams - Compare/ Contrast - Discussion - Reflection 	<p>Students compare their thoughts, beliefs, information, story lines, themes, and author’s messages within text and across text using a variety of strategies such as:</p> <ul style="list-style-type: none"> - Venn diagrams - Compare/ Contrast - Discussion - Reflection 	<p>Students use compare and contrast in an integrated manner in their writing about text and across texts.</p>
	<p>Students respond to a situation, text read or viewed, film, presentation etc. through writing. The response contains a description of their feelings and reactions and how the text relates to their own values and attitudes.</p>		<p>Students respond to a situation, text read or viewed, film, presentation etc. through writing. The response contains a detailed analysis of the author’s craft, and their feelings and reactions to the text.</p>
	<p>Students use writing to record and reflect on experiences, including their responses to their experiences</p>	<p>Students use writing to record and reflect on experiences, including their detailed and</p>	

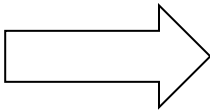
		expanded responses to their experiences	
	Students use writing to reflect on and monitor their own learning (possibly using a reflective journal) using this information to set appropriate learning goals. Students further practice and extend their monitoring of their own learning, demonstrating increasingly more metacognitive.	Students use writing to reflect on and monitor their own learning (possibly using a reflective journal) using this information to set appropriate learning goals. Students further practice, extend and apply their monitoring of their own learning, demonstrating increasingly more metacognitive.	
	Expands appropriate note-making strategies from a growing repertoire (webs, jot notes, matrix, graphic organizer, outlines, charts) and evaluates their effectiveness for a particular note taking task	Selects appropriate note-making strategies from a growing repertoire (webs, jot notes, matrix, graphic organizer, outlines, charts) and evaluates their effectiveness for a particular note taking task	
	Demonstrates imagination in their writing through their willingness to make deliberate choices with a variety of writing forms and language choices	Demonstrates imagination in their writing through their willingness to make deliberate choices with a variety of writing forms and language choices that enhance meaning	Demonstrates imagination in their writing through their willingness to make deliberate choices with a variety of writing forms and language choices that enhance meaning and achieve interesting effects
	Uses a wide variety of revision techniques to	Uses a wide variety of revision techniques with increasing	Uses a wide variety of revision techniques fluidly, as a natural

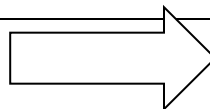
	shape the language and content of their writing	confidence to shape the language and content of their writing	and effective part of the writing process techniques to shape the language and content of their writing
<p>Writing Purpose and Audience</p> <p>SCO 9.1</p> <p>-create written and media text using an increasing variety of forms</p> <p>SCO 9.2</p> <p>-address the demands of an increasing variety and purposes of audiences</p> <p>SCO 9.3</p> <p>-invite responses to early drafts of their writing/ media productions to help shape subsequent drafts and to reflect on their final drafts</p>	Makes informed choices about, and creates an increasing variety of writing forms (independently or collaboratively) appropriate to their purpose and audience	Makes informed choices about, and effectively creates an increasing variety of writing forms (independently or collaboratively) appropriate to their purpose and audience	
	Through their own writing, demonstrates a deep understanding that narrative writing tells a story (i.e. story writing)	Through their own writing, demonstrates a deep understanding that narrative writing tells a story (i.e. story writing) that contains the elements of setting, characters, plot/ rising action; not always in a predictable manner	
	Through their own writing, over a range of examples, demonstrates an understanding that expository writing gives information or shows/ tells how (i.e. how to books, information text)	Through their own writing, over a range of examples, demonstrates an understanding that expository writing gives information or shows/ tells how using a variety of structures and types (i.e. how to books, information text)	
	Through their own writing, over a range of examples, demonstrates an understanding that descriptive writing uses	Through their own writing, over a range of examples, demonstrates an understanding that	

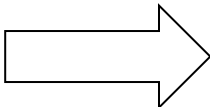
	words to create a picture in the reader's mind (i.e. poetry, descriptive prose)	descriptive writing uses words and other techniques to create a picture in the reader's mind (i.e. poetry, descriptive prose)	
	Through their own writing, over a range of examples, demonstrates an understanding that persuasive writing convinces the reader to another's point of view (i.e. persuasive essay, commercial, print advertisement)	Through their own writing, over a range of examples, demonstrates an understanding that persuasive writing convinces the reader to another's point of view through explicit and implicit messages (i.e. persuasive essay, commercial, print advertisement)	
	Effectively uses the traits of writing (ideas [GCO8], organization, word choice, voice, sentence fluency and conventions) to shape their writing.		
	Seeks feedback for their writing, considers the feedback of others, and makes decisions to change their writing to strengthen the author's message. The student is open to feedback, yet retains control of the message.		
	The student uses feedback to reflect on their final drafts from the audience's point of view	The student uses feedback to reflect on their final drafts from the audience's point of view and uses that	

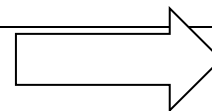
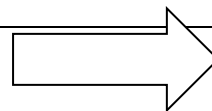
		information to shape revisions	
<p>Develop and Shape Writing</p> <p>SCO 10.1</p> <p>-select from a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies to develop effective pieces of writing and other representations</p> <p>SCO 10.4</p> <p>-demonstrate commitment to shaping pieces of writing and other representations</p>	Effectively uses a range of prewriting strategies to generate and organize ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting)		
	Uses a range of drafting techniques to keep the “writing flow” going (creating an outline, focusing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms / techniques, keeping audience in mind, using a word processor to compose)		
	Effectively uses revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading / rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas / information, rearranging, using feedback from		

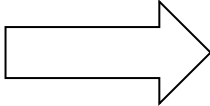
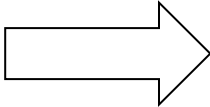
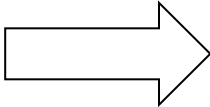
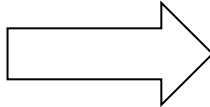
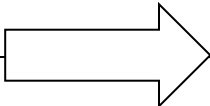
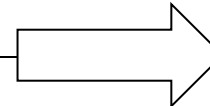
	<p>conferences to help revise). Shows a commitment to shaping and reshaping writing through the revision process.</p>		
	<p>Effectively uses editing strategies to create published writing that honours the reader (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as a dictionary; using an editing checklist). Shows a commitment to shaping and reshaping writing through the editing process.</p>		
	<p>Matches appropriate techniques for publishing / presenting to the writing purpose and refines the writing (e.g., a word process to publish; illustrations, charts and diagrams to enhance writing where appropriate; sharing writing / representing orally; publishing in a class newsletter; publishing on-line; submitting work to school / district newsletter)</p>		<p>Matches appropriate techniques for publishing / presenting to the writing purpose and refines and shapes the writing (e.g., a word process to publish; illustrations, charts and diagrams to enhance writing where appropriate; sharing writing / representing orally; publishing in a class newsletter; publishing on-line; submitting</p>

			work to school / district newsletter)
	Student demonstrates increasing writing stamina and commitment to their writing	Student demonstrates appropriate writing stamina and commitment to their writing	Student demonstrates appropriate writing stamina and engagement with and commitment to their writing
	Student takes some pieces of writing from prewriting through to publication	Student begins to make some decisions about which pieces of writing they will publish and they are able to support their decisions	Student makes decisions about which pieces of writing they will publish and they are able to explain their decisions based on an evaluation of their own writing
Enhancing clarity and precision in writing SCO 10.2 -use the conventions of written language in final products	Writer demonstrates respect for the audience/ reader through an increasing understanding of writing conventions and their correct application in final products		Writer demonstrates respect for the audience/ reader through a functional understanding of writing conventions and their correct application in final products
	Writer correctly uses such conventions as: - a variety of simple and more complex structures - periods at the ends of sentences and for abbreviations - commas in a series, and in dates - apostrophes for possessives and contractions - question marks, exclamation marks, and quotation marks		Writer demonstrates control over writing conventions



	<ul style="list-style-type: none"> - capitals for proper names, titles, places, days, months, holidays, beginning of sentences - meaning and syntax patterns as well as sound cues to spell words - a range of spelling strategies -making subjects and verbs agree -beginning to use simple paragraphing - pronouns appropriately -spell many words conventionally - demonstrate an understanding of spelling irregularities 		
	<p>Student uses a range of editing references effectively (i.e. dictionaries, classroom charts, electronic spell checkers, editing checklists, thesauri, other writers)</p>		<p>Student uses flexible web of editing references effectively (i.e. dictionaries, classroom charts, electronic spell checkers, editing checklists, thesauri, other writers)</p>
<p>Using technology to support writing SCO 10.3</p> <p>-use technology with increasing proficiency to create, revise, edit, and publish texts</p>	<p>With increasing proficiency, student uses a variety of technologies to create a range of products such as:</p> <ul style="list-style-type: none"> - e-mails - sending e-mails with attachments - power point presentations - video clips - digital stories 		



	<ul style="list-style-type: none"> - blogs - word processing - make changes to text using a word processor, such as formats, stylistic effects (fonts, colours, etc.) and graphics) <p>and to create, revise, edit and publish text</p>		
<p>Writing as a result of research</p> <p>SCO 10.5</p> <p>-select, organize, and combine relevant information, from three to five sources</p>	Student develops questions and answers them to select and develop a focus for research/ investigation	Student develops questions and answers them to select and develop a focus for research/ investigation or student responds to an assigned topic for research	
	Student uses questions, graphic organizers and initial research to narrow research focus		Student uses questions, graphic organizers, initial research, background information and input from others to narrow research focus
	Student uses appropriate note taking techniques to collect information on their topic (at least three sources of information)	Student uses appropriate note taking techniques to collect information on their topic (at least three to five sources of information)	
	Students uses research notes as the starting point for their rough draft and do additional research as necessary		
	Student chooses format that best carries the		

	message(s)/ information		
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Meeting the needs of Transitional readers and writers

Literacy learners in the transitional stage of development may appear independent in their ability to read and write, and in fact, they do have various complex reading and writing processes under control. However, it would be a mistake to believe that they no longer require explicit, targeted instruction and practice to continue to grow and improve as readers and writers.

The tragedy of some transitional readers and writers is that they move through school with the ability to read and write at this level, which is just enough for them to appear to be managing the reading and writing they need for school. They do not have the skills to go deeper with text, to be critical in their literacy thinking or, sadder still, to become lifelong readers and writers taking joy in the written word.

The best way to move these students forward is through the use of an active assessment and explicit instruction process. Students at the transitional level require instruction to help them navigate the increasingly complex text they will be required to read. These texts have structures and conventions that can be taught to students in a way that supports their active participation in reading and writing.

Students in the transitional stage of reading development will develop confidence as they learn to read a range and variety of text types with success. They develop new purposes for reading and research and use a variety of tools to pursue that information. Reading becomes a portal to the world and a way of thinking and knowing that is outside of their personal experience. For these reading experiences, the transitional reader will benefit from guidance in the form of modelled practice and explicit teaching.

One of the most exciting areas that the transitional learner will explore is that of critical literacy and critical thinking. These students are beginning to learn that authors have a message to convey and that the reader may be manipulated to see things a particular way. This work of being analytical with text, and thinking beyond the text, requires guidance and active instruction if it is to develop. Teachers have a critical role to play in helping transitional learners cross over to the more independent reading behaviours of fluent readers and writers.

Fluent stage versus Reading Fluency

The confusion between the fluent stage of literacy development and reading fluency has been ongoing. It is unfortunate that one of these terms doesn't bear a different name; however, this is not the case. Fluent stage refers to the final stage of reading or writing development in which the reading or writing behaviours indicate a great deal of control of these processes. Reading fluency refers to the degree to which the reader is able to use phrasing, expression and rate to create meaning from a text when reading aloud. Reading fluency is often measured by degree such as in the rubric example below:

Oral Reading Fluency Scale	
Level 4 (meets) Expressive interpretation- Evidence of the reader making meaning with the text	Phrasing - mainly meaningful phrases; the reading sounds smooth Expression -consistently uses punctuation and other print cues to effectively make changes in intonation and stress Rate -appropriate (including slowing to: problem solve, use expression, make interpretations and apply thinking strategies)
Level 3 (meets) Generally expressive interpretation- Evidence of the reader making meaning with the text	Phrasing - generally meaningful phrases Expression -usually uses punctuation and other print cues to make changes in intonation and stress Rate -generally appropriate (including slowing to: problem solve, use expression, make interpretations and apply thinking strategies)
Level 2 (does not meet) Evidence of the reader making partial (some) meaning with the text	Phrasing - mainly short and disjointed phrases with some word-by-word reading Expression -a mix of appropriate and inappropriate use of punctuation and other print cues to make changes in intonation and stress Rate -mostly inappropriate (generally too slow or too fast, sounds choppy)

<p>Level 1 (does not meet) Evidence of the reader not making meaning with the text</p>	<p>Phrasing- mainly word-by-word, halting Expression-little or no use of punctuation and other print cues to make changes in intonation and stress (tone is flat) Rate- inappropriate (too slow, with long pauses)</p>
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[If it is possible to put the words “meets” and “does not meet” vertically beside the level descriptors please do so-otherwise use as is.]

Role of Literature

Literature plays an important role in the instruction of English Language Arts in grades 4-6. Literature provides a unique means of exploring human experience. It offers students the opportunity to vicariously experience times, places, cultures, situations, and values vastly different from their own. The reader takes on other roles and discovers other voices. Absorbed in a compelling book, students may, for a while, rise above immediate concerns, losing themselves in other identities, living through strange adventures, wandering roads long vanished, and entering worlds that never were. Transcending the limitations of personal experiences, students can try on new personalities and philosophies.

Literature can allow students to see reflections of themselves: their time, their country, their age, their concerns. Literature helps students to give shape to their own lives and to tell their own stories as they participate in the stories of literature and in conversations about those stories. Such conversations help students to discover, for example, how their own ideas – of friendship, love, hate, revenge, envy, loyalty, generosity, identity, ethnicity, *otherness*, alienation, brotherhood, sisterhood, honesty, dishonesty, hope, despair – are similar to or different from those of others. Identifying and assessing the ideas and values inherent in contemporary, adolescent, regional, national, and world literature helps students to explore, clarify, and defend their own ideas and values.

Wide reading of literature provides exemplary models for students’ writing as they internalize the structures and conventions of particular genres, get ideas for themes and topics, and notice interesting techniques they can try out in their own writing. Reading literature can help students to develop a sense of the writer’s craft and awareness of audience in their own writing. Providing models of literature during literacy instruction can expose students to new and interesting genres that they may wish to explore.

Information Text

Exposure to information text is of critical importance in grades four to six. Many of the grade 4-6 reading and writing outcomes refer to a “range” or “variety” of text and genre for students to experience and to explore. Furthermore, the students of the 21st century will be required to navigate a sea of information and to determine the credibility of the sources of information they encounter.

There are currently more information text available in a variety of formats. Publishers have responded to the request for more engaging and relevant information text and have provided

books with links to websites, books with a variety of layouts and text structures that appeal to students in grades 4-6, texts that combine fiction and non-fiction genres and many others.

Along with instruction around fiction text, teachers can make use of information text as models for writing, as the focus of mini-lessons and as read aloud text. The strategies for unlocking meaning from information text need to be explicitly taught and practiced throughout the year. When students select materials for the Independent Reading portion of the Reading Workshop they should include both fiction and non-fiction text. Finally, when reading with students in an on-going way to assess their reading progress, teachers should consider having students occasionally read from their information text to assess next steps for instruction with this genre.

Sophisticated Picture Books

Serafini, Frank. *Lessons in Comprehension: Explicit Instruction in the Reading Workshop* (Heinemann, 2004).

Culham, Ruth. *Using Picture Books to Teach Writing with the Traits* (Scholastic, 2004).

Many picture books are beautiful examples of literature, surprisingly complex and subtle in content and art work. They contain sophisticated story lines around a wide range of topics and issues and are excellent models of language use and storytelling. They also provide excellent mentor text for writing.

Picture books can be used in a variety of contexts in order to activate prior knowledge or to explicitly teach comprehension strategies. They can be used to teach multiple literacies (including media text), and provide anchoring texts around which a variety of reading and writing lessons may be structured. Picture books may be used to support the delivery of many ELA outcomes.

When using a picture book as the focus of a mini lesson, it is advisable to have read the book to the class prior to the lesson. This could be done during read aloud time, or at any time that is appropriate. The reason for this suggestion is to keep focus lessons short in length. The exception to this suggestion would be a book that you were using to explore the reading strategy of prediction. Typically, prediction is taught using an unfamiliar text.

However they are used, picture books provide a wealth of accessible literature for students in grades 4, 5 and 6.

The Classics

Classical literature falls into two categories for this group of learners, books that have weathered the test of time and are well known to the general population, and books that deserve the title of “classic book” because they are so well written. The first group, books like *Anne of Green Gables*, *Black Beauty*, and *A Christmas Carol*, may prove difficult for

many grade 4-6 readers due to the language they contain; however, they may be introduced to students in small sections through read alouds. This may invite some students to explore these classic tales. There are also a number of these classic books that have been rewritten as graphic novels.

The second group of “classic books”, such as *A Bridge to Terabithia*, *The Lion, the Witch and the Wardrobe* and *The Lightning Thief* are much more accessible to readers in these grades and are well worth promoting with the students. Many of these books are “award winners” and are perhaps more properly categorized as such.

Exposing students to a body of work that will form the foundation of their literacy experiences has many benefits. Students will have a framework of common references that will deepen their conversations about books. The themes and reflections of the human condition that run through classic literature are often repeated in other text, and having a frame of reference due to some exposure to classic literature helps students make meaningful connections to a range of text.

The Novel

Students in grades 4-6 spend much of their reading time engaged in reading novels. As students move from Transitional to Fluent stages of reading development, the novel form itself grows and changes to match the evolving sophistication of the readers. Early Transitional readers are best matched to “beginning chapter books” that offer a great deal of support to the reader in the form of short chapters, illustrations that support the text, plenty of dialogue in which the speaker is usually identified, simple plot lines and characters, and problems that are easily solved. These novels support the readers as they increase their reading stamina and ability to process longer text.

As readers move into the late Transitional and Fluent stages of reading development, the novels that support their reading growth are longer text, with multiple characters and plot lines. The characters become more complex, with problems that are not easily solved. These characters have multiple motivations for their actions and often the reader may be frustrated by the characters’ choices. The vocabulary, sentence structure and chapter structure are more complex and sometimes the reader must suspend their understanding for a stretch of time.

Due to this range of text difficult within novels, it is of critical importance that novels are closely matched to individual readers. When a student reads a text that is too difficult for them, they lose understanding very quickly. At best, they may comprehend what is happening in the plot but not understand any of the deeper meaning; at worst, they simply don’t know what is happening in the novel. Also, when students read text that is too easy for them on a regular basis, they miss the opportunity to improve their reading skills and strategies. As a result of these issues, **it is not recommended for students to participate in the practice of the whole class novel.**

The practice of each student reading the same novel, at the same time, (with questions and activities designed around the novel and the content of the novel) does not meet the learning needs of most of the students in the class. With the wide range of readers represented in

grades 4-6 classroom reading materials should be differentiated to successfully meet their needs. If a teacher would like the entire class to experience a particular novel, the best way forward is with a read aloud. In this way, the teacher may focus on the elements of the novel, and create a common frame of reference when later speaking to students about their independent and book club novels.

If the goal is for students to experience opportunities to discuss books together, the **book club** is much more likely to meet the needs of all readers in the class. Providing a variety of novels, perhaps built around a particular large theme (i.e. adventure) and at a variety of reading levels, allows students to be matched to books that more closely address their reading needs and interests. These book clubs are then guided through whole class focus lessons as students read and discuss books together.

For example, even if there are many different novels being read during book clubs, it is appropriate to have focus lessons around the setting of the novel after they have read the first few chapters. These focus lessons could be followed by individual book club groups discussing the setting of their novels so far. The same is true for character development, language use, plot development, theme, and writer's craft.

Finally, it is critically important to allow choice in the selection of reading materials. While we do want and require students to read and experience a wide variety of genre, we should offer choice whenever possible to promote student reading engagement. A great deal of research shows that choice in reading materials is a huge factor in reading success; therefore, we should allow choice to students about what they are reading.

Poetry

[Please include as a text box in this section:

Students in grades 4-6 have a great connection to poetry. Poetry allows students to explore their emotions, revel in a sensory experience, play with imagery, meaning and word choice and even show their "silly side". It is accessible to students who may be daunted by longer text, and it provides many worthy mentor text.

Poetry may be approached through a unit of study in which a variety of poetry types may be explored. It is beneficial to introduce poetry in Reading Workshop to investigate the characteristics of each type of poetry presented and also to learn about and practice poetry analysis. Focus lessons around how to read poetry for meaning and small group and class discussion around the possible meanings of a given poem support students as they navigate new genres. Another approach might be to introduce a poem of the week during Reading Workshop. This would involve an ongoing exploration of poetry throughout the year.

Once the discussion of poetry has been introduced in Reader's Workshop and students have had exposure to a variety of genres, it is appropriate to ask students to write poetry using the poems as mentor text. Even when asking students to write a particular form or type of poem, allow for choice in the area of the subject matter of the poem (i.e. ask students to try a poem in the form of a haiku but allow free choice as to the topic of the poem).

The study of poetry, either through reading poetry or writing poetry, also provides many rich opportunities to play with language and words. When poets write they search for the perfect word to represent the thinking/feeling they wish to convey. This provides a seamless link to the study of synonyms and antonyms. A poet may wish to describe an event through the use of words that help the reader to visualize. This type of poem lends itself to the study of words that help create images.

Poetry is most effective when read aloud and many “spoken word” poems are engaging for grade 4-6 students. Many links to spoken word may be found on-line and there are many appropriate spoken word poems that can be shown to students to provide models. (Please note: It is necessary to preview spoken word poems as some contain inappropriate language.) Poetry also provides many possibilities for reading together in a dramatic way, such as in reader’s theatre, and allows for many students to participate. When read aloud, it also provides practice for fluency with reading.

Poetry provides a platform for studying many elements of language and also encourages deep reflection and thought. The analysis of the meaning found in poems provides fertile ground for helping students grow their ability to think critically about text and to share their thinking with others.

Multiple literacies

The term multiliteracies refers to literacies that go beyond language alone. This term refers to other representations which have come from technology and the impact of culture and context. They include, but are not limited to, such things as:

- Electronic texts-e-mail, TV, CD, films, cartoons, websites, blogs, tweets, e-books
- Spoken texts-spoken word poems, stories, jokes
- Handwritten texts- cards, notes, letters
- Printed- books, newspapers, journals
- Representational- plays, performances

In order to fully embrace multiliteracies we must understand that there are diverse literacy practices demanded by the new information technologies and that our instruction should include these practices. Also, the social critical practices around multiliteracies help shape our students as citizens who will take an active role in creating the context for our future. These literacies practices include:

- Thinking critically about internet use and online safety
- Considering the norms of social behaviour on the internet
- Showing responsible digital citizenship in terms of demonstrating civility and respect in on-line interactions
- Developing the skills and tools to efficiently navigate on-line for communication and information
- Critically reflecting on the merits, purposes and impact of all text types

Multiliteracies should be integrated into our literacy practice in a seamless way. Technology is not something we “do” as an add-on, but rather it is a tool we use to deliver the outcomes and it is a resource for students to utilize in the course of their study.

Students in grades 4-6 are very comfortable with the use of many different technologies. Many of them have and proficiently use computers, cell phones and other mobile technologies. Schools can help students be safe in the ever changing digital landscape by engaging students in discussions around how they can protect themselves and their privacy on the internet. Part of the development of critical thinking skills is to learn to question the source of their on-line contacts and also how to be responsible digital citizens.

One issue that surrounds the use of technology in the classroom is providing students with fair access to the existing technology in a given school or classroom. For example, in a classroom with only four student computers it is important to schedule the use of the computers to ensure all students have access to the technology, not just those who finish their work early. If students are writing or researching, the teacher may plan to have more computers available for that time by sharing with other grade level (or close to grade level) partners.

Teachers might consider having students use various computer programs as a way to present material (such programs as *Comic Life*, *Inspiration*, *Word*, *Power Point* and *Publisher* would be appropriate) or to include at least one on-line source in a research assignment. Students might use their school e-mail addresses to send assignments to the teacher as an attachment. Also, many schools now have devices that allow for easy filming; this feature has many potential uses including the creation of advertisements, plays or news reports. The use of multiliteracies will continue to grow and it is critical for teachers, regardless of their own skill or comfort level with technology, to play a role in helping students think and act responsibly when engaged in the use of technology.

RESOURCES:

Heard, Georgia. *For the Good of the Earth and Sun: Teaching Poetry* (Heinemann, 1989).

Dorfman, Lynne R. and Rose Cappelli. *Poetry mentor Texts: Making Reading and Writing Connections, K-8* (Stenhouse, 2012).]

Kajder, Sara B. *The Tech-Savvy English Classroom* (Stenhouse, 2003).

Word Study including Spelling

“*Word study* has become an umbrella term used to describe teaching practices related to word knowledge. Teaching this knowledge supports students as they develop

fluency and understanding in their reading, as well as the ability to craft thoughtful writing.” (Max Brand, 2004)

In his excellent and very readable book, *Word Savvy*, Max Brand shares his approach to word study with his upper elementary students. He describes an approach where he plans a short block of explicit instruction and activities (fifteen minutes) several times a week, but also weaves the instruction of word study across the school day. This is done, in part, through openness to possible, natural teachable moments and through a plan of instruction based on observed/assessed needs of the students. In addition, the students use word study notebooks as a vehicle to drive instruction and to keep the study of word front of mind.

There are many “incidental” opportunities for students to be engaged in the study of words. One possible method is the implementation of “the word of the day”, “word walls” or charts that focus on interesting words, frequently used words, homophones, challenging words, or the roots of words. These short focused practices do not take a great deal of instructional time, but over time they create an environment that is sensitive to the study of words and how they are best used.

The bulk of word study and spelling instruction is embedded in reading and writing workshops. It is during the times when students are actively involved in reading and writing that their spelling and word study strengths and challenges will become clear, and explicit teaching will be powerful and meaningful. The *Spelling P-9 Teaching Resource* states:

“Learning how to spell is inextricably linked to students’ understanding of written language-how it is organized and how it works. This knowledge is gained primarily through daily, meaningful experiences with reading and writing.” (Spelling P-9, p.1)

Through on-going, informal classroom assessment teachers are able to isolate a focus for teaching (for individuals, small groups and whole class) and use the assessed focus for instruction. That effective spelling instruction recognizes that students need to:

- be actively engaged in writing for a variety of purposes
- understand how spelling supports both reading and writing
- develop a spelling consciousness (taking responsibility for spelling as part of caring about one’s writing)
- learn strategies for spelling words
- become aware of the sound, structure, and meaning patterns in words
- develop generalizations about the patterns and structure of the English language
- learn irregular words to facilitate fluency in writing
- learn how to proofread
- be reflective about their learning

Instruction in word study and spelling provided across the range of whole class, small group and individual experiences reflects the gradual release of responsibility model. This framework of demonstration, shared experiences, and guided practice ensures that students receive the support they need to be successful as they move toward the independent use of the strategy, skill or procedure.

Resources:

Brand, Max. *Word Savvy: Integrated Vocabulary, Spelling, & Word Study, Grades 3-6*. (Stenhouse Publishers, 2004).

- Gentry, R. *The Science of Spelling: The Explicit Specifics That Make Great Readers and Writers (and Spellers!)*. (Heinemann, 2004).

Assessing and Evaluating Student Learning

This section at a glance:

Fundamental Principles

- Assessment *of* and Assessment *for* learning
- Designing Assessment Experiences
- Providing Descriptive Feedback and Involving Students
- Co-constructing Criteria
- Backward Design

Assessing Speaking and Listening

- Chart outlining the criteria for success with each group of SCOs, suggested types of assessment and suggested resources

Assessing Reading and Viewing

- Chart outlining the criteria for success with each group of SCOs, suggested types of assessment and suggested resources

Assessing Writing and Other Ways of Representing

- Chart outlining the criteria for success with each group of SCOs, suggested types of assessment and suggested resources

Using Assessment Information to Inform Next Steps in Teaching and Learning

- Analysis of Assessment Information
- Response to Assessment
- Student Behaviour...Teacher Response/Action...
 - Speaking and Listening
 - Reading and Viewing
 - Writing and Other Ways of Representing

Fundamental Principles

Assessment is the systematic and on-going process of gathering information about student learning and the critical role that this data collection plays in effective instruction and learning. Planned, purposeful assessment is the most powerful instructional tool in our tool kit as it allows us to target our instruction with surgical precision. Targeted instruction is part of the fabric of effective assessment; our response to what we find out about our student learners is what gives life to assessment. Responsive teaching is, in fact, the purpose of classroom assessment.

The cycle of assessment includes reflecting on the SCOs that will be assessed; the students' strengths, needs, background knowledge and cultural backgrounds; and the range of assessment types available for gaining information about the student. This effective, purposeful assessment provides teachers with the information they need to successfully support their students and plan for their next steps as learners. Furthermore, the engagement of students in becoming aware of their strengths and needs as learners is an important part of the growth of grade 4-6 students.

Underlying all assessment decisions are the following principles:

- **The primary purpose of assessment is to inform teaching and to promote and encourage learning.** Assessment should provide useful information that paints a complete picture of the student. The teacher may then use the information collected to plan for individual or small group instruction for each student, responding to their assessed needs and strengths.
- **Assessment must be an ongoing, systematic and integral part of the teaching/ learning process.** It is one continuous cycle consisting of collecting data, interpreting data, providing feedback to students, and making instructional decisions. It includes multiple opportunities for students to engage in the process.
- **Assessment processes recognize students as active partners in their own learning.** Students are encouraged to reflect on their own growth, considering progress, strengths and needs, and goals.
- **Assessment and evaluation should lead to open, honest reporting of student progress to parent/guardians throughout the course of the year and at reporting periods.** Teachers strive to translate the wide range of assessment opportunities into information about student progress to share with parents/guardians. This reporting must paint an accurate picture of student progress, sharing what the student is able to do independent of support (except in those situations where “with support” is included in the specific curriculum outcome).
- **Assessment and evaluation must be consistent with beliefs about curriculum and classroom practices.** When considering the type and form of assessment the teacher should consider their beliefs about how children learn and their instructional context.

- **Assessment and evaluation processes involve the use of multiple sources of information collected in a variety of contexts.** In order to make decisions about any aspect of a student’s learning, the teacher gathers evidence of that learning at different times, in different contexts, and in different ways.
- **Assessment practices may, and should be differentiated to meet the needs of all students.** As with instruction, assessment practices should be differentiated to meet the needs of students. With assessment, fair isn’t always equal. For some students, extra time is essential for them to show what they know on an assessment and providing them with that extra time is appropriate and fair.
- **Assessment and evaluation should include collaboration with our grade level, or close to grade level, colleagues to build common understandings of the criteria for success.** When teachers work together at a grade level (or close to grade level) they are able to clearly define criteria for success with specific grade level outcomes. This common knowledge strengthens the teacher’s ability to clearly articulate expectations to students and other partners.

Assessment *For* and *Of* Learning

“Assessment *for* learning” and “assessment *of learning*” are phrases that help educators think about the multiple purposes of assessment.

Sometimes referred to as formative assessment, assessment *for* learning are those assessment practices that inform teacher practice as it applies to future learning. This type of assessment includes descriptive, specific and instructive feedback to students. Students in grades 4-6 are highly capable of participating in their own learning and this type of assessment encourages student reflection and metacognition. Assessment *for* learning encourages the deep involvement of students in their own assessment and in the co-construction of criteria for assessment.

Assessment *of learning*, sometimes referred to as summative assessment, are those assessment practices that help teachers reflect on what the student has learned over a period of time and to report those results out to parents/guardians and other partners. Assessment *of learning* is also related to evaluation.

Evaluation is the process of analyzing, reflecting on, and summarizing assessment information to make professional judgments or decisions based on the information collected. The chart below helps clarify the differences between the two main purposes of assessment:

Assessment <i>for</i> Learning	Assessment <i>of</i> Learning
<ul style="list-style-type: none"> • Mostly about supporting improved student learning • Happens continuously throughout the work as students are learning, providing timely feedback • Teacher acts as coach, helping the student see areas of strength and need • Helps the teacher decide on next steps in learning • Involves specific, descriptive feedback (in relation to criteria) to the student • Includes involvement of the student in the assessment process 	<ul style="list-style-type: none"> • Mostly about evaluating student performance • Generally happens at the end of a piece of work or a length of time; end of a unit • Teacher acts a judge, carefully considering a body of evidence • Helps the teacher provide evaluative feedback including marks, grades, or scores • Communicates progress with expected learning outcomes

Most of the time, teachers in grades 4-6 will engage in assessment *for* learning which will allow them to guide their students' further learning. It is important to remember that assessment for learning experiences are intended to help students, and, therefore, the following considerations should be kept in mind:

- Students need to feel safe to make mistakes; therefore, assessment for learning events are usually not included in a student's final grade and typically no mark/grade is assigned (of course, feedback is provided).
- Students need descriptive feedback from the assessment for learning experiences in order to know how to continue their learning.
- Students need more than one opportunity to practice meeting specific outcomes; therefore, teachers need to plan several assessments for learning events.
- Students need to know the targets (SCOs) and clearly defined criteria for success with the target. They also need to know where they are in relation to meeting those targets.

Resources:

Stiggins, Richard, Judith Arter, Jan Chappuis and Stephen Chappuis. *Classroom Assessment **for** Student Learning; Doing it Right-Using it Well.* (Educational Testing Service, 2006).

Designing Assessment Experiences

Basic principles of assessment that apply to all learning outcomes include the following:

- Assessment must be valid. It should reflect the intended learning outcomes and measure what it says it is measuring.
- Assessment must be reliable. By working together with our colleagues, and setting clear criteria with exemplars and/ or samples, we help to create consistency in our scoring.
- Assessment must occur over time and include a variety of assessment types.
- Assessment must be free of bias.
- Assessment must be purposeful.

When it comes to deciding how to assess student learning, a teacher collects evidence of learning in a variety of ways. In her book *Making Classroom Assessment Work*, Anne Davies describes three sources of assessment information: conversations, observations, and products. It is important that teachers in grades 4-6 value all three sources. Having a balance among the three is the best way to ensure that the assessment and evaluation process is as reliable and valid as possible.

[Please include the triangle visual “Approaches to Assessment” from page 65 Teaching in Action Grades 10-12]

Resources:

Davies, Anne. <i>Making Classroom Assessment Work</i> , 2 nd ed. (Connections, 2007).
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Conversations

One of the best ways to gain insight into a student’s understandings and challenges is to have a one-to-one conversation. Conferring with students takes many forms throughout a school day. It can be an informal one-two minute “drop in” or a longer five to ten minute meeting, but whatever form it takes it provides the teacher with the opportunity to gather very specific information about the learning and next steps for students.

Conferring with students is also a relatively easy way to gather assessment information. If the teacher is ready with some open ended questions they will uncover information about student learning that might otherwise go undetected. For example, if the opening conferring question during reading workshop is “How is your reading going today?” the child has the opportunity to lead the conversation and in doing so, reveal a great deal about themselves as a reader. Alternately, the teacher might have a different purpose for the conversation and ask more specific questions about the content or the skill that the students have been working on. Some specific prompts might include:

Prompts for opening conversations about reading	How is your reading going today? What is your favourite part of the story so far? What's happening in your novel right now? Tell me about your book. What do you think of the story so far?
Prompts for opening conversations about writing	What are you trying with your writing today? Read me your favourite sentence or paragraph that you wrote today. Is any part of your writing giving you trouble today?

There are many resources that provide prompts for a variety of assessment purposes and these are very helpful when conferring. However, it is important that the conference be a conversation with the reader/writer. Answering a string of questions is not as effective as having a real conversation about the student's reading or writing. The questions are prompts to move the conversation in the desired direction.

One key to success with conferring is to have a recording system that makes sense for the individual teacher. It is important to date and record the essence of each conversation so as to provide a record upon which the teacher may reflect. Some teachers use a small notebook for each child or a scribbler cut in half. Other teachers prefer a single piece of paper with an open grid with each student's name in boxes to record just a few notes about each conference. Others use file cards or iPads to record their conference notes. Recording the essence of the conversation right away will help to keep the notes as accurate as possible; the key is to keep a record for reflection and future decision making and to date your notes.

Finally, the conversation should leave the student with **one** thing to work on. While the teacher may have observed many things they wish the student would improve, it is important to leave the student with a manageable focus for that day. This descriptive feedback helps the grade 4-6 student take ownership for their own learning. As students become more aware of their own reading and writing skills and strategies they take a more active role in the goal setting process and begin to set their own learning goals.

Resources:

Tovani, Cris. *So What Do They Really Know? Assessment That Informs Teaching and Learning* (Stenhouse , 2011).

Fountas, Irene C. and Gay Su Pinnell. *Prompting Guide (part 2): for Comprehension: Thinking, Talking and Writing* (Heinemann, 2012).

Observations

Observations, watching and noticing what is happening with students as they engage in the learning process, is another great way to gain insight into the learning process. Along with conversations, it can take place at any point in the learning and is helpful in providing on-going feedback to students.

Teachers may observe student learning with specific items in mind. Recording tools, such as checklists, may provide support to the teacher during the observation. Some suggestions of reading behaviours and reading strategies to observe:

- Student participates in book club discussions
- Student selects text appropriate to their purpose
- Student is able to sustain interest over longer text
- Student selects a range of genre for reading
- Student is able to effectively combine information from (three) different sources
- Student is able to give an opinion about a text they have read or viewed
- Student is able to support opinions with personal experience and evidence from the text
- Student is able to ask questions that help deepen their understanding of the text

Some suggestions of writing behaviours and writing strategies to observe:

- Student demonstrates a commitment to crafting the writing piece through revision
- Student has a variety of effective strategies for pre-writing
- Student is engaged in the writing process
- Student talks about their writing with others to communicate and expand their ideas
- Student is aware of the audience for their writing

Some suggestions of speaking and listening behaviours and strategies to observe:

- Student is sensitive to and respectful of the views of others
- Student is able to clearly express their own thoughts and opinions
- Student actively listens and responds to others
- Student understands and uses conversation cues, both verbal and non-verbal
- Student is a respectful audience member, listening and participating appropriately for the situation

Depending on their assessment purpose, teachers may also observe with a more open stance and record everything they notice about the student during the observation period.

It is critical to date and record the observations made so that teachers may use the information gathered to talk with students about their learning and to make decisions about what the student needs next to be successful. Teachers might also review these records to reflect on trends in learning over time. These records can take various forms based on the teacher's preference and the purpose of the observation. Tracking methods may include:

- **Conferring Notebook:** A small notebook for each student (sometimes a scribbler cut in half). This notebook contains dated entries of reading records (short, “on the fly” records), notes from reading and writing conferences and student reading and writing goals. Some teachers have the reading conference notes go from front to back and the writing conference notes go from back to front. This notebook may be left with the student for ease of access and so that the student may refer to the goals.
- **Open Grid:** This is a piece of paper divided into boxes, one for each student. For a large class some boxes may need to appear on the back. The students names are in each grid box, one name per box. The dates of a given week appear at the top of the grid along with the instructional focus (i.e. September 12-16 Reading Workshop/ Focus- Inferring). As the teacher observes and/ or confers with students he/she takes jot notes in the grids. If there are students with no notes by the end of the week, their names are highlighted in the next week's grid and they will be first for observation/ conferring. The teacher may keep this grid on a clipboard for ease of use. The completed grids should be housed in an assessment binder/ folder. These notes provide an excellent record of progress for reporting and a wealth of information for focus lesson topics and individual work with students.
- **File Cards:** This idea is much the same as the open grid but with a file card for each student instead of a box on a grid. These usually last a month so it is important to date each entry. Some teachers hole punch the file cards and keep them on a ring. They might also be colour coded for certain days of the week (i.e. pink cards for Monday, yellow cards for Tuesday...)

Resources:

Trehearne, Miriam. <i>Comprehensive Literacy Resource for Grades 3-6 Teachers</i> (Thomson-Nelson, 2006). Numerous observation check lists included

Oral Reading Record (ORR)

A more formal type of observation in reading is an Oral Reading Record-ORR (also known as a running record or reading record). This assessment includes taking a record of errors while the student reads aloud, analyzing the errors and the reading fluency, and assessing the comprehension of the reading passage based on the student responses to some comprehension questions. The procedure for the assessment is found in the *Active Young Readers Grades 4-6 Assessment Resource: A Teaching Resource* on pages 31-36. This assessment tool provides an effective way for teachers to observe students' reading behaviours in a one-on-one setting, typically with an unseen (unfamiliar) text.

This type of assessment is helpful when teachers are trying to deepen their understanding of a student's reading behaviours. It provides a structure that guides teachers as they observe these reading behaviours that are typically "underground" and difficult to observe. The information gathered from this assessment can inform next steps for teaching. This assessment typically takes 15 to 20 minutes to complete but can provide detailed information to the classroom teacher, particularly for students who seem "stuck" with their reading, or when the teacher is searching for new instructional foci that will move a student forward.

"Check-In" Reading Observation/ Conversation

As students read during the Independent Reading portion of the Reading Workshop, the teacher is able to meet with students in small groups for instruction, meet with individuals for instruction, or meet with individuals for assessments. One type of assessment is the ORR, completed on an as needed basis; however, teachers should read with all of their students in an on-going, informal way during this time. Teachers may "drop in" with students as they read (at their desks or around the room) and have the students read a small section of what they are reading aloud to the teacher. This part is critical so that the teacher can help the student decide if the book they have selected for Independent Reading is "just right" for their purpose. The students should be reading at 98% accuracy or better for independent reading books. (Teachers can make this determination "on the fly" by noting how many errors the students make when reading one page of text...the teacher literally reads over the shoulder of the student reader. If the student only makes a few errors the book is fine; otherwise, the teacher can help the student select a more appropriate choice.)

After the student has read a portion (approximately one page of text) of their book aloud, the teacher may ask an open ended question such as "How is your reading going today?". The response to this question should develop into a short conversation about their reading and perhaps result in a "teachable moment" and the setting of a reading goal. The teacher takes a few notes about the "check-in" and then moves on to the next student. In this way the teacher is able to spend a few valuable minutes with each student over the course of the week.

The benefits of this type of assessment are varied:

- Overtime, the teacher develops a deep understanding of all students as readers, their appropriate just right books, their interests, and their strengths and needs as readers.
- A record of dated observations is created that serves as evidence of student progress for the teacher and other partners, such as parents/guardians.
- The teacher gathers information about individual students, but also develops a sense of the “status of the class” in terms of reading strengths and needs. This information can then be used in the development of day to day planning of focus lessons and long range planning of units of study.

Resources:

Active Young Readers Grades 4-6 Assessment Resource: A Teaching Resource and Assessment Binder. (Nova Scotia Department of Education, English Program Services, 2003).

Shea, Mary. *Where's the Glitch? How to Use Running Records with Older Readers, Grades 5-8* (Heinemann, 2006).

Products

Products include all of the work a student completes. These products can include:

- written texts such as stories, lists of books read, responses, multimedia projects, or poetry
- visual products such as posters, media displays, power point presentations and photo essays
- oral products such as radio or video presentations, debates, and speeches

Students will produce many products throughout the year. Some of the products will be assessed in a summative manner, such as assignments produced at the end of a unit of study. Students will also create products that are not assessed for a grade, but rather that are used to inform instruction and to provide formative feedback to the student.

These assessment purposes should be decided prior to the assignment of the work and the students should know and be able to discuss their learning targets. For example, if students have been explicitly taught about writing effective reading responses in workshop, they should be given numerous opportunities to create these written responses in a scaffolded

environment (with ample descriptive feedback for improvement) prior to them writing a reading response that will be assessed for a grade.

Also, the outcomes being assessed should be made clear to the students. If the students are writing a response to something they have read, clearly there will be both reading and writing outcomes being assessed. Fair assessment includes ensuring that the students are aware of the learning goals and the focus of the assessment in language the students will easily understand. One way to ensure students are fully aware of the learning targets is to have them co-create criteria for complex tasks.

Traditionally, products have made up the bulk of assessment in grades 4-6. In order to paint a more accurate picture of the student's progress and to support them as they learn it is important to balance the approaches to assessment to include observations and conversations. The desk planner/ blotter resource *Purposeful Planning for Balanced Assessment and Instruction in English Language Arts 4-6* includes numerous ideas for this variety of balanced assessments.

[Please include the Methods of Assessment section/box from Reading Workshop, Speaking and Listening and Writing Workshop...please include the headings *Reading Workshop, Speaking and Listening and Writing Workshop* above each little chart- from the 4-6 desk blotter]

Regardless of the form the assessment takes, providing responsive, descriptive feedback to students will help them take ownership for their own learning and develop metacognition in our students.

Resources:

Overmeyer, Mark. <i>What Student Writing Teaches Us: Formative Assessment in the Writing Workshop</i> (Stenhouse, 2009).
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Providing Descriptive Feedback and Involving Students

Feedback

The purpose of providing feedback to students is to engage them in the process of assessing their own efforts to reach a goal and to provide them with the information they require to improve. Student engagement is necessary if the feedback is to have the desired effect and this engagement is only possible if the feedback is responsive to the individual student and free of judgment. The purpose of giving feedback is to help the student gradually take over the responsibility of assessing their own progress; in essence, for students to become metacognitive.

Effective feedback is clear, specific and positive, describing what the student is able to do and suggesting a next step. The feedback should be related to the criteria that was established prior to the assignment. Feedback may be written or oral and take a variety of forms such as:

- rubrics (without numbers) outlining the specific criteria and range of possible responses
- rubrics (as above) with additional written feedback addressing the individual student's strengths and needs
- comments written directly on student writing/assignments
- oral comments given in an ongoing way or in the context of conferring
- self-reflection in the form of exit slips, learning journals, discussions and conferences

Resources:

Brookhart, Susan. <i>How to Give Effective Feedback to Your Students</i> (ASCD, 2008).
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Learning Environment

Responsive feedback elicits one of two possible desirable responses in the learner; they will increase their effort to meet the goal or having met the goal they will increase their expectation for their learning. If the teacher has established a safe learning environment where mistakes are seen as a way to learn and if the relationship between the students and the teacher is strong, the feedback has a much better chance of producing positive results.

Peter Johnston refers to building this environment and suggests that teachers might consider the use of a small and powerful word...*yet*. When describing student progress toward a goal, teachers should give feedback about what the students are able to do and also describe a behaviour that they have not mastered *yet*. The power in *yet* lies in the possibility that the student will eventually learn this behaviour and speaks to the idea that "smart" is not a way you are born, but a thing you can become.

Learning Goal

When providing feedback to students, teachers should consider the highest leverage change a student might make and suggest that as a learning goal. It is important not to overwhelm the student with all of the things they could change at once. Choose one change that will produce the best results and that is attainable for that student at that time. By focusing on this one item, the chance for success is much higher and that success will form the foundation for future changes. The student should also have a voice in selecting the goal they feel is the best goal for them.

A Community of Learners

Feedback may come from a variety of sources and as such, teachers should help students develop the language they need to provide feedback to each other. When teachers develop this descriptive language with their students, they help create a community where all learners are supported. Teachers will know they have reached this goal when students begin to seek feedback, both from teachers and from their peers.

In order to reach this goal peer feedback must be explicitly taught and practiced. The chart below suggests some possible language and behaviour to explore with students around feedback:

Topics for focus lessons on providing peer feedback	
The writer owns the writing	<p>When working with a partner to get feedback on your writing the writer always holds and reads the writing aloud. The person giving the feedback listens and takes notes.</p> <p>When hearing the feedback the writer still holds the writing and takes notes on the draft.</p>
“Nice” is not so nice	<p>When providing feedback to a classmate use clear, precise language. It doesn’t help the writer to know that you think their writing is “nice” or “good”. That is too vague to be helpful. If you thought a certain part was effective or made you feel a certain way, then be specific and point out that part to the writer. If you were confused by a part, or needed more information, point that part out to the writer.</p>
Writer’s put a part of themselves in their writing	<p>Being specific is important but it doesn’t mean that you should be unkind. Always find something you liked as well as something you think could be changed.</p> <p>Writers try not to be defensive; listen carefully and consider what your partner is saying. Remember, the writer always has the final say as to what they change or don’t change but you should listen to your partner and consider what they have said.</p>

Be positive and focus on the writing	<p>It is easier to hear “I was a little confused by this part...” or “I was not certain who was talking here...” than to hear, “I didn’t like that part...”.</p> <p><i>You could ask the students to give “two stars and a wish” (two things they thought worked well and one thing they wish could be changed or added).</i></p>
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Who does the work?

Finally, feedback should cause more response from the student hearing the feedback than it does for the person giving it. If, for example, the highest leverage feedback you give a student on their writing is that they need to consider breaking their narrative into paragraphs, the teacher could teach the student about paragraphs and work with the student to create the first one. The responsibility of creating paragraph breaks in the rest of the writing would fall to the student.

Similarly, if the learning goal for a student writer is that they “slow the moment” and really describe what is happening at this point in the story; be careful to confer (working with the student to develop the next step) and leave the actual revision to the student. It is important that the student writer retains ownership of the writing. The bulk of the work should go to the person receiving the feedback. **The one who does the work is the one who does the learning.**

The effectiveness of this type of feedback is enhanced when placed in a context of the Gradual Release of Responsibility model where the learning is scaffolded through explicit instruction, modeling, and supported student practice.

RESOURCES:

Johnston, Peter H. *Opening Minds: Using Language to Change Lives*. (Stenhouse Publishers, 2012).

Co-constructing Criteria

Establishing and sharing criteria for success with students is an important step in supporting students with their learning. When the learning target is clear and understood by everyone, there is a much higher likelihood of success.

Students learn best when they are engaged and have a voice in their learning. A very effective way to encourage this engagement is through the co-construction of criteria for student work and assessment of this work. The process of co-creating criteria can be used to describe a successful performance of a complex task. For example, it could be used to help

students fully understand what success would look like with a persuasive letter or an effective speech. The topic should be complex enough that multiple criteria need to be established. This approach is also useful when there is the possibility of a variety of performance levels.

Anne Davies (1997) has outlined a process for the co-construction of criteria in her book *Setting and Using Criteria*. This process is summarized below:

Establishing Initial Criteria

To introduce the topic of co-creation of criteria, it is advisable to select a topic that students know about...for example, a sleep over party. Ask the students to think about the last sleep over they attended. What was it that made it a success? Students begin to generate a list of the things that they enjoyed about the party and the teacher records the ideas on a chart. The students might name such things as good food, friends, scary movies, music, snacks, staying up late talking and party games. After the list is recorded using student ideas, the teacher might add such things as video games and cake. The list could continue to grow for a few days. If the students require support in the creation of the criteria they could observe a model (such as a video of a great sleepover party) to help generate more ideas.

Sorting and Categorizing the Criteria

When the list is complete, the teacher leads the students through the process of sorting the ideas into similar groups. For example, scary movies, staying up late talking, party games and video games could all be sorted into the same group. After the sort is complete, the teacher and the students work together to create headings for the groups. The *scary movies*, *staying up late talking*, *party games* and *video games* could be given the heading “party activities”. This process continues until all of the criteria have been sorted and given headings.

Try and Revise

Next the group should “live” with the list for a while and revise it as the need arises. This step is important as it allows for reflection and deep thought around the criteria. This is also a good opportunity for the teacher to review the SCOs and to add any criteria that may not have been noted.

Applying the process to school tasks

After this experience using the sleep over or some other familiar event, students are able to apply this process to setting criteria for writing an effective response to a text, writing an engaging narrative or any other complex task/assignment.

The important thing to remember in this process is that it is *co*-creation of criteria, and as a member of the class community the teacher has a voice in what is added to the criteria list. Once the students have taken the process as far as they can, the teacher then adds any critical criteria that may have been missed.

The teacher may use this process to help the students clearly understand criteria for complex tasks. It is also important that teachers link explicit instruction to these criteria and make them the content of workshop focus lessons.

While this process may seem time consuming, it engages students in the learning and as they set criteria, they also learn what it takes to be successful with the given complex task and develop the language necessary to talk about their learning.

Resources:

Davies, Anne, Kathleen Gregory and Caren Cameron. *Setting and Using Criteria: Knowing What Counts*. (Connections, 1997).

Backward Design

The process of working backward from the outcome to plan for instruction and assessment is an effective way to ensure validity with assessment. When using Backward Design teachers are clear about what they are assessing and are designing assessments that measure what they want to know about student success in relation to achievement of the outcomes.

Describing Success

Effective assessment begins with a careful analysis of the specific grade level outcome(s) to be taught and assessed. When analyzing the SCO the teacher should visualize what success would look like with that outcome. One way to conduct this analysis is by using a T-chart to record the SCO on one side of the chart and on the other side list the behaviours a student would demonstrate if they were successful with the outcome. This can be done independently or by working with a group of teachers who teach the same curriculum in a professional learning community. The shared discussion and clarification of the criteria creates strong common understandings among staff.

Examples of T-chart:

Specific Outcome	List of Criteria Describing what success looks like, sounds like, feels like
Grade 5 Writing SCO: 8.2 expand appropriate note-making strategies from a growing repertoire (e.g., outlines, charts, diagrams)	<ul style="list-style-type: none"> - Student chooses to take notes at appropriate times - Student uses note taking to record information that they wish to remember

	<ul style="list-style-type: none"> - Student makes use of various forms for note taking, selecting forms that match the note taking purpose - Student demonstrates the ability to read/view and decide what is important to note (and what details are not necessary to include)
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Specific Outcome	List of Criteria Describing what success looks like, sounds like, feels like
Grade 4 Reading SCOs: 4.1 select, with growing independence, texts appropriate to their interests and learning needs 4.2 read widely and experience a variety of children’s literature with an emphasis in genre and authors	<ul style="list-style-type: none"> - Student selects class library text that are “just right” for their purpose - Students ask for assistance (when needed) to select appropriate text - Students adjust their reading choices based on teacher input - Students demonstrate a willingness to read a variety of types of books and authors over time - Students select text for research assignments that match their research needs (sometimes with assistance) - Students abandon books that do not meet their learning needs

Listing and clarifying criteria helps teachers and students be clear about the “target” students are expected to reach. Rick Stiggins states, “Students can hit any target they can see that holds still for them.” (Stiggins, 2006, p.57) We are much better equipped to provide this clarity if we have “unpacked” the outcomes in this way and if students have been engaged in the process through co-constructing criteria (see information on co-constructing criteria in this section).

Using Criteria

Through the creation of effective criteria teachers deepen their understanding of the outcomes and enhance their ability to share these clear targets with their students. When

creating clear criteria teachers should write them as actions the students will take to achieve the outcome(s). Well defined criteria are the glue that binds the curriculum, assessment and instruction together. When teachers create criteria from their outcomes, they define the learning activities that will need to take place in order for the learning to happen. Well-crafted criteria contain strong verbs that outline a range of performance with a task or growth along a developmental continuum.

These verbs can be developed using the new Bloom’s Taxonomy as a guide:

Remembering	recall, describe, name
Understanding	interpret, explain, classify
Applying	demonstrate, implement, use
Analyzing	differentiate, deconstruct, compare
Evaluating	critique, experiment, monitor
Creating	design, produce, invent

Once created, the list of criteria can now be used to create a check list for feedback or self-assessment to the student. See below a checklist for students to use when assessing their success with note taking:

Assessment “For” Learning - Checklist for Note Taking: (Co-constructed list of criteria)	
	I take notes when I have to remember important information.
	I take notes when I have to use the information again, in another way or another place.
	I take notes when I want to share the information with other people.
	I take notes by using an outline form when there are many items to note.
	I take notes by thinking about what form of note taking will fit my purpose and picking the best one.
	I take notes by writing down key ideas and adding important details.
	I decide what is important by setting a purpose for my note taking.
	I decide what is important by listening for key ideas.

Rubric Creation

The same set of criteria may be used to create a rubric (rubrics may be used for a more summative assessment or to provide descriptive feedback to students in a more formative way). If the task is complex a rubric is an appropriate measure. Some simpler tasks may be measured with a check list.

Establishing Performance levels

Once the criteria have been grouped, performance levels can be considered. Thinking back to the sleepover party example, were the “party activities” a level one, two or three? What would each level look like? What are the minimum requirements for a successful party? It is important to describe in detail the criteria for each performance level so that students can use the information to improve their work (or in this case, party). Adding performance levels to the criteria shape the rubric.

There are many ways to construct a rubric, one way is to begin by creating a “stem” that can be adjusted with parallel language to reflect levels of performance. It is important to keep the language as parallel as possible and adjust the qualifiers to describe the levels of performance with a specific task. The language of the qualifiers helps distinguish the level of achievement along with other descriptors that help make the differences between levels clear. For example, here are some sample qualifiers:

Verb (example)	Level 4	Level 3	Level 2	Level 1
established <i>(main idea is established)</i>	firmly	generally	somewhat	not
maintained <i>(strong voice is maintained)</i>	consistently	usually	sporadically	rarely
provided <i>(details are provided)</i>	many	several	few	lacking
presented <i>(opinions are presented)</i>	engagingly	appropriately	partially	attempted

The Department has also created a provincial scale/rubric that describes four levels of performance. In this four level rubric, levels 3 and 4 meet and levels 1 and 2 do not meet expectations. By selecting four levels for a rubric, teachers are aligning their work with the provincial scale.

Achievement Levels Primary to 12

Key messages

Achievement levels are used to describe the level of achievement with an outcome/ or outcomes.

Achievement levels focus on the depth of knowledge and understanding, and the extent of the application of the outcome.

Level 4	In-depth knowledge and understanding of content and concepts. Able to extend the application of related skills.
Level 3	Competent knowledge and understanding of content and concepts. Appropriate application of the related skills.
Level 2	Developing knowledge and understanding of content and concepts. Developing in the application of the related skills.
Level 1	Limited knowledge and understanding of content and concepts. Limited application of related skills.

Assessment of Learning Note Taking Rubric based on a range of evidence collected over time:

Note taking rubric	Level 4	Level 3	Level 2	Level 1
When to take notes	Student consistently chooses to take notes at	Student generally chooses to take notes at	Student sometimes chooses to take notes at	Student rarely chooses to take notes

	appropriate times	appropriate times	appropriate times	
Forms and types of note taking	Student consistently selects the appropriate form or type of note to match the note taking purpose	Student generally selects the appropriate form or type of note to match the note taking purpose	Student sometimes selects the appropriate form or type of note to match the note taking purpose	Student rarely selects the appropriate form or type of note to match the note taking purpose
Determining Importance	Student is able to efficiently prioritize information and select important information to note	Student is able to prioritize information and generally select important information to note	Student is able to sometimes prioritize information and select a few irrelevant pieces of information to note	Student is not able to prioritize information and seldom able to select pieces of information to note

Using Rubric Assessment

Along with rubrics, samples or “anchor papers” of each level should be collected and referred to in order to help calibrate the rubric to the specific grade level and SCOs and provide students with concrete evidence.

Teachers may then use the rubric and exemplars to reflect on student progress. When scoring student writing using a rubric, teachers should come together with grade level (or close to grade level) colleagues to score some student work together. They may even decide to score the same piece independently and then compare their thinking. This common scoring helps to build common understandings around assessment among teachers.

Rubrics are very useful tools for providing students with descriptive feedback regarding their progress but only if they are used effectively. This effective use includes determining where the student’s work fits on the rubric for each criteria and indicating their strengths and needs to the student. It does not include using rubrics to create a score of any kind.

A large research project lead by Black and Wiliam (1998) delved into the power of feedback. This research revealed that feedback alone yielded a 30 percent gain in student achievement while marks/grades alone showed no improvement in student achievement. That information, from this well respected research has served to elevate the importance of providing descriptive feedback to students. Perhaps the most surprising finding of the study was that if feedback were given along with a grade, the results were the same as if it had been a grade

alone...that is, no improvement. This study is perfect justification to never tie a score to a rubric, but there are other reasons.

When the student looks at a rubric that has highlighted the sections that describe the student performance, they can see their strengths and where they need to focus their attention for improvement. Likewise, the teacher is able to inform the instruction that students will receive by looking at the rubric and mining it for information. If the rubric result becomes a simple numeric average of the criteria levels, a single score, all the rich information held in the rubric will be lost. For this reason, when the rubric is being used for feedback (assessment for learning) many teachers choose to leave off the level numbers entirely.

Resources:

Wiggins, Grant and Jay McTighe. *Understanding by Design, Expanded 2nd Edition*. (ASCD, 2005).

Assessing Speaking and Listening

To support teachers with the model of backward design, the following table outlines the criteria for success with groups of SCOs. The SCOs are similar for grades 4, 5 and 6 but teachers should refine the information based on a careful reading of their grade level SCO (found in this document). The table also includes suggested assessment tools and resources that may be helpful in planning for assessment (bolded resource has been distributed to schools).

Grades 4-6: Speaking and Listening SCO 1.1, 1.2, 1.3, 1.4 (see grade level SCO section in this guide for details) GCO 1 – Students will speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.		
When a student is successful with these SCOs they:	Types of assessment tools that could measure the SCOs:	Resources to check for help and examples:
<ul style="list-style-type: none"> - Clearly express a personal opinion about an event, item, information or text - Clarify information for listeners' by responding to questions - Ask questions to clarify information - Ask questions to gather additional information - Express possible approaches or solutions to problems - Demonstrate good listening habits (as posted on a co-constructed anchor chart) - Respectfully respond to the opinions of others - Show flexibility with communication (i.e., matching language style and language) 	<ul style="list-style-type: none"> - Observation of students engaged in small group discussions (such as Inquiry Circles) - Observation of students as they engage in class discussion - Use Check lists to record observations over time - Confer with students about text they have read or viewed to notice to what degree they are able to express opinions, clarify information and ask questions 	<p>Trehearne, Miriam. <i>Comprehensive Literacy Resource for Grades 3-6 Teachers</i> (Thomson-Nelson, 2006). See checklists- Pages 90-96</p> <p>Harvey, Stephanie and Harvey Daniels. <i>Comprehension and Collaboration: Inquiry Circles in Action</i> (Heinemann, 2009). See chapter on assessment of Inquiry Circles- Pages 268-281</p> <p>Tovani, Cris. <i>So What Do They Really Know? Assessment That Informs Teaching and Learning</i> (Stenhouse , 2011). Conferring- pages 105-115</p>

used to the audience, topic or conversation)		
<p>Grades 4-6: Speaking and Listening SCOs 2.1, 2.2, 2.3, 2.4 (see grade level SCO section in this guide for details) GCO 2 – Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.</p>		
When a student is successful with these SCOs they:	Types of assessment tools that could measure the SCOs:	Resources to check for help and examples:
<ul style="list-style-type: none"> - Take turns appropriately when engaged in speaking and listening - Verbally give specific directions that have several parts - Follow verbal directions that have several parts - Make comments to and ask questions of a guest speaker or peer presenter - Orally present information to whole class or small groups and answer questions - Evaluate the oral presentations of others - Understand and use appropriate body language in different speaking situations 	<ul style="list-style-type: none"> - Co-constructed rubrics for oral presentations - Peer and self assessment of oral presentations - Checklists of presentation behaviours 	<p>Trehearne, Miriam. <i>Comprehensive Literacy Resource for Grades 3-6 Teachers</i> (Thomson-Nelson, 2006). See checklists- Pages 90-96</p> <p>Palmer, Erik. <i>Well Spoken: Teaching Speaking to all Students</i> (Stenhouse, 2011). Checklist for public speaking- page 58 Chapter on evaluating speeches pages 107-124</p> <p>Dorfman, Lynne R., and Rose Cappelli. <i>Nonfiction Mentor Texts: Teaching Informational Writing Through Children’s Literature, K-8</i> (Stenhouse,2008). Speech giving- self reflective questions- pages 125-126</p>
<p>Grades 4-6: Speaking and Listening SCOs 2.1, 2.2, 2.3, 2.4 (see grade level SCO section in this guide for details) GCO 2 – Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.</p>		

When a student is successful with these SCOs they:	Types of assessment tools that could measure the SCOs:	Resources to check for help and examples:
<ul style="list-style-type: none"> - generate questions that will help define a search for information - use the best questions to plan the research - use tools for the collection of information (such as a matrix or other supports) - create tools for the collection of information - make choices about what information is appropriate for the stated purpose of the research - demonstrate the ability to find information from a variety of sources - use an increasing variety of sources and strategies for assessing the accuracy of the information - work with others to find, analyze, organize and present information - reflect on their learnings with increasing quality and depth 	<ul style="list-style-type: none"> - Rubrics or checklists that assess the effective collection of information - Observation of students working together to find, analyze, organize and present information - RAN Strategy chart 	<p>Stead, Tony. <i>Reality Checks: Teaching Reading Comprehension with Nonfiction K-5</i> (Stenhouse, 2006). Pages 17-31 and pages 210 -214</p> <p>Stead, Tony. <i>Good Choice! Supporting Independent Reading and Response K-6</i> (Stenhouse, 2009). pages 218-223</p> <p>Harvey, Stehanie and Harvey Daniels. <i>Comprehension and Collaboration: Inquiry Circles in Action</i> (Heinemann, 2009). Pages 268- 281</p>
<p>Grades 4-6: Speaking and Listening SCO 3.1, 3.2, 3.3 (see grade level SCO section in this guide for details) GCO 3 – Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose.</p>		

When a student is successful with these SCOs they:	Types of assessment tools that could measure the SCOs:	Resources to check for help and examples:
<ul style="list-style-type: none"> - Take turns speaking and listening in group work situations - Giving 'I messages' about personal feelings - Using appropriate volume of voice inside the classroom and in other school spaces - Disagree respectfully with a classmate - Demonstrate respectful interactions with peers, other students in the school and adults - Using language that is sensitive to others' feelings - Notice times when language used in a video, book or real life situation is prejudicial, stereotypical or biased - Reflect on the potential power of language for negative or positive influence 	<ul style="list-style-type: none"> - Observation of specific speaking and listening behaviours - Rubrics - Checklists 	<p>Donohue, Lisa. <i>Guided Listening</i> (Pembroke, 2007). Pages 137-154</p>

Assessing Reading and Viewing

To support teachers with the model of backward design, the following table outlines the criteria for success with groups of SCOs. The SCOs are similar for grades 4, 5 and 6 but teachers should refine the information based on a careful reading of their grade level SCO (found in this document). The table also includes suggested assessment tools and resources that may be helpful in planning for assessment.

Grades 4-6: Reading SCO 4.1, 4.2 (see grade level SCO section in this guide for details) GCO 4 – Students will be expected to select, read and view with understanding a range of literature, information, media and visual texts.		
When a student is successful with these SCOs they:	Types of assessment tools that could measure the SCOs:	Resources to check for help and examples:
<ul style="list-style-type: none"> - independently select texts that are just right for their reading purpose - independently select texts that demonstrate they are aware of their strengths and needs as a reader - are able to talk about why they selected a particular text and why it fits the given purpose - select a variety of text types and authors over time - grade 5&6- demonstrate an understanding of the characteristics of various genre 	<ul style="list-style-type: none"> - reading logs - conferring with student readers and taking anecdotal notes - daily informal reading with students- “check-ins” - book talks/ book recommendations - teacher observations of reading stamina and interest - teacher checklists - reading passports - reader’s notebooks 	<p>Allen, Patrick. <i>Conferring: The Keystone of Reader’s Workshop</i> (Stenhouse Publishers, 2009). pages 94-116 highlight the essential components of conferring</p> <p>Fountas, Irene C. and Gay Su Pinnell. <i>Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy</i> (Heinemann, 2001). Pages 483-507</p> <p>Buckner, Aimmee. <i>Notebook Connections: Strategies for the Reader’s Notebook</i> (Stenhouse, 2009). Pages 111-125 and pages 129-132</p>

<p>Grades 4-6: Reading SCO 4.3, 4.4, 4.5 (see grade level SCO section in this guide for details)</p> <p>GCO 4 – Students will be expected to select, read and view with understanding a range of literature, information, media and visual texts.</p>		
<p>When a student is successful with these SCOs they:</p>	<p>Types of assessment tools that could measure the SCOs:</p>	<p>Resources to check for help and examples:</p>
<ul style="list-style-type: none"> - use all the sources of information (cueing systems) when reading - use fix-up strategies when meaning breaks down such as: predicting, confirming, monitoring, self-correcting, word solving, sampling/gathering, and maintaining fluency - persevere with text to locate needed information - persevere with longer, more complex text to develop strategies for understanding - demonstrate their understanding of a given text through conversation and written responses - set goals for their own reading - demonstrate an understanding of themselves as readers - use a flexible web of comprehension 	<ul style="list-style-type: none"> - Daily reading with students- “check-ins” - Daily conferring with a focus on comprehension strategies - Guided reading group observations regarding monitoring strategies - Oral Reading Records- (ORRs) reading assessment from the 4-6 AYR binder measures reading accuracy, fluency and comprehension as well as observed strategy use 	<p>Harvey, Stephanie and Anne Goudvis. <i>Strategies That Work: Teaching Comprehension for Understanding and Engagement, 2nd ed.</i> (Stenhouse Publishers, 2007). Pages 84-85, 105-108, 125-129, 148-153, 176-178, 198-202</p> <p><i>Active Young Readers 4-6 Assessment Resource</i> (Department of Education, Province of Nova Scotia, 2003) entire resource</p> <p>Keene, Ellin. <i>Assessing Comprehension Thinking Strategies</i> (Shell Education ,2006).</p> <p>Keene, Ellin. <i>Talk about Understanding: Rethinking Classroom Talk to Enhance Comprehension</i> (Heinemann, 2012). Pages 23, 87 and appendices E and F</p>

<p>strategies to support their understanding including: making connections, visualizing, inferring, questioning, determining importance, analyzing, and synthesizing</p>		
<p>Grades 4-6: Reading SCO 5.1 (see grade level SCO section in this guide for details)</p> <p>GCO 5 – Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.</p>		
<p>When a student is successful with these SCOs they:</p>	<p>Types of assessment tools that could measure the SCOs:</p>	<p>Resources to check for help and examples:</p>
<ul style="list-style-type: none"> - generate questions that will help define a search for information - use the best questions to plan the research - use tools for the collection of information (such as a matrix or other supports) - create tools for the collection of information - make choices about what information is appropriate for the stated purpose of the research - demonstrate the ability to find information from a variety of sources - use an increasing variety of sources and strategies for 	<ul style="list-style-type: none"> - Conferring with students about their research - Reviewing student plans for research and observing the quality of their questioning - Observing student use of sources of information and their understanding of possible bias - Observing how students gather and organize information for their research - Observe students as they work together to find, collect, analyze, organize and present information - Co-create criteria for rubrics with students to measure success with research projects 	<p>Stead, Tony. <i>Reality Checks: Teaching Reading Comprehension with Nonfiction K-5</i> (Stenhouse, 2006). Pages 235-239, 184-192</p> <p>Allen, Patrick. <i>Conferring: The Keystone of Reader’s Workshop</i> (Stenhouse Publishers, 2009).</p>

<ul style="list-style-type: none"> - assessing the accuracy of the information - work with others to find, analyze, organize and present information - reflect on their learnings with increasing quality and depth 	<ul style="list-style-type: none"> - Score final products, such as brochures, power point presentations, posters, research papers etc. using co-created rubrics 	
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Grades 4-6: Reading SCO 6.1, 6.2 (see grade level SCO section in this guide for details)

GCO 6 – Students will be expected to respond personally to a range of text.

When a student is successful with these SCOs they:	Types of assessment tools that could measure the SCOs:	Resources to check for help and examples:
<ul style="list-style-type: none"> - make meaningful personal connections that enhance comprehension - explain connections between text that enhance their understanding - share their connections orally and / or in writing, always linking their connections to how they helped them understand what they have read or viewed - share their opinions about a range of text types and give reasons for those opinions - support their opinions with information from the text and their personal experience - demonstrate an awareness of a variety 	<ul style="list-style-type: none"> - Confer with student readers daily to discuss their connections to text and how these connections are helping them comprehend the text on a deeper level - Oral Reading Records- (ORRs) reading assessment from the 4-6 AYR binder measures reading accuracy, fluency and comprehension as well as observed strategy use - Use informal Reading Records to assess that the text the student has selected is appropriate for their reading purpose 	<p><i>Active Young Readers 4-6 Assessment Resource (Department of Education, Province of Nova Scotia, 2003) entire resource</i></p> <p>Fountas, Irene C. and Gay Su Pinnell. <i>Prompting Guide (part 2): for Comprehension: Thinking, Talking and Writing</i> (Heinemann, 2012). Section 2- prompts for Systems of Strategic Actions pages 7-51</p> <p>Keene, Ellin. <i>To Understand: New Horizons in Reading Comprehension.</i> (Heinemann, 2008). pages 246- 287</p>

<p>of authors and illustrators</p>	<ul style="list-style-type: none"> - Co-create criteria for writing a response to what has been read or viewed - Use the co-created criteria to create a rubric and use the rubric to score selected written responses (It is not desirable to score every response a student writes as this is generally more effective as a formative activity; however, it is a good practice to collect one per term to score using the rubric) 	
<p>Grades 4-6: Reading SCO 7.1, 7.2, 7.3, 7.4 (see grade level SCO section in this guide for details)</p> <p>GCO 7: Students will be expected to respond critically to a range of texts, applying their knowledge of language, form and genre.</p>		
<p>When a student is successful with these SCOs they:</p>	<p>Types of assessment tools that could measure the SCOs:</p>	<p>Resources to check for help and examples:</p>
<ul style="list-style-type: none"> - use prior knowledge to predict what messages might be contained in a text - ask questions brought to mind while reading a text demonstrating an understanding that text carries a message and represents a particular perspective - identify the point of view of the author of texts and discuss how the author has 	<ul style="list-style-type: none"> - Confer with students and ask questions that help guide the conversation to the student’s deep understanding of the text - Observe students in book club discussions and record and date observations - Review student reading notebooks to notice if they choose to discuss the 	<p>Calkins, Lucy. <i>Units of Study for Teaching Reading, Grades 3-5: A Curriculum for the Reading Workshop</i> (Heinemann, 2010).</p> <p>Fountas, Irene C. and Gay Su Pinnell. <i>Prompting Guide (part 2): for Comprehension: Thinking, Talking and Writing</i> (Heinemann, 2012). Section 3- prompts for</p>

<p>positioned them as a reader</p> <ul style="list-style-type: none"> - share their understanding of characteristics of a particular genre under study - share ideas about texts written by a particular author from an author study undertaken individually, with a small group or as part of class discussion - express their agreement or disagreement with information in a text, a character's decision, etc. and support their view with evidence from the text or from their personal experience as it relates to the text - through a close reading, give their own interpretation of the text - make it a habit to always consider the author and the author's context, as well as how this might affect the author's purpose and point of view - read a text for bias and demonstrate whose voices are heard and whose are silenced - share instances of prejudice and stereotyping when they occur in text 	<p>author's message or possible bias</p> <ul style="list-style-type: none"> - Create situations in which students are asked to analyze text to give their own interpretation of the author's message and intent - Observe students when they are engaged in inquiry circles 	<p>Reading Conferences pages 57-59</p> <p>Buckner, Aimmee. <i>Notebook Connections: Strategies for the Reader's Notebook</i> (Stenhouse, 2009).</p>
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<ul style="list-style-type: none"> - (Grade 6) when researching, including a variety of sources that represent various perspectives 		
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Assessing Writing and Other Ways of Representing

To support teachers with the model of backward design, the following table outlines the criteria for success with groups of SCOs. The SCOs are similar for grades 4, 5 and 6 but teachers should refine the information based on a careful reading of their grade level SCO (found in this document). The table also includes suggested assessment tools and resources that may be helpful in planning for assessment.

<p>Grades 4-6: Writing and Other Ways of Representing SCO 8.1, 8.2, 8.3 (see grade level SCO section in this guide for details)</p>		
<p>GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.</p>		
<p>When a student is successful with these SCOs they:</p>	<p>Types of assessment tools that could measure the SCOs:</p>	<p>Resources to check for help and examples:</p>
<p>use writing to support their thinking and learning in various ways such as:</p> <ul style="list-style-type: none"> - using charts, webs or other graphic organizers when they are generating, developing and organizing ideas - using a matrix to organize their research - with increasing independence, use various methods of note making - constructing and using a simple survey/questionnaire to gather information - using a journal to explore and express their opinions and ideas 	<ul style="list-style-type: none"> - rubrics measuring traits - rubrics measuring ideas and organization - writer’s notebook observations - writing checklists 	<p>Calkins, Lucy. <i>Units of Study for Teaching Writing, Grades 3-5: A Curriculum for the Writing Workshop</i> (Heinemann, 2006).</p> <p>Buckner, Aimmee. <i>Notebook Know-How: Strategies for the Writer’s Notebook</i> (Stenhouse, 2005).</p> <p>Buckner, Aimmee. <i>Nonfiction Notebooks: Strategies for Informational Writing</i> (Stenhouse, 2013).</p>

<ul style="list-style-type: none"> - using learning logs to explain what they have learned and reflect on themselves as learners - using writer's notebooks to explore possible topics and ideas for writing (e.g., expert's list of topics for writing, interest list) <p>use writing to explore various forms/genre of writing and to develop their imaginations by:</p> <ul style="list-style-type: none"> - using their writer's notebook to develop detailed characters, setting and story lines - using their writer's notebook to explore the nature of narrative - exploring various forms of poetry - using their writer's notebook to explore effective word choice - practicing different story leads, conclusions - using revision as a tool to shape their writing 		<p>Rief, Linda. <i>Inside the Writer's-Reader's Notebook: A Workshop Essential</i>. (Heinemann, 2007).</p> <p>Somoza, David and Peter Lourie. <i>Writing to Explore: Discovering Adventure in the Research Paper, 3-8</i> (Stenhouse, 2010).</p>
<p>Grades 4-6: Writing and Other Ways of Representing SCOs 9.1, 9.2, 9.3(see grade level SCO section in this guide for details)</p> <p>GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.</p>		
<p>When a student is successful with these SCOs they:</p>	<p>Types of assessment tools that could measure the SCOs:</p>	<p>Resources to check for help and examples:</p>
<p>Select different types of writing forms to suit their purpose and audience, such as:</p> <ul style="list-style-type: none"> - narrative writing (tells a story) 	<ul style="list-style-type: none"> - traits rubrics - check lists to track different forms of writing 	<p>Write Traits Kits-Grade 4, 5 and 6</p> <p>Culham, Ruth. <i>Traits of Writing: The Complete Guide for Middle School</i>. (Scholastic,</p>

<ul style="list-style-type: none"> - expository writing (gives information or shows how) - descriptive writing (uses words to create a clear picture of something in the reader’s mind) - persuasive writing (convinces the reader to agree with a point of view) <p>Consider the traits of writing as they shape their piece, such as:</p> <ul style="list-style-type: none"> - ideas (GCO 8), organization, word choice, voice, sentence fluency and conventions - including information that is relevant and purposeful for an intended audience - listening to others’ ideas and use some of their ideas to strengthen a piece of writing 		<p>2010). Rubrics throughout the book</p> <p>Gear, Adrienne. <i>Writing Power: Engaging Thinking Through Writing</i> (Stenhouse Publishers, 2011). Pages 21-27</p>
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Grades 4-6: Writing and Other Ways of Representing SCOs 10.1, 10.4 (see grade level SCO section in this guide for details)

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

When a student is successful with these SCOs they:	Types of assessment tools that could measure the SCOs:	Resources to check for help and examples:
<p>Use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies, for example:</p> <ul style="list-style-type: none"> - use a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting) - use appropriate drafting techniques (focusing on getting ideas on paper, taking risks with temporary 	<ul style="list-style-type: none"> - conferring with student writers - checklists - rubrics 	<p>Hale, Elizabeth. <i>Crafting Writers K-6</i> (Stenhouse Publishers, 2008). Pages 201-210</p> <p>Lane, Barry. <i>After THE END: Teaching and Learning Creative Revision</i> (Heinemann, 1993).</p> <p>Overmeyer, Mark. <i>What Student Writing Teaches Us: Formative Assessment in the</i></p>

<p>spelling when necessary, experimenting with new forms / techniques, keeping audience in mind, using a word processor to compose)</p> <ul style="list-style-type: none"> - use revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading / rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas / information, rearranging, using feedback from conferences to help revise) - use editing strategies (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as a dictionary; using an editing checklist) - use appropriate techniques for publishing / presenting (e.g., a word process to publish; illustrations, charts and diagrams to enhance writing where appropriate; sharing writing / representing orally; publishing in a class newsletter; publishing on-line; submitting work to school / district newsletter) <p>Demonstrate increasing writing stamina and commitment to their writing Take some pieces of writing from prewriting through to publication</p>		<p><i>Writing Workshop</i> (Stenhouse, 2009).</p> <p>Routman, Regie. <i>Writing Essentials: Raising Expectations and Results While Simplifying Teaching.</i> (Heinemann, 2005).</p>
<p>Grades 4-6: Writing and Other Ways of Representing SCO 10.2 (see grade level SCO section in this guide for details)</p>		

<p>GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.</p>		
<p>When a student is successful with these SCOs they:</p>	<p>Types of assessment tools that could measure the SCOs:</p>	<p>Resources to check for help and examples:</p>
<p>Produce writing that is appropriate based on audience and purpose because the writer has used many of the conventions specified in this outcome, such as:</p> <ul style="list-style-type: none"> - use a variety of simple and more complex structures - use periods at the ends of sentences and for abbreviations - use commas in a series, and in dates - use apostrophes for possessives and contractions - use question marks, exclamation marks, and quotation marks - use capitals for proper names, titles, places, days, months, holidays, beginning of sentences - use meaning and syntax patterns as well as sound cues to spell words - use a range of spelling strategies - make subjects and verbs agree - begin to use simple paragraphing - use pronouns appropriately - spell many words conventionally <p>Create pieces of writing that are legible and enjoyable for others to read</p> <p>Editing/fixing for readability</p>	<ul style="list-style-type: none"> - editing checklists 	<p>Trehearne, Miriam. <i>Comprehensive Literacy Resource for Grades 3-6 Teachers</i> (Thomson-Nelson, 2006).</p>

<p>Grades 4-6: Writing and Other Ways of Representing SCO 10.3 (see grade level SCO section in this guide for details)</p> <p>GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.</p>		
<p>When a student is successful with these SCOs they:</p>	<p>Types of assessment tools that could measure the SCOs:</p>	<p>Resources to check for help and examples:</p>
<p>With increasing proficiency, use a variety of technologies to create a range of products such as:</p> <ul style="list-style-type: none"> - e-mails - sending e-mails with attachments - power point presentations - video clips - digital stories - blogs - word processing - make changes to text using a word processor, such as formats, stylistic effects (fonts, colours, etc.) and graphics 	<ul style="list-style-type: none"> - check lists - observations 	<p>Kajder, Sara B. <i>The Tech-Savvy English Classroom</i>. (Stenhouse Publishers, 2003).</p>
<p>Grades 4-6: Writing and Other Ways of Representing SCO 10.5 (see grade level SCO section in this guide for details)</p> <p>GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.</p>		
<p>When a student is successful with these SCOs they:</p>	<p>Types of assessment tools that could measure the SCOs:</p>	<p>Resources to check for help and examples:</p>
<ul style="list-style-type: none"> - decide on a topic of inquiry - develop questions to direct their investigation - search for answers to questions in various texts and the Internet - record jot notes about important information 	<ul style="list-style-type: none"> - rubrics - conferring with student writers about their topics 	<p>McMackin, Mary and Barbara Siegel. <i>Knowing How: Researching and Writing Nonfiction 3-8</i> (Stenhouse, 2002). Pages 116-143</p>

<ul style="list-style-type: none"> - develop jot notes into complete thoughts and sentences - publish their work in a variety of ways including posters, pamphlets, written reports, photo essays, power point presentations, etc. or use their research to support discussions and debates 		
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Using Assessment Information to Inform Next Steps in Teaching and Learning

Gathering the assessment information is the second step in the process of responsive teaching. Initially the assessment is planned, through a careful study of the outcomes and the students' strengths and needs. Next the assessment is performed and the information collected. Now, the assessment information must be analyzed to reveal individual strengths and needs, similarities among small groups and whole class trends. Without this careful analysis the collection of assessment data becomes an activity trap for teachers.

Analysis of Assessment Information

In examining assessment information begin with noticing the information around the intended purpose of the assessment. For example, if the teacher had conferred with students to find out how well they comprehended their self-selected text then the teacher should have information about how well they understood the books they are reading. The teacher could make note of any individual students who will require additional support with selecting a text that is just right for their purpose. Furthermore, the teacher can note any students who shared similarities in strengths or need. Finally, the teacher should reflect on the performance of the whole class and see if any trends were revealed. Teachers might also notice any additional information noted during the assessment that may not have been the intended focus. For example, the teacher may have noticed something about reading attitudes.

This information could be collected using a simple recording sheet like the one below:

Analysis of Assessment Results

Student Names:	Trends I noticed with individual students:	Plan for teacher response/ action:
Flexible Student Groups:	Similarities I noticed between students:	Plan for teacher response/ action:
Whole Class:	Trends I noticed with my whole class:	Plan for teacher response/ action:

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Response to Assessment

Once the information about trends and similarities for each student, group and whole class have been noticed and recorded the teacher should reflect on the appropriate response to the assessment information. This is one of the most important steps in the assessment process and it is where the real power for assessment to improve student skills and strategies lies. It is important at this point to consider the highest leverage next step for the student, the one thing that will keep them moving forward as learners.

Also, if the teacher noticed similarities between students in terms of their strengths and challenges then those students could be pulled together for a guided lesson to build on an assessed strength or re-teach to an assessed need. These groups are always changing based on assessment, and they are not necessarily ability groupings. For example, some of the readers in the class may be able to decode words in a higher level text than some others; however, they all share a need to go deeper with understanding the text they are reading. These students would make an appropriate group for a lesson on going deeper with text.

When making decisions about what the teacher response will be to the assessment, teachers may refer back to the form (above) and record the instructional decisions.

Student Behaviour...Teacher Response/Action...

When reflecting on assessed student challenges or strengths it is sometimes helpful to have some suggestions for teacher action. The following three tables capture some common assessed needs and possible responses that teachers can use.

[If possible the following three charts should be on separate pages]

Speaking and Listening

Student Behaviour...	Teacher Response/ Action...
a student is reluctant to participate in group discussions	<ul style="list-style-type: none"> - Provide opportunities for the student to share in other ways - Have the student share with a partner then move to small group
a student has difficulty following oral direction	<ul style="list-style-type: none"> - Break the directions down into smaller steps and give one or two at a time

	<ul style="list-style-type: none"> - Ask the student to paraphrase the directions given - Provide the student with written or visual instructions
a student struggles to summarize what is said	<ul style="list-style-type: none"> - Activate the student's prior knowledge before the presentation - Provide the student with an outline of the presentation with room for note taking - Provide the student with a note taking graphic organizer - Model summarizing techniques
a student does not ask clarifying questions of another speaker	<ul style="list-style-type: none"> - Prompt the student to ask questions - Encourage the student to reflect on questions prior to the presentation and write them on file cards - Model different types of questions - Encourage the student to investigate the questions others ask
a student is not respectful of the ideas and opinions expressed by others	<ul style="list-style-type: none"> - Speak to the student and model appropriate behaviour - Work with the class to generate and post a list of group norms for working together - Provide the student with a checklist of appropriate group participation behaviours - Partner the student with another student who consistently demonstrates positive behaviours
a student has difficulty evaluating the effectiveness of a speaker	<ul style="list-style-type: none"> - Co-construct criteria for effective presentations with the class - Provide the student with a checklist of criteria to refer to when someone is presenting - Use a graphic organizer such as a Frayer model to reflect on effective speaking and also to outline some non-examples
a student has difficulty expressing his or her own ideas or opinions	<ul style="list-style-type: none"> - Allow the student to express ideas in writing or other ways of representing - Allow the student to rehearse their ideas with a partner or small group - Encourage the use of visual supports (such as power point presentations) to take the focus off the student when they are speaking in front of the class

Reading and Viewing

Student Behaviour...	Teacher Response/ Action...
a student is consistently reading text that is too easy or too difficult for their reading purpose	<ul style="list-style-type: none"> - Confer with the student and discuss self-selection of text: set goals for future book selection - Teach or re-teach strategies for selecting text that match out reading purpose - Ensure a variety of texts from which students may select based on their interest and purpose - Talk to students about when it is appropriate to read a book that is easy and when it is appropriate to read a book that is more challenging
a student has difficulty with reading fluency (reads too slowly or choppy, much too fast, without expression or appropriate phrasing)	<ul style="list-style-type: none"> - Work with the student one-on-one and using a very easy text to teach the “music” of reading - Have the student repeat small sections of the text that the teacher has modeled - Use readers theatre to encourage the practice of fluency with small groups or the entire class - Find fluent reading of poetry or books on disk to have a variety of fluent reading models - Teach focus lessons on fluency and the importance of reading expression for comprehension
a student has difficulty with comprehension and understanding text	<ul style="list-style-type: none"> - Confer with the student to support their use of comprehension strategies - Teach and/ or re-teach comprehension strategies and their application to text - Confer with the student to determine if they are selecting text that are “just right” for their purpose - Encourage the student to think about what they are reading - Work with the student in small groups to encourage them to talk about what they are reading and their understandings - Encourage the student to be self-reflective about their strengths and needs as a reader
a student does not provide evidence and support for his or her opinions and statements	<ul style="list-style-type: none"> - Model giving opinions and statements with evidence and support - Model finding and talking about evidence “I think...because it says here...” - Provide graphic organizers that support providing evidence for opinions

	<ul style="list-style-type: none"> - Have student practice giving supported opinions in small group settings
a student is unable to locate information relevant to a topic of study	<ul style="list-style-type: none"> - Model questioning and the process of locating information - Provide the student with a matrix and headings for research - Review possible search engines for locating information - Review a variety of note taking methods
a student does not critically evaluate text	<ul style="list-style-type: none"> - Model critical thinking using a think-aloud - Use easier text with the student to work on critically responding to text
a student is not monitoring their reading for meaning or accuracy	<ul style="list-style-type: none"> - Model how to read accurately by checking a word against other sources of information- Does it look right? Sound right? Make sense? - Model how readers sometimes lose meaning and then re-establish meaning through reading - Give students some prompts to help them monitor their own reading
a student does not make connections or relate to the text using his or her prior experience and knowledge	<ul style="list-style-type: none"> - Work with students to help them make meaningful connections that help them understand the text they are reading - Provide ample time to talk with others about their connections - Use texts that allow students to use their prior knowledge
a student is not able to pick out the main ideas of a text	<ul style="list-style-type: none"> - In read-aloud, demonstrate how a reader highlights or underlines important facts or ideas - Set a purpose for reading - Provide ample talk time during and after shared reading or read-aloud experiences - Show students how certain text features (key words, headings, captions) highlight the main idea
a student does not effectively make use of diagrams, graphs, or maps	<ul style="list-style-type: none"> - Use read-aloud and think-aloud to model how to read and interpret graphic information - Encourage students to work in pairs to discuss these text features - Focus on a few features at a time and provide multiple examples of texts for exploration

Writing and Other Ways of Representing

Student Behaviour...	Teacher Response/ Action...
a student's writing is not focused, or lacks relevant and accurate information or ideas	<ul style="list-style-type: none"> - Confer with the student writer - Model the effective use of ideas in mentor texts - Brainstorm writing ideas - Model the use of graphic organizers to plan writing - Provide a variety of graphic organizers
a student's writing lacks organization	<ul style="list-style-type: none"> - Confer with the student writer - Model effective writing through the use of mentor text - Model the use of graphic organizers to organize writing - Provide focus lessons on organization
a student's writing has many errors in conventions	<ul style="list-style-type: none"> - Confer with the student writer and decide the highest leverage piece to focus on - Provide a focus lesson on the selected focus and ask the student to correct the convention selected in their entire piece - Continue to address other conventions in focus lessons for the whole class
a student always chooses to write in the same genre	<ul style="list-style-type: none"> - Model a variety of genre - Provide students with a check list of genre to try throughout the year
a student writes "bed to bed" stories "I got up. I got dressed. I went to school. I came home. I went to bed."	<ul style="list-style-type: none"> - Confer with the student writer to find a moment in the story to slow down. - Use visualization to help expand the moment selected
a student is reluctant to make revisions or any changes to his or her writing	<ul style="list-style-type: none"> - Model a range of revision tools that do not require the student to re-write such as "box and explode" - Make revision a focus for a unit of study in writing - Start small, revising leads or sentences or words - Try to instill a sense of playfulness and voice with words
a student always complains that they have nothing to write about	<ul style="list-style-type: none"> - Begin to use Writer's Notebooks - Allow more choice in writing - Make a focus of lessons on how to generate ideas in writing - Share the thinking and writing of published authors on the topic of writing

The Learning Environment

This section at a glance:

The Learning Environment in Grades 4-6

Foundational Beliefs

- Learning Theory and Approaches to Learning
 - Gradual Release of Responsibility
 - Social Constructivist Model
 - Dynamic Learning Frame
 - Multiple Intelligences
 - Learning Styles

Instructional Considerations

- Meeting the Needs of All Students (Differentiated Instruction)
 - Differentiation in Reader's Workshop
 - Differentiation in Reading and Processing Information Text
 - Differentiation in Writer's Workshop
 - Valuing Social and Cultural Diversity
 - English Additional Language Learners and English Speakers of Different Dialects
 - A Gender Inclusive Classroom
 - Boy Learners
 - Students with Special Needs
 - Gifted and Talented Students
 - Planning for a Range of Learners
 - Providing Choice and Promoting Engagement for all students

Building a Community of Learners

Effective Instruction

Clear Expectations

The Workshop Model

Scaffolded Support for learning

Time to Teach

Time to Practise

Time to Share and Reflect

Classroom/ Workshop Management

Book Selection/Managing Books

Conferring

Learning buddies/Partners/Small Groups

Materials

A Community of learners

Small Group Instruction

Read Aloud/Think Aloud and Modeling Writing/Think Aloud

Guided Reading/Guided Writing

Small Group Learning Considerations

Classroom Set-Up

Physical Space

Classroom Library

Time to Learn

The Learning Environment in grade 4-6

Establishing an effective learning environment is critical to the success of any classroom; and the learning environment we create is a reflection of what we believe about teaching and learning.

In her book, *Teaching with Intention: Defining Beliefs, Aligning Practice, Taking Action* Debbie Miller encourages teachers to reflect on their beliefs about how people learn and to align their practice and learning environment with those beliefs.

“I’m convinced that success in the classroom depends...on simply *having* a set of beliefs that guides us in our day-to-day work with children. Once we know who we are and what we’re about in the classroom, we become intentional in our teaching; we do what we do *on purpose*, with good reason. Intentional teachers are thoughtful, reflective people who are conscious of the decisions they make and the actions they take; they live and teach by principles and practices they value and believe in.”
(Miller, 2008, p.4)

To help us reflect on our learning environment, and how best to create effective practices and spaces for children to learn, there are some principles to guide that reflection:

Learning takes place through a Gradual Release of Responsibility (Pearson and Gallagher, 1983). Learning happens best when the skill or strategy being learned is first modeled (the teacher has most of the responsibility) and then the learner tries the skill or strategy with support (the teacher and the learner share the responsibility). Gradually, the supports or “scaffolds” are removed and the learner is able to be independent with the skill or strategy (the learner has most of the responsibility).

Implication for the learning environment- A classroom that reflects this belief will be structured to allow explicit instruction, supported and independent practice, exploration/inquiry/discovery and sharing.

All learning requires the opportunity for students to talk about what they are learning, and how they are thinking about that learning (metacognition). Students need to talk about what they are reading and writing. They need to talk to each other in pairs, small groups and whole class. They need to confer with the teacher about their reading and writing and what they have noticed about their own learning process.

Implication for the learning environment- A classroom that reflects a belief in the importance of talk ideally will have flexible seating for students that allows for easy movement between partner, small group and whole class discussion.

Students must be active participants in their learning and engaged in the learning process. In order for children to learn, they must play an active role in the learning process. They cannot be passive consumers of the learning experience, but rather, fully engaged in thinking about their learning and helping to make decisions that guide the process.

Implication for the learning environment- A classroom that reflects a need for student engagement will be supportive of various learning styles and preferences. Ideally, there will be spaces for quiet contemplation, group discussion, tactile and other forms of exploration, and individual work.

Choice is a necessary element in learning. While it is true that teachers must make decisions, based on assessed student needs and strengths, about what aspects of the curriculum to address and in what order to address them; it is also true that it is necessary to allow student choice within this process. If choice of a writing form is not possible due to the demands of the curriculum; then the choice will lie in the topic that a particular writing form will address. If the topic is set (due to a need to cover some aspect of the content areas), then the form may allow for choice. Allowing choice is one of the ways we encourage and foster student engagement.

Implication for the learning environment- A classroom that reflects the need for choice will ideally be well supplied with a variety of book choices, writing materials and research materials. This classroom is flexible in set-up and able to meet the needs of a wide range of possible student choices.

Differentiation plays a key role in building a successful learning experience and learning environment for all students. Knowing our students is of utmost importance if they are going to be successful. In order to know each student, their strengths and learning preferences, teachers must create a space that allows for that detailed assessment. Furthermore, once student strengths and needs have been assessed, teachers need a learning environment in which they may readily respond to their students' individual learning needs through a differentiated approach to instruction.

Implication for the learning environment- A classroom that reflects a differentiated approach will include spaces where teachers can easily work with individuals, small

groups and the whole class. It will also include spaces where students can work individually and in small groups. This differentiated classroom will have materials that support a range of learning styles and preferences.

Learning takes place in the context of social situations. Learning is socially constructed and is placed in the context of the environment in which it takes place. What, and how, we learn is influenced by others. This context also creates a need for establishing relationships between the teacher and their students, and the students with their peers.

Implication for the learning environment- A classroom that reflects learning as socially constructed learning will have opportunities for students and teachers to meet together in a variety of groupings.

Foundational Beliefs

Resources:

Miller, Debbie. *Teaching with Intention: Defining Beliefs, Aligning Practice, Taking Action* (Stenhouse, 2008).

In *Teaching with Intention* Debbie Miller also quotes Shelley Harwayne as she reflects on the importance of teacher beliefs as they relate to learning environments:

Classroom practice must be based on richly understood and deeply held beliefs about how children learn to read. In other words, what teachers say and do and how they engage children in reading acts must have theoretical underpinnings. Their practice is not based on a publisher's set of teacher directions or a handbook filled with teacher tips, but on concepts they themselves have examined carefully. (2000, p207)

The focus of Miller's excellent book is around this very notion, that of matching beliefs to practice. The examination of our beliefs is not merely an academic exercise. These beliefs affect everything we do in our classrooms whether we are aware of them or not. If we want our practice to be effective and purposeful then we would do well to ensure that we have critically reflected on our beliefs about learning, are able to articulate those beliefs for ourselves and others, and that we are comfortable with how we are putting those beliefs into action.

When reflecting on our beliefs about learning, and the implications for those beliefs on our practice, it is helpful to consider what others have thought, researched and written about learning theory.

Learning Theory /Approaches to Learning

Gradual Release of Responsibility

Resources:

Johnson, Pat and Katie Keier. *Catching Readers before They Fall*. (Stenhouse Publishers, 2010, pages 29-50).

Think about the last time you learned something new, like learning to ski or play golf. If you were successful in your learning there were likely a number of key components that you could isolate. No doubt you had an opportunity to see the new learning modeled and then had a chance to try something out with a high level of support (ski or golf instructor at your side watching and coaching you along). As you learned and gained confidence with the new skill you took more responsibility for your own learning, asking for help only when needed. This

process of learning is described by Pearson and Gallagher (1983) as the “Gradual Release of Responsibility Model”.

[Insert the Gradual Release of Responsibility Model from the 4-6 desk planner]

The Gradual Release belief about how people learn through scaffolding the learning is built on the work of Leo Vygotsky (1978). Vygotsky’s learning theory describes “zones” in which the learner is able to effectively learn new material. When learners are in the “zone of actual development” they are able to be self-sustaining in their learning and when learners are in the “zone of proximal development” they are able to learn with support. The time when the learner is in the “zone of proximal development” should match the time in the Gradual Release where the support is higher (shared or guided practice). The time when the learner is in the “zone of actual development” should match the time in Gradual Release where the support is lower (independent practice).

The Gradual Release of Responsibility Model provides a blueprint for the workshop approach that is outlined later in this section.

Social Constructivist Model

Students participate in the construction of meaning in literacy through engaging in authentic reading and writing activities; engaging in choice around what they will read and write; responding personally and critically to text and learning from models in a social context. This social context affects the meaning that is constructed as ideas and experiences are shared. In *Action, talk, and text: Learning and teaching through inquiry* Wells says:

Knowledge is constructed and reconstructed between participants in specific situations, using the cultural resources at their disposal, as they work toward the collaborative achievement of goals that emerge in the course of their activity. (Wells, 2001, p.180)

Through Social Constructivism students actively develop socially relevant knowledge and skills. They consider how characters are portrayed in books, whose voices are heard and whose voices are silent. They construct meaning around text that includes a consideration of the themes of diversity, acceptance and care of others.

Dynamic Learning Frame

The Dynamic Learning Frame, or *growth mindset* as it is referred to by Carol Dweck, is a world view whereby you believe that “smart” is not something you are, but something you can become. Dweck says:

“This *growth mindset* is based on the belief that your basic qualities are things you can cultivate through your efforts. Although people may differ in every which way-in their initial talents and aptitudes, interests, or temperaments-everyone can change and grow through application and experience.” (Dweck, 2006, p.7)

This belief allows students and teachers to focus on real learning that values hard work and effort as part of the process of learning. Making errors is valued, as errors are seen as opportunities to learn. Problems and challenges are welcomed as ways to encourage improvement and growth.

In his book, *Opening Minds*, Peter Johnston describes a belief about learning in which each student is able to learn through hard work; choosing challenges (because if the work is too easy we don't learn); learning from errors (because errors show us where we need to improve); and collaborating with others (because learning is more effective when placed in a social context). This belief does not see a person's intelligence as a fixed ability, but rather as an ability that has the potential to grow and change. If you believe that "smart" is not something you are, but something you can become, you believe in a dynamic learning frame. Teachers can help create a learning environment that empowers learners when they consciously choose to foster a dynamic learning frame.

To create a learning environment where all students feel empowered to learn, teachers create learning activities that engage students and value the courage to try something new as an integral part of the learning experience. When describing the learning teachers can position students as learners who are capable of growth. Instead of "What words do you know?" a simple addition of a word opens a world of possibility..."What words do you **already** know?"

Teacher language is an effective tool in creating this environment. When describing student learning teachers do not position themselves in a position of power by dispensing praise, rather, teachers describe the learning and how the student is using a skill or strategy to support their own learning. When noticing something the students haven't mastered, the teacher can empower the student with the addition of a single word... *yet*. "This is not a just right book for you, yet."

In a Dynamic Frame classroom, teachers consider their own use of language, the way they frame learning activities, and the way they encourage students to think and talk about their own learning as ways to develop learning and an effective classroom environment.

Resources:

Johnston, Peter H. *Opening Minds: Using Language to Change Lives*. (Stenhouse Publishers, 2012).

Dweck, Carol S. *Mindset, the New Psychology of Success: How We Can Learn to Fulfill Our Potential*. (Ballantine Books, 2006).

Multiple Intelligences

This approach to understanding learning was proposed by Howard Gardner in the 1960s. He recommends educators view it as a reminder of the different strengths that students bring to

learning situations rather than a definitive list. By being aware of these intelligences, students and teachers may recognize their natural preferences and build strengths in different areas to strengthen themselves as learners. The intelligences Gardner outlined are as follows:

Verbal-Linguistic: This intelligence refers to the ability to use the spoken and written word effectively to communicate, to convince others of a given perspective, to use language to remember information and to reflect. Teachers support students with this strength when they include reading, writing and speaking in their lesson planning.

Logical- Mathematical: This intelligence refers to the ability to use numbers effectively with strength in seeing and using patterns, making connections between ideas, predicting, inferring and classifying. Teachers support students with this strength when they include numbers, classification, logic and critical thinking in their lesson planning.

Musical- Rhythmic: This intelligence refers to the ability to use rhythm, pitch and timbre effectively with strength in appreciating musical forms and using musical expression to communicate ideas. Teachers support students with this strength when they include music in their lesson planning.

Visual- Spatial: This intelligence refers to the ability to use visualization and spatial reasoning effectively with strength in sensing and transforming patterns and producing a graphic image of spatial information. Teachers support students with this strength when they include visuals, pictures, graphs art and visualization in their lesson planning.

Body- Kinesthetic: This intelligence refers to the ability to use the body to express ideas, thoughts and feelings effectively with strength in the ability to sense, interpret and create patterns using the body. Teachers support students with this strength when they include movement, hands-on activities, dance and drama in their lesson planning.

Interpersonal: This intelligence refers to the ability to interpret feelings and moods in other people effectively; with strength in the ability to build relationships and appropriately respond to the moods and behaviours of others. Teachers support students with this strength when they include small group work, partner work and collaborative learning in their lesson planning.

Intrapersonal: This intelligence refers to the ability to interpret personal strengths, needs, feelings and moods in themselves effectively; with strength in the ability to use this self knowledge as a guide for their own actions. Teachers support students with this strength when they include independent learning time and time for reflection in their lesson planning.

Naturalistic: This intelligence refers to the ability to solve problems based on one's knowledge and understanding of the natural world; with strength in the ability to make sense of nature and the relationships that exist between patterns in nature. Teachers support students with this strength when they include sensitivity to living things and our connection to the environment in their lesson planning.

Resources:

Gardner, Howard. *Intelligence Reframed: Multiple Intelligences for the 21st Century*. (Basic Books, 1999).

Learning Styles

Along with a consideration of the various intelligences that exist in our students, teachers need to be aware of a range of learning styles in their students. Learning styles refer to a preferred learning stance or strategy. As part of our personality we all have preferences about how we prefer to interact, learn and make decisions. These preferred styles are neither positive nor negative, they are all equally desirable. Each person decides the skills that allow them to do their best and as we grow we develop strengths that allow us to use less preferred styles more effectively.

We typically refer to three main learning styles in children: auditory/language learners, visual learners and kinesthetic/ tactile learners. An additional learning style has also been recently considered, logical/ analytical learners.

Auditory or Language learners learn best when they are able to talk about what they are learning with others and when they are able to learn through listening to descriptions or explanations of what they need to learn. They prefer:

- oral explanations
- talking aloud when learning
- small group or whole class discussion
- using language to solve problems

Visual learners are the largest group of learners and the traditional classroom has been engineered around the strengths of visual learners. Visual learners learn by watching and prefer to watch the teacher demonstrate or read a book to find information. They prefer:

- seeing the learning illustrated
- visualizing and illustrating
- to doodle when listening
- need paper and pencil when problem solving

Kinesthetic or Tactile learners learn best when they are able to have active involvement in their learning tasks. They do not do well if they have to sit still for long periods of time and prefer to move around as they learn. They prefer:

- “hands-on” activities
- to manipulate objects
- to be physically involved in their learning
- to touch to learn

Logical or Analytical learners learn best through using logical thinking and seeing how things relate to one another. They prefer:

- exploring patterns and seeing how things relate to one another
- asking many questions
- games, they are good at strategy
- problem solving tasks
- knowing how things work

These learning styles should be considered when planning learning experiences for students. As humans we tend to be comfortable with our own learning style preference but as teachers we need to provide a variety of activities across our instructional day that allow students to draw upon their strengths and build the styles that may not be their preferred learning style.

Taking the time to find out about student learning preferences and reflecting on our own beliefs about how students learn will position teachers to begin to create effective learning spaces. Teachers can support all of their students when they structure the learning environment to include sensitivity to these different learning preferences.

Instructional Considerations

Once we have a clear picture of our beliefs around how people learn, we should then reflect on how those beliefs are reflected in our classrooms. Sometimes the realities of the physical spaces teachers work in may make this reflection somewhat frustrating; however, creating a learning environment is not just about physical spaces. What we believe about learning is also reflected in what we say and how we say it. It is reflected in the variety of opportunities we provide to students to work and talk together about their learning. It is reflected in the care we take to structure a range of learning opportunities that are sensitive to learning preferences and students' zone of actual or proximal development.

Meeting the Needs of All Students (Differentiated Instruction)

Through planned, effective and purposeful assessment teachers gather information about their student learners and based on this assessment, make decisions about what to teach and how to facilitate the learning.

Lev Vygotsky's research around how children learn has become foundational in the way we think about learning. Vygotsky's research found that teaching is most effective (and learning is most likely to happen) when it takes place within the child's zone of proximal development- the place where the child can do it with support. Part of the job of quality assessment is to help teachers identify the zone of proximal development in order to support students with their speaking, listening, reading and writing in a differentiated way.

As we have discussed earlier in this section, students bring a range of learning styles and preferences to the learning process and as such, respond to different teaching methods and approaches.

It is important to note that while we should take care to offer a range of learning activities, not every type of learning opportunity needs to be offered for every activity. What is important is that students have the chance to work in their preferred mode or style at some point throughout the work, and that we offer choice wherever and whenever possible.

Differentiation in Reader's Workshop

Sometimes, what we have called differentiation is simply good practice for literacy instruction. For example, we might think it is differentiation for students to allow them to talk about their thinking about their reading before they write a reading response. In fact, talking about your ideas for writing prior to the actual writing process is an effective strategy for all writers. Also, when students are reading their self-selected text for the Independent Reading portion of the Reader's Workshop or making choices about the type of presentation format they will use to present information about the solar system, they are employing differentiation.

Perhaps Reading Workshop is the easiest place to see differentiation in action. Book clubs are a great way to allow for choice in interest and appropriate reading level. Typically book clubs happen a little later in the year, once the teacher has had an opportunity to assess student interests and reading. The teacher then presents a range of books, perhaps related in theme (such as courage, friendship, etc.), that represent a range in text difficulty as well. The students select their top three books and the teacher arranges groups for book clubs based on the students' differentiated interests and the appropriateness of the text level.

Differentiation in Reading and Processing Information Text

When processing information through reading, teachers can use an extended Jigsaw to support a range of readers. This is an effective way to support all readers, especially of a text that is dense with information:

- The text is divided into sections and the class is divided into groups (typically four or five students in a group).
- Each group member reads their assigned portion of the text in their "Base Camp".
- Students who read the same portion of the text now meet in their section groups and discuss their understandings, thoughts, and reactions to what they read.
- After the section groups have supported each other and really understand their section the students reform into the original "Base Camp" groups.
- Each group member now shares their deepened understanding of their section of the text with their "Base Camp".

This scaffolded, supportive practice allows all readers to participate and grow in their understanding.

Another way to differentiate for a range of readers who are reading information text is through the use of text sets. Text sets are a collection of non-fiction books around a specific

topic in a variety of levels of difficulty. The books can be displayed together (perhaps in one bin) and the teacher can promote text at a variety of levels when presenting the books to the class. When teachers read portions of text from a variety of text difficulty levels to the class, they help “normalize” the variety of levels and make it “safe” for students to read text at their appropriate level.

Differentiation in Writer’s Workshop

Choice in writing topics and genre also represent differentiation; however, teachers can differentiate writing instruction further. Students can choose pre-writing strategies that match their learning preference. Students could use a variety of graphic organizers for planning or ask a partner to talk through their idea. Students might work independently to plan their writing or join a teacher supported group.

As students work on becoming stronger writers their strengths and needs will be assessed by the teacher during conferring sessions. Each student writer will set a goal based on their writing conference and these goals will be different for each student. One student may be working on adding “words that zing” to their descriptive information text while another may be slowing the action and “exploding the moment” in their narrative story. This type of feedback and goal setting is at the heart of differentiation.

Resources:

Opitz, Michael and Michael Ford. *Do-able Differentiation: Varying Groups, Texts, and Supports to Reach Readers*. (Heinemann, 2008).

Tomlinson, Carol Ann and Marcia B. Imbeau. *Leading and Managing a Differentiated Classroom*. (ASCD, 2010).

Valuing Social and Cultural Diversity

Respecting social and cultural diversity has the potential for expanding and enriching the learning experiences of all students and for empowering students of all backgrounds. Students can learn much from the diverse backgrounds, experiences, and perspectives of their classmates in a community of learners where participants discuss and explore their own and others’ customs, histories, traditions, beliefs, and ways of seeing and making sense of the world.

In reading, viewing, and discussing a variety of texts, students from different social and cultural backgrounds can come to understand each other’s perspectives, to realize that their ways of seeing and knowing are not the only ways possible, and to probe the complexity of the ideas and issues they are examining.

All students need to see their lives and experiences reflected in literature and other media. To grow as readers and writers, students need opportunities to read and discuss the literature of their own and other cultures – to explore, for example, the differing conventions of

storytelling and imaginative writing. Learning resources should include a range of texts that allow students to hear diverse social and cultural voices, to broaden their understanding of social and cultural diversity, and to examine the ways language and literature preserve and enrich culture.

English Additional Language Learners (EAL) and English Speakers of Different Dialects

Students from language backgrounds other than English add richness to the fabric of our classroom experiences. The starting point of English instruction is a sense of value for students' first language as well as their prior knowledge and culture. Dialects of the English language may also vary substantially in terms of structure, accent and vocabulary, and may demand that attention be paid to these differences as students learn to read to comprehend and learn to write to communicate.

When students use their vernacular language they are not making errors, but rather following the established language patterns of their community. Teachers can help students learn to "code switch" based on the appropriate language selection for a given purpose, time and audience.

Teaching students to consciously reflect on the different dialects they use and to choose the appropriate language form for a particular situation provides them with metacognitive strategies and the cognitive flexibility to apply these strategies in daily practice. With friends and family in the community, the child will choose the language of the community, which is often informal English. In school discussions, on standardized tests, in analytic essays, and in the world of work, the student learns to choose the expected formal language. (Wheeler, 2008)

When we value the student's culture and community we can build on the richness of what they know and help them learn to intentionally select what dialect is appropriate to their purpose.

English additional language learners also need support and understanding as they make the transition from their current language to English. These supports include:

- Including students in classroom activities as much as possible
- Encouraging students to participate orally and accepting their attempts to respond, question and explain
- Balancing a focus on the higher level skills of comprehension and communication with the lower level skills of alphabet knowledge and phonological awareness
- Understanding that the auditory skill of phonological awareness transfers across languages
- Understanding that English Additional Language Learners may need more time to process information and produce written work
- Providing a variety of hands-on experiences to support learning
- Modeling and scaffolding correct language structures

- Conveying information in a variety of ways, including visual supports wherever and whenever possible
- Embracing EAL supports (where they exist) to help students understand language – both social/conversational and academic
- Eliciting responses that do not require oral language or minimal oral language (e.g., showing a green card to indicate understanding or a red card to demonstrate confusion, uncertainty or a lack of understanding)
- Applying reasonable wait time
- Effective vocabulary instruction – words that have multiple meanings, key words, easily confused words, etc.
- Giving immediate, descriptive feedback based on the focus of instruction or learning goal, not on everything that can be commented upon
- Reducing the language load when a new topic is introduced to students
- Acknowledging that learning English is difficult and requires effort and persistence

English Additional language learners are optimally supported when the whole school culture assumes some responsibility for these learners. Such supports include:

- Administrators as instructional leaders to ensure that all staff is aware of EAL students and the support in place to address their needs
- Specialist teachers' support for intensive intervention
- Classroom teacher support to ensure that students are included and supported in the classroom
- Strengthening links between home and school whenever and wherever possible

The different linguistic knowledge and experience of EAL students can be used to extend the understanding of linguistic diversity of all students in the class. The current language, prior knowledge and culture of EAL students should be valued respected and whenever possible, incorporated into the curriculum.

A Gender Inclusive Classroom

In a gender inclusive environment, all students receive equitable access to resources, including the teacher's time and attention, technology, learning assistance, and a range of roles in group activities. It is important that the curriculum reflect the experiences and values of all students and that teachers use gender neutral language when addressing the class. Avoid referring to the class as "boys and girls" but rather use "writers", "readers" or "students". Also, texts and other learning resources need to include and reflect the interests, achievements, and perspectives of a variety of families and life style choices.

All students are disadvantaged when oral, written and visual language creates, reflects, and reinforces gender stereotyping. Through critical examination of the language of texts, students can discover what they reveal about attitudes toward gender roles and how these attitudes are constructed and reinforced.

Teachers promote gender equity when they:

- articulate equally high expectations for all students

- provide equal opportunities for input and response from all students
- model gender-neutral language and respectful listening in all interactions with students
- review curriculum materials for gender bias in roles, personality traits, illustrations, and language

There are some learners who may experience literacy differently from others. In most of the academic literature this group has been referred to as “boy learners”. This term seems to exclude a group of other learners who have similar issues with literacy learning. Perhaps if we consider these learners in the context of preferred learning styles instead of gender we might be more inclusive. That said, the body of literature around this topic includes the descriptor “boy learners” and so it is included here so that the research may be referenced.

Boy Learners

There has been a prevalence of research and writing around the difficulty of “boy learners” in the area of literacy. The performance of boys has been contrasted with that of girls and the data has demonstrated that girls are “ahead”. It would be easy to draw the conclusion that boys learn differently from girls; however, it may be closer to the truth to say that all students have different learning preferences. When considering the resources that support boy learners it may be more helpful to consider that this group may include others who share the same learning preferences.

A focus on reading and writing that will lead to success for boys and others with similar learning preferences simply qualifies as good teaching overall, for all students. However, in order to consider these needs specifically, a broader understanding of the issues is necessary to nurture successful literacy development for all students.

Through age and experience, male and female brains become increasingly similar, but that similarity is not usually present in school-aged children, who are fitted with what could be called the “factory model” brains. It is to these brains that we must teach. And it is the typical male “factory model” that appears to need greater engagement, motivation, and success in school. (Dixon, 2012)

Much research has developed in recent years concerning this phenomenon and the following recommendations have been made:

Learning Experiences for boys and others with similar learning preferences in general need to:

- demonstrate a belief in them as capable learners
- consist of short, structured lessons
- include a clear and intentional focus of instruction that is explicitly made known to students (verbally and in print)
- connect the known to the unknown (accessing prior knowledge and building background knowledge as entry points to learning experiences)
- include culturally inclusive materials

- have plenty of opportunities to write informational texts
- have opportunities to write poems that provide freedom from sentence structures and conventions
- include visuals and multimedia to help them construct meaning
- include more active participation, such as hands-on learning, investigation, research, and use of information technology
- include an infusion of healthy competition
- designate time at the end of a learning experience for them to reflect on what was just learned

Assessment must consist of:

- clear learning targets
- students' involvement in co-constructing their own learning goals
- frequent positive feedback through formative assessments

Reading experiences need to ensure that boys and others with similar learning preferences have:

- the right – 'just right' – texts so that what they are learning in one text can be used in a subsequent reading
- materials they are motivated to read
- opportunities to read and enjoy self-selected materials (magazine articles, sports cards, comics, etc.)
- experience a prominent and explicit focus on comprehension
- texts read aloud with exaggerated expression and body language
- exposure to positive approaches to reading
- reading presented as enjoyable and fun
- reading promoted as a life experience, not just a school experience
- a section of the library designated for books for boys (of course, girls have access to these materials, but they are placed strategically to attract boys)
- performance experiences (e.g., Readers Theatre, adding sound effects)
- a variety of readers invited into the classroom as role models

With respect to writing, while it is reasonable that teachers prevent students from writing about aggression and violence, they may need to soften the edges of what they will not allow in order to keep boys and others with similar learning preferences motivated and engaged. Many students often get hooked on a topic and write about it many times over. This is not necessarily negative; in fact, when teachers notice that a student writes about a topic of special interest, they have ideal opportunities to expand a student's repertoire of writing strategies – adding detail, description, using specific vocabulary, varying sentence beginnings, etc.

Writing experiences need to ensure that these learners have:

- clear and explicit connections made between reading and writing, such as identifying elements of different genres and forms of writing
- priority placed on the content of writing
- conventions focused on in sensible, productive and purposeful ways

- opportunities to respond to texts in ways that invite them to express not how they feel, but what they would do
- contributions of art to writing valued – painting, drawing, sketching
- time to talk before they are expected to write
- opportunities to use technology (e.g., digital cameras, word-processing, Internet access, interactive white boards)

Resources:

Dixon, Edmond . *Helping Boys Learn: 6 Secrets for Success in School*. (Wintertickle Press, 2012).

Fletcher, Ralph. *Boy Writers: Reclaiming Their Voices*. (Stenhouse Publishers, 2006).

Newkirk, Thomas. *Misreading Masculinity: Boys, Literacy, and Popular Culture*. (Heinemann, 2002).

Students with Special Needs

The curriculum outcome statements in this guide provide a foundation for a range of learning experiences for all students who are able to work within the Public School Program (PSP). Some students may require specialized support and equipment in order to meet curriculum outcomes. Speaking and listening outcomes can be understood to include all forms of verbal and non-verbal communication including sign language and communicators.

Teachers need to adapt learning contexts to provide support and challenge for all students. The continuum of curriculum outcome statements can be used in flexible ways to design learning experiences appropriate to students’ learning needs.

Diverse learning experiences, teaching and learning strategies, motivation, resources, and environments provide expanded opportunities for all learners to experience success as they work toward the achievement of outcomes. Many of the suggestions for teaching and learning in this guide provide access for a wide range of learners, simultaneously emphasizing both small group support and individual activity. Similarly, the suggestions for using a variety of assessment practices provide diverse and multiple ways for students to demonstrate their achievements.

Students at all points on the achievement continuum in a class need appropriate opportunities to show what they can do. This is largely achieved via developmentally appropriate experiences aligned with stages of literacy development, and in particular in reading with ‘just right’ texts.

Students with special needs benefit from a variety of grouping arrangements that allow optimum opportunities for meaningful teacher-student and student-student interaction. Diverse groupings include the following:

Grouping configurations:	Instructional strategies:
<ul style="list-style-type: none"> - whole group/whole class - small groups - individuals 	<ul style="list-style-type: none"> - modeled experiences - shared experiences - guided experiences - small group experiences - small cooperative group experiences - partner learning - peer or cross-age tutoring - assistive technology

For students whose learning needs are not met through the PSP, teachers and support staff participate in a School Planning Team process to fully assess and plan for these students. The guiding principle of this work is that the Individual Program Plan be “only as special as necessary”.

Gifted and Talented Students

The curriculum outcomes in this guide provide goals and challenges for all students, including gifted and talented learners. Teachers should apply differentiation in a variety of learning contexts to stimulate and extend the learning of these students using extension activities.

In designing challenge for advanced learners, teachers should consider ways that students can extend their knowledge base, thinking processes, learning strategies, self-awareness, and insights. These learners also need significant opportunities to use the general curriculum outcomes framework to design their own learning experiences that they may undertake individually or with learning partners.

Many of the suggestions in the differentiation section of each cluster of outcomes provide contexts for acceleration and enrichment – for example, the emphasis on exploration, inquiry and critical perspectives. The curriculum’s flexibility with regard to the choice of text certainly offers many opportunities for challenge and extension to students with special language abilities. When helping advanced readers select text it is important for teachers to monitor the themes and topics presented in higher level text. Readers in grades 4 to 6 are not always emotionally ready for the edgy topics found in some more sophisticated text.

Gifted and talented students need opportunities to work in a variety of grouping arrangements, including both homogeneous and heterogeneous groups, interest groups and partner learning.

Planning for a Range of Learners

When designing learning experiences for their students, teachers should consider the learning needs, experiences, interests, and values of all students.

In recognizing and valuing the diversity of students, teachers need to:

- Provide a climate to affirm the dignity and worth of all learners in the classroom community
- Design learning experiences that explicitly address the specific needs of individual students
- Address education disadvantage, as it relates to students living in poverty
- Model the use of inclusive language, attitudes, and actions supportive of all learners
- Adapt classroom organization, teaching strategies, assessment strategies, time, and learning resources to build on students' successes and address their needs
- Provide opportunities for learners to work in a variety of learning contexts, including heterogeneous and homogeneous groupings
- Identify and respond to diversity in students' preferred learning styles (auditory, visual, kinesthetic, etc.)
- Build on students' individual levels of knowledge, skills and attitudes
- Design learning and assessment tasks that draw on learners' strengths
- Ensure that learners use strengths as a means of tackling areas of need
- Use students' strengths and abilities to motivate and support learning
- Offer multiple and varied avenues to learning
- Celebrate the accomplishment of a learning task

Providing Choice and Promoting Engagement for all students

When students have opportunities for choice about what they will read, write about or how they will respond to texts, their willingness to take responsibility for their own learning is enhanced. Choice allows for individual differences in students' backgrounds, interests and abilities. It offers students flexibility in selecting topics and resources, and in exploring curriculum areas that suit their interests and specific needs. Students' interest and stamina for tasks increase when they are given opportunities to make choices. These opportunities are made available in both reading and writing workshops in the contexts of independent writing and reading.

When students are writing a particular genre such as poetry, teachers may allow choice in the topic of the poem. When the topic is set, such as a topic selected from a content area like science, the choice may be given as to genre. When students are reading a particular genre (such as information text) choice may be allowed as to topic or when the topic is set, the genre to be read may be chosen by the student. Providing choice wherever and whenever possible is key for keeping students engaged and motivated in their learning.

Building a Community of Learners

As elaborated above, there are many elements that must be considered when creating the classroom environment. Those considerations help inform the relationships that are built between teachers and students. Getting to know the students strengths, challenges, preferred learning styles, interests...in sort, getting to know the students as people, and building trusting relationships, is key in ensuring a positive learning environment for all.

Some teachers also implement a weekly meeting where students are able to build relationships with their peers through an open exchange of issues. A “talking” stick, rock, or some other object is passed around the circle and students are encouraged to talk about how they would like to improve the classroom community, or compliment/thank the class for their support.

The focus on building a community of learners is also fostered through flexible grouping during work times. If it is a natural expectation that all students will work together at some point, it helps everyone feel included. This sense of community can extend even beyond the walls of the classroom and the positive relationships help support the students as they grow as people and as learners.

Effective Instruction

Clear Expectations

At the heart of purposeful instruction lies a clear learning focus. Appropriate, effective foci of instruction are based on curriculum outcomes and determined by students’ assessed strengths and needs within stages of literacy development. Intentional, focused instruction should be based on clearly defined goals that are connected to curriculum outcomes and embedded in established routines. Susan Brookhart refers to the importance of establishing and using criteria:

“...sharing learning targets and criteria for success with students. This is the first, and foundational, strategy for formative assessment. It is also a foundational strategy for effective instruction. (Brookhart, 2013, p.101)

Not only is it important for teachers to know the purpose of instruction themselves, but making the focus known to students is necessary to make learning more meaningful and purposeful for them. Students are better able to take responsibility for their own learning, and become more metacognitive, when targets are clearly articulated. When the focus is posted for all to see, both the teacher and students stay focused during instruction and practice; this also serves as a reminder during reflection and sharing time.

To provide clarity around criteria, and engage students in the process, teachers may employ the technique of co-construction of criteria. Working with students to list and sort the criteria for complex tasks provides the students with an opportunity to reflect on the quality of their own work in relation to the co-constructed criteria and to set learning goals. (See the section on co-constructing criteria in *Assessing and Evaluating Student Learning* in this guide.) To achieve these goals, teachers need to provide explicit instruction and planned experiences within the Workshop Model.

The Workshop Approach

Scaffolded Support for Learning

The gradual release of responsibility (Pearson and Gallagher, 1983) gives students multiple exposures to and experiences with specific concepts, strategies and skills. This framework is built on the tenet that instruction is explicit, intense and directed at the beginning of the learning process, and over time and with multiple experiences, support is reduced enabling students to apply strategies and skills with increased independence. Initially teachers need to make language processes visible through models, demonstrations and think-alouds. After instruction students have opportunities to practice in whole group, small groups and with partners, so that they are able to work more independently.

Steps	Teacher's Responsibility	Students' Responsibilities
Modeled Experience <i>I do... You watch</i>	<ul style="list-style-type: none"> - provide a demonstration - model a strategy, skill, routine, etc. - think aloud processes used - teaching through mini-lessons Examples: <ul style="list-style-type: none"> - read aloud - modeled writing - using a mentor text for specific purposes 	<ul style="list-style-type: none"> - actively attend to the demonstrations
Shared Experience <i>I do ... You help</i>	<ul style="list-style-type: none"> - continue to demonstrate, inviting students to contribute to the process - teaching through mini-lessons Examples: <ul style="list-style-type: none"> - shared reading - shared writing 	<ul style="list-style-type: none"> - contribute ideas - engage in the process
Guided Experience <i>You do ... I help</i>	<ul style="list-style-type: none"> - work with small groups of students - re-teach mini lesson, with adjustments to suit the learners in small group - provide descriptive feedback Examples: <ul style="list-style-type: none"> - guided reading - guided writing 	<ul style="list-style-type: none"> - practice with support from classmates and the teacher
Independent Experience	<ul style="list-style-type: none"> - offer support and encouragement - provide descriptive feedback Examples: <ul style="list-style-type: none"> - independent reading - independent writing 	<ul style="list-style-type: none"> - work independently to apply skills and strategies in a variety of contexts

<i>You do ... I watch</i>	<ul style="list-style-type: none"> - formal reading and writing conferences - informal reading and writing conferences and observations 	
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While the entire gradual release of responsibility from modeled to independence may be possible within the framework of one workshop experience (reading or writing), this is not always the case. Many focuses of instruction require several modeled, shared and/or guided experiences before independence is possible. This framework may be followed in a linear manner, but frequently it is flexibly applied; some of the options include:

- Teacher teaches one lesson on a discrete concept, strategy or skill that involves all four steps of the Gradual Release.
- Teacher provides several models as well as multiple shared and guided experiences before moving to independent application.
- Teacher provides a model and shared experience and notes that some students are ready for independent application; only those who need additional experiences receive the benefit of guided instruction.

As well as the Gradual Release framework playing out in lessons each day, the model is played out over the course of the year as students gain more independence with reading, writing, speaking and listening. It is also the foundation upon which the Workshop Model is built.

The Workshop Model

The Workshop Model is a specific approach to teaching and learning that includes:

- time to teach,
- time to practice, and
- time to share and reflect.

Time to Teach

The Workshop Model begins with a time for teaching around the focus of the day’s lesson. While this time to teach is a way to highlight a particular learning skill or strategy, it is also very effective in helping students learn how to learn. The underlying message to students during this focused instruction should build on the gradual release of responsibility and provide students with the skills and the vision they require to see themselves as self-sustaining learners.

The purpose of the “time to teach” portion of the workshop is to prepare students for the independent practice they will engage in that day. Based on the teacher’s knowledge of the curriculum, the preferred learning styles of the students and the assessed strengths and needs of the students, teachers make decisions about the best pathway for the “time to teach”

section of the workshop on any given day. Teachers typically choose from the following options:

- Focus Lesson/Mini Lesson
- Explorations/Discovery
- Modelling/Demonstrating
- Shared/Interactive Experiences

Teachers should strive to have a balance of lessons over the course of the week, month or year depending on the teaching purpose. It may make sense for a particular unit of study to have a series of focus lessons or, conversely, at the beginning of a unit of study a teacher may decide to begin with an exploration. Regardless of the type of lesson the teacher selects it is very important that teachers monitor the time they allow for “time to teach”. Based on a wide and reliable body of research it is clear that students are only able to attend to explicit instruction for relatively short periods of time (less than 10 minutes) and also, that students learn by doing. **In light of this research, it is recommended that the “time to practice” always be the longest portion of the workshop model, and that teachers reflect on the length of the “time to teach” portion of the workshop to keep it as brief as possible considering purpose.** The benefits and components of the “time to teach” options are expanded below.

Focus Lesson/Mini Lesson

The main function of the focus/mini lesson is to provide the explicit teaching required for that day’s lesson focus. Explicit instruction takes place during individual, small group or whole class instruction. Explicit instruction is typically planned and purposeful or it may be given in response to a “teachable moment”, such as during a writing conference. For grade 4-6 teachers, explicit instruction acknowledges that students in these grades still require instruction in reading and writing.

Focus/mini lessons include:

- very short amount of time 5-10 minutes
- a pre-determined focus based on assessed student strength or need
- narrow focus
- modeling of skill or strategy (many lessons on the same skill or strategy over time)
- teacher talk (not interactive/teacher responsibility is high)
- give students a skill or strategy to practice during the Independent portion of Reader’s or Writer’s workshop
- often, a link may be made to the previous day’s work (building on previous understandings)

The key purpose for explicit instruction is to help students learn something that it might otherwise assume they know. For example, when teaching research skills to students it might be overlooked that when you research “people” in print reference material you need to look them up using the first letter of their last name. This attention to explicit detail is an important part of explicit instruction.

During explicit instruction in the focus lesson/mini lesson it is important not to engage in question and answer with the students. Although not calling on students during the lesson may feel awkward the first time it is tried, it is critical if the lesson focus is to be maintained. Question and answer method has a place in the instructional day, but not during the focus/mini lesson. In a mini lesson, the teacher responsibility is high as the teacher reviews the purpose/outcome for that day's independent practice time. This specific purpose of a mini lesson, to communicate the day's focus, is more effective and time efficient if students are not asked to contribute their thinking (just for those few minutes).

If the lesson the teacher needs to deliver has multiple parts, or will take longer than 10 minutes, the teacher may break the focus lesson into smaller parts. Each part gives the students just enough information to try something independently. The teacher then allows the students to practice for 10 minutes or so and then calls them back for the next part of the lesson. This can be repeated as necessary.

Explicit instruction is also used to teach students important skills and strategies. Material for focus/mini lessons may be found in many resources but the important thing is to be responsive to student assessed need (see the section in this guide on Assessment).

Possible topics for mini lessons may include, but are not limited to, the following:

- Lessons around setting up workshop:
 - Selecting books/how readers choose just right text
 - How we will use our classroom library
 - Expectations for student behaviour during workshop
 - Expectations for Independent reading/writing time
 - How to use writer's/reader's notebook
 - Exploring different genre
 - Reading responses
 - Keeping track of our thinking and ideas (i.e. think marks, sticky notes, annotating text)
 - Conferring about reading and writing (i.e. procedures for conferring)
- Lessons about specific strategies or elements of craft:
 - What the writers does when faced with the blank page
 - The variety of ways we revise our thinking and our writing
 - Linking the reading comprehension strategies to how they improve our understanding of what we have read
 - The traits of writing and how to use them to improve the effectiveness of our communication
 - Writing conventions
 - Word study
 - Using a mentor text to highlight an area of writing craft
- Lessons around Units of Study
 - Character development over time
 - Poetry study (reading and/or writing)

- Reading/Writing Expository text
- Persuasive Text
- Author study

		Reading	Writing
Focus/ Mini- lesson	<ul style="list-style-type: none"> - based on a concept, skill or strategy - focus is made explicit and obvious to students - last from 5 – 10 minutes 	<ul style="list-style-type: none"> - a previously read* text is revisited briefly for a specific purpose (e.g., understanding character, making an inference, reading with expression) -model think aloud 	<ul style="list-style-type: none"> -a previously read* text or sample of student work is revisited briefly for a specific purpose (e.g., noticing sentence structures, how a text is organized, interesting word choice, etc.)

***the same text may be used multiple times for a variety of purposes and lessons**

Select focus/mini lessons for “time to teach” when:

- students are in the “body” of a unit of study where it is possible to build on previous understandings
- the focus for the day is clear and easily communicated
- anytime the teacher sees a purpose for this “focused” approach to instruction

Explorations

The main function of the exploration is to allow students the opportunity to construct their own understanding. Within the time to teach portion of the Workshop Model, it is important to include the possibility of beginning the Workshop with an exploration/inquiry. The teacher may decide the best way for students to experience a particular topic is by exploring a topic to construct their own knowledge/meaning. For example, if the teacher notices that students are misusing *there, they’re and their* in their writing the following exploration *could* be undertaken:

- Working in small groups students look though their own independent reading books for sentences that contain *there, they’re and their*.
- The students write the sentences on three different colour sentence strips (or on three different pieces of chart paper).
- This exploration could continue for several days (for a short time at the beginning of the workshop).
- Once the students have collected a variety of sentences for *there, they’re and their* they then discuss in their small groups. Teachers may support the students in their exploration by asking questions such as:

- What do you notice about when authors used a particular form of “there”?
- What generalizations (rules) would you establish for when a particular form of the word should be used?
- Student groups share their sentences and generalizations with the class and the teacher provides instruction as necessary.

Using explorations will have the benefit of helping students go deeper with their learning; however, it can be very time consuming and may take an unexpected focus. It will be important to balance the use of this “time to teach” strategy with some of the shorter and more focused choices.

Select exploration lessons for “time to teach” when:

- students would benefit from the opportunity to construct their own knowledge
- students need to build some prior experiences around a topic
- students are at the beginning of a unit of study
- the teacher sees the need for a more open-ended approach to instruction

Modelling/Demonstrating

The main purpose of modelling/demonstrating is to explicitly show students how they might use particular skills or strategies to improve their deep comprehension of text or effective communication of their thoughts and feelings. Demonstration may be achieved through read aloud/think aloud or writing/think aloud. The key is to share the thinking that accompanies the reading, writing or speaking and to keep the demonstration as focused as possible.

Demonstration unlocks the “mystery” of successful literacy skills and supports students as they work toward more complete and sophisticated reading, writing and speaking skills.

Some examples of when teachers may choose to use modelling in reading:

- using a text box to gain more information about the topic in an article
- using headings and sub-heading to help guide our research
- using the strategy of inference to follow who is speaking in a narrative text
- using a deep connection to a text to unlock meaning
- asking questions to clarify understanding
- predicting what might happen next in a text
- questioning the author’s premise
- thinking about the author’s message
- how to read tables and charts
- how to monitor comprehension

Some examples of when teachers may choose to use modelling in writing:

- writing a variety of leads and selecting the most appropriate lead for the piece

- selecting a small moment in a piece of writing and expanding that moment with detail and description
- revising a piece of writing and taking away and adding parts of the writing
- generating an “interest” list for possible topics for writing
- editing a letter to the principal
- planning a persuasive article

Some examples of when teacher may choose to use modelling in speaking:

- planning a book talk
- how to participate in a book club discussion
- how to be an active listener

Select modelling/demonstrating lessons for “time to teach” when:

- students would benefit from seeing explicitly how a skill or strategy might be used

Shared Experiences

The main function of shared experiences during the time to teach portion of the workshop is to support students in their attempts to try new skills and strategies. These could be shared reading activities, such as reader’s theatre, or shared writing activities, such as writing a piece together using the overhead projector, LCD projector or chart paper.

Interactive Lessons

The main function of interactive lessons is to invite student input and participation in the actual lesson. Some examples of when the teacher may choose interactive lessons:

- co-constructing criteria for assignments/skills/strategy use
- outlining how to organize research notes
- choral reading
- turn and talk to a partner
- revising writing from an overhead
- looking at a piece of writing to locate transitional phrases

Teachers will make decisions about the best way to use the “time to teach” portion of the workshop based on the curriculum and their knowledge of their students learning styles and learning needs.

Transition to Time to Practise

The skill or strategy that has been presented in the “time to teach” portion of the Workshop should be linked to the “time to practice” section. After the teaching has taken place, the teacher asks the students to practice what they have learned that day as they read or write. For example, if the mini lesson was focused on the strategy of Inferring on a given day, the teacher might say, “Today when you are reading your own books try the strategy we learned about today called *reading between the lines* to help you understand your book. Mark the

place in your book with a sticky note where you needed to use that strategy. After you try the strategy you can keep using it if it is helping you understand your book, or switch to another strategy you like better.” This transition is important as it sets a purpose for the students during the “time to practice” section of the workshop.

Time to Practise

Students become increasingly proficient language users by using language. They learn to refine their speaking/listening, reading and writing through the on-going practice of speaking/listening, reading, and writing. Providing the time and opportunities for students to practice using language in authentic ways is essential. Language processes are enhanced when readers have a purpose for reading, and writers have a purpose for writing. Students need many opportunities to practice – independently and with others. While these opportunities will be present at other points throughout the instructional day, they receive focused attention during reading and writing workshops. Time to practice in both reading and writing workshop constitutes the largest chunk of the workshop framework. This is both intentional and necessary in order for students’ literacy skills to continue to develop.

During the “Time to Practise” portion of workshop teachers have opportunities to work with individuals and small groups, based on assessed needs and strengths. As teachers confer with students they record their conference notes and observations to create a systematic, dated and on-going record of student growth. One method for tracking this growth is through the use of a conferring notebook. The teacher creates a notebook for each student that contains informal reading records, conference notes and goals that have been established with the students for reading or writing. This conferring notebook can stay with the student as a reminder of the goals they are working on.

Time to Share and Reflect

In addition to explicit instruction and frequent practice, students need to be given opportunities to reflect on and share their learning. Through reflection, they gain a sense of ownership of their own learning as they articulate their growth as literacy learners. Reflection completes a continuum of learning experiences and is directly connected to the focus of instruction. Through reflection, students have opportunities to talk about how (process) or what (content) they are learning and to become more metacognitive.

This reflection may take a variety of forms and while it often involves the teacher, it may also be a sharing of ideas between peers. Some examples of effective sharing and reflecting time include:

- *Exit Slips* - Students complete an exit slip at the end of workshop where they write simple statements about what they learned during that day’s workshop and what their personal learning goals are for the next day.
- *Share the line you wrote today that you are most proud of and that really does what you want it to do.* - During independent writing the teacher circulates and “checks in”

with students. As quick check-ins continue the teacher is able to make note of one or two students who have a sentence they could share that will really show the point of the focus lesson. The key of the writing share is to ask the students to share a portion of their writing. This helps focus the share time and eliminates the time issue that is created when students share their entire piece.

- *Share the sticky note you wrote that shows how you used the strategy from the focus lesson in your reading today.* – This focused sharing will prompt students to talk about their thinking and will help other students think about ways they could be using the strategy.
- *Share your “aha moments” with your learning partner.* – This partner share ensures that everyone has an opportunity to talk about their learning. One way to encourage active listening during this share is to have a short debrief at the end in which the teacher asks individual students to describe what their **partner** learned that day.

There are many other ways to encourage metacognition during the “Time to Share and Reflect” portion of the workshop and this reflection and discussion is a very powerful learning tool. Due to the fact that it comes at the end of the Workshop Model the “Time to Share and Reflect” portion tends to be left off due to time constraints. As it has so many benefits for learning, teachers are encouraged to continue to plan for it and work to include sharing time in their regular practice.

Resources:

Bennett, Samantha. *That Workshop Book: New Systems and Structures for Classrooms that Read, Write and Think* (Heinemann, 2007).

Classroom/ Workshop Management

Classroom management and clearly articulated expectations for classroom behaviour are essential elements of any successful classroom. The routines and procedures of workshop must be made explicit to students, and time should be taken to clearly teach the routines and procedures students will follow to allow the structure of workshop to support their learning. Teachers should reflect on the routines they want to establish and students may also be included in co-constructing the criteria for success with these expectations.

In Around the Reading Workshop in 180 Days: A Month-by Month Guide to Effective Instruction Frank Serafini suggests this management be one of structure rather than control;

In a structured classroom environment, the schedule is posted so that students, as well as the teacher, are aware of what is coming next. The teacher takes time to establish consistent, predictable structures and procedures that provide a framework for students to work and make choices within. These procedures become ritualized as students make them their own. Students share the responsibilities of the reading workshop, completing their daily jobs and making appropriate decisions about what

reading and learning experiences to engage in. The teacher works from the inside in a structured classroom environment, participating in discussions and helping students interact with each other as well as the teacher. (Serafini, 2006, p.26)

These structures take time and explicit instruction to build. A large measure of success with the workshop approach lies in taking the time that is needed to explicitly teach these structures to students.

Teachers should plan to take time at the beginning of the year to make these workshop expectations clear to students and to involve them in the creation of expectations where possible. In *Guiding Readers and Writers*, Fountas and Pinnell lay out a plan for the first 20 days of reading workshop. This chapter (see the CHECK IT OUT in this section) provides a series of mini lessons in which workshop expectations are made clear to the students, and where they might have an opportunity to participate in the co-creation of criteria for workshop success. These lessons could be used as is, or modified to fit a teacher's specific situation.

Taking time to think about the routines of learning you would like to establish and making a plan of action based on your beliefs about how people learn will ensure success. One word of caution with the establishment of a workshop approach; any structure a teacher implements in their classroom is susceptible to "good days" and "bad days". The "bad days" are not necessarily the fault of the structure, but just a fact of teaching that would happen regardless of the organization structure. Workshop structure allows students a voice and choice in their learning and will eventually produce the desired results of improved student success.

Book Selection/Managing Books

During the "Time to Practise" portion of Reading Workshop students will need to have books with which to practice the skills and strategies that are being taught. The organization of these books can help with the management of workshop. Having students select books at specified times through the week, and keeping them in a large plastic bag (or some other container) in their desks, eliminates the issue of students spending too much reading time selecting books in the class library. Spending large amounts of time perusing books can sometimes be an avoidance technique for students who are reluctant readers. Students can keep a "now book", a "next book", and a non-fiction book in their book bags so as to have enough variety to meet their reading needs.

Teachers should consider not allowing these books to go home as they are needed every day for Reading Workshop. The conferring notebook (see above) could stay in the same bag so as to be available when needed. Part of effective management is not allowing students to select new books during Reading Workshop. If they have a bag full of books they have already read they can reread a part of one of the books and select new books at the next "Change Up" time, or at recess or lunch time.

There are many ways to manage the flow of books from the class or school library to the students; the key is to select a method that works for each context and making those expectations clear to the students.

Conferring

Working with students one-on-one during the “Time to Practise” portion of workshop is an essential part of the on-going assessment that informs instruction. In order for teachers to effectively manage these conferences the rest of the class will need to know clear expectations for their behaviour while the teacher is working with one student or a small group of their classmates. It is important to review (and possibly co-create) these expectations with students prior to beginning these one-on-one conferences or guided reading sessions.

One effective method for helping students become familiar with a new classroom practice is through the use of a “Fish Bowl” model. In this approach a few students are asked to “role play” the new behaviour (such as conferring with the teacher) inside the “fish bowl” while the rest of the class observes what is happening. Due to the fact that it is a fish bowl the observers cannot interact with the fish, only watch and listen. This is valuable practice because when the students begin to see the teacher actually conferring during Reading Workshop, they will know what is going on and what to expect when it is their turn to confer.

It is also important to clarify the expected behaviour(s) for students who are not conferring with the teacher during workshop on a given day. This list of expected independent behaviour(s) could be co-constructed with the students and posted for all to remember. Teachers should feel free to add to the list as well, especially if any important behaviours are missing. The items on the list will need to be explicitly taught; for example, if the students are asked not to interrupt the teacher unless it is an emergency, the students will need to know what is meant by emergency in this context (i.e. not a broken pencil).

Learning Buddies/Partners/Small groups

Working with a learning buddy, a partner or a small group is one of the regular features of workshop. To help with the management of workshop some thought should be given as to how this partner work will be facilitated. One possibility is for the students to have assigned learning partners for a particular period of time (perhaps a month). If there is a designated space for focus lessons the partners know to sit together in that space. In this way, when they need to “turn and talk and listen” there will be no disruption in the flow of workshop as they search for a partner.

Small group meetings are usually more fluid but could be posted at the beginning of workshop so that the students involved could automatically go to the group work space when Independent Reading time begins. If the small groups are Book Clubs they typically remain the same for a stretch of time. If the meeting places for these groups will change over time that could be posted as well.

The key to successful transitions between the various aspects of workshop is to plan ahead to inform and instruct students as to these routines of movement prior to the workshop.

Materials

Materials for Writing

The organization of a writing centre in the classroom may take a variety of forms but should include materials that address a number of questions:

- Will students keep writing supplies in their desks or will there be a central supply?
- If the supplies are central, how will they be managed?
- Will students use a scribbler, a folder or a binder to house their drafts, revisions and other writing?
- Will the students use a Writer's Notebook? If yes, how will it be managed?
- How often will students publish writing and what form will that take?
- What technology will be available for students during Writing Workshop?
- What graphic organizers will be available for student use? How will these graphic organizers be introduced? Stored?

Materials for Reading

The organization of the classroom library has already been addressed (above). Other materials for reading workshop may take a variety of forms but should include materials that address a number of questions:

- How will students keep track of their thinking while reading? Will they use sticky notes and/ or think marks? Where will these be kept?
- Will the students use a Reader's Notebook? If yes, how will it be managed?
- Will the students write responses to what they have read? How often?
- What graphic organizers will be available for student use? How will these graphic organizers be introduced? Stored?

Resources:

Fountas, Irene C. and Gay Su Pinnell. *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy* (Heinemann, 2001, p 142-162).

Serafini, Frank. *Around the Reading Workshop in 180 Days: A Month-by Month Guide to Effective Instruction*, (Heinemann, 2006).

A Community of Learners

Effective management helps to build a community of learners who clearly understand the role they play in their own learning and their value to the classroom community. In an environment that is well planned and supportive students are able to focus on improving their skills and building their strategies in literacy.

Through reflective practice, considering the influences that shape their beliefs and practices around learning, teachers may create a community where students feel safe, valued and willing to take the necessary risks to support their learning. When this happens, the learning environment becomes a “partner” in the education of our students.

Small Group Instruction

Because of the wide range of developmental characteristics of readers and writers in any given classroom, within the workshop model teachers must engage students in small group instruction. Through effective assessment for learning (observation, conversation and analyses of products) teachers identify students’ strengths and needs and often group them accordingly in order to provide just-right, just-in-time instruction. It is within this context that instruction can be delivered within the student’s zone of proximal development where learning potential is optimized. These are flexible groupings and change often, and for a variety of purposes.

Differentiated instruction is delivered in the contexts of reading and writing workshops while the majority of students in the class are engaged in independent practice opportunities, typically during the “Time to Practise” portion of the workshop. Small group opportunities are appropriate when two or more students demonstrate similar reading or writing behaviours and may be delivered in contexts such as those outlined in the table below:

Small Group Reading Instruction	Small Group Writing Instruction
<ul style="list-style-type: none"> - read aloud/ think aloud - guided reading 	<ul style="list-style-type: none"> - modeled writing/ think aloud - guided writing

Read Aloud/Think Aloud and Modeled Writing/Think Aloud

Read aloud/think aloud is one of the most powerful instructional tools allowing students the opportunity to observe the thinking or “internal dialogue” that accompanies active reading. Without thinking occurring as they read, the students become passive and disengaged from the text. The read aloud/ think aloud provides the students with a concrete example of that active engagement and how what we read draws on our prior and background knowledge. Perhaps most importantly it shows students the value of questioning as we read, to clarify understanding and to challenge ideas in the text. When using read aloud/ think aloud for small group instruction consider:

- carefully selecting a text that will be based on the assessed strengths and challenges of the students and planning for next steps in learning
- choosing a text that the students have previously had read to them or read themselves (a known text offers a familiar landscape for the explicit teaching point)
- planning ahead of time the places where you will stop the reading and think aloud
- reading a portion of the text, often an entire picture book or passage is too long and not necessary to make the point

- being conscious of keeping the read aloud/ think aloud short- the longest portion of the small group instruction should be “Time to Practise” with students engaged in reading text

Modeled writing/think aloud is an equally powerful way to share the thinking that accompanies the writing process. For writing practices that we want students to be able to duplicate, such as writing an effective summary or response for something they have read, students benefit from hearing the thinking that goes with the writing. As the teacher writes a summary of a short passage that has been read to the class (using an LCD projector, overhead or chart paper) the teacher might write a sentence, read it back and say, “I think I will not include this because it is not really an important detail”. The writing continues this way with the internal dialogue being made external for the students.

Guided Reading/Guided Writing

Guided reading is an opportunity for the teacher to reinforce reading skills and strategies; the key difference between guided reading and other small group instruction models (such as books clubs) is that it is teacher led. The teacher brings together two to six students who have similar reading needs and selects text that will support that need and be easily read by the students. Typically the students read the same text, passage or excerpt; however, depending on the focus of the lesson they may use their independent reading text.

The guided reading session usually begins with a brief explicit teaching time that provides focus for the reading practice. Students read the text silently stopping at certain points for discussion or further teaching. The same text may be read several times during the guided reading session depending on the focus (i.e. strategy work, fluency practice, text features, word work).

Lori Rog, in her book *Guiding Readers: Making the Most of the 18-minute Guided Reading Lesson* suggests a structure for the guided reading lesson with older readers:

- **Before Reading:** the teacher gives an effective book introduction that provides the readers with what they need to be independent with the text. This may involve providing background knowledge and going over potentially tricky vocabulary. The explicit lesson sets a purpose for reading.
- **During Reading:** Students silently read short passages of the text, stopping for talking about the text at predetermined spots. Students track their thinking through conversation and the use of quick jot notes (using sticky notes or note books).
- **After Reading:** The discussion that follows the reading may focus on critical literacy, analyzing the writer’s craft and considering the effective use of language. The discussion should take the readers deeper into the meaning of the text and provide them with a variety of tools for navigating the more sophisticated text they are reading.

During guided reading we may want to scaffold our student readers by having them work with others to read and understand text. This may be reading a short text with a partner and stopping to discuss the text at pre-determined point. The reading could be shared by each student reading the section silently and then stopping to discuss or with the students taking turns with the reading. The important point is that most of the “Time to Practise” should be spent with the students actually reading, not listening to someone else read. To facilitate breaking up the text teachers might:

- photo copy the text to be read and cut it apart in the sections you wish students to read- number the sections to avoid confusion and only pass them to the students when you want to move on to the next section
- have students read a certain number of paragraphs or pages- “*read to the end of the 4th paragraph*”
- provide students with a meaningful task to do once they finish reading as some students will finish before others

Guided writing is an opportunity to pull students together who have similar assessed strengths or needs. While conferring with students around writing is typically a one-on-one support, pulling students together at various points can be very effective. If a small group of students is struggling with the development of ideas in writing, a guided writing session on “exploding the moment” might encourage them to work with each other to add detail to their own writing. This small group, teacher led learning allows teachers to focus on specific needs with small groups of writers.

Small Group Learning Considerations

Reading and writing conferences provide ideal opportunities for teachers to discuss with students their individual, and sometimes unique, strengths and needs. Based on those needs, the teacher and students together construct small, manageable learning goals. These learning goals could be recorded in a small notebook of some kind (often referred to as conference notebooks, teaching points, learning goals or next steps) and kept with the student. This practice gives students ready access to their learning goals and serves to remind both the teacher and the student of their next steps.

Within these small group and individualized learning opportunities, students may also receive instruction based on their interest and the undertaking of similar tasks. Organizing and managing small groups takes time and effort. Some of the details to consider are:

- the organization of students in the available space
- instructional materials that need to be readily accessible
- assessment materials the teacher will use to record students’ strengths and needs
- the expectations of students in the small group and how these expectations will be introduced and reinforced

- the expectations for the rest of the class and how these expectations will be introduced and reinforced (special arrangements may need to be made for individual students)

The success of small group instruction with respect to the other students is in the initial establishment and subsequent, consistent reinforcement of routines and procedures in which students learn to function independently. Students are more likely to adhere to routines and procedures that are established with them, rather than for them. This practice involves co-construction of criteria whereby students and teacher together develop the agreed upon procedures. The key is to ensure that the students who are not participating in the guided lesson are meaningfully engaged in independent learning opportunities with clearly established goals.

Small group experiences help students build on their skills of positive interaction and effective, productive participation as a member of a group or team. Through a variety of paired and small group experiences, students have many opportunities to talk about what they have read or viewed and their writing process. Depending on the purpose of the task, students may be grouped with others who share a similar strength or need. They may read the same text or a variety of text depending on the learning purpose. Small group processes require students to:

- participate, collaborate, and negotiate
- consider different ways of going about a task
- build on and share their own ideas and the ideas of others
- identify and solve problems
- manage tasks and make decisions
- recognize the responsibilities of working in groups
- assess their own contributions to the small group experience

Resources:

Rog, Lori Jamison. <i>Guiding Readers: Making the Most of the 18-minute Guided Reading Lesson</i> . (Pembroke Publishers, 2012).
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Classroom Set-up

Our beliefs about how children learn are reflected in the way we organize and set up our classrooms. Sibberson and Szymusiak refer to this in their excellent and useful book, *Still learning to Read: Teaching students in grades 3-6*:

“The way we set up the classroom gives our students a clear message about the culture of the classroom, the kind of work they will do, and the expectations we have for them.” (Sibberson and Szymusiak, 2003, p.29)

While each teacher must work with the room they are assigned, the arrangement of classroom furniture, the placement and contents of the class library, the location of the teacher's desk, and the way materials are stored and shared are all decisions the teacher can make. These decisions also help to shape the community of learners that will work together in the space.

Physical Space

Teachers can reflect on how to structure their class to allow for a place for students to meet in small groups, with or without the teacher. Some teachers are fortunate enough to have kidney shaped tables for this purpose, but this is not necessary. Small tables with a few chairs will serve as a perfect spot for guided lessons or small group learning spaces.

Teachers in grade 4-6 might consider creating a space for mini-lessons. Having the students sitting close to the teacher, on the floor clustered around the chart board, creates a kind of focus for explicit teaching that is well worth the effort. As part of classroom routine, students learn to bring the required materials (such as a writer's notebook and pencil) to the focus-lesson spot. If the teacher assigns learning buddies (weekly or monthly buddies) the students will also know to sit beside that buddy in the space provided so they will be ready for turn/talk/listen opportunities.

If space is at a premium some teachers make the decision to do without a teacher desk, especially if it is one of the larger types. Teachers are so active, working with students throughout the day that some teachers say they do not miss their desk and use the space to create more flexible learning spaces for students.

Some considerations when planning the classroom space:

- How will student desks/ tables be arranged?
- How can a space be provided for small group work?
- Is there a space for students who like to stand or move a little when they write/think/read?
- Where do the computer(s) need to be placed? (usually based on where the “drop downs” are located)
- How and where will materials be stored?
- Can a space be created for focus lessons?
- Is a comfortable, inviting reading area possible?
- Is a separate writing space a possibility?
- Can a space be defined as classroom Library?
- How will you manage materials such as writing materials and other community supplies?

Resources:

Sibberson, Franki and Karen Szymusiak. *Still Learning to Read: Teaching Students in grades 3-6* (Stenhouse, 2003).

Trehearne, Miriam. *Comprehensive Literacy Resource for Grades 3-6 Teachers* (Thomson-Nelson, 2006).

Classroom Library

The class library is another area that should be given some careful consideration. How will the books be organized and displayed? Will any portion of the class library be leveled? When considering these questions teachers could look to the wisdom of those who sell books. When you walk into your local book store, you expect to see the display of books change over time. Books are often turned face out on the shelves and everything about how the books are displayed is inviting and dynamic. One of the ways we can engage students in books is to keep our classroom libraries as inviting and engaging as the book stores.

Books can be organized in a variety of ways and placed on shelves and in bins or baskets. Some suggestions for groupings are:

- Author sets
- Biographies
- Graphic Novels
- Book collections by topic
- Various series collections
- Recommended by...
- Award winning books

As students grow in their knowledge and understanding of books they could be invited to suggest different ways to organize and group books. Having students do the thinking that is required to say “These books all have something to do with courage...or change...or overcoming obstacles” is a support for their growth as readers. This sort of student involvement in the organization of the classroom library can be an extension of the “deep thinking” lessons the students participate in during Reading Workshop.

Whatever way you set up your classroom and class library, it should be purposeful, meet the needs of Reading Workshop organization/flow and reflect your beliefs about how children learn.

Resources:

Stead, Tony. *Good Choice! Supporting Independent Reading and Response K-6* (Stenhouse, 2009).

Szymusiak, Karen, Franki Sibberson and Lisa Koch. *Beyond Leveled Books: Supporting Early and Transitional Readers in Grades K-5, 2nd ed.* (Stenhouse, 2008).

Time to Learn

Part of the environment the teacher structures for students is the way time we is used for instruction. There are required amounts of times for the instruction of English Language Arts and Mathematics (The requirements for French Language Arts in Immersion settings are also stated as “required” times. For more information please refer to the complete Time to Learn document.) The rest of the subject times are stated as “recommendations”, as reflected in the chart below:

[Please insert graphic below from Time to Learn document]

English Program: Grades Primary–6

ENGLISH PROGRAM								
	Primary	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	
Core French	—	—	—	—	30 m/day 150 m/week	30 m/day 150 m/week	30 m/day 150 m/week	
English Language Arts	Minimum 90 m/day 450 m/week	Minimum 90 m/day 450 m/week	Minimum 90 m/day 450 m/week	Minimum 115 m/day 575 m/week	Minimum 90 m/day 450 m/week	Minimum 90 m/day 450 m/week	Minimum 90 m/day 450 m/week	
Health	50 m/week	50 m/week	50 m/week	60 m/week	60 m/week	60 m/week	60 m/week	
Mathematics	Minimum 45 m/day 225 m/week	Minimum 45 m/day 225 m/week	Minimum 45 m/day 225 m/week	Minimum 60 m/day 300 m/week	Minimum 60 m/day 300 m/week	Minimum 60 m/day 300 m/week	Minimum 60 m/day 300 m/week	
Music	60 m/week	60 m/week	60 m/week	60 m/week	60 m/week	60 m/week	60 m/week	
Phys. Ed.	20 m/day 100 m/week	20 m/day 100 m/week	20 m/day 100 m/week	30 m/day 150 m/week	25 m/day 125 m/week	25 m/day 125 m/week	25 m/day 125 m/week	
Science	90 m/week	90 m/week	90 m/week	110 m/week	110 m/week	110 m/week	110 m/week	
Social Studies	90 m/week	90 m/week	90 m/week	110 m/week	110 m/week	110 m/week	110 m/week	
Visual Arts	60 m/week	60 m/week	60 m/week	60 m/week	60 m/week	60 m/week	60 m/week	
Required Each Day	▪ 4 hours of teaching (may include 15-minute recess)			▪ 5 hours of teaching (may include 15-minute recess)				
	▪ 45 m. <i>Math Time</i> including 5 m. Mental Math grades 1–3			▪ 60 m. <i>Math Time</i> including 5 m. Mental Math				
	▪ 60 m. block <i>Active Reading Hour</i> with in time designated for English language arts (90 m. in grades primary–2, 115 m. in grade 3)				▪ <i>Learn to Read/Read to Learn Time</i> totalling 60 m. integrated into English language arts and other subject areas			
	▪ significant opportunities for moderate physical activity							

Providing blocks of time for literacy instruction may present teachers with challenges in certain situations. The best case scenario happens when teachers are able to find a one hour block for Reading Workshop each day and a one hour block for Writing Workshop three or four times a week. Sometimes the hour block is interrupted by a specialist class (such as Music or Physical Education); however, older children can come back to what they were doing and carry on with workshop if they must.

For those situations where the teacher is having difficulty fitting in time for all subjects, it is recommended that the minimum requirements (as found on the Time to Learn document) be scheduled first and then the remaining time be divided between the other subjects. This sort of planning will require teachers to be creative about how to cover all of their required outcomes.

Some possible examples of working creatively within ELA outcomes to cover outcomes in other content areas are found below:

- When working on writing outcomes using information and/or writing to persuade we could offer choice as to the writing genre (i.e. brochure, poster, commercial, PowerPoint) and ask the students to research and write about a Health topic such as the effects of smoking/ non-smoking.
- When working on Art outcomes around animation include script writing (ELA outcomes) to accompany the art.
- Combine Science and ELA outcomes by having students select and carefully examine a rock or a mineral. Have the students make and record observations in point form on a chart. These observations may then be used as the content of a poem (e.g., free verse, concrete poem).
- Make links that build on the reciprocity of reading and writing. While it is important to explicitly teach, practice and reflect on reading and writing separately; it is also possible, especially as the year progresses, to blend the two. For example, when students are preparing to write information text, they should spend a great deal of time reading information text and learning about the structures it employs.

The key for making scheduling work lies in reviewing the outcomes and looking for pairings that make sense and work for the situation. When assessing student work based on these combined learning opportunities it will be important to make it explicitly clear to the students their progress with the outcomes in both content areas.

Speaking and Listening Component

Section Guide

Fundamental Principles

Speaking and Listening Processes

- Cueing Systems/ Sources of Information
- Focus on Context - Pragmatic Source at a Glance
- Focus on Meaning - Semantic Source at a Glance
- Focus on Sentence Structure - Syntactic Source at a Glance
- Focus on Sound Structure - Phonology Source at a Glance

Talking, Speaking and Listening

- Benefits of Classroom talk
- Establishing a Climate that Encourages Talk
- Active Listening

Categories of Speaking and Listening Experiences

- Formal Speaking and Listening
- Informal Speaking and Listening
- Performance

Grade 4 SCO: Speaking and Listening

Grade 5 SCO: Speaking and Listening

Grade 6 SCO: Speaking and Listening

Fundamental Principles

Talk is essential to the learning process. Through conversation, students collect data, construct arguments, defend ideas, and try out theories. They explore possibilities, convey feelings, and gain deeper understanding. This purposeful use of expressive talk is the bridge between what is already known and the construction of new knowledge. Students can have greater success completing a task if they first have the opportunity to rehearse it aloud. The ability to reinterpret knowledge through speaking and listening is crucial to learning. The freedom to participate in exploratory, natural, free-flowing talk where doubts and confusion can be expressed and where questions are formed as dialogue is essential in the grades 4-6 classroom.

While speaking and listening are important in their own right as a means for students to make sense of the world, they are equally important as a route to the development of reading and writing skills. Talking about texts read or viewed is something effective readers and viewers do. Being able to talk to others about a book, article, film or video essay extends and deepens students' understanding of these texts. It builds confidence in their ability to interact with such texts successfully in the future. Writers need to talk about and reflect upon their work in progress. It helps students to talk through problems and sustains them through the hard work of expressing themselves in a variety of genre that may be unfamiliar to them. Joan Glass supports the importance of talk when she says:

“We speak not only to be understood, but to understand and language is the exposed edge of our thinking.” (Glass, 2010)

At times, however, oral communication needs to be studied as an end in itself. As well as encouraging students to use exploratory and reflective talk, there need to be opportunities where students participate in more formal speaking and listening activities where the purpose is to effectively communicate information or present and defend a point of view. The ability to present oneself verbally in a variety of contexts is an important life skill.

Underlying all speaking and listening instruction and provision of appropriate learning conditions are the following principles:

- **Oral language is the fundamental form of communication and the foundation for reading, writing, and spelling.** The importance of oral language cannot be overstated. It is the foundation upon which all other literacy learning is built. Students in grade 4, 5 and 6 are still developing their oral language and require explicit instruction and time to engage in purposeful oral communication.
- **Oral language is an integral part of all literacy instruction.** Oral language is woven through the instruction in reading and writing. It is present in every focus lesson, conferring session and book club. Oral language is the engine that drives all aspects of literacy instruction.

- **Students need to know how to communicate effectively in a variety of ways, depending on purpose and audience.** There are many ways to use oral language as an effective communication tool that are linked to audience and purpose. Students will require authentic practice in these different ways of communicating if they are to improve their communication skills.
- **Students need to use talk as a tool for learning and for reflecting on their learning.** Talk has been long overlooked as an effective tool for learning. At one time in our educational history a “good” classroom was a quiet one. Research has shown us that people learn best through the using talk as a way to reflect on and clarify their thinking and learning. Currently our definition of an effective classroom environment is one where students are encouraged to engage in purposeful talk as a natural part of their learning.
- **Vocabulary development/background knowledge is directly linked to success in school.** While it is not possible to alter a child’s prior knowledge, teachers may enrich the background knowledge of their students. One effective way to do this is through building vocabulary for our students on a daily basis through rich experiences with text (both fiction and information text) and through specific vocabulary instruction. This focused work around vocabulary should be meaningful and related to student reading, writing and interest.
- **Speaking and Listening are reciprocal processes.** Talk encompasses both speaking and listening, the flexible interchange of ideas, feelings and experiences created by the individuals participating in any talk event (including electronic exchanges and alternative communication, such as sign language and communication boards).

In this curriculum, the terms “speaking” and “talking” are both used in reference to oral expression. Generally the term “talking” refers to the less formal use of oral expression and the term “speaking” is used to signal more formal oral expression, as explained in the chart below. However, due to the fact that the language of the outcomes refers to “speaking” this distinction is not precise. Teachers recognize the value and importance of both speaking and talking, and structure the classroom so that talk is a natural part of the learning process.

	purpose	examples
talking	<ul style="list-style-type: none"> - to explore and extend their ideas - to clarify their understandings - to reflect on their thoughts, feelings and experiences - to ask questions 	<ul style="list-style-type: none"> - asking and answering questions - interacting with a learning partner - think-pair-share - participating in interactive read alouds - peer conferences - participating literature circles or clubs - sharing ideas and storytelling - reflecting – sharing ideas, feeling, understandings, etc. - sharing their ideas about a topic or text - asking questions

		- casual conversation throughout the day - seeking assistance
speaking	- to share information to a large or small group - to ask questions of others	- book talk - interview another person - speeches - presentations - debates - welcoming guests - announcements

Speaking and Listening Processes

Speaking and Listening are the processes of constructing meaning and communicating meaning using the four interrelated sources of information.

Sources of Information/ Cueing Systems

As speakers/ listeners interact with language they use a complex process requiring the integration and co-ordination of four sources of information: pragmatic (context/ purpose), semantic (meaning), syntactic (sentence structure) and phonology (sound structure). Students must develop skill in using all sources of information in order to become fluent, mature, and flexible speakers and listeners. While the four cueing systems can be separated for the purposes of instruction and assessment, they cannot be isolated from each other during the process of speaking and listening if comprehension and communication are to occur.

Focus on Context/ Purpose - Pragmatic Source at a Glance

Pragmatic/Context refers to the speaker's knowledge of the purpose and situation in which they are speaking or listening.

- global in nature and focuses on the context in which speakers/ listeners find themselves (What is the speaking/ listening situation?)
- refers to the ability to understand the difference between different speaking and listening situations and the impact the difference has on what is appropriate for speaking or listening when:
 - o speaking to a teacher
 - o speaking to a peer
 - o on the playground during a game
 - o in the classroom during a lesson
 - o telling a story
 - o communicating with friends

[For this section and all the “Suggestions for Instruction” section in the guide, please insert a small icon of a light bulb or some other icon that will highlight these sections]

Suggestions for Instruction

The ability to use pragmatic cues can be encouraged and supported by:

- Providing opportunities for whole class, small group and one-on-one discussions and demonstrating appropriate speaking and listening behaviours for each situation
- Explicitly teaching and demonstrating the need to consider the feelings of others in any discussion
- Providing opportunities for students to learn about the effective use of body language in oral presentations and casual conversations
- To build successful speaking experiences, explicit instruction and practice should focus on aspects of speaking such as:
 - o sharing important information
 - o making eye contact
 - o using gestures
 - o using appropriate volume
 - o asking appropriate questions
 - o responding to questions
 - o providing clarification as needed
- Demonstrating how people disagree about ideas in a conversation or debate
- Demonstrating effective ways to engage in conversations:
 - o How to signal your desire to speak
 - o How to respectfully interrupt a speaker
 - o How to ask for clarification
 - o How to extend someone's idea

Focus on Meaning - Semantic Source at a Glance

Semantic/ Meaning sources refer to the speaker's ability to understand the vocabulary they need to use language for a variety of purposes across the curriculum

- Refers to the 'making-sense' element of speaking and listening
- Listeners gather information from what they hear and decide if it makes sense
- Refers to strategies used to monitor comprehension while listening
- Refers to strategies used to monitor communication while speaking and correcting when the meaning breaks down

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Suggestions for Instruction

The ability to use semantic/meaning cues may be enhanced by:

- Provide background information and new vocabulary related to the topic to be discussed
- Extend students' real life experiences and use vocabulary relevant to specific topics and experiences to build a stronger base of background knowledge
- Demonstrate how comprehension strategies help listeners/ speaker comprehend what they are hearing at a deeper level
 - o Predicting

- Making connections
- Visualizing
- Inferring
- Questioning
- Determining Importance
- Analyzing
- Synthesizing
- Demonstrate the use of descriptive and figurative language
- Demonstrate how to give and follow multistep directions

Focus on Structure - Syntactic Source at a Glance

Syntactic/Structure is the knowledge of the structure of language. It supports effective communication in both oral and written language.

- Refers to the structure of language and how language works.
- Refers to the knowledge of how words should be ordered to create meaning and foster understanding
- Supports prediction when listening
- Helps speakers order words so that they can be understood, and self-correct when necessary
- Grammar in terms of normal English language plays a key role in this source of information.
- Focus is on “Would we say it that way?”

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Suggestions for Instruction

The ability to use Syntactic/Structure cues may be enhanced by:

- Read to students from a wide range of literature – fiction, non-fiction and poetry.
- Expose students to a variety of complex sentences
- Involving students in using *cloze* procedures (oral and written)
- Providing opportunities for students to use language patterns for a variety of purposes and situations-to give directions, to tell stories, to explain, to ask questions
- Students whose first language is not English will need multiple experiences to understand that a word or phrase may not *sound right*.

Focus on Sound Structure - Phonology Source at a Glance

Phonology/ Sound knowledge is the knowledge of the relationship between sound of language and the rules that determine how these sounds can be used.

- Phonological awareness is the foundation of the sound-symbol knowledge and its application to speaking and listening.
- Using sounds correctly in oral language
- Using phonological awareness skills effectively for word solving in reading and writing
- The ability to manipulate sounds by:
 - Segmenting
 - Blending
 - Deleting
 - Substituting

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Suggestions for Instruction

The ability to use graphophonic cues may be encouraged by:

- Providing instruction in word patterns.
- Providing instruction in a variety of word attack strategies for unfamiliar words.
- Guiding students in examining the formation of significant words from reading materials on themes studied (root words, affixes, agreement of number and gender)
- Exposing students to a variety of print material.

Talking, Speaking and Listening

Benefits of Classroom Talk

Students learn a great deal about language through their oral interactions. These interactions support children in making the link between oral language and how language operates in print. Through these oral experiences, they continue to develop their knowledge of the sound system (phonology), their background knowledge base (semantics and syntax), and the complexity of their language structure. They bring this knowledge to the reading and writing process as they develop their literacy skills. Miriam Trehearne notes the importance of talk for strengthening reading comprehension:

“Talk is the cornerstone for reading comprehension, especially for students in Grades 3 to 6, because they are spending more time reading for information and for learning. Talk with adults and other students plays a critical role in helping students clarify meaning and extend their understanding of texts that contain new concepts, ideas, and information.”

Trehearne, 2006, p106

Talk in the classroom is a valuable learning tool in that it:

- Provides students with a way to make meaning. When students voice their thoughts and receive feedback from the teacher and their peers, it helps them to clarify their thinking and to begin to understand at a deeper level – to own the information by transforming it so that it is meaningful to them.
- Helps students expand their knowledge base. As students use informal, exploratory talk, they share information and connect their experiences with the experiences of others to refine their thinking, which helps them build their knowledge about the world.
- Helps students draw on their prior knowledge so that they make better connections with new information as they are learning
- Helps students grow in their abilities to speak and listen effectively through daily opportunities to engage in oral language interactions
- Helps students extend their conversation as they are prompted to add ideas, personal experiences, etc.

Establishing a Climate that Encourages Talk

To promote talk in the classroom as an avenue to learning, teachers need to

- build a classroom community that creates an atmosphere of encouragement
- create a sense of acceptance where children feel safe to take risks
- invite students express their ideas, opinions, and feelings
- help students recognize that their contributions are valued and worthwhile
- help students develop authentic conversation skills and practices

Ideas for organizing the classroom to facilitate the development of speaking and listening include:

- establishing times for whole group interactions (i.e., class meetings)
- organizing for cooperative learning experiences
- establishing learning partners so that students have a wide range of interaction opportunities
- organizing opportunities for students to converse in small group on similar tasks
- think-pair-share-listen
- establishing learning partners
- engaging in reading and writing conferences

In order to support the productivity of learning partners and small groups that result in high quality interactions teachers can:

- organize the classroom so that groups of students sit and work together
- work with students to co-construct procedures and routines
- help students develop guidelines for appropriate social interaction that support productive classroom talk
- help students understand what supports and detracts from learning and working with others
- design peer assessment tools so that students assess each other's contributions
- encourage students to problem solve with a partner or small group as issues arise

Active Listening

Teaching students about the role of the listener is vital to the development of successful communication. In order for children to use talk effectively as a learning tool in the classroom, teachers need to consider, assess, and spend time explicitly focusing on the role of the listener in interactions. Active listening is enhanced when students:

- know a specific purpose for listening (i.e., the main character in a story, the most important piece of information in a non-fiction text, the best part of a student's writing)
- share what they heard rather than their own ideas
- clearly understanding the focus of a peer conference

Effective listening habits take into account factors such as concentrating on the speaker, waiting for a turn, responding appropriately to a speaker. To strengthen effective listening behaviours teachers can:

- Frequently model what effective listening looks and feels like
- Use a graphic organizer such as the Frayer Model to develop the concept of listening
- With students build an anchor chart of effective listening habits
- Reinforce positive listening behaviours (i.e., looking at the speaker)
- Identify students' listening strengths and needs, and together with them create learning goals

One teacher constructed a T-chart about speaking and listening that looked like this:

Effective Listening		Effective Speaking	
Looks Like	Sounds Like	Looks Like	Sounds Like
- looking at the speaker - trying to understand what the speaker is saying - possibly taking notes	- only the speaker is speaking - everyone else is quietly listening	- making eye contact with the listeners - moving a little but not fidgeting - visuals that support the meaning	- clear voice that everyone can hear - expressive voice that supports meaning of words - steady pace: not too fast, or too slow

Categories of Speaking and Listening Experiences

Explicit instruction is **required** in **each** category

Category	Examples	Focus of Instruction
Formal speaking and listening	<ul style="list-style-type: none"> ➤ Speech ➤ Presentation ➤ Demonstration ➤ Debate ➤ Interview ➤ Survey ➤ Panel Discussion 	<p>Addressed primarily in GCO 2 and GCO 3:</p> <ul style="list-style-type: none"> • Speaking elements emphasized-- <ul style="list-style-type: none"> ○ organizing information and ideas ○ planning and preparation ○ verbal and non-verbal cues ○ persuasive language and techniques ○ giving verbal directions ○ formal spoken language patterns • Listening elements emphasized-- <ul style="list-style-type: none"> ○ appropriate behaviours as audience, debater, panelist, interviewer, etc. ○ determining purpose, main ideas, point of view, and bias ○ audience awareness, sensitivity ○ following verbal directions
Informal speaking and listening	<ul style="list-style-type: none"> ➤ Book Club ➤ Author’s Chair ➤ Book Talk ➤ Peer writers’ conference ➤ Discussion ➤ Video conferences ➤ On-line discussion forum 	<p>Addressed primarily in GCO 1 and GCO 3:</p> <ul style="list-style-type: none"> • Speaking elements emphasized-- <ul style="list-style-type: none"> ○ state and defend a position ○ participant awareness, sensitivity ○ informal spoken language patterns ○ focus on topic • Listening elements emphasized-- <ul style="list-style-type: none"> ○ active listening strategies such as clarifying questions, elaborating, explaining, responding to questions, paraphrasing, and summarizing ○ non-verbal feedback ○ appropriate behaviours as small group and whole class discussion participant

Performance	<ul style="list-style-type: none"> ➤ Readers' Theatre ➤ Dramatic Performance ➤ Story-telling and Recitation ➤ Narration or Voice Over 	<p>Addressed primarily in GCO 2 and GCO 3:</p> <ul style="list-style-type: none"> • Speaking elements emphasized-- <ul style="list-style-type: none"> ○ Planning and preparation ○ Dramatic use of voice, movement ○ Verbal and non-verbal cues ○ Space, light, costume, staging ○ Audience awareness, sensitivity • Listening elements emphasized-- <ul style="list-style-type: none"> ○ Appropriate behaviours as audience
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Formal Speaking and Listening

Examples	Focus of Instruction
<ul style="list-style-type: none"> ➤ Speech ➤ Presentation ➤ Demonstration ➤ Debate ➤ Interview ➤ Survey ➤ Panel Discussion 	<p>Addressed primarily in GCO 2 and GCO 3:</p> <ul style="list-style-type: none"> • Speaking elements emphasized-- <ul style="list-style-type: none"> ○ organizing information and ideas ○ planning and preparation ○ verbal and non-verbal cues ○ persuasive language and techniques ○ giving verbal directions ○ formal spoken language patterns • Listening elements emphasized-- <ul style="list-style-type: none"> ○ appropriate behaviours as audience, debater, panelist, interviewer, etc. ○ determining purpose, main ideas, point of view, and bias ○ audience awareness, sensitivity ○ following verbal directions

Formal speaking and listening situations generally serve to communicate information, promote ideas, or persuade listeners to accept a particular opinion. They often involve an audience, and therefore share elements of a performance with more dramatic forms of formal speech such as a play or monologue. Generally students are required to use more sophisticated diction and vocabulary, and a more formal tone of voice than they would in informal situations. Close attention to non-verbal cues is also important for effective delivery in formal speaking situations.

Because of the rehearsed, performance nature of formal speaking and listening situations, assessment *of learning* tends to focus more on end products, while instruction within the classroom workshop may tend to occur more heavily in the earlier drafting stages of the students' work with their scripts or speaking notes. Such instruction should seek to provide clear explanations and examples of what a good speech, debate, performance, or presentation looks like and sounds like. Students could participate in the co-creation of criteria for what makes an effective speech to help deepen their understanding of the elements.

Since there is often a specific audience in formal speaking situations, there are also many opportunities for assessment and explicit instruction addressing appropriate and effective listening behaviours and strategies. Students need to know what being a good audience participant looks like and sounds like in a variety of formal situations. They will need lots of explicit instruction and many opportunities to practice.

Following are a number of suggested learning experiences aligning with specific speaking and listening outcomes under GCO 2 and 3 that may provide purposeful contexts for explicit instruction as well as opportunities for assessment of student learning.

Speech

A speech is usually prepared and rehearsed. It often contains elements of persuasion and argument common to persuasive writing, with the added special demands of appropriate use of voice and non-verbal cues placed upon the students' delivery. Students may benefit from reading the text of speeches, and viewing or listening to the recorded delivery of speeches by famous, adept public speakers. Engaging students in crafting their own speeches is one way of addressing the persuasive writing component of the Writing outcomes. Teachers are able to address and assess a number of outcomes from all three curriculum strands within a purposeful context. Because speeches are written for a specific audience, the connection of speaking, reading, and writing activities has the potential to heighten students' awareness of the impact of audience on forms of writing.

Presentation/Demonstration

Oral presentations and demonstrations require individuals or small groups of students to acquire and organize information, and orally communicate that information to an audience. Organizing student work around researching and organizing information from a variety of sources in preparation for oral presentations provides teachers with a rich opportunity to create a purposeful context within which to explicitly teach and assess outcomes across Speaking and Listening, Reading and Viewing, and Writing strands. Oral presentations can create opportunities to incorporate a variety of other ways of representing through multimedia representations and electronic media.

Demonstrating a procedure or the use of an item requires similar elements of oral language use. Some students may find such tasks as showing how to do or use something easier than a presentation, since they can bring their personal interest and expertise into the classroom.

Both presentations and demonstrations provide opportunities for cross-curricular learning. Teachers can also use presentation and demonstration situations to assess listening outcomes by observing students in the audience.

Debate

A formal debate is governed by a relatively strict set of rules and procedures. Students will need explicit instruction about the rules of debate and lots of practice stating a case, supporting their claims, staying on topic, and listening closely to the opposing side in more informal situations in order to gradually work up to a full debate effectively. Much of the preparation, and many of the strategies used in other persuasive talks and persuasive writing are also applied within a debate. Just as with persuasive speech and oral presentation situations, there are many opportunities for teachers to link instruction and assessment of Reading and Viewing, and Writing outcomes to students' work in preparation for debates.

Interview/Survey

Interviews and surveys require students to formulate and ask questions of another person or group of people for the purpose of gathering information. By conducting interviews and surveys, students have the opportunity to develop and demonstrate a number of speaking and listening outcomes, not only in the asking of questions, but especially in listening and appropriately responding verbally and non-verbally to another's remarks.

Students can interview each other, guest speakers brought into the classroom, or members of the broader community beyond the school. Interviewing scenarios may also be role-played to allow opportunities for students to explore important life skills such as job interview situations. Role-playing a variety of media interview situations can create a purposeful context within which a number of Reading and Viewing outcomes can be addressed, while demonstrating a number of speaking and listening outcomes. For example, teachers may be able to combine a Speaking and Listening interview unit with a Reading and Viewing multi-media unit exploring a variety of popular media genre, such as the late-night talk show, in-the-street news interview, and the radio phone interview.

Panel Discussion

Students involved in a panel discussion present various viewpoints around an issue or provide information that supports a particular solution to a problem. Panel discussions typically require much advance preparation. Students often need to do preliminary reading or research to become acquainted with the issue or problem being discussed. Teachers will have to establish a set of procedures, and provide explicit instruction, as panel participants not only present information, but need to listen and respond to the information and opinions of the other participants. Panel discussion usually requires significant amounts of class time, depending upon the number of participants, but teachers may decide the opportunities for combining outcomes from Speaking and Listening, Reading and Viewing, and Writing strands in preparation for them may be worth the class time required.

Informal Speaking and Listening

Examples	Focus of Instruction
<ul style="list-style-type: none"> ➤ Book Club ➤ Author’s Chair ➤ Book Talk ➤ Peer writers’ conference ➤ Discussion ➤ Video conferences ➤ On-line discussion forum 	<p>Addressed primarily in GCO 1 and GCO 3:</p> <ul style="list-style-type: none"> • Speaking elements emphasized-- <ul style="list-style-type: none"> ○ state and defend a position ○ participant awareness, sensitivity ○ informal spoken language patterns ○ focus on topic • Listening elements emphasized-- <ul style="list-style-type: none"> ○ active listening strategies such as clarifying questions, elaborating, explaining, responding to questions, paraphrasing, and summarizing ○ non-verbal feedback ○ appropriate behaviours as small group and whole class discussion participant

Informal speaking and listening situations tend to be exploratory and collaborative in nature. Whether in whole class situations, in small groups, or with a partner, the purpose of informal talk is to learn, process information, revise thinking, and deepen understanding. As such, these types of speaking and listening situations are greatly supportive of reading and writing processes. They can provide opportunities for teachers to assess a number of Speaking and Listening outcomes, especially GCOs 1 and 3, as well as a number of Reading and Viewing, and Writing outcomes. Time to talk, reflect, and share with others is a fundamental aspect of the classroom workshop. Teachers need to take special care to develop a repertoire of strategies and organizational structures that support on-going opportunities for talk as a regular part of their literacy instruction.

Informal opportunities for talk are most effective when they remain task focused and goal related. Teachers need to supply clear, simple instructions as to the purpose of the discussion. They also need to provide explicit instruction of strategies used to sustain exploratory conversation. Students need to see and hear what effective conversation looks like and

sounds like. Teachers and students will have successful, positive experiences with informal speaking and listening situations in classrooms where explicit instruction and clear expectations around the criteria of success have been provided for participating students.

Following are brief explanations of a number of informal Speaking and Listening learning experiences that form an integral part of the classroom workshop. These provide a purposeful context for informal talk, as well as opportunities for explicit instruction and assessment of specific speaking and listening outcomes.

Book Club

Book Clubs are student-led book groups that allow students to discuss texts read either independently or as a shared experience. Although originally developed for use with novels, book clubs can be used with a variety of texts, including poetry, short stories, and non-fiction. These non-fiction book clubs are sometimes referred to as Inquiry Circles and include the use of multiple texts with a research focus on a topic or question. Students are organized into small groups, ideally no larger than four per group. Sometimes a common text is assigned to each group, but ideally students should also have opportunities to exercise some choice.

At regular intervals throughout a reporting period, the groups meet to talk about texts they have been reading or viewing during the Time to Practise phase of the classroom workshop, supported with explicit instruction and the establishment of consistent expectations. The informal talk within the groups deepens comprehension of the texts, broadens the cognitive strategies they apply to make sense of the texts, and encourages deeper personal and critical responses to the texts and their authors. Students benefit from the interactions and the range of perspectives among the group members as they build their understanding of the texts together.

Author's Chair

Author's Chair is a whole class informal speaking opportunity that is an important component of the Time to Share and Reflect phase of writing workshop. At regular intervals in the scheduled time for writing, students are invited to orally share parts of a current draft with the class, and receive descriptive feedback to support their writing process. Classroom structures and procedures for conducting Author's Chair must be carefully and explicitly developed to ensure student authors feel safe and secure while sharing their work, and that the integrity of the work is maintained. Students will need explicit instruction about how to constructively respond to an author's work in progress in order for this classroom strategy to produce good results for student writers.

Book Talk

Book Talk is an important component of the reading workshop that can be structured as whole class or as small group activity. Students volunteer or are scheduled to take turns sharing their thoughts, feelings and understandings about texts they are presently reading or viewing either during the Time to Practise or Time to Share and Reflect phase of the reading

workshop. Book Talks may involve a student reading an excerpt aloud from the chosen text to illustrate a point being made. A short, structured time is usually left for group participants to ask questions of the student doing the Book Talk. The intent is to create conversations that resemble those found in book clubs, rather than an oral book report presentation.

Students will need explicit instruction in talking critically and personally about texts, as well as instruction in ways to orally present their ideas informally to a group, aligned with Speaking and Listening outcomes under GCO 2. Also, students will need instruction in ways to respectfully interact as an audience in such situations, touching on GCO 3. Not only does this provide opportunities for students to demonstrate a number of Speaking and Listening outcomes, but also provides opportunities to demonstrate personal and critical responses to text, aligned with specific outcomes under GCO 6 and 7.

Peer Writers' Conference

Writing conferences are discussions about students' writing in progress for the purpose of providing an audience for their writing, to provide descriptive feedback intended to help writers develop control over their writing process, and to encourage reflective dialogue that will promote their growth as writers. For peer conferences, students are usually organized into small groups to read, view, or listen as one member of the group shares a sample of a draft in progress. Group participants then ask probing questions (that have been previously explicitly taught) that cause the author to think and talk about various aspects of their work.

Discussion

The ability to conduct discussions with a group of students should be part of the instructional repertoire of every teacher. During such discussions, the teacher often takes on the role of facilitator, posing a question or introducing a topic to the class, then directing and moderating the flow of dialogue among the students. Procedural guidelines may need to be established with students to ensure discussions are more than a series of bilateral exchanges between individual students and the teacher. Students may need explicit instruction demonstrating how to elaborate on main ideas or points made, and how to support their claims. For example, the teacher may want to provide explicit speaking and listening instruction by modeling the sorts of questions that help to promote and support exploratory talk before the students engage in such talk in small groups.

Discussion should be used sparingly as a classroom strategy. The attainment of specific outcomes should be clearly in mind, and rarely should a discussion extend for a long period of time. Maintaining the interest and engagement of any large group of students for extended periods of time in a discussion, no matter what the topic may be, can be extremely challenging. Quiet cooperation on the part of the class should not be confused with engagement.

Performance

Examples	Focus of Instruction
<ul style="list-style-type: none"> ➤ Readers' Theatre ➤ Dramatic Performance ➤ Story-telling and Recitation ➤ Narration or Voice Over 	<p>Addressed primarily in GCO 2 and GCO 3:</p> <ul style="list-style-type: none"> • Speaking elements emphasized-- <ul style="list-style-type: none"> ○ Planning and preparation ○ Dramatic use of voice, movement ○ Verbal and non-verbal cues ○ Space, light, costume, staging ○ Audience awareness, sensitivity • Listening elements emphasized-- <ul style="list-style-type: none"> ○ Appropriate behaviours as audience

Speaking and listening situations involving performance tend to involve the presentation of narrative, poetic and other expressive forms of language to an audience, usually through use of role-play and other dramatic elements. Most performances emphasize entertainment of the audience, although the intended purpose of a performance may also include the communication of information, the exploration of an idea, or the persuasion of an audience as in other formal speaking situations such as a presentation or speech.

Drama is an especially powerful medium for development of oral language and personal growth, providing an important outlet for the effusive energy and need for interaction so typical of young adolescents. It is an art that requires students to work together to share ideas, solve problems, practice and rehearse, and create meaning in order to communicate with and entertain others. Such drama activities as improvisation, role-play, story-telling, mime, Readers' Theatre, montage, and wide range of other theatrical exercises should be an integral part of balanced literacy instruction.

Successful performances often require students to use sophisticated diction and vocabulary, and alteration of volume, inflection, rate of speech, and tone of voice to achieve a variety of purposes, as well as pay close attention to non-verbal cues. Performance situations provide an excellent purposeful context for explicit instruction in these elements aligning with GCO 2. Such instruction should seek to provide clear explanations and examples of what a good staged or video performance looks like and sounds like.

Since there is usually a specific targeted audience in performance situations, there are many opportunities for assessment and explicit instruction of appropriate and effective audience listening behaviours and strategies, aligning especially with GCO 3. Students need to know what being a good audience participant looks like and sounds like in a variety of performance situations. They need lots of explicit instruction and many opportunities to practice in order to increase the likelihood of success.

Following are examples of a number of Speaking and Listening learning experiences that involve performance. Situations such as these provide purposeful contexts for explicit instruction addressing specific speaking and listening outcomes under GCO 2 and 3, as well as opportunities for assessment of student learning.

Readers' Theatre

In Readers' Theatre, students do a dramatic reading of narrative text such as a short story, novel excerpt, some poetry, or short script to a live audience comprised usually of fellow students, and sometimes parents and other teachers. Such performances predominantly make use of dramatic alteration of inflection, volume, and tone of voice to portray character and tell a story, with few if any use of non-verbal dramatic staging or props. This should not be confused with choral reading or reading around the room. In Readers' Theatre specific roles are assigned to individual students, a known text is usually used, and there is often time provided for rehearsal.

Preparing students for Readers' Theatre provides opportunities for explicit instruction aligning with specific speaking outcomes under GCO 2, and also provides an excellent opportunity to introduce appropriate audience listening behaviours aligning with GCO 3. Readers' Theatre, with its emphasis on reading aloud, also provides a purposeful context for instruction developing reading fluency, GCO 4.

Dramatic Performance

Staged dramatic performances such as a monologue, one act play, and stage or video production of a scripted play create opportunities for teachers to engage students in work that addresses a number of outcomes from all three strands of the English language arts curriculum. Students working either independently or in small groups on the production of dramatic performances may be engaged in researching, drafting scripts, reading or viewing anchor texts, planning, problem-solving, reading and rehearsing, and producing the final product.

Story-telling and Recitation

Story-telling, one of the oldest forms of performance, involves the presentation of a short piece of narrative in a dramatic, engaging, entertaining way to an audience. The text should be known well enough that it is presented from memory. Such performances predominantly make use of dramatic alteration of rate of speech, volume, inflection, and tone of voice to portray character and tell the story, with few if any use of non-verbal dramatic staging or props, providing opportunities for instruction and assessment of Speaking and Listening GCO 2. Comprehension of oral text requires the listening audience to make use of many of the reading comprehension strategies used to make sense of written text. As such, story-telling makes an excellent context for explicit instruction and assessment of the range of reading behaviours addressed under Reading and Viewing GCO 4 and 6.

Recitation is commonly a presentation of poetry, or sometimes a short piece of narrative, in a dramatic, engaging, entertaining way to a live audience. Although the text may sometimes be read aloud, it is often presented from memory. This form of presentation, once a popular

form of entertainment in earlier centuries, may be seen in contemporary forms such as Spoken Word Poetry and Rap Battle.

Both story-telling and recitation also provide excellent opportunities for purposeful instruction and assessment of appropriate audience listening behaviours aligning with SCO 3.

Narration or Voice Over

A number of electronic media, such as short video or audio productions in the style of media news, sports, current affairs, entertainment news, and docu-drama, make use of elements of oral presentation. Video drama and non-fiction, digital photo essay, and audio drama and documentary can also include narration, sometimes referred to as a voice-over, to help convey meaning. Students may study the work of established professionals in these genres, and create their own productions, then broadcast them within the classroom, across the school community, or up-load and podcast to the Internet.

Resources:

Donohue, Lisa. *Guided Listening* (Pembroke, 2007).

Fountas, Irene C. and Gay Su Pinnell. *Teaching for Comprehending and Fluency: Thinking, Talking and Writing About Reading, K-8* (Heinemann, 2006, pages 280-293)

Fountas, Irene C. and Gay Su Pinnell. *Teaching for Comprehending and Fluency: Thinking, Talking and Writing About Reading, K-8* (Heinemann, 2006, pages 318-323)

Green, Joan and Jennifer Glass. *Talking to Learn: 50 Strategies for Oral Language Development*. (Oxford University Press, 2010).

Harvey, Stehanie and Harvey Daniels. *Comprehension and Collaboration: Inquiry Circles in Action* (Heinemann, 2009).

Johnston, Peter H. *Choice Words: How Our Language Affects Children's Learning* (Stenhouse Publishers, 2004).

Palmer, Erik. *Well Spoken: Teaching Speaking to all Students*. (Stenhouse Publishers, 2011).

Thornton, Jo and Jessica Pegis. *Speaking With a Purpose: A Practice Guide to Oral Advocacy*. (Emond Montgomery Publications, 2005).

Trehearne, Miriam. *Comprehensive Literacy Resource for Grades 3-6 Teachers* (Thomson-Nelson, 2006).

Speaking and Listening Curriculum Outcomes – Grade Four

GCO 1 – Students will speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing-
1.1 explore and discuss their thoughts, ideas, and experiences and consider those of their peers	<p>Evidence of student learning relevant to these specific curriculum outcomes include:</p> <ul style="list-style-type: none"> - Clearly expressing a personal opinion about an event, item, information or text - Clarifying information for listeners' by responding to questions - Asking questions to clarify information - Asking questions to gather additional information - Expressing possible approaches or solutions to problems - Demonstrating good listening habits (as posted on a co-constructed anchor chart) - Respectfully responding to the opinions of others
1.2 ask and respond to questions to clarify information and explore solutions to problems (e.g., using an interview format)	
1.3 explain personal opinions and respond to the questions and opinions of others	
1.4 listen critically to others' ideas and opinions expressed	

Assessment

Use a variety of assessment tools such as checklists, rubrics and anecdotal note taking. Assess students multiple times, using multiple tools on multiple speaking and listening tasks, for example:

- Engage student in a conversation about their personal opinion and reasons for that opinion
- Use a checklist to compare student listening habits to those listed on the class anchor chart; together with student establish a listening learning goal and action plan
- Listen and make notes as students interact with their learning partner
- Listen and make notes as students work in small groups such as book clubs
- Observe students during planned and spontaneous talking contexts and record speaking and listening behaviours

Time to Teach

Make learning goals explicit by beginning instruction with models and demonstrations.

- Model expressing feelings about a character, event(s) in a story, or an ending to a story
- Model expressing reactions to information in an information text (e.g., surprised, amazed, wondering, comparing to other information)
- Demonstrate using detail and description to enhance verbal explanations and descriptions
- Model answering open-ended questions, such as:
 - o What do you think about ...?
 - o Tell us about your idea ...
 - o Please say more about that.
 - o What did you like and/or dislike about a book you read or film you viewed?
 - o What did you discover about (a topic) that you feel is important enough to share with others?
 - o Who would you recommend this book to and why?
- Demonstrate how to give an opinion about something (I like / I don't like because ..., I agree / I disagree because ...)
- Model how to respectfully agree and disagree with another person's opinion
- Model how to think critically about the information and presentation experienced through:
 - o Guest speakers
 - o Field trips
 - o Films
 - o Books read aloud to the class
 - o Classroom conversations / decisions
- Model a multi-sensory visualization from a story or poem read
- Model retelling a story in one's own words

Time to Practise

Provide a wide variety of contexts for talking including student / whole group, student / small group, learning partners – e.g., talking about books, personal experiences, opinions, each others' writing, etc. Involve students in problem solving in collaborative groups.

- Ask students to express their feelings and ideas during an interactive read aloud by talking to their learning partner based on a teacher prompt, such as:
 - o What do you think will happen when ...? Why do you think that?
 - o Where do you think this story is taking place? What reasons do you have for thinking that?
 - o Talk about the main character's personality.
 - o Do you like this character? Give reasons for your opinion.
 - o What does this part remind you of? Give support for those memories.
- Co-construct an anchor chart of effective listening habits
- Co-construct an anchor chart of questions students might ask to clarify understandings
- Co-construct an anchor chart of respectful comments when opinions differ
- Ask students questions in a way that shows you expect every student to be able to answer
 - o I know you don't know have an answer to that question right now, but if you did have an answer, what would it be?
- Provide opportunities for students to express their feelings about music, dramatic performances, visual art displays, etc.
- Provide ample wait time to allow students time to think before responding
- Provide opportunities for students to talk with and listen to their learning partner's personal experiences, ideas, opinions, etc. (e.g., think-pair-share-listen)
- Engage students in critiques about information learned and presentations experienced – encourage students to respond about:
 - o Likes and dislikes
 - o Comparisons with other texts, presentations and / or experiences
 - o Agree or disagree with information or point of view
- Provide opportunities for students to orally share what they are visualizing (seeing, hearing, touching, tasting, smelling, feeling)
- Provide opportunities for students to retell stories in their own words
- Provide opportunities for students to share their reading and writing experiences

Time to Reflect and Share

- Ask students to reflect on effective listening habits (anchor chart) and discuss what they are doing well and/or may need to work on
- Ask students to share an experience where two classmates had different opinions and talked about the issue respectfully
- Ask students to share possible solutions to a specific problem
- Ask students to share their thoughts about places where they felt they were effective speakers during a recent oral presentation

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- Work more frequently on specific listening habits with students who have listening challenges
- Work with students in small groups to support their ability to give reasons for their opinions
- Work with students in small groups to reinforce how to respectfully disagree with someone about a topic

Increased Challenge

- Encourage student to talk about an issue from two different perspectives – agree / disagree because ...
- Encourage student to participate in a play or Reader’s Theatre by taking a lead role or the role of student director

Speaking and Listening Curriculum Outcomes – Grade Four

GCO 2 – Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
2.1 contribute to conversations, small-group and whole-group discussion, showing an awareness of when to speak and when to listen	<ul style="list-style-type: none"> - Taking turns appropriately when engaged in speaking and listening - Verbally giving specific directions that have several parts - Following verbal directions that have several parts - Making comments to and ask questions of a guest speaker or peer presenter - Orally presenting information to whole class or small groups and answering questions - Making comments to and ask questions of presenters / speakers - Asking questions and making comments in a variety of small group settings
2.2 use word choice, tone of voice, facial expressions, and gestures appropriate to the speaking occasion	
2.3 give and follow instructions and respond to questions and directions	
2.4 engage in and respond to oral presentations (e.g., retell a story, sing a song)	

	<ul style="list-style-type: none"> - Begin to use more sophisticated vocabulary to engage an audience
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Assessment

Use a variety of assessment tools such as checklists, rubrics and anecdotal note taking. Assess students multiple times, using multiple tools on multiple speaking and listening tasks, for example:

- Talk with students and specifically notice their use of tone of voice, facial expressions and gestures to convey meaning
- Observe students in group situations and make notes about their interactions (how to change topic, how and when to interrupt appropriately, how to add to a person's ideas, how to agree or disagree respectfully)
- Observe students following directions that have several parts
- Listen to students as they present orally and use a checklist to note their presentation behaviours (e.g., clarity of message, focus on listeners', ability to answer questions, use of gestures, projection, facial expression and intonation)
- Observe students as they interact with a guest speaker or peer presenter – asking questions and making comments
- Provide opportunities for students to self-assess their oral presentations

Time to Teach

Make learning goals explicit by beginning instruction with models and demonstrations.

- Demonstrate how gestures, facial expressions and tone of voice convey meaning (whispering to convey secrecy, screaming to express fear, jumping up and down with hand over mouth to express surprise, wringing hands to express nervousness, etc.)
- Model how to give a book talk about a book worthy of recommendation to others (title of the book, author, genre, what makes it a good read)
- Model how to add to classmate's ideas, how to change topic, how to interrupt effectively, how to disagree respectfully
- Develop non-verbal signals to facilitate classroom management (e.g., music for transition time, hand raised to gather students' attention)
- Model giving an explanation of how to do something (e.g., follow a procedure, follow directions)
- Model giving a short oral presentation about a person who has been interviewed (link to biography through interview)
- Model self and peer feedback of oral presentations
- Model how to follow multi-step directions in the classroom

Time to Practise

Provide a wide variety of contexts for talking including student / whole group, student / small group, learning partners – e.g., talking about personal experiences, books, guest speakers, performances, opinions, each other's writing, etc. Engage students in shared and guided experiences as appropriate to the learning experience.

- Co-construct an anchor chart about how to add to a classmate's ideas, how to change topic, how to interrupt effectively, how to disagree respectfully
- Provide frequent opportunities for students to consistently respond to non-verbal signals
- Provide frequent opportunities for students to follow multi-step directions
- Co-construct an anchor chart of what makes a good book talk and provide opportunities for students to give book talks
- Ask students to repeat directions given
- Ask students to explain how to do something to a classmate (e.g., follow a procedure, play a game)
- Provide opportunities for students to give short oral presentations on a variety of topics about a person who was interviewed (i.e. science, health, social studies topics)
- Ask students to explain to a new student some of the classroom and school routines / procedures (e.g., placing lunch orders, changing for physical education class, playing on the playground)
- Use technology to create pod-casts, commercials, short videos

Time to Reflect and Share

- Ask students to reflect on what helped them contribute to discussions in a small group
- Ask students to reflect on how they made decisions about important and interesting information to include in the graphic organizer for the purposes of presentation
- Ask students to reflect on oral presentations they experienced and comment on what made them effective
- Ask students to reflect on a new understanding, concept, skill, strategy, etc.

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- Work with students to follow one verbal direction at a time and gradually require student to follow two to three directions in sequence from one verbal prompt
- Provide a system of cue cards for a student who may require extra support with following multi-step instructions
- For students who may find presenting in front of a live audience too daunting, allow them to record their presentation and have the class view the recording

Increased Challenge

- Provide additional opportunities for students to give oral presentations about items or topics of interest – this gives other students more occasions to practice asking effective questions to clarify or extend their understanding
- Provide opportunities for students to develop multi-step oral instructions for a variety of games and activities

Speaking and Listening Curriculum Outcomes – Grade Four

GCO 3 – Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
3.1 show basic courtesies of conversation in group interactions	<ul style="list-style-type: none"> - Taking turns speaking and listening in group work situations - Giving ‘I messages’ about personal feelings - Using appropriate volume of voice inside the classroom and other school spaces - Disagreeing respectfully with a classmate - Demonstrating respectful interactions with peers, other students in the school and adults
3.2 identify examples of prejudice and stereotyping in oral language, and use language that shows respect for all people	
3.3 show an awareness of the kinds of language appropriate to different situations and audiences	

Assessment

Use a variety of assessment tools such as checklists, rubrics and anecdotal note taking. Assess students multiple times, using multiple tools on multiple speaking and listening tasks, for example:

- Talk to students about their feelings and note their ability to give ‘I messages’
- Observe students as they interact with their learning partners or in small groups; make notes about their social interactions
- Observe students in a variety of situations and note their appropriate volume, tone of voice, etc.

Time to Teach

Make learning goals as explicit as possible by beginning instruction with models and demonstrations.

- Model the use of a talking prop (stick, puppet, feather, small stuffed animal, etc.)
- Model how to disagree with a person in a respectful manner (e.g., I disagree because)
- Model how to solicit help if needed (e.g., I am having some trouble with)
- Model the use of respectful language
- Model how to share materials fairly
- Provide a signal for volume control during class work times
- Demonstrate playing the ‘I message’ role playing game: draw a card (on which feeling words are printed), identify a situation that might have led to the feeling, state the feeling and give an ‘I message’ for this feeling
- Model how to respectfully interrupt a speaker
- Model and provide an anchor chart for appropriate body language for listening

Time to Practise

Provide a wide variety of contexts for talking including student / whole group, student / small group, learning partners – e.g., talking about personal experiences, books, guest speakers, performances, opinions, each other’s writing, etc. Engage students in shared and guided experiences as appropriate to the learning experience.

- Co-construct an anchor chart of appropriate behaviours for communicating in large and small groups – include what each behaviour looks like and sounds like

Behaviour	Looks Like	Sounds Like
Interrupting appropriately	Eyes on the speaker	Excuse me ...)
Expanding on another person’s idea	Eyes on the person whose idea you are expanding and also on the rest of the group	“To build on what ____ just said, I agree with ____ and I also think ____.”

- Provide a wide variety of experiences for students to use a talking prop or signal when interacting in a large or small group
- Regularly reinforce students for positive behaviours with respect to disagreeing, soliciting help, sharing materials, following classroom routines, etc.

- To help with “volume control” regularly reinforce the use of a noise visual with the use of numbers (0, 1, 2, 3) or another visual cue
- Engage students in experiences of connecting emotions to situations, memories, etc.
- Regularly reinforce respectful language
- Engage students in discussions about language that is unfair or hurtful; use stories, poems, songs as a stimulus for such discussions (e.g., *Don’t Laugh at Me*)
- Provide opportunities for students to self-assess their speaking and listening skills, for example:
 - o Did I listen to other students’ ideas?
 - o Did I share my ideas with my group?
 - o Did I take turns to speak?
 - o Did I disagree with someone respectfully?
- Gradually co-construct an anchor chart of problems that arise in the classroom and language that helps and hurts

Problem	Helps	Hurts
One person is using a marker that another person wants.	Could I please have that when you finish that part?	Give me that!

- Provide opportunities for students to practice using “I messages”
- Provide opportunities for students to reflect on the power of language and to share these personal experiences

Time to Reflect and Share

- Ask students to share ways a classmate worked effectively in a small group
- Ask students to share an emotion, why they felt that way and an appropriate ‘I message’
- Ask students to identify language they heard or read that was unfair or disrespectful
- Ask students to share an issue where there were differing points of view and how the problem was solved

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- Work with students individually to strengthen ‘I messages’ to respectfully express ideas

Increased Challenge

- Ask students to identify problems that may arise in the classroom and brainstorm language choices that help or hurt
- Provide opportunities for students to change disrespectful language they have heard or read into respectful language

Speaking and Listening Curriculum Outcomes – Grade Five

GCO 1 – Students will speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
1.1 contribute thoughts, ideas, and experiences to discussions, and ask questions to clarify their ideas and those of their peers	<ul style="list-style-type: none"> - Clearly expressing a personal opinion about an event, item, information or text - Clarifying information for listeners’ by responding to questions
1.2 ask and respond to questions to seek clarification or explanation of ideas and concepts	<ul style="list-style-type: none"> - Asking questions to clarify information - Asking questions to gather additional information
1.3 explain and support personal ideas and opinions	<ul style="list-style-type: none"> - Expressing possible approaches or solutions to problems
1.4 listen critically to others’ ideas and opinions and points of view	<ul style="list-style-type: none"> - Demonstrating good listening habits (as posted on a co-constructed anchor chart) - Respectfully responding to the opinions of others - Shows flexibility with communication (i.e., matching language style and

	language used to the audience, topic or conversation)
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Assessment

Use a variety of assessment tools such as checklists, rubrics and anecdotal note taking. Assess students multiple times, using multiple tools on multiple speaking and listening tasks, for example:

- Engage student in a conversation about their personal opinion and reasons for that opinion
- Observe as students engage in a speech, panel discussion or debate and note students ability to support their ideas with personal experience and evidence from research
- Guide students to assess their listening skills using a checklist and then use the self-assessment to create a listening learning goal and action plan
- Listen and make notes as students interact with their learning partner
- Listen and make notes as students work in small groups such as book clubs
- Observe students during planned and spontaneous talking contexts and record speaking and listening behaviours
- Observe students as they respond to the questions of others

Time to Teach

Make learning goals explicit by beginning instruction with models and demonstrations.

- Model expressing feelings about a character, event(s) in a story, or an ending to a story
- Model expressing feelings and reactions to information in an information text (e.g., surprised, amazed, wondering, comparing to other information)
- Demonstrate using detail and description to enhance verbal explanations and descriptions
- Model answering open-ended questions, such as:
 - o What do you think about ...?
 - o Tell us about your idea ...
 - o Please say more about that.
 - o What did you like and/or dislike about a book you read or film you viewed?
 - o What did you discover about (a topic) that you feel is important enough to share with others?
 - o Who would you recommend this book to and why?
- Demonstrate how to give an opinion about something (I like / I don't like because ..., I agree / I disagree because ...)
- Model how to respectfully agree and disagree with another person's opinion
- Model how to think critically about the information and presentation experienced through:
 - o Guest speakers
 - o Field trips
 - o Films

- Books read aloud to the class
 - Classroom conversations / decisions
- Model a multi-sensory visualization from a story or poem read
- Model retelling a story in one's own words
- Demonstrate trying to persuade someone (perhaps trying to persuade a friend to share their recess snack) and using facts to back up the argument
- Demonstrate arguing both sides on an argument in a controlled and supported manner

Time to Practise

Provide a wide variety of contexts for talking including student / whole group, student / small group, learning partners – e.g., talking about books, personal experiences, opinions, each other's writing, etc. Involve students in problem solving in collaborative groups.

- Ask students to express their feelings and ideas during an interactive read aloud by talking to their learning partner based on a teacher prompt, such as:
 - o What do you think will happen when ...? Why do you think that?
 - o Where do you think this story is taking place? What reasons do you have for thinking that?
 - o Talk about the main character's personality.
 - o What are the main character's motivations for their actions? Give reasons for your opinion.
 - o What is the author's intended purpose in writing this piece?
 - o What is the implied message in the writing?
 - o What does this part remind you of? Give support for those memories.
 - o How does the author use writer's craft to draw the reader in to the story?
- Co-construct an anchor chart of effective listening habits
- Co-construct an anchor chart of questions students might ask to clarify understandings
- Co-construct an anchor chart of respectful comments when opinions differ
- Ask students questions in a way that shows you expect every student to be able to answer
 - o I know you don't have an answer to that question right now, but if you did have an answer, what would it be?
- Provide ample wait time to allow students time to think before responding
- Provide opportunities for students to express their feelings about music, dramatic performances, visual art displays, etc.
- Provide opportunities for students to talk with and listen to their learning partner's personal experiences, ideas, opinions, etc. (e.g., think-pair-share-listen)
- Engage students in critiques about information learned and presentations experienced – encourage students to respond about:
 - o Likes and dislikes
 - o Comparisons with other texts, presentations and / or experiences
 - o Agree or disagree with information or point of view
- Provide opportunities for students to orally share what they are visualizing (seeing, hearing, touching, tasting, smelling, feeling)
- Provide opportunities for students to retell stories in their own words

Time to Reflect and Share

- Ask students to reflect on good listening habits (anchor chart) and discuss what they are doing well and/or may need to work on
- Ask students to share an experience where two classmates had different opinions and talked about the issue respectfully

- Ask students to share possible solutions to a specific problem

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- Work more frequently on specific listening habits with students who have listening challenges
- Work with students in small groups to support their ability to give reasons for their opinions
- Work with students in small groups to reinforce respectful disagreements on a topic

Increased Challenge

- Encourage student to talk about an issue from two different perspectives with support in a controlled argument– agree / disagree because ...

Speaking and Listening Curriculum Outcomes – Grade Five

GCO 2 – Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing-
	Evidence of student learning relevant to these specific curriculum outcomes include:
2.1 contribute to and respond constructively in conversation, small-group and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners	<ul style="list-style-type: none"> - Taking turns appropriately when engaged in speaking and listening - Engaging in a conversation paying attention to verbal and non-verbal cues - Verbally giving specific directions that have several parts - Following verbal directions that have several parts - Making comments to and asking questions of a guest speaker or peer presenter - Orally presenting information to whole class or small groups and answering questions - With teacher support and guidance, evaluating the oral presentations of themselves and others - Making comments to and asking questions of student presenters / speakers - Understanding and using appropriate body language in different speaking situations - Using increasingly complex and sophisticated language to engage their listeners
2.2 use word choice and expression appropriate to the speaking occasion	
2.3 give and follow precise instructions and respond to questions and directions	
2.4 engage in, respond to, and evaluate oral presentations	

Assessment

Use a variety of assessment tools such as checklists, rubrics and anecdotal note taking. Assess students multiple times, using multiple tools on multiple speaking and listening tasks, for example:

- Talk with students and specifically notice their use of tone of voice, facial expressions and gestures to convey meaning
- Observe students in group situations and make notes about their interactions (how to change topic, how and when to interrupt appropriately, how to add to a person's ideas, how to agree or disagree respectfully)
- Observe students giving and following directions that have several parts
- Listen to students as they present orally and use a checklist to note their presentation behaviours (e.g., clarity of message, focus on listeners', ability to answer questions, use of gestures, projection, facial expression and intonation)
- Have students participate in self and peer assessment of oral presentations
- Observe students as they interact with a guest speaker or peer presenter – asking questions and making comments

Time to Teach

Make learning goals explicit by beginning instruction with models and demonstrations.

- Demonstrate how gestures, facial expressions, body language and tone of voice convey meaning (whispering to convey secrecy, screaming to express fear, jumping up and down with hand over mouth to express surprise, wringing hands to express nervousness, etc.)
- Model how to give a book talk about a book worthy of recommendation to others (title of the book, author, genre, what makes it a good read)
- Model how to add to classmate's ideas, how to change topic, how to interrupt effectively, how to disagree respectfully
- Demonstrate how to ask appropriate questions in response to what has been heard
- Develop non-verbal signals to facilitate classroom management (e.g., music for transition time, hand raised to gather students' attention)
- Model giving an explanation of how to do something (e.g., follow a procedure, follow directions)
- Model giving a short oral presentation about a person who has been interviewed (link to biography through interview)
- Model how to follow multi-step directions in the classroom
- Model how to evaluate an oral presentation (provide or co-construct a checklist to consider)

Time to Practise

Provide a wide variety of contexts for talking including student / whole group, student / small group, learning partners – e.g., talking about personal experiences, books, guest speakers, performances, opinions, each other's writing, etc. Engage students in shared and guided experiences as appropriate to the learning experience.

- Co-construct an anchor chart about how to add to a classmate's ideas, how to change topic, how to interrupt effectively, how to disagree respectfully
- Provide frequent opportunities for students to consistently respond to non-verbal signals
- Provide frequent opportunities for students to follow multi-step directions

- Co-construct an anchor chart of what makes a good book talk and provide opportunities for students to give book talks
- Ask students to repeat directions given
- Have students create and demonstrate a flow chart
- Ask students to explain how to do something (e.g., follow a procedure, play a game)
- Provide opportunities for students to give oral presentations about a variety of topics
- Provide opportunities for students to practice appropriate eye contact, speaking volume and body language when giving an oral presentation to a larger audience
 - o School assemblies
 - o Media Centre
 - o Morning Announcements
 - o Master of Ceremonies for School Concerts
- Ask students to explain to a new student some of the classroom and school routines / procedures (e.g., placing lunch orders, changing for physical education class, playing on the playground)
- Use technology to create commercials, animations

Time to Reflect and Share

- Ask students to reflect on what helped them contribute to discussions in a small group
- Ask students to reflect on how they made decisions about important and interesting information to include in the graphic organizer for the purposes of presentation
- Ask students to reflect on oral presentations they experienced and comment on what made them effective
- Ask students to reflect on a new understanding, concept, skill, strategy, etc.
- Ask students to complete a self-evaluation of their oral presentation

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- Work with students to follow one verbal direction at a time and gradually require student to follow two to three directions in sequence from one verbal prompt
- Encourage students to give oral presentations to small groups when they are unable to present to the entire class

Increased Challenge

- Provide additional opportunities for students to give oral presentations about items or topics of interest – this gives other students more occasions to practice asking good questions to clarify or extend their understanding
- Provide opportunities for students to develop multi-step oral instructions for a variety of games and activities

Speaking and Listening Curriculum Outcomes – Grade Five

GCO 3 – Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing-
3.1 demonstrate an awareness of the needs, rights, and feelings of others by listening attentively and speaking in a manner appropriate to the situation	<p>Evidence of student learning relevant to these specific curriculum outcomes include:</p> <ul style="list-style-type: none"> - Taking turns speaking and listening in group work situations - Giving ‘I messages’ about personal feelings - Using appropriate volume of voice inside the classroom and other school spaces - Disagreeing respectfully with a classmate - Demonstrating respectful interactions with peers, other students in the school and adults - Using language that is sensitive to others’ feelings - Noticing times when language used in a video, book or real life situation is prejudicial, stereotypical or biased - Reflecting on the potential power of language for negative or positive influence
3.2 identify examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use language that shows respect for all people	
3.3 consider purpose and the needs and expectations of their audience	

Assessment

Use a variety of assessment tools such as checklists, rubrics and anecdotal note taking. Assess students multiple times, using multiple tools on multiple speaking and listening tasks, for example:

- Talk to students about their feelings and note their ability to express how they are feeling in a constructive manner
- Observe students as they interact with their learning partners or in small groups; make notes about their social interactions
- Observe students in a variety of situations and note their appropriate volume, tone of voice, etc.

- Watch for examples of students positive influence on their class or small group work through the language they select
- Watch for examples of students engaging their audience purposefully and effectively
- Observe students as they discuss examples of prejudice, stereotypes and bias in text they have read or viewed

Time to Teach

Make learning goals as explicit as possible by beginning instruction with models and demonstrations.

- Model the use of a talking prop (stick, rock, feather, small stuffed animal, etc.)
- Model how to disagree with a person in a respectful manner (e.g., I disagree because)
- Model how to solicit help if needed (e.g., I am having some trouble with)
- Model the use of respectful language
- Model how to share materials fairly and solve conflicts if and when they surface
- Provide a signal for volume control during class work times
- Demonstrate sharing feelings in an appropriate manner
- Provide strategies for ignoring distractions and focusing on a listening task
- Share examples of times when language was used to create prejudice, stereotyping, or bias toward a group of people or an individual
- Discuss the power of language and our responsibilities to create environments free of prejudice, stereotyping, or bias

Time to Practise

Provide a wide variety of contexts for talking including student / whole group, student / small group, learning partners – e.g., talking about personal experiences, books, guest speakers, performances, opinions, each other’s writing, etc. Engage students in shared and guided experiences as appropriate to the learning experience.

- Co-construct an anchor chart of appropriate behaviours for communicating in large and small groups – include what each behaviour looks like and sounds like

Behaviour	Looks Like	Sounds Like
Interrupting appropriately	Eyes on the speaker	Excuse me ...)
Expanding on another person’s idea	Eyes on the person whose idea you are expanding and also on the rest of the group	“To build on what ___ just said, I agree with ___ and I also think ___.”

- Provide a wide variety of experiences for students to use a talking prop when interacting in a large or small group
- Provide opportunities for students to practice positive behaviours with respect to disagreeing, soliciting help, sharing materials, following classroom routines, etc.
- To help with “volume control” regularly reinforce the use of a noise visual with the use of numbers (0, 1, 2, 3) or another visual cue
- Engage students in experiences of connecting emotions to situations, memories, etc.

- Regularly reinforce respectful language
- Engage students in discussions about language that is unfair or hurtful; use stories, poems, songs as a stimulus for such discussions (e.g., *Don't Laugh at Me*)
- Provide materials for students to evaluate for prejudice, stereotyping, or bias in language
- Provide opportunities for students to self-assess their speaking and listening skills, for example:
 - o Did I listen to other students' ideas?
 - o Did I share my ideas with my group?
 - o Did I take turns to speak?
 - o Did I disagree with someone respectfully?
- Gradually co-construct an anchor chart of problems that arise in the classroom and language that helps and hurts

Problem	Helps	Hurts
One person is reading a class library book that another person wants.	Could I please have that when you finish reading the book?	Give me that!

- Provide opportunities for students to reflect on the power of language and to share these personal experiences

Time to Reflect and Share

- Ask students to share ways a classmate worked effectively in a small group
- Ask students to share an emotion, why they felt that way using appropriate language
- Ask students to identify language they heard or read that was unfair or disrespectful
- Ask students to share an issue where there were differing points of view and how the problem was solved
- Have students share examples of language containing prejudice, stereotyping, or bias and explain what effect it has on the reader/ viewer/ listener

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- Work with students individually to strengthen a variety of ways to respectfully express ideas

Increased Challenge

- Ask students to identify problems that may arise in the classroom, school or community and brainstorm language choices that help or hurt
- Provide opportunities for students to change disrespectful language they have heard or read into respectful language

Speaking and Listening Curriculum Outcomes – Grade Six

GCO 1 – Students will speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
1.1 contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others	<ul style="list-style-type: none"> - Clearly expressing a personal opinion about an event, item, information or text - Clarifying information for listeners' by responding to questions - Asking questions to clarify information - Asking questions to gather additional information - Expressing possible approaches or solutions to problems - Demonstrating good listening habits - Respectfully responding to the opinions of others - Respectfully defending their opinions and viewpoints with evidence - Really listening to others' ideas in a respectful manner - Shows flexibility with communication (i.e., matching language style and language used to the audience, topic or conversation)
1.2 ask and respond to questions to seek clarification or explanation of ideas and concepts	
1.3 defend and/or support their opinions with evidence	
1.4 listen critically to others' ideas or opinions and points of view	

Assessment

Use a variety of assessment tools such as checklists, rubrics and anecdotal note taking. Assess students multiple times, using multiple tools on multiple speaking and listening tasks, for example:

- Engage student in a conversation about their personal opinion and reasons for that opinion
- Have students assess their listening skills using a checklist and then use the self-assessment to create a listening learning goal and action plan
- Listen and make notes as students interact with their learning partner

- Listen and make notes as students work in small groups such as book clubs
- Observe students during planned and spontaneous talking contexts and record speaking and listening behaviours
- Observe students as they respond to the questions of others
- Observe students as they respectfully debate ideas, listening to the views of others and responding to their thinking
- Observe students as they respectfully present their ideas in a debate, and provide support for their arguments

Time to Teach

Make learning goals explicit by beginning instruction with models and demonstrations.

- Model expressing feelings about a character, event(s) in a story, or an ending to a story
- Model expressing feelings and reactions to information in an information text (e.g., surprised, amazed, wondering, comparing to other information)
- Demonstrate using detail and description to enhance verbal explanations and descriptions
- Model answering open-ended questions, such as:
 - o What do you think about ...?
 - o Tell us about your idea ...
 - o Please say more about that.
 - o What did you like and/or dislike about a book you read or film you viewed?
 - o What did you discover about (a topic) that you feel is important enough to share with others?
 - o Who would you recommend this book to and why?
- Demonstrate how to give an opinion about something (I like / I don't like because ..., I agree / I disagree because ...)
- Demonstrate argument/ counter argument
- Model how to respectfully agree and disagree with another person's opinion
- Model how to think critically about the information and presentation experienced through:
 - o Guest speakers
 - o Field trips
 - o Films
 - o Books read aloud to the class
 - o Classroom conversations / decisions
- Model a multi-sensory visualization from a story or poem read
- Model retelling a story in one's own words
- Demonstrate trying to persuade someone (perhaps trying to persuade a friend to share their recess snack) and using facts to back up the argument
- Demonstrate arguing both sides on an argument in a controlled and supported manner
- Model formal debating format

Time to Practise

Provide a wide variety of contexts for talking including student / whole group, student / small group, learning partners – e.g., talking about books, personal experiences, opinions, each other’s writing, etc. Involve students in problem solving in collaborative groups.

- Ask students to express their feelings and ideas when reading or viewing text
- Have students consider and discuss issues of critical literacy when reading or viewing such as:
 - o Whose voices are represented?
 - o Whose voices are silenced?
 - o Why did the author write this text?
 - o What are the overt messages?
 - o What are the implied messages?
- Co-construct an anchor chart of good listening habits
- Co-construct an anchor chart of questions students might ask to clarify understandings
- Co-construct an anchor chart of respectful comments when opinions differ
- Ask students questions in a way that shows you expect every student to be able to answer
 - o I know you don’t know have an answer to that question right now, but if you did have an answer, what would it be?
- Provide ample wait time to allow students time to think before responding
- Provide opportunities for students to express their feelings about music, dramatic performances, visual art displays, etc.
- Provide opportunities for students to talk with and listen to their learning partner’s personal experiences, ideas, opinions, etc. (e.g., think-pair-share)
- Engage students in critiques about information learned and presentations experienced – encourage students to respond about:
 - o Likes and dislikes
 - o Comparisons with other texts, presentations and / or experiences
 - o Agree or disagree with information or point of view
- Provide opportunities for students to orally share what they are visualizing (seeing, hearing, touching, tasting, smelling, feeling)
- Provide opportunities for students to retell stories in their own words

Time to Reflect and Share

- Ask students to reflect on effective listening habits (anchor chart) and discuss what they are doing well and/or may need to work on
 - o Students may reflect orally or in a journal or notebook
 - o Students set learning goals based on their reflections
- Ask students to share an experience where two classmates had different opinions and talked about the issue respectfully
- Ask students to share possible solutions to a specific problem
- Have students reflect on their ability to give an opinion and support that opinion with evidence from the text or their own experiences

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- Work more frequently on specific listening habits with students who have listening challenges
- Work with students in small groups to support their ability to give reasons for their opinions
- Work with students in small groups to reinforce respectful disagreements on a topic

Increased Challenge

- Encourage student to talk about an issue from two different perspectives with support in a controlled argument– agree / disagree because ...

Speaking and Listening Curriculum Outcomes – Grade Six

GCO 2 – Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
2.1 contribute to and respond constructively in conversation, small-group and whole-group discussion	<ul style="list-style-type: none"> - Taking turns appropriately when engaged in speaking and listening - Fully engaging in conversation, paying attention to verbal and non-verbal cues - Verbally giving specific directions that have several parts - Following verbal directions that have several parts - Offering opinions and asking questions in a variety of small group settings - Making comments to and asking questions of a guest speaker or peer presenter - Orally presenting information to whole class or small groups and answering questions - Evaluating the oral presentations of others with increasing independence - Understanding and using appropriate body language in different speaking situations - Purposefully selecting effective and sophisticated language for oral presentations
2.2 use word choice and emphasis, making a conscious attempt to produce a desired effect	
2.3 give and follow instructions and respond to a variety of questions and instructions	
2.4 engage in, respond to, and evaluate a variety of oral presentations and other texts	

Assessment

Use a variety of assessment tools such as checklists, rubrics and anecdotal note taking. Assess students multiple times, using multiple tools on multiple speaking and listening tasks, for example:

- Talk with students and specifically notice their use of tone of voice, facial expressions and gestures to convey meaning

- Observe students in group situations and make notes about their interactions (how to change topic, how and when to interrupt appropriately, how to add to a person's ideas, how to agree or disagree respectfully)
- Observe students giving and following directions that have several parts
- Listen to students as they present orally and use a checklist to note their presentation behaviours (e.g., clarity of message, focus on listeners', ability to answer questions, use of gestures, projection, facial expression and intonation)
- Have students participate in self and peer assessment of oral presentations
- Observe students as they interact with a guest speaker or peer presenter – asking questions and making comments

Time to Teach

Make learning goals explicit by beginning instruction with models and demonstrations.

- Demonstrate how gestures, facial expressions, body language and tone of voice convey meaning (whispering to convey secrecy, screaming to express fear, jumping up and down with hand over mouth to express surprise, wringing hands to express nervousness, etc.)
- Model how to give a book talk about a book worthy of recommendation to others (title of the book, author, genre, what makes it a good read)
- Model how to add to classmate's ideas, how to change topic, how to interrupt effectively, how to disagree respectfully
- Demonstrate how to ask appropriate questions in response to what has been heard
- Develop non-verbal signals to facilitate classroom management (e.g., music for transition time, hand raised to gather students' attention)
- Model giving an explanation of how to do something (e.g., follow a procedure, follow directions)
- Model giving a short oral presentation about a person who has been interviewed (link to biography through interview)
- Model how to follow multi-step directions in the classroom
- Model how to evaluate an oral presentation

Time to Practise

Provide a wide variety of contexts for talking including student / whole group, student / small group, learning partners – e.g., talking about personal experiences, books, guest speakers, performances, opinions, each other's writing, etc. Engage students in shared and guided experiences as appropriate to the learning experience.

- Co-construct an anchor chart about how to add to a classmate's ideas, how to change topic, how to interrupt effectively, how to disagree respectfully
- Provide frequent opportunities for students to consistently respond to non-verbal signals
- Provide frequent opportunities for students to follow multi-step directions
- Co-construct an anchor chart of what makes a good book talk and provide opportunities for students to give book talks
- Ask students to repeat directions given

- Have students create and demonstrate a flow chart
- Ask students to explain how to do something (e.g., follow a procedure, play a game)
- Provide opportunities for students to give oral presentations about a variety of topics to larger audiences:
 - o School Assemblies
 - o Media Centre
 - o Morning Announcements
 - o Master of Ceremonies for School Concerts
 - o Introducing guest speakers for the school
- Provide opportunities for students to practice appropriate eye contact, speaking volume and body language when giving an oral presentation
- Ask students to explain to a new student some of the classroom and school routines / procedures (e.g., placing lunch orders, changing for physical education class, playing on the playground)
- Use technology to create commercials, animations

Time to Reflect and Share

- Ask students to reflect on what helped them contribute to discussions in a small group
- Ask students to reflect on how they made decisions about important and interesting information to include in the graphic organizer for the purposes of presentation
- Ask students to reflect on oral presentations they experienced and comment on what made them effective
- Ask students to reflect on a new understanding, concept, skill, strategy, etc.

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- Work with students to follow one verbal direction at a time and gradually require student to follow two to three directions in sequence from one verbal prompt
- Encourage students to give oral presentations to small groups when they are unable to present to the entire class

Increased Challenge

- Provide additional opportunities for students to give oral presentations about items or topics of interest – this gives other students more occasions to practice asking good questions to clarify or extend their understanding
- Provide opportunities for students to develop multi-step oral instructions for a variety of games and activities

Speaking and Listening Curriculum Outcomes – Grade Six

GCO 3 – Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing-
3.1 listen attentively and demonstrate awareness of the needs, rights, and feelings of others	Evidence of student learning relevant to these specific curriculum outcomes include: <ul style="list-style-type: none"> - Taking turns speaking and listening in group work situations - Clearly articulating their personal feelings and listening sensitively to the feelings of others - Using appropriate volume of voice inside the classroom and other school spaces - Disagreeing respectfully with a classmate - Demonstrating respectful interactions with peers, other students in the school and adults - Using language that is sensitive to others’ feelings - Noticing times when language used in a video, book or real life situation is prejudicial, stereotypical or biased - Reflecting on the potential power of language for negative or positive influence
3.2 detect example of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use bias-free language	
3.3 make a conscious attempt to consider the needs and expectations of their audience	

Assessment

Use a variety of assessment tools such as checklists, rubrics and anecdotal note taking. Assess students multiple times, using multiple tools on multiple speaking and listening tasks, for example:

- Talk to students about their feelings and note their ability to express how they are feeling in a constructive manner
- Observe students as they interact with their learning partners or in small groups; make notes about their social interactions

- Observe students in a variety of situations and note their appropriate volume, tone of voice, etc.
- Watch for examples of students positive influence on their class or small group work through the language they select
- Watch for examples of students engaging their audience purposefully and effectively
- Observe students as they discuss examples of prejudice, stereotypes and bias in text they have read or viewed

Time to Teach

Make learning goals as explicit as possible by beginning instruction with models and demonstrations.

- Model the use of a talking prop (stick, puppet, feather, small stuffed animal, etc.)
- Model how to disagree with a person in a respectful manner (e.g., I disagree because)
- Model how to solicit help if needed (e.g., I am having some trouble with)
- Model the use of respectful language
- Model how to share materials fairly and solve conflicts if and when they surface
- Provide a signal for volume control during class work times
- Demonstrate sharing feelings in an appropriate manner
- Provide strategies for ignoring distractions and focusing on a listening task
- Share examples of times when language was used to create prejudice, stereotyping, or bias toward a group of people or an individual
- Discuss the power of language and our responsibilities to create environments free of prejudice, stereotyping, or bias

Time to Practise

Provide a wide variety of contexts for talking including student / whole group, student / small group, learning partners – e.g., talking about personal experiences, books, guest speakers, performances, opinions, each other’s writing, etc. Engage students in shared and guided experiences as appropriate to the learning experience.

- Co-construct an anchor chart of appropriate behaviours for communicating in large and small groups – include what each behaviour looks like and sounds like

Behaviour	Looks Like	Sounds Like
Interrupting appropriately	Eyes on the speaker	Excuse me ...)
Expanding on another person’s idea	Eyes on the person whose idea you are expanding and also on the rest of the group	“To build on what ____ just said, I agree with ____ and I also think ____.”

- Provide a wide variety of experiences for students to use a talking prop when interacting in a large or small group
- Provide opportunities for students to practice positive behaviours with respect to disagreeing, soliciting help, sharing materials, following classroom routines, etc.

- Encourage a reasonable classroom by regularly reinforcing the use of a noise visual with the use of numbers (0, 1, 2, 3) or some other cue
 - Engage students in experiences of connecting emotions to situations, memories, etc.
 - Regularly reinforce respectful language
 - Engage students in discussions about language that is unfair or hurtful; use stories, poems, songs as a stimulus for such discussions (e.g., *Don't Laugh at Me*)
 - Provide materials for students to evaluate for prejudice, stereotyping, or bias in language
 - Provide opportunities for students to self-assess their speaking and listening skills, for example:
 - o Did I listen to other students' ideas?
 - o Did I share my ideas with my group?
 - o Did I take turns to speak?
 - o Did I disagree with someone respectfully?
 - Gradually co-construct an anchor chart of problems that arise in the classroom and language that helps and hurts
- | Problem | Helps | Hurts |
|---|--|---------------|
| One person is reading a class library book that another person wants. | Could I please have that when you finish reading the book? | Give me that! |
- Provide opportunities for students to reflect on the power of language and to share these personal experiences

Time to Reflect and Share

- Ask students to share ways a classmate worked effectively in a small group
- Ask students to share an emotion, why they felt that way using appropriate language
- Ask students to identify language they heard or read that was unfair or disrespectful
- Ask students to share an issue where there were differing points of view and how the problem was solved
- Have students share examples of language containing prejudice, stereotyping, or bias and explain what effect it has on the reader/ viewer/ listener

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- Work with students individually to strengthen a variety of ways to respectfully express ideas

Increased Challenge

- Ask students to identify problems that may arise in the classroom, school or community and brainstorm language choices that help or hurt

- Provide opportunities for students to change disrespectful language they have heard or read into respectful language

Reading and Viewing Component

Section at a Glance

Fundamental Principles

Reading and Viewing Processes

- Cueing Systems/ Sources of Information
- Focus on Context - Pragmatic Source at a Glance
- Focus on Meaning - Semantic Source at a Glance
- Focus on Structure - Syntactic Source at a Glance
- Focus on Visual - Graphophonic Source at a Glance

Stages of Reading Development

- Brief Overview
- A Focus on Grade 4-6 Readers in the Early Stage
- Characteristics of readers in the Early Stage
- A Focus on Grade 4-6 Readers in the Transitional Stage
- Characteristics of readers in the Transitional Stage
- A Focus on Grade 4-6 Readers in the Fluent Stage
- Characteristics of readers in the Fluent Stage

Reading Comprehension

- Background Knowledge
- Repertoire of Strategies
- Oral Language and Vocabulary
- Accurate Fluent Reading
- Reading-Writing Connections

Reading Instructional Components

- Reading Workshop: Why Workshop?
- Time to Teach
- The Role of Text Complexity in Reading Instruction
- Time to Practise

- Time to Share and reflect

Grade 4 SCO: Reading and Viewing

Grade 5 SCO: Reading and Viewing

Grade 6 SCO: Reading and Viewing

The processes discussed and teaching and learning strategies outlined below are intended to apply to both viewing and reading, even though the term reading is most often used.

Fundamental Principles

Reading and viewing are meaning-making, problem-solving processes in which the reader interprets or constructs meaning from a text by applying language knowledge, meaning-making strategies and personal experiences. It is important to note that while students in grades 4, 5 and 6 have developed skills with reading in the early elementary grades, they are still learning to read. These students are continuing their journey toward becoming lifelong readers; the experiences and teaching they meet in their grade 4-6 classrooms are of critical importance as they move forward.

Underlying all reading instruction and provision of appropriate learning conditions are the following principles:

- **Reading and Viewing must be meaning centered.** Reading is about understanding the message from the text. The reader must employ prior and/or background knowledge, skills and strategies to unlock the meaning. Readers must take an active stance and engage with the text to deeply comprehend what they have read.
- **Reading and Viewing must be purposeful.** Students must see a purpose in what they are being asked to read. They read for pleasure, to find information, or to improve as a reader. Students should develop an understanding of themselves as readers and use this metacognition to select text that interest them and also facilitate their growth as a reader.
- **Reading and Viewing are active processes.** Students must be actively engaged in the text they are reading and viewing. As students search for connections between, within and beyond text, predict outcomes, confirm and adjust their understandings they comprehend text at a deeper level and create personal meaning for what they have read or viewed.
- **Reading and Viewing must be modeled and explicitly taught.** Students in grades 4-6 are still learning to read and require daily exposure to explicit reading instruction. This instruction should be based on the assessed needs of the readers and the skills and strategies that support deeper understanding of text (outcomes).
- **Reading and Viewing will improve with daily practice.** The largest part of the daily Reading Workshop is the Independent Reading portion during which time students read independently, practice the skill or strategy presented in the focus/mini-

lesson. They also work in small groups or confer with the teacher; this guided practice will ensure student reading success.

- **Reading and Viewing must take place in a safe and caring environment.** Students must feel secure to select reading material that best fits their reading needs and interests. Students will be reading at a variety of levels so it is important that all students are comfortable to practice reading at a level that will ensure their success.
- **Reading and Viewing will improve if students are allowed choice with their reading selections.** When allowed choice in what they read, students are more likely to read more and understand what they have read at a deeper level. They are also more likely to continue reading the self-selected text.
- **Reading and Viewing includes interpreting a wide range of text.** The ability to understand and respond personally and critically to a range of print, audio, video, and multimedia representations is crucial for lifelong reading independence and enjoyment.
- **Reading and Viewing includes a focus on multiple literacies.** Today's students are immersed in a world of growing and changing technologies. They require flexible skills and strategies to develop the digital literacies they need to navigate in this ever changing technological landscape.

Reading and Viewing Processes

Reading and viewing are the processes of constructing meaning from a wide range of text and representations including print, media text, technological text, environmental text and other texts. These are active processes involving the constant interaction between the minds of readers/viewers and the text.

Cueing Systems / Sources of Information

As readers/viewers interact with text, they use the strategies of sampling, predicting, and confirming or self-correcting. This complex process requires the integration and coordination of four sources of information: pragmatic (context), semantic (meaning), syntactic (structure) and graphophonic (visual). Students must develop skill in using all sources of information in order to become fluent, mature, and flexible readers. While the four cueing systems can be separated for the purposes of instruction and assessment, they cannot be isolated from each other during the process of reading if comprehension is to occur.

[Please insert graphic with title “Sources of Information” from p. 17 AYR Grade P-3 Assessment Resource]

Focus on Context - Pragmatic Source at a Glance

Pragmatic/Context is the structure of the texts and the context in which they occur.

- global in nature and focuses on the context in which readers find themselves (What is the reading situation?)

- understanding the context increases students' ability to successfully navigate and understand texts
- refers to the readers' understanding of how text structure works
- when readers have a sense of the actual context they are able to combine that understanding with their prior knowledge to support them in making appropriate predictions as they read

Examples of pragmatic sources include:

- Understanding the structures of a narrative text (e.g., beginning, middle, end; setting, characters, plot, resolution)
- Understanding the elements of fiction genres (e.g., science fiction, realistic fiction, historical fiction, etc.).
- Understanding the text patterns of non-fiction text (e.g., description, question/answer, sequence, cause and effect, etc.).
- Understanding how information is presented in non-fiction text features and how page layouts that include these features are read (e.g., illustrations, photographs, labels, captions, cross-sections, maps, charts, scaled drawings, etc.)

[For this section and all the “Suggestions for Instruction” section in the guide, please insert a small icon of a light bulb or some other icon that will highlight these sections]

Suggestions for Instruction

The ability to use pragmatic cues can be encouraged and supported by the following:

- Establish a purpose for reading and viewing
- Make explicit how reading for a specific purpose changes the way in which text may be read or viewed, such as determining the importance of specific details
- Explicitly teach text structures appropriate to the purpose and situation
- Expand students' knowledge of various text types – fiction, non-fiction, poetry
- Immerse students in a wide variety of fiction genres (e.g., realistic fiction, myths, legends, play scripts, adventure, mystery, etc.).
- Expose students to poetry (e.g., free verse, rhyming schemes, concrete poems, metaphor, simile, etc.)
- Immerse students in a wide range of non-fiction patterns (e.g., description, sequence, question/answer, problem/solution, compare/contrast).
- Expose students to a wide range of text features: text organizers (e.g., table of contents, index, glossary, etc.), graphics (e.g., photographs, illustrations, diagrams, maps, scale drawings, charts, etc.), fonts and effects (e.g., bold print, italicized print, bullets, captions, labels, headings, etc.).
- Engage students in active experiences with a range of text forms (e.g., story mapping, graphic organizers, performance options such as readers' theatre, digital storytelling, advertisements, videos, etc.).

Focus on Meaning – Semantic Source at a Glance

Semantic/Meaning is the knowledge acquired through prior experience and background.

- Refers to the 'making-sense' element of reading.

- Readers gather information from the text, illustrations and other features of the text
- Focus is on “does it make sense?”
- Consists of the meaning conveyed through words and ideas.
- Readers make sense of reading when they combine their prior knowledge with the print on the page.
- A self-correction related to meaning occurs when the reader makes a correction to ensure that meaning is maintained.
- A reader makes an error when reading but maintains meaning.

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Suggestions for Instruction

The ability to use semantic/meaning cues may be enhanced by the following:

- Provide background information and new vocabulary related to the topic to be read or viewed
- Extend students’ real life experiences and use vocabulary relevant to specific topics and experiences to build a stronger base of background knowledge
- Provide virtual experiences when real ones are not possible through reading and experiences with technologies, multi-media, drama and discussion
- Read broadly, extensively and frequently **to** students, encouraging them to respond orally to texts by focusing on comprehension in a variety of ways (making connections, making predictions, inferring, identifying important information, visualizing, questioning, synthesizing and analyzing the meaning of texts).
- Read **with** students through shared reading and guided reading experiences; intentionally keeping comprehension as the focus.
- On a daily basis, provide opportunities for students to read independently and to discuss with classmates what they are learning through reading
- Before reading, encourage students to share what they already know about a topic, author, etc., to help some students recall prior knowledge and build background knowledge for others.
- Encourage predictions before and during reading; revisit predictions as appropriate to determine if the predictions made were confirmed or need to be adjusted.
- Use specific language when working with students and encourage them to use this language as well: *Did that make sense? What would make sense here?*
- After reading, encourage students to share what they know now; focus on comprehension strategies such as synthesizing, analyzing, determining information, making predictions and questioning.
- Help students clarify and extend their understanding by engaging them in meaningful responses to reading (e.g., drama, writing, discussion, sketching, etc.).

Focus on Structure – Syntactic Source at a Glance

Syntactic/Structure is the knowledge of the structure of language.

- Refers to the structure of language and how language works.
- Readers use information such as sentence structure, word order, function words, and word endings to make sense of syntactic cues.

- Grammar in terms of normal English language plays a key role in this source of information.
- Focus is on “does it sound right?”
- A self-correction related to structure may occur when the reader makes a correction to ensure that their reading adheres to the common conventions of the English language and sounds right (e.g., a noun is replaced by a noun; a verb is replaced by a verb).

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Suggestions for Instruction

The ability to use Syntactic/Structure cues may be enhanced by the following:

- Read to students from a wide range of literature – fiction, information text and poetry.
- On a daily basis provide independent reading opportunities.
- Involve students in using *cloze* procedures to help students focus on the parts of a word they have spelled correctly, as well as the parts they misspelled, and to think about what letters are most likely.
- Have students create new stories based on the structures from mentor text
- Demonstrate by modeling making miscues and making self-corrections based on syntactic cues; engage students in discussions about why such self-corrections are needed.
- Provide opportunities for students to use language patterns for a variety of purposes and situations-to give directions, to tell stories, to explain, to ask questions
- Students whose first language is not English will need multiple experiences to understand that a word or phrase may not *sound right*.

Focus on Visual - Graphophonic Source at a Glance

Graphophonic/Visual is the knowledge of the relationship between written letters and the sound of language.

- Refers to knowledge about the sound-symbol system and how readers apply this knowledge as they read.
- Phonological awareness is the foundation of a readers’ success with the sound-symbol knowledge and its application to reading.
- Focus is on “does it look right?”
- A self-correction related to the visual source of information occurs when the reader makes a correction based on the print on the page.

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Suggestions for Instruction

The ability to use graphophonic cues may be encouraged by the following:

- Providing instruction in word patterns.
- Providing instruction in a variety of word attack strategies for unfamiliar words.
- Guiding students in examining the formation of significant words from reading materials on themes studied (root words, affixes, agreement of number and gender)
- Exposing students to a variety of print material.
- Providing a variety of dictionaries.

- On a daily basis, teach graphophonic knowledge in context during read aloud, shared reading (whole group and small group) and guided reading experiences.
- Having students keep personal word lists or word study notebooks.

Stages of Reading Development

Learning to read is a developmental process just like learning to speak or learning to walk. It is important to recognize that individual students will vary in the manner and the rate at which they progress through the developmental stages. There are, however, similarities in the ways in which students grow as readers. Because reading is developmental, it improves over time. With guided practice, students continually expand their repertoire of concepts, skills, and strategies, and the reading process becomes more and more sophisticated. It is a continuous and lifelong undertaking.

Brief overview

Stages of reading development include the following:

Emergent

Readers at the emergent stage understand that print and visual text convey a message or a story. These readers use pictures to predict the text, and they role-play reading, relying on memory to reread familiar stories. Emergent readers are also beginning to recognize that text has directionality and are able to recognize some words in various contexts. They are beginning to predict unknown words using visual information and meaning. Emergent readers are also able to discuss what is happening in a text as well as what is likely to happen.

Early

Readers at the early stage of reading development are able to use several sources of information (meaning, syntax and visual aspects of print) in combination as they read longer text. They are familiar with most easy frequently used words. They will use context and letter sound cues to make approximations, will take risks, and frequently are able to self-correct. Early readers will read familiar texts with confidence. They are able to make personal connections and are beginning to question and comment on text.

Transitional

Readers at the transitional stage of development are characterized by a growing sense of independence in selecting text, identifying purpose, and making meaning of print through a growing repertoire of strategies. Transitional readers read longer pieces of text that are not necessarily supported by illustrations and are able to make inferences from words and illustrations. These readers are able to respond personally and are developing the ability to respond critically and aesthetically.

Fluent

Readers at the fluent stage of reading development continue to do all of the above and, in addition, automatically integrate all cueing systems, have developed an extensive vocabulary, when confronted with unfamiliar text are resourceful at constructing meaning, and will select and respond personally, critically, and aesthetically to a wider variety of textual materials.

Please note: In grades 4–6, it is most common to have students who exhibit characteristics of the transitional and fluent stages of reading development. It is, however, also likely to have students in these classrooms whose reading development more closely resembles the emergent or early stage. If this is the case, one goal of instruction would be to help students move beyond these stages to the transitional and fluent stages.

A Focus on Grade 4-6 Readers in the Early Stage

A typical grade 4, 5 or 6 classroom could contain a range of readers such as:

Reader in Beginning Early Stage: Reader 1

Reader 1: Liz dreads Reading Workshop every day. She knows she can't read the books her friends are reading and she hates feeling different from everyone else. When she reads at home, or with the class volunteer, she can read her just right text aloud and when she does that she understands more of what she reads. When she makes a mistake she usually notices and goes back to the beginning of the line to try to fix her mistake. When Liz tries to solve unknown words she relies heavily on initial and end sounds and needs multiple attempts to solve the word.

The Early stage of reading development encompasses a wide range of readers and while readers in the beginning of this stage are not typically found in grade 4-6, teachers must be equipped to support readers at this stage of the continuum. Reader 1 is an example of a student found at the beginning of the Early stage. She is comfortable reading books around a text difficulty level E. In these supportive texts, sentences begin at the left margin, there are many familiar words and the illustrations help the reader understand the text. Liz will require daily explicit instruction in reading. During Reading Workshop (after the focus/mini lesson) the teacher might begin with Liz (alone or in a small group) and work with her building on her strengths. These may be such things as predicting what may happen in the book, making writing-reading connections, or working on word solving and vocabulary word to build high frequency words. Once Liz is working independently, the teacher may move on to work with other groups or individuals.

It is important that Liz be given every opportunity to grow as a reader within her own class. The teacher may be able to access additional support for Liz to accelerate her reading development; however, this support should be carried out in concert with the classroom teacher. Liz will have much greater success if she sees herself as part of the class, a class where a range of readers are supported and valued.

When Behaviour is an Issue: Reader 2

***Reader 2:** Jason dreads Reading Workshop every day. He knows he can't read the same books his friends are reading and he doesn't want anyone to know how different he is. Jason will go to any lengths to make certain his classmates don't see him as "dumb". He would rather act out and be thought of as "cool" than have his classmates know the truth. Jason would rather sit in the office or miss recess than have his classmates find out he has trouble with reading.*

Jason requires the same kind of support as Reader 1; however, it may be difficult to provide this support due to his behaviour. In a class where all students read with the teacher, and where small group instruction is the norm, Jason will feel more comfortable. In this type of classroom, it will be easier to give Jason the type of one-on-one or small group support he requires. Also, establishing an environment where all learners are valued and supported where they are, will help Jason feel more included.

Jason will have strengths as a reader and his teacher should be able to find opportunities for him to take a leadership role. For example, if Jason demonstrates empathy with one of the characters in a book during a guided reading session, the teacher could ask him to share his thinking during the group share at the end of workshop. The more Jason is able to see himself as a reader with ideas and thinking that is valued, the more he will engage with reading. It may take some time to build the trust required to help Jason, but ultimately his reading needs must be addressed.

Reader in the Middle of the Early Stage: Reader 3

***Reader 3:** Liam really wants to learn to read more and different books. He has been reading all summer and now when he makes a mistake he doesn't have to go all the way back to the beginning of the line, he can solve the word and keep reading. He is using all sources of information with greater accuracy when he reads and he is much more comfortable reading silently than he was last year. Liam still has difficulty reading the books his friends are reading but he has very good success with books that are appropriate for him.*

Reader 3 is further along the Early continuum. He is using visual, context, meaning and structure with greater accuracy to unlock the meaning of text. When Liam comes to a word he doesn't know he is more efficient with solving it at the word level. He is comfortable reading books around a level I in which the sentences are more complex than the beginning Early text, content is not always around familiar experiences and characters (while few in number) may show growth and change. Liam requires explicit teaching which builds on his strengths and addresses his needs. As with Reader 1, he will need the opportunity to work with the teacher one-on-one or in a small group at the beginning of the independent reading/time to practice portion of the reading workshop. With this support, Liam will continue to be enthusiastic about reading and sustain his steady growth as a reader.

Avoiding Reading: Reader 4

***Reader 4:** Jenny avoids reading any way she can. She knows she has trouble reading but she has found lots of ways to hide that fact from everyone she knows. When her friends were reading "City of Ember", she pretended to read the copy her mom had bought for her. Jenny was the first one in line to see the movie when it came out and now she finally knows*

what her friends have been talking about. When she is discussing the novel the teacher is reading to the class she relies on her excellent memory and she generally gets pretty good marks in school. Her new teacher, Ms.L, has started reading with all of the students during Reading Workshop and Jenny has started missing a lot of time. She tells her mom that she isn't feeling well. Jenny really isn't feeling well, her stomach churns at the thought of her secret being revealed.

Reader 4 is busy “playing the game of school”. She knows that if she is quiet, well behaved, and listens during class, she can often do all that is asked of her without having to read very much. Jenny spends a lot of her energy ensuring that people don't find out her secret. Jenny is in real danger of “falling through the cracks” and compromising her success in school. If she becomes part of a class where students read with the teacher as a matter of daily practice she will be “found out” and receive the support she requires. Her teacher will help her select a book that more closely matches her learning needs and by practicing at her “just right” level she will improve her reading.

A Reader who has English as an Additional Language: Reader 5

Reader 5: Maria works very hard during reading time. She is passionate about wanting to learn to read and speak English. She becomes frustrated when meaning breaks down for her, and she is often confused when one word seems to have multiple meanings. She is typically able to understand text on a surface level, but rarely is able to do deeper with her understanding.

Reader 5 will require support to become successful with reading (and speaking) English. Maria will require close monitoring; however, she will likely move fairly quickly as she is so motivated. It will be important for her to ensure her understanding continues to match her ability to decode words. She would benefit from many discussions around what she is reading and also explicit teaching in vocabulary and idioms.

A Range of Readers

Grade 4-6 students still reading in the Early stage of reading development require additional attention to ensure they will progress as readers; however, they will progress much more quickly in a classroom where there is strong literacy practice. They need an environment where purposely working one-to-one and in small groups is the norm and where all students are working toward becoming better readers and writers. They will flourish in an environment where students are expected to reflect on their strengths and needs as readers. In short, they will thrive in an environment where all readers are thriving.

These students can be found in any grade 4-6 classroom and they require very explicit teaching around reading if they are going to move forward as readers. These readers are in the Early stage of reading development; however, their issues go beyond supporting them as they progress to the Transitional stage. Children in grades 4-6 who are in the Early stage of reading development may struggle with feelings related to their peer group and their perceived shortcomings as readers. This group of learners are particularly fragile and their feelings may come out as anger toward themselves or others. They may become withdrawn and even begin to miss time from school. Readers in the Early stage of reading development

require strategic teaching and supportive practice in order to move forward. How then, to support such a diverse group of learners?

Characteristics of Readers in the Early Stage

The Early stage of reading development covers a wide range of growth. Readers begin this stage reading orally and finger pointing and leave this stage reading silently much of the time. Due to this range the Early stage is often referred to as Beginning Early, Early and Later Part of Early. In some reference text the stages of reading development are shown as five or more stages.

The important thing for grade 4, 5 and 6 teachers to remember for these readers is that they still rely on leveled text to help them move forward as readers. While classroom libraries would already include a range of text levels it may be necessary to seek additional titles in the schools. Teachers might look in school book rooms; work with staff in earlier grades; or order materials from the ALR that are high interest/lower level text to ensure that there are sufficient appropriate reading materials in their classrooms.

[The following checklist should appear on separate pages if possible]

Reading Behaviours of Students in the Early Stage of Reading (Checklist)

Selecting Text

- Regards reading/viewing as sources of interest, enjoyment, and information
- Engages in personal reading for longer periods of time
- Is beginning to sustain reading over longer texts
- Reread/revisit favourite stories and other texts
- Selects independently, and with teacher assistance, texts appropriate to their interests and learning needs
- Uses some features of text to determine content, locate topics, and obtain information (titles, illustrations, table of contents)
- Is able to engage in the research process with assistance
 - Is able to generate questions to guide research
 - Is able to locate appropriate information with assistance (library, home, computer)
 - Is able to interact with the information
- Is able to identify some different types of print and media texts (poems, letters, tales, informational texts, posters, etc.)
 - Is able to recognize some of the language conventions
 - Is able to recognize some of the text characteristics (ie) circular tales
- Demonstrates an understanding and respect for diversity in the texts that they read and view

Concepts About Print

- Knows that punctuation in the text serves a purpose
- Knows that upper- and lower-case letters have specific forms and functions
- Responds to rhyme and rhythm of language
- Can maintain meaning when a sentence extends beyond one line of text
- Is able to consistently one-to-one match
- Is familiar with most easy frequently encountered words and quickly recognizes them while reading
- Knows many letter-sound relationships

Reading Accuracy and Fluency

- Reads orally, mostly without finger pointing

- On easy texts, is able to read fluently with phrasing
- On easy texts, is able to read the punctuation
- Beginning to process print with less picture support and will use pictures to enhance understanding
- Uses a combination of cues (meaning, structure and visual) to sample text
- Uses a combination of cues (meaning, structure and visual) to predict text
- Uses a combination of cues (meaning, structure and visual) to monitor/self-correct
- Makes meaningful substitutions
- Attempts to self-correct predictions that interfere with meaning
- Monitors their reading by cross-checking meaning cues with cues from beginning or last letters of the word

Reading Comprehension

- Is able to identify the main idea
- Is able to predict content using text information along with personal knowledge and experience
- Is able to make inferences by drawing on their own experiences and clues in the text
- Is able to identify character traits from the context clues in the text
- Is able to make connections between texts (characters, events, illustrations, language)
- Is able to follow written directions
- Is able to make personal connections to the text and can share their responses in a variety of ways (drawing, painting, talking, writing)
- Is able to express and begin to support their opinions about the text
- Is able to express and begin to support their opinions about the work of authors and illustrators
- Is able to use personal experience and knowledge to ask questions of the text

A Focus on Grade 4-6 Readers in the Transitional Stage

A typical upper elementary classroom could contain a range of readers such as:

Text Selection and Support with Longer Text: Reader 1

Reader 1: The moment the Independent Reading portion of Reader’s Workshop begins Elizabeth is out of her seat, scanning the baskets of books in the class library for a new book. It’s not that she has finished the book she was reading yesterday, she has abandoned another book. She never seems to be able to get past the first few chapters and seems to spend most of the reading “time to practice” searching for books.

Perhaps the best place to start is a careful examination of the characteristics of readers in the Transitional stage of reading development. Readers in this stage may appear to be able to read a range of text difficulty and so determining the stage of reading development for any student must include considerations beyond the level of text read. As with Reader 1 above, text selection is often difficult for readers in this stage of development.

Many early Transitional readers are comfortable reading shorter text that allow them to read the entire story or information text in one sitting. They have not yet developed the skill set for managing longer text over time and therefore find it difficult to engage with books that present more complex story lines with multiple characters and changes in setting. Students require support with sorting and remembering this information from one reading session to the next. “Think marks” for recording the key events in jot form; graphic organizers that provide a structure for recording the plot or information visually; and strategies such as re-reading the last few lines from the last time they read are some concrete ways to help students move forward. It is also important to have a wide selection of text available, at various levels of complexity so that the text itself can provide support.

“Just Right” Text: Reader 2

Reader 2: Tyler stays seated during the Independent Reading portion of Reader’s Workshop hoping no one will notice him. Open on the desk in front of him is the final book in the Harry Potter series. He has seen all the movies and knows the story line well enough to engage in a discussion about the book, but he doesn’t want anyone to find out that he doesn’t understand very much of what he is reading. He hopes the teacher won’t come and read with him because she might discover the book is too hard for him and make him read a “baby book”. All his friends are reading these books and he won’t be left out!

Another issue of text selection is illustrated by Reader 2. Students in the upper grades are sometimes motivated by peer pressure (real or perceived) or other motivations to select texts that are too difficult for them to read and comprehend. If a student is struggling with a text that is too difficult for extended periods of time all of their cognitive energy is going to be

spent on decoding words, and the meaning will be more difficult (or impossible) for them to grasp.

Students should spend most of the “time to practice” part of Reading Workshop reading books that are in their independent range. These are text that they can read with at least 95% to 98% accuracy and appropriate fluency. Current research suggests that when students who are in the Transitional or Fluent stages of reading development read independently they should actually read much easier text, with 98% accuracy (Allington, 2012).

When teachers work with students and they are supported one-on-one or in small groups, they should read text that are in their zone of proximal development (Zygotzky, 1978) and in that way, with appropriate support from the teacher, improve their reading ability. Teachers need to talk to students about why they need to read text at a level appropriate to their purpose and their ability. Using a sports analogy with students, and at times parents, can help them see the importance of reading a text that is a good match for them.

The teacher may pose a question to the students in her class who play hockey (for example). What would happen to your development as a hockey player if all of a sudden you were playing for your Novice team again? The students will no doubt observe that they would score all the goals and skate circles around their teammates. Without the challenge of players at their own level, their hockey skills would not improve. On the other hand, what would happen to your skills if you found yourself playing on your favourite NHL team? Students will likely say that they will see a lot of time on the bench, and if they did get on the ice, they would likely find it frustrating and difficult to keep up with the NHL players. Due to lack of use and frustration, their hockey skills would not improve. Now the teacher can make the analogy to books. Just like with hockey, if you always read books that are too easy or too hard for you, you will not improve your reading skills.

It is important for upper elementary teachers to take time to review this concept with their students and parents/guardians on an on-going basis. Students must feel comfortable reading at an appropriate level so that they will improve as readers. Reading a variety of text levels during read aloud is another way to create an environment where all students feel safe and comfortable with their appropriate text. Also, when selecting text that you wish the entire class to have exposure to it will be necessary to consider the text level carefully, and if it is too difficult for some students it may be necessary to read the text aloud or create listening stations.

Book Series: Reader 3

Reader 3: Sam sits at his desk waiting for Ms. L to finish the mini-lesson. He can't wait to get started reading the next “Conspiracy 365” book he has tucked in his desk. He has already read “January”, “February” and “March” and now he is on to “April”...only eight more after that and he will have read the entire series! What he really likes about these books is that he already knows most of the characters, the basic story line and that the pages of each book count down to zero. He gets frustrated when he has to read other books.

Students in the Transitional stage of reading development may appear to “get stuck in a rut” and only want to read a particular series or author, as is the case with Reader 3. While we

will want to help these readers experience a range of genre through such avenues as read aloud, it is important to understand that this apparent reluctance to try reading different types of books may be a natural part of the reader's development. As readers move from reading text that they can finish reading in one sitting, they require support to sustain interest and understanding with longer and more complex text. As they move from books with one or two characters and simple story lines, to text with multiple characters and more involved plots, readers look for ways to support their comprehension. For some readers, this may mean staying with a particular series for a while, until they build the skills they require to take on more complex text.

You may remember a time in your reading life where you read every *Nancy Drew*, *Hardy Boys*, *Babysitter's Club*, *Little House* or *Goosebumps* book you could find. In terms of reading development this may seem like "treading water", but it allows the reader to enter a new book in the series already being able to predict who some of the characters will be, how they might act and a general idea of how the plot will unfold. This creates a level of comfort that then allows the reader to process the new information in the text, as it is presented. As the reader builds confidence with these texts, and also enjoys reading about familiar characters, they strengthen themselves as readers. At the right moment, the teacher may suggest a book that is a logical next step and help move the student along in their reading journey.

Reading Comprehension: Reader 4

Reader 4: Ms. L sits next to Anna during the Independent Reading portion of Reader's Workshop and takes out her notebook. Anna reads aloud from where she is in the novel she has been reading. Ms. L notices that Anna has 27 books entered in the "books completed" column of her reading log. Anna reads with outstanding accuracy and fluency as Ms. L listens carefully. After a few minutes Ms. L stops Anna and asks what she thinks about the book so far. Anna's response reveals some surface understanding and several rather significant misunderstanding about the essence of the book.

Transitional readers may also be able to decode text that they do not appear to have understood. As with Reader 4, these students may see themselves as prolific readers but tend to process text on a very surface level, often missing the authors intended message. These students may present with excellent accuracy and fluency but even when presented with an easier level text, do not comprehend the meaning of the text. These students require explicit teaching around the comprehension strategies and will benefit from guided reading sessions around this topic. While an easier text may be useful for teaching purposes, it is not necessarily going to help these students to put them in an easier text for independent reading. Consistent modeling that text carries meaning and explicit instruction in the comprehension strategies and their flexible use will help move these readers forward. If the only reading assessment information we look at is reading accuracy and fluency, these readers will not move forward and will, likely, never become lifelong readers.

Reading Fluency: Reader 5

***Reader 5:** Alex reads the text selected with some errors in accuracy (around 92%) but her reading is choppy and not fluent. Alex never wants to do the announcements for the rest of the school when it is her turn and doesn't like reading with other students. Ms. L knows she has had some success with comprehension but her difficulty with fluency keeps her from fully engaging in her reading.*

Another reading glitch in this group of Transitional readers is the group who struggle with reading fluency. This group still may have relatively strong accuracy, as with Reader 5, but they struggle with fluency when reading aloud (and no doubt when reading silently). A short period of intensive one-to-one instruction on fluency strategies using easier text should help these students bring fluency into the more difficult text they can decode and often understand (at least partially). If we let them continue with the difficult text they will lose more and more meaning and they will eventually lose interest in reading. Part of understanding text is hearing the “music” it creates when read with ease. These students should be able to move back to a higher level text relatively quickly and if not, further investigation should be undertaken.

A class focus on fluency is another possible support for these students. The use of poetry, plays and Reader's Theatre are tools that may drive the explicit instruction of fluent reading for the entire class in a purposeful way.

Choice: Reader 6

***Reader 6:** Nadia loves to read books about horses; she has read every book in the class library that has anything to do with them, from “Black Beauty” to the “Eye Witness” book on horses. She can't wait for Reading Workshop everyday so she can read yet another book about horses! The trouble is she resists reading anything else, even when she needs to for research projects.*

Teachers often struggle with the apparent conflict between the demands of the outcomes for students to read a range of genre and student interest and choice in reading. As with Reader 6, teachers feel they would like to see her widen her area of reading interests; however, there is a great deal of research to support allowing choice in student reading (Allington, 2012). Numerous studies have taught us that students read longer, with greater enthusiasm and even outside of school when we allow them to choose appropriate texts for themselves. Of course, students will need to read assigned text at times but if they are encouraged to read for a portion of each day using self-selected text they will become better readers.

In the case of Nadia, she may be focused on one topic (horses) but she is flexible enough in her reading to read any type of text that happens to focus on horses. Different from Reader 3, Nadia is actually fulfilling the outcome that requires her to read a range of text.

A Range of Readers

These readers, and many more like them, can be found in any upper elementary classroom. While they all have developed the ability to decode words, and might appear to be somewhat proficient as readers, they are by no means finished learning to read. Readers in the

Transitional stage of reading development require strategic teaching and supportive practice in order to move forward. How then, to support such a diverse group of learners?

Characteristics of Readers in the Transitional Stage

The stages of reading development are somewhat fluid, and readers do not need to demonstrate every characteristic to be considered to be in a particular stage. Most readers will demonstrate characteristics of different stages of reading development depending on the text they are reading and their prior knowledge. It is very helpful for teachers to consider the characteristics that students are demonstrating, and to use that information to inform their next steps for instruction. Typically, if a student is predominantly demonstrating the characteristics of a given stage, we refer to that student as being in that stage of reading development.

There are many Transitional readers found in grades 4, 5 and 6. These readers, along with their peers in the other reading stages, require explicit instruction in reading to move forward. Upper Elementary teachers play a critical role in the teaching of reading and considering the stages and characteristics of these readers will help focus that explicit teaching.

[The following checklist should appear on separate pages if possible]

Reading Behaviours of Students in the Transitional Stage of Reading (Checklist)

Selecting Text

- Using a variety of meaning monitoring strategies, they are able to select text at an appropriate (just right)level
 - May abandon books regularly/Has difficulty sustaining interest in longer text (chapter books)
- Using a variety of text sampling strategies, they are able to select text that meet their interest
 - May select books based on interest based on interest alone
- May prefer to read text where they feel comfortable (familiar texts, series, texts that have been read to them)
 - May be willing to try different genre with support and/or encouragement
 - Select a variety of unfamiliar genre when selecting text

Reading Accuracy and Fluency

- Mostly silent (in the head) reading
- When reading “just right” text aloud they read with appropriate expression
- When reading “just right” text aloud they read with appropriate phrasing
- When reading “just right” text aloud they read with appropriate rate

- Is able to use and integrate, with support, the various cueing systems and a range of strategies to construct meaning (Fix up strategies)
 - Knows a large bank of words that they are able to read and understand in a continuous text
 - Predict words based on what would make sense (semantics)
 - Predict words based on what would sound right (syntax)
 - Predict words based on what would look right (graphophonics)
 - Monitor reading by cross-checking various cues
 - Use self correcting strategies (re-reading, reading on, finding the little word in the big word)
 - Visually survey text (abandon finger pointing unless a problem occurs)
 - Word solve using knowledge of known words, affixes, roots, or compounds; and syllabication
 - Blending as a strategy for decoding words
 - Applies these strategies and others in increasingly complex text
- Illustrations in text may add to their understanding, but are not necessary for understanding

Reading Comprehension

- Is able to flexibly use, with support, appropriate comprehension strategies to help with text comprehension (Comprehension Strategies)
 - Predicting (I'm guessing that..., It might be...)
 - Making Connections (That reminds me of..., I remember...)
 - Questioning (I wonder if..., Do you think that..., This confuses me...)
 - Inferring (I am guessing that...because..., Maybe it is...)
 - Visualizing (I can see____in my mind)
 - Determining Importance (The main idea is..., I noticed that...)
 - Analyzing (I noticed that the author..., I like the word choice...)
 - Synthesizing (If I think about these different facts the author included I get what they are trying to say..., How can I build on what I have learned from the text?)
- Is able to talk about the strategies used to help comprehend the text they are reading
 - Requires support to talk about the strategies used to comprehend
 - Is metacognitive regarding their reading process, and is able to discuss their own strengths and challenges as a reader
- Beginning to sustain comprehension over longer text, including short chapter books
 - May have difficulty remembering what happened at the beginning of the chapter

- May have difficulty remembering what happened in the book from the last day they read
- May need to develop persistence to read an entire chapter book
- Beginning to connect/identify with book characters
- Is able to read a variety of text to find answers to their own questions, and those of others
 - Is able to use pictorial features of text to determine content, locate topics and obtain information
 - Is able to use typographical features of text to determine content, locate topics and obtain information
 - Is able to use organizational features of text to determine content, locate topics and obtain information
 - Use a range of print and non-print sources to gather information
 - Reflect on and discuss their research process and information
- Is able to respond personally to a range of text
 - Makes personal connections and share their thoughts and feeling about texts with others
 - Explain opinions about text and give evidence
- Is able to respond critically to a range of text
 - Question the form and conventions used by the author
 - Formulate questions as to the author's choices
 - Speculate on the author's purpose
 - Speculate as to any hidden message in the text
 - Consider the intended audience
 - Consider how the author positions the reader
 - Identify point of view
 - Notice whose voices are heard and whose are not included
- Identify prejudice, bias and stereotyping
 - Consider the source and context (i.e., date of publication, potential conflict of interest of the author) of the information including potential bias

A Focus on Grade 4-6 Readers in the Fluent Stage

A typical upper elementary classroom could contain a range of readers such as:

Expanding Reading Selections: Reader 1

Reader 1: Tyron reads every possible chance he gets. He reads while Ms. L is giving directions, he reads during Math class and recess, he sneaks his book to the gym and reads during the assembly. Tyron read all the Harry Potter books last year and is now almost finished the Lord of the Rings Trilogy. He loves fantasy books and can quote from the books, or speak intelligently about the setting, plot and characters. When conferring with Ms.L she sometimes has difficulty coming up with a “goal for next time” as Tyron seems to her to be such a proficient reader.

There are many readers like Tyron (Reader 1) who have many of the characteristics of Fluent readers. He is an extremely capable reader but does not often wander far from the genre of fantasy. The challenge for this reader would be to expand his reading horizons. Ms. L could begin by finding some text with elements of what he likes, perhaps an information text about fantasy creatures. This text would motivate Tyron, but also stretch his reading into the information text genre. The reading challenge could then be handed to Tyron to see if he could sample different text and find another genre that he enjoys reading. While he may prefer fantasy fiction for a long time it is critical for his continued reading growth for him to experience a variety of genre.

Appropriate Topics for Younger Readers: Reader 2

Reader 2: Jackie can read any book she selects from the class library. Her strong abilities with language allow her to successfully decode and understand many complex words. Jackie has read everything that interests her from Ms. L’s classroom library and has been getting books from the public library. The problem she is having, is finding books that match her ability as a reader that do not have inappropriate content. Adult fiction is not a good fit, and the edgy content in young adolescent fiction upsets her. Also, while she can “read” these complex texts, she sometimes misses the more subtle plot twists or inferences in the text.

Jackie (Reader 2) presents a slightly more complex problem. She is willing to read a variety of text but at times it seems that her reading ability has surpassed her emotional maturity. Ms. L will need to call in the school and public librarians to help her find appropriate text for Jackie. Furthermore, she can work with Jackie to find strategies for text selection that match her reading ability and interests. Also, as Jackie broadens her interests and understandings about the world, she would benefit from some instruction around inference, analyzing and thinking critically about text.

Surface Level Understandings: Reader 3

Reader 3: Chantel just finished reading “Gathering Blue” and while she was able to follow the action and understand the motivation of the characters, she struggled with the idea of a “dystopia”. When conferring with Ms. L she had difficulty thinking about why the author had selected this setting and type of fictional form. Chantel had read “The Giver” earlier in the school year and had struggled with the same things.

The example of Chantel (Reader 3) is common in the upper elementary grades. Students can read (decode) complex text but misses key elements or reads the text on a surface level. Chantel would benefit from participating in guided reading sessions on various aspects of more complex text and perhaps book clubs with other students so as to discuss understandings. She would also benefit from explicit instruction around comprehension strategies and vocabulary and how they help the reader understand text on a deep level.

A Range of Readers

Readers in the fluent stage of development are able to read and understand increasingly complex and sophisticated text; however, they still require support and challenge if they are to grow as readers. They need to add to their strategy knowledge to handle more complex and longer text. As they read increasingly difficult information text they need to integrate information from all the features of the text. With fiction text, they will be expected to handle more sophisticated themes and content. They will be asked to follow symbolism, understand the context of the story and how it affects the meaning, analyze and think critically about what they have read.

Another important consideration for readers in this stage is that they do not arrive “fully formed”. Many elementary students who can handle more sophisticated or fluent text may demonstrate characteristics of readers in both the Transitional and Fluent stages of reading development. It is critical for the teacher to make an accurate assessment of the strengths and needs of each of their student readers and address these issues through class, small group and individual instruction.

The key for these readers, and many like them, lies in knowing our readers and in making instructional choices that match their assessed needs.

Characteristics of Readers in the Fluent Stage

Resources:

Harvey, Stehanie and Harvey Daniels. *Comprehension and Collaboration: Inquiry Circles in Action* (Heinemann, 2009). Open Inquires pages 228-267

Readers in the Fluent stage of reading development read silently using a wide knowledge of word solving strategies. They gain new vocabulary and reading strategies through reading a

range of text. They are able to sustain their interest over longer, complex text and notice and comment on choices the author makes when writing.

While these readers have a number of strong reading skills and flexible strategies it is important to remember that few elementary students have mastered all of the Fluent reading behaviours. Even our most proficient readers are still working on becoming stronger readers and **require and deserve explicit instruction in reading**.

[The following checklist should appear on separate pages if possible]

Reading Behaviours of Students in the Fluent Stage of Reading (Checklist)

Selecting Text

- Selects/locates texts as needed and uses them effectively for a variety of purposes
 - Sets own purposes for reading
 - Selects and reads texts to support their needs for study and writing reports
- Using a variety of text sampling strategies, they are able to select text that meet their range of interests and learning needs
 - Will select confidently and wisely from an increasing variety of text
- Has developed personal reading preferences but is comfortable reading a wide range of text
 - Adjusts rate of reading to the material and purpose (slows rate when text becomes dense or full of unfamiliar vocabulary, skims and scans...)

Reading Accuracy and Fluency

- Reads silently for long periods of time
- When reading a wide variety of text aloud they read with appropriate expression
- When reading a wide variety of text aloud they read with appropriate phrasing
- When reading a wide variety of text aloud they read with appropriate rate
- Has internalized the various sources of information (cueing systems) and a range of strategies to construct meaning (Fix up strategies)
 - Has an extensive vocabulary, both general and specialized
 - Predict words based on what would make sense (semantics)
 - Predict words based on what would sound right and look right (visual)
 - Predict words based on if we would say it that way (structure and grammar)
 - Independently monitor reading by checking all sources of information
 - Has internalized self correcting strategies (re-reading, reading on, finding the little word in the big word)
 - Word solve using knowledge of known words, affixes, roots, or compounds; and syllabication

- Independently uses knowledge of text structures to construct meaning even with unfamiliar text

Reading Comprehension

- Is able to flexibly and automatically use appropriate comprehension strategies to help with text comprehension (Comprehension Strategies)
 - Predicting (I'm guessing that..., It might be...)
 - Making Connections (That reminds me of..., I remember...)
 - Questioning (I wonder if..., Do you think that..., This confuses me...)
 - Inferring (I am guessing that...because..., Maybe it is...)
 - Visualizing (I can see ___ in my mind)
 - Determining Importance (The main idea is..., I noticed that...)
 - Analysing (I noticed that the author..., I like the word choice...)
 - Synthesizing (If I think about these different facts the author included I get what they are trying to say..., How can I build on what I have learned from the text?)
- Is able to talk about the strategies used to help comprehend the text they are reading
 - Is fully metacognitive regarding their reading process and what strategies were effective with a particular text
- Able to comprehend a wide variety of text
 - Able to sustain interest and understanding over longer text
 - May become absorbed with books and identify with characters
- Is able to read a wide range of text to find answers to their own questions, and those of others
 - Is able to use pictorial features of text to obtain, verify and reinforce their understanding of information
 - Is able to use typographical features of text to obtain, verify and reinforce their understanding of information
 - Is able to use organizational features of text to obtain, verify and reinforce their understanding of information
 - Use a range of print and non-print sources to gather information
 - Reflect on and discuss their research process and information
 - Consistently go beyond the text to form their own interpretations and apply understandings
 - Able to notice and comment on the writer's craft
- Is able to respond personally to a range of text
 - Actively work to makes personal connection, to connect texts and to share their thoughts and feeling about texts with others
 - Explain opinions about text and give evidence

- Is able to respond critically to a range of text
 - Analyze and evaluate texts
 - Formulate questions as to the author’s choices
 - Speculate on the author’s purpose
 - Speculate as to any hidden message in the text
 - Consider the intended audience and how the author positions the reader
 - How is language used to manipulate, persuade and control?
 - Identify point of view
 - Notice whose voices are heard and whose are not included
- Identify prejudice, bias and stereotyping

Reading Comprehension

Comprehension is the reason people read. We read to understand, to create meaning and to think critically about what we have read. And yet, when we measure reading success we often focus on reading accuracy and sometimes reading fluency. While accuracy and fluency support the reader in their efforts to unlock the meaning in text, they are not the purpose of reading and therefore, not the only indicators of reading success. Deep comprehension of what has been read and thoughtful, critical reflection by the reader are skills that must be explicitly taught. Readers in grades 4-6 require explicit instruction in reading strategies that goes beyond simple, surface level understandings. This strategy instruction should help students create a flexible web or repertoire of strategies and skills that will support their understanding in many reading situations.

Comprehension is so central to the process of reading that it may be envisioned as the roof of the building, as in Sharon Taberski’s “Comprehension from the Ground Up”. The re-vised pillars of reading place comprehension as the roof, held up by background knowledge, oral language and vocabulary, reading-writing connections, accurate fluent reading and a repertoire of strategies. These reading pillars are always placed in the context of holding up the roof (comprehension) with a focus on how a particular pillar helps the reader to understand what they have read.

[Please insert graphic of pillars from p.19 AYR Grades P-3 Assessment Resource]

Inferring, or “reading between the lines”, is represented as a wrap-around strategy because readers apply this strategy in many ways as they comprehend what they read. Because readers are frequently reading between the lines based on what they bring to the text, coupled with what the text offers, Taberski refers to inferring as the *super strategy* (2011).

Background Knowledge

Meaning construction is significantly affected by a student’s prior knowledge and experience (prior knowledge is the knowledge gained from the experiences a person has had throughout

their life). What a student brings to a text has a great impact on what he/she will take away from the reading.

How much a reader already knows about the subject is probably the best predictor of reading comprehension. When readers engage with a text for which they have limited background knowledge, the text is much more difficult to understand than one for which they have ample background knowledge. (Fisher & Fry, 2009, p.2.)

While it is not possible to affect prior knowledge, teachers have the ability to build background knowledge for students (background knowledge is the text related information provided to students through direct/explicit instruction). Whenever possible, provide experiences or simulated experiences (such as visual media) to help students build the background knowledge necessary for strong reading comprehension.

Three sets of knowledge that influence meaning construction are:

- personal knowledge and experience: the sum total of all those experiences that the reader has had
- literary knowledge and experience: what the reader knows as a result of past reading experiences, including the way text is structured
- world knowledge: what the reader knows about the world at large as a result of conversation, interaction, and exposure to various media and people

When students read they are trying to fit what the author is telling them with what they already know. It is this process that allows them to make connections, ask questions, read between the lines, create pictures in their minds, and build new understandings.

A student who plays baseball every summer and has read about and watched baseball on television will be able to understand on a deeper level the ideas and images being shared by the author as she reads a piece about how to steal a base. If the text is about abstract concepts or unfamiliar ideas, places, or people, the process of making meaning will be more challenging. The same student who understood the piece about baseball may not experience the same success if the text is about an unfamiliar game such as cricket. She may be able to read all of the words in the piece about cricket but still experience difficulty in understanding some of the terms and vocabulary, recognizing figurative language and its meaning, and developing an overall understanding of the piece. Because there is no prior knowledge, it is difficult to develop new ideas or to know when perceptions are flawed and should be questioned.

Teachers can help students draw on their personal knowledge and experience, recognizing the diversity of knowledge and experience that each student brings to a text. Teachers can design instruction that activates and broadens students' literary knowledge and experiences and enriches the world knowledge that a student brings to the text. Students' prior knowledge and experiences will never be the same; however, this range and diversity of knowledge and experience add to the richness of discussions. Sharing of texts can offer unique insights and alternate perspectives.

Repertoire of Strategies

Many teachers have been engaged in strategy instruction in their own schools and classrooms. In fact, some teachers feel that comprehension strategy instruction has “run amuck” and become an end in itself. Students can make all kinds of connections and are able to visualize any text but they do not seem to know why they are doing it. Teachers are also busy assessing if the students are able to connect, infer, visualize etc. but even though the students are able to do all these things, their reading comprehension does not improve. The issue is not the strategy instruction itself; but rather, that strategy instruction needs to be linked to how well the given strategy supports the reader’s understanding.

Take, for example, the child who makes a connection to a character in a book they are reading by stating that the character has a dog, and they have a dog also. If the teacher accepts this as a connection the opportunity to demonstrate how making connections really helps readers understand has been lost. Instead the teacher could prompt “Say more about that” and help the student arrive at a more significant connection. If the child were to further reflect that their dog once had to go to the vet (just like the dog in the story) and they were sad and afraid that their dog would die. They reader is finally connecting in a way that helps them understand the characters feelings and motivations. This is the type of connection that helps a reader deeply understand what they have read. With all strategy instruction teachers should be in the habit of prompting students to explain how the strategy helped them with their deeper understanding of what they have read. Furthermore, with reading strategies one size does not fit all.

Effective readers use a variety of strategies to construct meaning from text. These strategies include those that readers use to maintain the reading, or keep it going, and those for constructing deeper meaning. Just as carpenters select the right tool for the right job, readers select the most appropriate strategy for a particular reading puzzle. This fluid use of strategies should be encouraged; however, there will be times when individual strategies will need to be isolated and explicitly taught. Although this resource discusses these strategies in two separate categories (i.e., maintaining reading strategies and strategies essential for deeper comprehension), and defines each one, strategies are often used simultaneously and should be used intuitively by readers. Teachers will need to find a balance between presenting the explicit information and encouraging a flexible use of a repertoire of strategies.

Maintaining Reading Strategies

Readers have an interrelated strategy system that allows them to maintain their reading. This system includes ways to solve words, check on and correct reading and maintain fluency. These strategies keep the reader going. They include the following:

- **Predicting:** Readers have expectations about the text before reading and during the reading regarding the content and style.
- **Confirming:** Readers are able to confirm earlier predictions.

- **Monitoring:** Readers can check on reading and can identify when any one of the sources of information (meaning, structure, visual, content) is breaking down. They know if the text is too difficult.
- **Self-correcting:** Readers can use a number of “fix-up” strategies (i.e., reread with focus/purpose, use context clues, read on and go back, skip it, ask for help) when they encounter difficulty.
- **Word solving:** Readers use a number of strategies to understand the meaning of unfamiliar words (strategies may include looking for words within a word, word meanings/origins).
- **Sampling/Gathering:** Readers are able to select pertinent information from the text to support reading and meaning making.
- **Maintaining fluency:** Readers are able to read the text smoothly and can adjust rate and expression to suit the text and the degree of difficulty.

Strategies Essential for Deeper Comprehension

The following strategies are essential for deeper comprehension. Students will require explicit instruction with the strategies and how they can help the reader understand text at a deeper level. Also, there will need to be instruction around the idea that the strategies create a “toolbox” of options that may be selected when necessary; the best tool for the job is not always the same for every reader. These “tools” include the following:

- **Predicting:** Students draw on prior knowledge about text and content to predict what the text will be about and what will happen in the text. They confirm and adjust predictions as they read, creating engagement with the text. Encourage students to use text features to help them formulate predictions. They can also use context clues to help them predict the meaning of words. Typically, predictions have to do with events or actions in the text. Students think: My guess is..., Maybe..., Perhaps..., I predict...because...
- **Making connections:** The reader is able to recognize relationships that exist between the text and other experiences. These meaningful connections support the reading by linking the reader’s prior knowledge and experience to the reading situation. Connections include
 - text to self: connections between the text and the reader’s own life,
 - text to text: connections between the text and other texts (possibly multimedia text) that have been previously read or viewed ,
 - text to world: connections between the text and larger world issues.

Connections are only valuable to the reader if they help the reader understand the text on a deeper level. A connection that helps them relate to a character or situation will

foster a deeper comprehension of what they have read. The same is true of the comparisons they make between texts and texts and world events. These comparisons and contrasts can help students go deeper with text. Students think: That reminds me of..., I'm remembering..., I can relate that to..., That is like this other book I read...

- **Visualizing:** During the reading, the reader is able to create images in his/her head pertaining to the text or use their other senses to more fully comprehend the setting or situation in the story. These mind pictures help readers remember details, infer information and generally comprehend what they are reading. It is important for students to have multiple opportunities to practice visualizing and sharing their visualizations with others. Many writers have created text rich with multi-sensory images and these text are ideal for practicing this strategy. Students think: I'm picturing..., I can imagine..., I can use my senses to...
- **Inferring:** It is difficult to separate this *super strategy* (Taberski, 2011) from the other comprehension strategies. There is an element of inference in prediction, questioning, visualizing, making connections and in determining the author's intent. While this is true it is also important to think and talk with students about inferring in a more specific way. Using inference the reader is able to construct meaning from the text by reasoning about known facts or evidence that may be implied, but not directly stated, by the author. Inferring is often described as the ability to "read between the lines." Inferring allows students to move beyond the literal interpretation of the text and think about what the text could mean from a different perspective or on a different level. Readers use their schema and the evidence from the text to make inferences. Inferring is closely linked to predicting. Students think: I think it is...because..., It could be...because...
- **Questioning:** The reader poses questions about the text, its content, and its construction in order to enhance understanding. The reader asks questions before reading, during the reading, and after the reading. Active readers generate questions continually as they read, one questions leads to another as the reading progresses. This continuous stream of questions keeps readers engaged and also aids with comprehension. The types of questions are varied and can be surface level or literal questions (where the answers are often found in the text) or deeper level, non-literal or analytical questions (where the answers may be found outside the text, in the reader's mind or not found at all). Students think: I wonder if...? What will happen next...? Why did he/she do that...? What will be the consequences of this...? How...? Why did the author...?
- **Determining importance:** The reader is able to identify central ideas and select key points. Determining importance is related to the purpose for reading. If a child is reading a book about sharks because they are interested in Great White sharks it will be easy for them to ignore information that does not relate to their search; however, if they are asked to read a text and told to determine what is important without a purpose, it is a much more difficult task. Once the purpose for reading has been established, it is easier to differentiate irrelevant facts from important information. When reading fiction text, determining importance is related to identifying the main

idea or message of the text. In both cases it will be necessary for students to be able to find the most important idea and supporting details. Students think: What's important here...? What matters to me...? One thing we should notice..., I want to remember...

- **Analyzing:** The reader is able to examine the text, its construction, ideas, and content in order to develop a greater understanding and appreciation of what was written and how it was written. To help students practice analyzing have them to think critically about text. Some questions that might guide this process are: *Who wrote this text and when was it written? Whose perspective is represented in this text? Whose voices are heard and whose are silenced? What features or techniques did the author select to tell their story or present their information? Is there a better way to present this information? Does this make sense?* Students think: I notice that the author..., I do not agree with..., I wonder why the author...
- **Synthesizing:** The reader is able to combine information from a variety of sources (personal, world, literary knowledge) to construct new understandings about the topic or text. It is about taking information learned and piecing it together with other information to create a new way to understand it and communicate it to others. For example, after reading a number on newspaper article on fish farming and the potential hazards and benefits, a student might synthesize the information in a letter to the editor expressing their particular view point on the topic. Students think: Now I understand..., So, this is what it means..., I'm changing my mind about..., I used to think__, but now I think...

To support students in the flexible use of these strategies, explicit instruction is necessary. The purpose of instruction in reading comprehension strategies is not an end in itself; but rather a vehicle that drives understanding and metacognition. Read aloud novels, picture books and other short text (such as those found in the *Instructional Passages* 4, 5 and 6) are excellent resources to use in the instruction on these strategies. These strategies can be modeled and explicitly taught in whole class, small group or one-on-one settings. These settings can be found in the Reading Workshop.

Allington, Richard. *What Really Matters for Struggling Readers: Designing Research-Based Programs* (Pearson, 2012).

Carty, Maria and Brenda Newcombe. *Passages 4 (5 and 6 also available): Instructional Passages for Active Young Readers*. (Thomson Nelson, 2007).

Fisher, Douglas and Nancy Frey. *Background Knowledge: The Missing Piece of the Comprehension Puzzle*. (Heinemann, 2009).

Fountas, Irene C. and Gay Su Pinnell. *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy* (Heinemann, 2001). Text types and text structure, pages 390-409

Harvey, Stehanie and Anne Goudvis. *Strategies That Work: Teaching Comprehension for Understanding and Engagement, 2nd ed.* (Stenhouse Publishers, 2007).

Keene, Ellin. *To Understand: New Horizons in Reading Comprehension*. (Heinemann, 2008).

Szymusiak, Karen, Franki Sibberson and Lisa Koch. *Beyond Leveled Books: Supporting Early and Transitional Readers in Grades K-5, 2nd ed.* (Stenhouse, 2008). Transitional Readers pages 51-68

Taberski, Sharon. *Comprehension from the Ground Up: Simplified, Sensible Instruction for the K-3 Reading Workshop* (Heinemann, 2011).

Oral Language and Vocabulary

Oral language and vocabulary have their own set of outcomes found under the Speaking and Listening stand in this document; however, talk also has an important role to play in the development of strong readers.

It is critical that readers be encouraged to talk about what they are reading, their reactions to the text and their understandings of how they are growing as readers. In talking with others about what they have read, they will clarify their thinking and deepen their understanding of the text. When adults are reading a great book they seek out ways to talk about the book with others (such as book clubs), encourage others to read the book and generally spread the excitement of reading. This type of engagement with reading can be encouraged in our students when we provide opportunities for them to discuss books together. These purposeful conversations can take the form of book clubs (where several students are reading the same book) or book discussion circles/groups (where students share their thinking about an individual book). Talk should also be part of every Reading Workshop to help students clarify their thinking and learning (i.e., turn and talk).

Some examples of adding talk and vocabulary exploration to Reading Workshop are:

- Anticipation guides- an anticipation guide contains a series of statements that relate to the text that is about to be read, and also that could be true or false. Students make a decision about each statement and record “true” or “false” in the before reading column. They then discuss these statements with a partner or small group. The students then read the selected text and revisit the anticipation guide. Through group discussion and clarification of the points, they complete the “true” or “false” column in the after reading column.
- KWL/Reading and Analyzing Nonfiction (RAN) – These charts can be the focus of discussion before, during and after reading. Tony Stead has updated the KWL chart (things I know, things I want to know and things I have learned) to include the columns:
 - What I think I know
 - Yes I was right/ Confirmed
 - Misconceptions
 - New Facts
 - I want to know more about
- Word Explorations- students work with partners to understand a short list (2-3 key terms) prior to reading a given text. They research the meaning of the words, find synonyms and antonyms, notice any roots or suffixes and share their words with another partner group that have discussed 2-3 other words related to the text.

Perhaps the most important type of talk in the Reading Workshop is the talk where students are encouraged to reflect on their own growth as readers. This type of talk will encourage

metacognition, helping students focus on their strengths and needs. This type of talk helps students see themselves as agents in their own learning and promotes growth and self advocacy.

Along with developing talk with students at this level, there is the need for students in the upper elementary grades to continue to build their vocabulary. This exploration and expansion of vocabulary should be part of every day instruction, both as the opportunities arise naturally and in more deliberate ways (such as “word of the day” or “word charts”). Attention to the growth of student vocabulary is very important for the growth of students as readers.

Accurate Fluent Reading

The accuracy and fluency with which a reader is able to process a text has a direct relationship to how well they are able to understand what they have read. Accuracy and fluency are important in so far as they support the comprehension but they are not an end in themselves.

Accuracy

To achieve complete comprehension of a text the brain must have the capacity to devote its energy to the act of understanding. If the brain energy is primarily concerned with decoding text, the comprehension will suffer. To ensure success with the purpose of reading (understanding the text) readers should read text that is accessible to them. We have traditionally thought of 95 percent accuracy as an appropriate level for independent reading text; however, current research (Allington, 2012) suggests that students reading transitional and fluent text (more complex text) should read with an accuracy level of 98 percent or above when **independently reading**. Only when the text is this accessible can readers comprehend it at a deeper level.

Teachers determine student reading accuracy by listening to them read and following along (reading over their shoulder or using a copy of the text to follow along). This practice of taking an oral reading record (ORR) or the less formal “Check-in” is described in detail in the Assessment section of this guide. Conferring with students and checking their reading is a regular part of Reader’s Workshop.

Fluency

Fluent reading, not to be confused with the Fluent stage of reading development, also supports reading comprehension. Fluency considers the phrasing, expression and rate of the reader (see chart below). If a student’s reading is choppy, too slow or too fast or expressionless it may be an indication that they are struggling with the text. The student may be reading with relatively good accuracy, but if the fluency is not there, it could be that too much of the mental energy is going into word solving. If this is the case we can be fairly certain that comprehension will also be compromised. If a student is struggling with fluency

they may benefit from reading an easier text and also benefit from explicit instruction in reading fluently.

[Please insert the Fluency Rubric from the bottom of page 35, AYR 4-6 Assessment Resource]

An example of a way to encourage a focus on fluency is to provide students with a photocopy of a short piece of text and some highlighters. Have the students individually highlight the phrases in the text (where they would pause and/ or stop). Have them read their highlighted text to a learning partner or the teacher and compare. Students notice and discuss any differences and similarities between their highlighted copies. How does different phrasing affect the meaning of the piece?

This is one way to explore fluency with the whole class. There are many other ways to address the issue of fluency and due to the close link with reading comprehension it is important to explore these possibilities where necessary. Some possible approaches are:

- Modelling fluent reading through the use of the read aloud or recorded reading with a fluent model
- Choral reading- students read along with the teacher and their classmates as a poem or other short text is read from an overhead projection
- Short plays could be used with parts that have been practiced for accuracy and fluency
- Deliberate partner practice in fluency focused on phrasing, expression and rate of reading aloud
- Students could read to others, perhaps younger students, and keep the listener engaged in the reading through fluent reading
- Work with students one-on-one to model and have them repeat phrased and fluent reading. It may be that a student needs some direct coaching to understand what is being asked of them around fluency.

Allington, Richard. *What Really Matters for Struggling Readers: Designing Research-Based Programs* (Pearson, 2012).

Allington, Richard. *What Really Matters in Fluency: Research-Based Practices across the Curriculum* (Pearson, 2009).

Beck, Isabel, Margaret McKeown and Linda Kucan. *Bringing Words to Life: Robust Vocabulary Instruction* (Guildford Press, 2002).

Beers, Kylene. *When Kids Can't Read: What Teachers Can Do* (Heinemann, 2003).

Rasinski, Timothy and Lorraine Griffith. *Fluency Through Practice & Performance* (Shell Education, 2012).

Reading-Writing Connection

Reading and writing are closely linked in many ways. Before we can expect students to write in a specific genre or form they must have had frequent opportunities to read and to be read to in that form. Read-aloud and other experiences with a wide variety of fiction and information genres are an integral part of the foundation for successful writing experiences. Students learn to “read like a writer”, to look for text features and characteristics that make text accessible. They also learn to “write like a reader”, to understand the role of audience and purpose.

This connection is reinforced through a large, varied, and well-organized classroom library comprising a range of fiction and information text. Parts of this library should change from time to time, to highlight different genre or authors. If the library remains static from September to June it becomes part of the “wallpaper” and students stop noticing the books. Even teachers who are building their class libraries can display the books they have in imaginative ways.

Teachers also reinforce the connection between reading and writing through the use of mentor texts. Mentor texts are texts that serve as models of excellent writing. The reading and rereading of these texts extends the student’s writing craft. These mentor text serve as an inspiration for their writing and can play an important role in engaging writers.

Through a focus on the reading/ writing connection, teachers can demonstrate such things as

- beautiful, descriptive language used to communicate a moment frozen in time
- skillful use of text structure to match and enhance the authors message
- the careful use of matters of correctness as a courtesy to the reader
- the effective use of text features to help support the reader
- the inventive use of dialogue
- the exploration of voice in writing

Reading Instructional Components

Reading Workshop: Why Workshop?

A great deal of research has been done to discover the most effective way for students acquire new learning. In 1978 Vygotsky showed us that students learn best when they work in their “zone of proximal development”, that is the space between what they can do independently and what they can do with assistance. A few years later, in 1983, Pearson and Gallagher gave us a framework that outlines the process of new learning. This “Gradual Release of Responsibility” model provided a structure that we have come to know as workshop.

[Please insert a copy of Gradual Release of Responsibility model from the Grade 4-6 desk planner]

This research is supported by all of us when we reflect on the last time we had to acquire a new skill. In watching a group of students taking a skiing lesson you notice that the instructor brings them together and demonstrates the skill he wants them to learn at that moment. He is not going to teach them everything they will ever learn about skiing, just what they need to get started that day. He demonstrates the skill and then has the students try it out while he helps them. He watches them closely and corrects their stance or the way they hold the poles. Finally, he takes them to the easy run and lets them try on their own. It is important to note that falling down is expected, and not taken as an indication that the approach is not working.

This description of the ski class is a perfect example of the Gradual Release of Responsibility model. At the beginning of the class the instructor's responsibility is high and lessons gradually as the students move to independent practice. The distinct parts of the workshop have been described as the time to teach, the time to practice and the time to reflect and share. The time to reflect and share is the point at which the student responsibility is the highest; they are reflecting on what they have learned and sharing that learning with each other. The time to practice portion has both student and teacher responsibility as students are working independently but with support. The time to teach portion of the workshop is the point in the Gradual Release where the teacher responsibility is the highest; the teacher decides the focus based on assessed student need and the outcomes and the teacher does the work.

[Please insert a copy of the Reading Workshop model from the Grade 4-6 desk planner]

Time to Teach

During the Time to Teach portion of the Reading Workshop teachers are:

- demonstrating thinking processes (metacognition)
- activating/ using prior knowledge
- generating background knowledge
- modeling the use of text features
- developing fluency
- extending vocabulary
- exploring elements of genre
- exploring literary devices (such as simile, metaphor)
- demonstrating a repertoire of fix-up strategies
- demonstrating a repertoire of comprehension strategies
- connecting reading and writing

These may be explicitly taught through the use of read-aloud/ think-aloud, modeling/ demonstrating, shared reading, and the focus/ mini lesson.

Read-Aloud/ Think-Aloud

The component of Read Aloud is related to Reading Workshop but is typically placed at some other time in the day. Teachers may decide to read aloud texts that they will refer to in

mini lessons at some other point. They may select read aloud materials to foster engagement with reading or to model different genre and authors. Some possibilities for materials to read aloud include (but are not limited to) the following:

- Picture books
- Newspaper articles
- Newspaper editorials
- Editorial cartoons
- Speeches
- Essays
- Information text of all types
- Poems
- Cartoons
- Novels
- Advertisements
- Tweets
- Blogs
- E-mails

Read Aloud is one of the best ways to draw a community of readers together and share the love of reading.

Thinking aloud about text may be used during read aloud, or used when short portions of the texts are re-read during the focus/ mini lesson. When teachers share their thinking during reading aloud it is a powerful demonstration of reading behaviours for students.

Focus Lesson/ Mini Lesson

In Reading Workshop the teacher typically begins with the focus lesson where they demonstrate the skill or strategy that the students will try that day. The focus lesson is the explicit teaching piece that frames the Independent Reading portion of the Reading Workshop and is based on an assessed need or outcome. The key to a successful focus lesson is to keep it short and focused with a clear purpose. In a focus lesson the teacher usually:

- Introduces a concept, skill or strategy
- Makes a connection to the previous mini lesson
- Gives clear examples or models the skill or strategy
- Sets a purpose for today's reading

To ensure a clear message and to keep the focus lesson (mini lesson) short, the teacher does not invite participation from the students during this part of the workshop. This is the section of the workshop where the teacher responsibility is highest. It is, however, to be brief. Brain research tells us that students can focus their attention for less than 10 minutes at one time. If

there is more information the students need on a particular day, break the lesson into smaller sections with time to practice inserted in between the mini lessons.

The topic of the focus lessons will be based on observation of student needs and consideration of the outcomes. The topic could be similar over a series of days or weeks. An example of a longer focus might be a reading comprehension strategy focus. The teacher may have noticed a need for students to work on visualizing and so plans a two week block where each day's lesson will cover a different aspect of this important strategy. The benefit of a longer focus is that when the teacher notices that a few students are struggling with visualizing, she can pull them into a guided reading group the next day to support their learning. This works well because that day's whole class mini lesson was also on visualizing so the guided reading group students are not working on something different from the rest of the class. An example of a shorter focus might be when the teacher notices that something needs to be clarified for the entire class, for example, occasionally students may forget the procedures of workshop and seem to need a refresher on when or how to select books and what are appropriate uses of Independent Reading time.

Focus lessons may include a portion of read aloud to model a specific strategy; however, it is important that this text be read to the students previously during a read aloud time that is separate from Reading Workshop. With the exception of predicting lessons it is helpful if the students are familiar with the text. Furthermore, if it takes eight minutes or longer to read the text, the focus lesson is already too long.

Shared Reading Practice

Following the short focus lesson the students practice briefly, independently or with a partner. If the teacher has gathered the students around a projection device or in the reading corner for the mini lesson, the teacher may use this time to assess how well students have understood the lesson. The teacher can easily hear who is having difficulty understanding what they have been asked to do and the can “trouble shoot” on the spot. In this way, when the students move to Independent Reading the students should be able to work independently more quickly. This brief share time is valuable as it gives the students a chance to clarify their reading task for the day by talking about it with a partner or the teacher.

Another way students share reading is by reading with a partner (either at the end of the focus/ mini lesson or during the Time to Practise portion of workshop). In this case the students should each have a copy of the text to read and they stop at given points to discuss their understanding of the text.

As teachers move from Time to Teach to the Time to Practise portion of workshop and help students select independent reading text, there are a number of factors influencing text difficulty to consider. (See “The Role of Text Complexity in Reading Instruction” at the end of this section.)

Time to Practise

Independent Reading

After the shared practice the students begin the Independent Reading portion of the workshop in which they spend at least the first 10 minutes practicing the focus of the mini lesson. The entire Independent Reading portion of the workshop should be the longest portion of time, typically 20-40 minutes. During the Independent Reading portion of the workshop the teacher uses the time to work with students in small groups or individually (to coach readers and assess student learning).

It is critical for the success of the workshop approach that students have a clear idea as to what is appropriate behavior for Independent Reading time. At the beginning of the school year, and then as needed, it is a good idea to take some focus/ mini lessons to go over how the workshop will operate. When students understand what happens during conferring time, and that they will all have a chance to confer with the teacher, there is less anxiety and fewer interruptions during that time. Teachers may co-construct their criteria for workshop behaviour guidelines and post the anchor chart for the class to refer to. It takes time and work to have workshop running smoothly, but it is well worth it!

One way to keep students motivated during the Independent Reading portion of the Reading Workshop is to ensure that they are reading books in their zone of proximal development. Matching readers to books at the upper grades is a partnership between teachers and students. Students are learning strategies that will help them select appropriate text successfully and teachers are reading with students to check the accuracy of their selections. Teachers support student text selection through mini lessons where they model:

- Selecting text by reading the front and back cover, talking to someone else who has read the book, read the table of contents, looking at the visual supports (pictures and text features), considering the author-series-genre-subject, consider the length, consider the level of difficulty
- Five (or three) finger rule (for independent text)
 - Make a fist and put up a finger for every word you didn't know on one page (approximately 100 words). If all your fingers are up at the end of one page, the book is not a good match for you yet.
 - If using the 98 percent for accuracy (as mentioned in the accuracy section of this section) change this to a 3 finger rule.
- Choosing "Just Right" text:
 - Easy: can read every word, understand every idea
 - Just Right: Can read most words (not all), understand most ideas (not all)
 - Challenging: can't read many words, many ideas that you can't understand

To engage students in conversation about what they are reading is critical to their reading success. This can be handled by conferring with students on a regular basis and keeping notes as to the teacher's observations. Another way to foster a conversation about the reading process and how students are feeling and thinking about what they have read is through the use of Response Journals/Notebooks.

Response journals create the opportunity for the teacher to guide students' reading and to engage them in a yearlong written conversation about their reading process, and their feelings about reading and what they have read. One word of caution here would be to ensure that the writing of the journal be spaced out in time so as to not overwhelm the time to practice reading.

Small Group Instruction

While the bulk of the class is purposefully engaged in Independent Reading it is the opportune time to work with individuals or small groups. The purpose of this small group instruction is to work with students based on assessment of their demonstrated strengths and needs.

Guided Reading

During the Independent Reading portion of the Reading Workshop the teacher will work with small flexible groups (2-6) of students in Guided Reading sessions.

“Guided reading allows you to help students move forward in their reading development. Through specific teaching and careful text selection, you make it possible for students to learn more than they could learn on their own.” (Fountas & Pinnell, 2001, p.191)

The Guided Reading session will address an assessed need that the students share. The teacher should select a text that will work for that lesson and also be accessible to all students in the group. Create a focus/ mini lesson that will support the student strength/ need and use the selected text to demonstrate the strategy. It is important that when the students read during guided reading that it be independent reading and not “Round Robin” reading (“Round Robin” reading is when each student reads aloud in turn). This is the time for students to practice their reading in a supported environment and more practice will be gained if they are not sitting and waiting for their turn to read. If students finish reading ahead of others, have something in place for them to do as they wait (e.g., a purposeful graphic organizer to begin filling out, re-read the text, begin a reflection on what has been read, add sticky notes to mark thinking). After the reading, discuss the meaning of the text in the context of the lesson. Invite students to share and clarify their understandings. Demonstrate going back into the text to find evidence for their understandings.

Book Clubs

Book clubs are another way for small groups to work together in reading Workshop. There are many resources that help teachers plan these but the key for their success is to match the students with other students who share their interest and reading needs. Book clubs began

with the work of “Harvey Daniels” where roles were assigned and discussions were mapped out. These have grown into a Book Club model, with more natural and free flowing discussion. This structure allows for students to discuss their books and their thinking about books. If the books share a theme, such as friendship, survival, adventure or a genre, such as biography...then the teacher may create anchor lessons using a common text (perhaps a short story). The Book Club approach to novel study ensures that students spend time reading text that is in their zone of proximal development. This is not the case with the class novel study.

When a class reads the same novel and then answers questions or has discussion around that novel, it is generally referred to as a class novel study. **This approach is no longer recommended.** The novel study usually takes between one and a half to two months to complete. The issue with this approach is that all students are expected to read the same book, and that book is highly unlikely to be “Just Right” for every student in the class. Therefore, many students will spend much of their independent reading practice time reading a book that is either much too easy or too difficult for them.

The benefits of sharing a common text can be approached through the use of a much shorter text, such as a short story or through a read aloud novel. After the novel has been read during read aloud time, the teacher can use this common text to discuss aspects of the novel such as plot, setting and character development. The students can then apply this knowledge to the books they are reading in Reading Workshop.

Conferring

Teachers may also choose to use the Independent Reading portion of Reading Workshop to meet with students individually to confer with them about what they are reading and/or to assess their reading progress and set goals for future reading sessions (see the section on Assessment for greater detail on conferring).

Time to Share and Reflect

Finally, the students come back together for a share time to reflect on what they have learned that day. This reflection time can be with partners, small group or whole class. Students reflect on the focus of the lesson and share with each other how well the skill or strategy worked for them as a reader. When the teacher is working with students during the Independent Reading time, she or he might ask students who have demonstrated a good understanding to plan to share that day.

Due to time constraints, this section is sometimes missed. It is important to plan for it and to stop the Independent Reading portion of the workshop in time to allow for the Time to Share and Reflect each day. When students are encouraged to talk and think about their reading and themselves as readers, they will grow and improve. When students are self-reflective they are at the highest level of independence. They need to practice this independence and metacognition to continue on their reading journey.

The Role of Text Complexity in Reading Instruction

Text complexity (text gradient) refers to the established difficulty or ease of a text through the consideration of a number of factors. For teachers of grades 4-6 the precise “level” of a text is not generally helpful when working with readers in the Transitional or Fluent stages; however, knowing what supports books may offer a reader, or what challenges they may present provides useful information when working with any reader. Some factors that influence text difficulty to consider are:

- Length of text overall: Is it possible to finish this book in one reading or will the reader need to be able to hold information about the plot and character in their minds until the next reading session? When students are making the switch to longer chapter books they may require scaffolding (such as a graphic organizer) to help them make the change from books that can be finished in one session.
- Number of Characters: How many characters will the reader need to keep track of? Are the minor characters important to the plot or is the story carried by one or two main characters? If the book contains many complex characters students may require support with following character development over time. Also, if one character changes significantly over the course of the book students may need help with monitoring this change and the affect it has on the outcome of the book.
- Genre: Is the text a familiar genre? Will some of the characteristics of the genre need to be explored prior to the reading?
- Text Structure: Fiction- Are there many literary devices such as flashbacks or foreshadowing? Does the text have a simple beginning, middle and end? Information Text- Does the structure (cause and effect/ problem-solution/ compare-contrast/ sequential/ descriptive) help the reader predict what will happen next?
- Vocabulary: Does the vocabulary of the text contain many new or unfamiliar words? Are there many multisyllabic words? Is there a need to enrich background knowledge prior to reading the book? Is figurative language used?
- Content and Themes: How sophisticated or complex is the theme of the text? Will the student reader require support to comprehend the text on more than a surface level? Is the content too mature for the reader?
- Familiar Series or Author: Is the book part of a series or by an author the student is familiar with? Some readers benefit from having predictable patterns of plot or familiar characters while they solidify some of their reading skills and strategies.
- Sentence Complexity: Are the sentences short, long or varied in length? Do the sentences have embedded clauses? In dialogue, is the speaker always identified?
- Print Features: Do the layout, font, graphic features and organization help the reader make sense of the text? What features will require pre-teaching?

These factors can be supportive to the reader or they may present hurdles for the reader to navigate with support from the teacher. Knowing what to look for in the text helps teachers use text more effectively to support readers.

Some grade 4-6 students, those reading in the Early stage of reading development, require a closer match between reader and text level. For these students, teachers will need access to some leveled text. Generally, however, the 4-6 classroom library should be organized by topic, author or genre as these students are developing independence in the selection of reading material. Furthermore, as students enter the Transitional and Fluent stages of reading development, a close match between text level and reader becomes less critical for reading development. At these stages of reading development the focus of instruction is more about developing a repertoire of strategies to allow readers to successfully comprehend a range of text. Explicit instruction around the challenges and supports that may be found in text will also strengthen these readers.

See the appendix for more information about text complexity- “Descriptors of Text Level Clusters”

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Reading and Viewing Curriculum Outcomes – Grade Four

GCO 4 – Students will be expected to select, read and view with understanding a range of literature, information, media and visual texts.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing-
4.1 select, with growing independence, texts appropriate to their interests and learning needs 4.2 read widely and experience a variety of children’s literature with an emphasis in genre and authors	Evidence of student learning relevant to these specific curriculum outcomes include: <ul style="list-style-type: none"> - selecting appropriate (“just right”) texts from class and school library (with guidance and support when necessary) - beginning to articulate what makes a particular book appropriate for a given purpose - selecting and reading a variety of text types and various authors over time

Assessment

Gather evidence of students’ learning through conversations, observations and products to inform instruction. Use the continuum of reading development and a variety of assessment tools such as oral reading records (ORRs), checklists, quick check-ins, interest inventories, rubrics and observation / anecdotal notes. Assess students multiple times, using multiple tools on multiple reading tasks, for example:

- **confer with students:**
 - o discuss ‘just right’ book selections
 - o ask students about their purpose for reading
 - o talk to students about their reading preferences
 - o ask about books selected based on interest and enjoyment
 - o ask students to talk about how and why they make text selections

- **observe, listen and record notes as students:**
 - o read their selected text in on-going conferring sessions
 - o give book talks and note the genre they are selecting, and their comments about the interesting parts of texts, recommendations, etc.
 - o students’ conversations with each other about texts they are reading and enjoying, as well as their contributions during reflection/ sharing times
 - o give responses to teacher’s and classmates’ comments and questions about their reading
 - o read independently – interest, stamina, etc.

- drop in with students as they read independently and listen to students read a short section from the text; note accuracy, fluency and ask a few open ended comprehension question to assess understanding (this will help assess if a given book is appropriate for a given student)
 - make text choices for independent reading (with guidance and support when necessary)
- **monitor student's written responses to text such as:**
- student reading logs (typically a list of texts read during independent reading)
 - reading journal entries
 - other written responses to texts read

Time to Teach

During whole class, small class or individual instruction make learning focuses explicit in read aloud/think alouds, shared reading and focus lessons, such as:

- **during read aloud:**
 - demonstrate variety in genre, length and text difficulty (e.g. picture books, short passages from the newspaper, magazine articles, poems, short stories, novels, informational text, etc.)
 - select read aloud texts that are high quality and engaging
 - read the title, author, illustrator, and back cover summary to demonstrate one strategy for selecting appropriate fiction texts
 - read the title and table of contents to demonstrate selecting appropriate non-fiction texts
- **model:**
 - share your reading life with students – the books you are currently reading, how you chose them, what you are enjoying about them, learning from them, etc.
 - how to choose books that are 'just right' for their reading purpose (demonstrate with examples that are 'just right' as well as those that are too difficult and too easy)
 - how to set a focus for reading (scaffold this by setting a focus for reading and making the reasons for that focus explicit)
 - how to give book talks, making specific reference to features such as genre, title, author, illustrator, gist of the text, as well as what makes it interesting or informative, recommendations, etc.
- **shared experiences:**
 - co-construct an anchor chart of ideas to include in an effective book talk
 - co-construct an anchor chart on how to select appropriate text (just right for our reading purpose)

Time to Practise

On a daily basis, provide small group instruction or confer with students while the rest of the class engages in reading practice experiences based on a variety of genre, students' strengths, needs, choice and interest, such as:

- make appropriate selections from the classroom library (sometimes with support) and, with a predetermined purpose, read independently during the Independent Reading portion of the Reading Workshop (to find information, to read between the lines about a character's personality, to wonder and ask questions, to visualize, etc.)
- talk about books they are currently reading and how they chose them
- practice reading 'just right' texts most of the time during independent reading
- gather information from non-fiction texts that have been chosen based on interest
- develop book talks
- record books read on a book log
- record thinking about text selection in reading journal/ notebook or using sticky notes or a "think mark"

Time to Share and Reflect

Students take time to reflect on what they are learning about the texts they engage with and about themselves as readers by:

- talking about books selected and how they determined them to be 'just right'
- sharing the purpose for reading and with increasing independence talk about how they matched the book to their purpose
- sharing their growth and development with respect to varied genres, authors, series, etc.
- talking about books they are reading based on interest (topic, author, series, etc.)
- giving book talks
- sharing an "ah-ha" moment they may have experienced during the Independent Reading portion of Reading Workshop

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- provide students who struggle with longer texts (texts that are not finished in one reading such as novels) with tools that remind them what happened the last time they read. These can be book marks or graphic organizers on which they have recorded just enough information to keep them reading forward.
- ensure the students are reading text that most closely match their ability to comprehend. If the texts they read are too difficult they will become discouraged and

if they always read easy text, they will not improve. When conferring with students, check to see the texts they have selected are “Just Right” for them and their reading purpose

- support students with the selection of simple information text and highlight text features that support the reader

Increased Challenge

- provide a range of text that are appropriate for their reading level, age and areas of interest. This is not always easy with younger readers who are reading higher level text. Enlist the help of the others, such as librarians and support staff to assist with book selection if necessary.

Reading and Viewing Curriculum Outcomes – Grade Four

GCO 4 – Students will be expected to select, read and view with understanding a range of literature, information, media and visual texts. (Continued)

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing-
4.3 use pictures and illustrations, word structures, and text features (e.g., table of contents, headings and subheadings, glossaries, structures of narrative and expository texts, key ideas, and margin notes) to locate topics and obtain or verify understandings of information	<p>Evidence of student learning relevant to these specific curriculum outcomes include:</p> <ul style="list-style-type: none"> - using all sources of information (cueing systems) when reading - monitoring their own comprehension and using a “fix-up” strategy when meaning breaks down such as: <ul style="list-style-type: none"> o predicting: using prior knowledge and text clues to think about what the text may be about o confirming: while reading, check to see if the text matches the predictions o monitoring: while reading, check to see if the text is too difficult or too easy o self-correcting: when stuck try rereading, reading on, asking for help or using context clues o word solving: using a variety of strategies to “unlock” unfamiliar words such as looking for smaller words in the word, common rimes, context o sampling/gathering: note the parts of the text that are helpful o maintaining fluency: pay attention to punctuation and read smoothly with expression - using a variety of methods and techniques when searching for information in non-fiction text
4.4 use and integrate the pragmatic, semantic, syntactic, and graphophonic cueing systems (including context clues; word order; suffixes, compound words, contractions, and singular and plural words) and a variety of strategies to construct meaning	
4.5 describe their own processes and strategies in reading and viewing	

	<ul style="list-style-type: none"> - reading longer, more complex text to develop strategies to support their understanding - demonstrating understanding of text read through conversations and written responses - setting goals for reading - demonstrating awareness of their learning needs as they relate to reading - when conferring, describing comprehension strategies that support their understanding such as: <ul style="list-style-type: none"> o making connections: recognizing relationships that exist between the text, other experiences, other texts and the world. o visualizing: creating pictures and images in my mind that help me understand the text o inferring: looking for hints and “reading between the lines” to uncover the meaning of the text o questioning: asking questions about the text that help with comprehension o determining importance: thinking about the purpose for reading and reading for key information o analyzing: examining the text (construction, ideas and content) to develop a greater understanding of what was written and how it was written o synthesizing: combining information from a variety of sources to create new understandings and ideas
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Assessment

Gather evidence of students’ learning through conversations, observations and products to inform instruction. Use the continuum of reading development and a variety of assessment tools such as oral reading records (ORRs), checklists, interest inventories, rubrics and

observation / anecdotal notes. Assess students multiple times, using multiple tools on multiple reading tasks, for example:

- **confer with students:**
 - talk to students about their understanding of their selected text and record observations that will help guide instruction (help students select appropriate reading goals)
 - note strengths and needs of the reader (but select only one need as a focus for instruction per conference)
 - Do a quick “Check-in” assessment which includes the student reading one or two paragraphs aloud, a short conversation in response to an opened prompt such as “How is your reading going” and one or two comprehension questions.

- **observe, listen and record notes as students:**
 - read their selected text in on-going conferring sessions
 - give book talks and note their comments about favourite characters, interesting parts of texts, recommendations, etc.
 - students’ conversations with each other about texts they are reading and enjoying, as well as their contributions during reflection / sharing times
 - observe students as they work in small groups such as literature circles, book clubs and guided reading groups
 - record observations on student use of strategies and depth of understanding
 - record observations of student reading behaviours during Oral Reading Records (ORRs)

- **monitor student’s written responses to text such as:**
 - reading journal entries
 - other written responses to text

Time to Teach

During whole class, small class or individual instruction make learning focuses explicit in read aloud/think alouds, shared reading and focus lessons, such as:

- **during read aloud:**
 - demonstrate variety in genre, length and text difficulty (e.g. picture books, short passages from the newspaper, magazine articles, poems, short stories, essays, novels, informational text, etc.)
 - read books or passages that will be the focus of future mini lessons
 - select read aloud texts that are high quality and engaging

- **model:**

- using a variety of known texts (texts that have been read to the class prior to the mini-lesson, perhaps a number of times) to illustrate lessons on a particular reading strategy or text feature
 - using a variety of known fiction text (a previously shared short story or class novel) to demonstrate such literacy devices as setting, character and plot. For example, a short story is a useful anchor text when approaching book clubs; it provides a common frame of reference for mini lessons throughout the book club time.
 - think aloud about reading using mini lessons designed to reveal how thinking is an integral part of the reading process. Share your thinking about text and encourage students to share their thinking about what they are reading.
- **shared experiences:**
- co-create anchor charts for each comprehension strategy
 - co-create anchor charts for various genres
 - book club instruction: select an anchor text to use with the entire class (a short story works well for a novel book club) and use it to provide explicit instruction to the entire class prior to their work with their own novels. For example, co-create a character sketch using a character from the anchor story before having the groups work on character sketches from their own novels.

Time to Practise

On a daily basis, provide small group instruction or confer with students while the rest of the class engages in reading practice experiences based on a variety of genre, students' strengths, needs, choice and interest, such as:

- students practice the reading strategy from the day's focus lesson with their independent text during the Independent Reading portion of the Reading Workshop
- students participate in guided reading sessions with teacher, either one-on-one or in small groups. (These groups are selected based on an assessed need that the students share.) These guided sessions provide additional support for students based on a demonstrated need or interest.
- students participate in book clubs/ inquiry circles
- students discuss their understandings of the books they are reading
- students record their thinking about texts in a reading journal/log
- students confer with the teacher about their reading

Time to Share and Reflect

Students take time to reflect on what they are learning about the texts they engage with and about themselves as readers by:

- talking with a partner about what they learned about the reading strategy they tried today

- participating in small group or whole class discussions about the focus of the day's lesson and how they used that focus in their reading
- sharing an "ah-ha" moment they may have experienced during the Independent Reading portion of Reading Workshop
- sharing a comment they made during a guided reading session or reading conference (as encouraged by the teacher)
- sharing a part of their book that they really liked and explaining why they liked it
- responding to prompts such as "What do you know about yourself as a reader now that you didn't know before?"

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- ensure students are using all sources of information (cueing systems) when reading text such as:
 - o using text type to predict, sample, confirm/self-correct (pragmatics)
 - o using meaning to predict, sample, confirm/self-correct (semantics)
 - o using structure to predict, sample, confirm/self-correct (syntax)
 - o using sound/symbols to predict, sample, confirm/self-correct (graphophonics)
- provide students who struggle with longer texts (texts that are not finished in one reading such as novels) with tools that remind them what happened the last time they read. These can be book marks or graphic organizers on which they have recorded just enough information to keep them reading forward.
- for the student who always needs help getting started with Independent Reading, establish routines that they can manage independently so they have something productive to do until you are able to work with them. This frees you to answer quick questions from others before you get started with students who need more of your time.
- guided reading sessions are important for all students to grow as readers, and students who struggle may require more sessions where you are guiding their reading. While this additional support is necessary, it is also important to encourage independence with these students and to find ways to support them both inside and outside guided reading sessions.
- ensure the students are reading text that most closely match their ability to comprehend. If the texts they read are too difficult they will become discouraged and if they always read easy text, they will not improve. When conferring with students, check to see the texts they have selected are "Just Right" for them.

Increased Challenge

- check to see the actual strengths and needs of the student. Some students come to us as very proficient readers and it may seem as if they have little left to learn. When a student is able to read a wide range of fiction with excellent accuracy and fluency,

check to see how well they understand what they have read. Does their comprehension go beyond the surface level? If so, how well do they manage with information text at the same level? They may require more exposure to different genres to round out their reading experiences.

- provide a range of text that are appropriate for their reading level, age and areas of interest. This is not always easy with younger readers who are reading higher level text. Enlist the help of the others, such as librarians and support staff to assist with book selection if necessary.

Reading and Viewing Curriculum Outcomes – Grade Four

GCO 5 – Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
5.1 answer, with assistance, their own and others’ questions by seeking information from a variety of texts – determine their own and community (class) needs for information – recognize the purpose of classification systems and basic reference materials – use a range of reference texts and a database or an electronic search to facilitate the selection process – reflect on the process of generating and responding to their own and others’ questions	<ul style="list-style-type: none"> - generating questions that will help define a search for information - using the best questions to plan the research (with support where appropriate) - using tools for the collection of information (such as a matrix or other supports provided by the teacher) - using a variety of sources and developing strategies for assessing the accuracy of the information - working with others to find, analyze, organize and present information - reflecting on their learnings with increasing quality and depth

Assessment

Gather evidence of students’ learning through conversations, observations and products to inform instruction. Use this evidence to reflect on student growth with selecting and refining information, narrowing topics, using a variety of sources, and sharing their learnings and reflections with others. Assess students multiple times, using multiple tools on multiple reading tasks, for example:

- **confer with students:**
 - work with students to help them plan their research and what resources they will be using and to note their progress
 - notice what research supports (such as graphic organizers) students select and help them select appropriate tools where necessary

- **observe, listen and record notes as students:**
 - work together to create the questions to guide their research (are the questions “thick or thin”, do they go beyond surface level questions?)
 - navigate a variety of sources of information
 - complete short, clearly defined research tasks, assessing information selected from several sources beyond paper and print-based media (with some teacher assistance) and assess their ability to support their arguments with this information
 - observe student understanding of accuracy and potential bias in a variety of sources of information

- **monitor student’s written responses to text, such as:**
 - student responses to research questions (e.g., short research projects, information collection graphic organizers, group presentations)
 - reading journal entries

Time to Teach

During whole class, small class or individual instruction make learning focuses explicit in read aloud/think alouds, shared reading and focus lessons, such as:

- **during read aloud:**
 - demonstrate the range and characteristics of informational text types and how each provides information in different ways
 - highlight or feature information text by bringing real life examples to the read aloud such as newspaper or magazine articles

- **model:**
 - model how to draw on prior knowledge about a topic and how to confirm that knowledge as correct
 - demonstrate how to ask effective questions for research and how to use them to shape the research
 - model how to set a specific purpose for reading and provide a variety of examples (such as graphic organizers) for effectively collecting information
 - demonstrate the importance of building new vocabulary while researching new topics
 - demonstrate how to extract information from a variety of sources (e.g., pictures, viewing video clips, websites, on-line encyclopedias, search engines, etc.)
 - model the use of text features to locate important information (pictures, labeled diagrams, scaled diagrams, text boxes, captions, table of contents, index, etc.)
 - demonstrate how to extract information from a collection of items in a learning centre (e.g., one about explorers – pictures, books, websites, maps, information cards or sheets, encyclopedias)
 - model how to share new information with others

- **shared experiences:**
 - o invite students to bring in short information text they find in the newspaper, magazine or on-line to share with their classmates
 - o view websites using shared technology

Time to Practise

On a daily basis, provide small group instruction or confer with students while the rest of the class engages in reading practice experiences based on a variety of genre, students' strengths, needs, choice and interest, such as:

- students read information text on an on-going basis. Information text should be included in their individual collection of books for the Independent Reading portion of Reading Workshop (e.g., a large self closing plastic bag with self selected text- a "now", a "next" and a "non-fiction" book). At times when the focus of the mini lessons is more on information text the configuration in the book bags could change to include more information text.
- students practice gathering information from a variety of sources through short investigations. These investigations should be designed to allow practice with various types of information text. They may also focus on a variety of support tools for gathering and presenting information.
- students participate in group discussions or information book clubs around a common information text
- a small group of students participates in a guided session with the teacher around an aspect of research
- work with partners or small groups to collect information on a common topic from a variety of sources. Work as a group to present this information to others.

Time to Share and Reflect

Students take time to reflect on what they are learning about the texts they engage with and about themselves as readers by:

- using their reading journals to reflect on what they have learned and how they discovered the information
- through discussion, students reflect on the most effective methods of gathering information
- reflecting on what makes an effective presentation
- reflecting on the importance of protecting intellectual property
- reflecting on how well their research supported their arguments
- reflecting on questions still left to be answered

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- provide additional opportunities for students to explore questioning. Students struggling with research may be following a process without understanding that they are seeking answers to questions. Providing additional opportunities for them to explore questioning, and the types of questions, will support them in this area.
- provide additional support with note taking skills. Reading a passage and recording information as they understand it (“in their own words”) is an important skill for successful research projects.
- guided reading sessions are important for all students to grow in the use of information text and research. Identify specific areas where students require support with information text and explicitly teach these students one-on-one or in small group sessions.
- ensure the students are reading information text that most closely match their ability to comprehend. If the texts they read are too difficult they will become discouraged and if they always read easy text, they will not improve. When conferring with students, check to see the texts they have selected are “Just Right” for them.

Increased Challenge

- to differentiate this outcome for students who excel simply direct students to more sophisticated material, suggest additional resources and allow students choice of topic. While choice is very important for student engagement at any level, for students who excel it is critical for their success.
- provide a range of text that are appropriate for their reading level, age and areas of interest. This is not always easy with younger readers who are reading higher level text. Enlist the help of the others, such as librarians and support staff to assist with book selection if necessary and explore a range of on-line options to support these readers.

Reading and Viewing Curriculum Outcomes – Grade Four

GCO 6 – Students will be expected to respond personally to a range of text.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
6.1 describe, share, and discuss their personal reactions to texts 6.2 give reasons for their opinions about texts and types of texts and the work of authors and illustrators	<ul style="list-style-type: none">- making meaningful personal connections that enhance comprehension- sharing their connections orally and / or in writing- sharing their opinions about the text and give reasons for those opinions- demonstrate an increasing awareness of a variety of authors and illustrators

Assessment

Gather evidence of students' learning through conversations, observations and products to inform instruction. Use this evidence to reflect on student growth with demonstrating and sharing a personal reaction to text and supporting that opinion with evidence from the text and from their personal experiences. Assess students multiple times, using multiple tools on multiple reading tasks, for example:

- **confer with students about:**
 - o how their personal connections enhance their comprehension
 - o the personal connections they made to texts, and the support they offer for their opinions
- **observe, listen and record notes as students:**
 - o talk with a learning partner or in book club about the personal connections they made to the text
 - o reflect on their personal connections during reflection / sharing time
 - o give book talks
- **monitor students' written responses to text such as:**
 - o reading response journals

- completed graphic organizers
- notes on sticky notes
- other written responses about personal connections to text

Time to Teach

During whole class, small class or individual instruction make learning focuses explicit in read aloud/think alouds, shared reading and focus lessons, such as:

- **during read alouds:**
 - model making personal connections and talk about how texts can make a reader feel
 - demonstrate thinking about the text in both literal (“*Walking on a railway track can be dangerous*”) and non-literal (“*I think the children didn’t tell their parents about the train because they knew what almost happened and they learned their lesson*”) ways. Give multiple examples of supporting your thinking using evidence from the text and also from personal experience.
 - use a wide variety of picture books and other text (both fiction and information text) to demonstrate these personal connections.
- explicitly link personal connections to how they aided comprehension
 - It is not enough to make a connection that does not move the reader forward in their understanding. For example, a student might make a connection that the main character has a dog and they also have a dog. This is a “so what” connection. A student who observes that they understand how the main character feels when his dog is missing because he also has a dog that ran away one time. He remembers how scared and worried he felt and guesses that the main character would feel scared and worried too.
- **model:**
 - applying sticky notes to a part of the text that reminded you of something so that you will be able to recall it later when you want to share more; at the end of the read aloud go back to the sticky note(s) to elaborate on the connection and how it enhanced comprehension
 - how making connections helps the reader access background knowledge and, as a result, engage more deeply in the reading
 - making effective connections to think ‘about the text’
 - completing reading graphic organizers
 - how illustrations add to the meaning of the text and in some text (post modern) are integral to unlocking the meaning of the text
 - writing reading responses about personal connections that enhance comprehension
- **shared experiences:**
 - completing reading graphic organizers together
 - writing reading responses
 - co-construct an anchor chart of ideas to include in a reading response

Time to Practise

On a daily basis, provide small group instruction or confer with students while the rest of the class engages in reading practice experiences based on a variety of genre, students' strengths, needs, choice and interest, such as:

- daily opportunities to practice reading 'just right' texts with a purpose and focus
- apply sticky notes to a text as they read to help them remember their thinking for future discussions about the text and for journal entries
- complete reading graphic organizers while they are reading independently
- write reading responses about their connections and how they enhance understanding
- talk about their connections to text and how they deepen their understanding in book clubs and in other small group discussions
- give a book talk that highlights their likes and dislikes about a text
- present opinions about text using evidence from the text and their own personal experience for support

Time to Share and Reflect

Students take time to reflect on what they are learning about the texts they engage with and about themselves as readers by:

- sharing how making personal connections to text have deepened understanding of the text
- reflecting on how making a personal connection to a character helps the reader to better understand the characters actions and motives
- reflecting on what evidence to support the readers understandings come from the text and what evidence comes from other sources such as prior knowledge and experiences
- using their reading journals to reflect on what they have learned

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- provide additional opportunities for students to explore making meaningful connections to text. Students struggling with this outcome may be making only surface level connections. They will require additional modeling and practice with making explicit links between their connections and how the connection supports comprehension.
- provide additional graphic organizers to help students pair their opinions about text with support for their opinions
- provide additional opportunities for students to talk about their responses to text

- guided reading sessions are important for all students to grow in the use of making personal responses to a range of text. Identify specific areas where students require support with giving and supporting opinions and teach these students one-on-one or in small group sessions.
- ensure the students are reading text that most closely match their ability to comprehend. If the texts they read are too difficult they will become discouraged and if they always read easy text, they will not improve. When conferring with students, check to see the texts they have selected are “Just Right” for them.

Increased Challenge

- to differentiate this outcome for students who excel focus on the range of text and support these students with more sophisticated material.
- work with students to enrich their responses with support from the text, their personal experience and other sources

Reading and Viewing Curriculum Outcomes – Grade Four

GCO 7: Students will be expected to respond critically to a range of texts, applying their knowledge of language, form and genre.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
7.1 use their background knowledge to question information presented in print and visual texts	<ul style="list-style-type: none"> - using prior knowledge to predict what messages might be contained in a text
7.2 identify conventions and characteristics of different types of print and media texts that help them understand what they read and view	<ul style="list-style-type: none"> - asking questions brought to mind while reading a text demonstrating an understanding that text carries a message and represents a particular view point
7.3 respond critically to texts by – asking questions and formulating understandings – discussing texts from the perspective of their own experiences – identifying instances where language is being used, not only to entertain, but to manipulate, persuade, or control them – identifying instances of prejudice and stereotyping	<ul style="list-style-type: none"> - identifying the point of view of the author of some texts and discussing how the author has positioned them as readers - sharing their understanding of characteristics of a particular genre under study - sharing ideas about texts written by a particular author from an author study undertaken individually, with a small group or as part of class discussion - expressing their agreement or disagreement with information in a text, a character’s decision, etc. and supporting their view with evidence from the text or from their personal experience as it relates to the text - reading a text for bias and demonstrating whose voices are heard and whose are silenced - sharing instances of prejudice and stereotyping when they occur in text

Assessment

Gather evidence of students' learning through conversations, observations and products to inform instruction. Use this evidence to reflect on student growth with demonstrating and sharing a critical reaction to text and supporting that opinion with evidence from the text, other sources and from their personal experiences. Assess students multiple times, using multiple tools on multiple reading tasks, for example:

- **confer with students about:**
 - their understanding of the particular text and structural features of different genre
 - their understanding of the similarities and differences between different genre they are studying
 - their understanding of why an author might select a particular type of text. How do the features of the text support the author's message?
 - similarities and differences between two versions of the same story
 - similarities and differences between the print version and movie of the same story
 - the intended purpose and audience of a given text (media text or another text form where the author's point of view is clear)

- **observe, listen and record notes as students:**
 - discuss ideas with a learning partner (what they understand, what they wonder about, etc.)
 - contribute to whole class and small group discussions such as book clubs or guided reading groups
 - complete a reading graphic organizer about similarities and differences
 - present a book, poem or short piece of text to the class in a book talk

- **monitor students' written responses to text such as:**
 - reading response journals
 - notes on sticky notes
 - completed reading graphic organizers (such as Venn Diagrams)
 - written reading responses that focus on an author's purpose, point of view, etc.

Time to Teach

During whole class, small class or individual instruction make learning focuses explicit in read aloud/think alouds, shared reading and focus lessons, such as:

- **during read aloud:**
 - read aloud two or more versions of the same text to highlight different perspectives (e.g., *Little Red Riding Hood –traditional and Into the Forest- Anthony Browne*)
 - when reading fiction; sketch a character based on what they say, what others say about them, their actions and the reader’s insight into their motives. With longer text, build this character sketch over time.
 - highlight text that promote discussion around stereotyping or that contain a pronounced bias. Demonstrate the devices the author uses to position the reader.
 - throughout the year, with each read aloud choice, share the publication date with the students. Discuss the implications of date of publication and the impact of this context. Is it more significant with certain genre?
 - present more than one interpretation of text meaning. Demonstrate the various possibilities and show how each may be supported with evidence from the text and personal experience.
 - add to anchor charts which support the current teaching focus (e.g., “Features of Realistic Fiction”, “Types of Big/Thick Questions”, “Ways Authors Position the Reader”)
- **model**
 - questioning the text and demonstrate the types of questions readers ask as they read. Some questions help with surface level understanding and may only require a closer reading of the text to answer. Some questions will require the reader to think about their prior knowledge or cause the reader to reflect to find the answer outside the text. Some questions have no finite answers but are very important questions to ask.
 - the use of sticky notes coded in a variety of ways (e.g., question mark when a question was evoked while reading, an exclamation mark for surprising information, a check mark to confirm information from background knowledge) to preserve the reader’s thinking
 - the use of a Venn diagram or other graphic organizer to compare and contrast two texts, characters, ideas, etc.
 - thinking about a media text, such as an advertisement, and demonstrate how the reader might speculate on the target audience and intended message
- **shared experiences**
 - provide each student with a copy of the same text or display the text (chart, LCD projector, overhead projector), reading the text together and engaging all students in discussions about the text – e.g., questions, perspectives, point of view, comparisons, etc.
 - co-construct anchor charts on a variety of topics related to the explicit teaching point (such as the features of particular genres or the types of questions readers ask to support their understanding of the text)

Time to Practise

On a daily basis, provide small group instruction or confer with students while the rest of the class engages in reading practice experiences based on a variety of genre, students' strengths, needs, choice and interest, such as:

- when reading text, students take an active stance. This may include such reading behaviours as:
 - o coding text to record thinking
 - o recording questions that were unanswered during reading
 - o sketching the development of setting, characters and storyline during reading
 - o recording and reflecting on the literary devices the author uses to position the reader
 - o talking with others about what they are reading
- participating in book club discussions
- using a KWL or RAN (Reading and Analyzing Nonfiction, Tony Stead) chart to record thinking and learning prior to, during and after reading
- reflecting on how prior knowledge affects the reader
- reflecting on the role of perspective in storytelling and information text
- comparing and contrasting text: including setting, characters, plot, genre and content
- engaging in thinking and discussion about:
 - o author's purpose in creating a particular text
 - o the reliability of any given information in a text and the validity of the sources include
 - o any stereotyping, bias or prejudice found in the text
 - o elements of fairness found in the text
 - o the implication of publication dates and locations
- using a variety of graphic organizers to help organize their thinking about text
- utilizing appropriate comprehension strategies to help deepen their understanding of text
- recording their thinking in reading journals

Time to Share and Reflect

Students take time to reflect on what they are learning about the texts they engage with and about themselves as readers by:

- sharing their thinking about text with others by:
 - o actively participating in book club discussions
 - o presenting their thinking about text during share time
 - o talking about how their prior knowledge affected their reading of a given text
 - o sharing successful strategies they used during the Independent Reading portion of Reading Workshop
 - o sharing how they applied critical thinking to their independent reading – characteristics of a particular genre, author's point of view, stereotyping, bias or prejudice noticed in a text, etc.

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- students who struggle with critical thinking about a text may be reading a text that is too difficult for them. Ensure that students are reading in their “zone of proximal development” or provide easy text for them to begin to develop these critical thinking skills without the added burden of decoding text.
- individual or small group explicit instruction will support learners who are struggling with the concept of responding critically to text.
- isolate complex critical thinking skills into smaller units or steps

Increased Challenge

- the challenge may be increased through the selection of more complex text or a wider range of text types. Present texts where there are numerous possibilities for author’s purpose and encourage students to see the same text through the various possible perspectives.
- explore more sophisticated media text that manipulate the reader in multiple ways

Reading and Viewing Curriculum Outcomes – Grade Five

GCO 4 – Students will be expected to select, read and view with understanding a range of literature, information, media and visual texts.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
4.1 select, independently, texts appropriate to their interests and learning needs	<ul style="list-style-type: none"> - selecting appropriate (“just right”) texts from class and school library - articulating what makes a particular book appropriate for a given purpose - selecting and reading a variety of text types and various authors over time - demonstrating an understanding of the characteristics of various genre
4.2 read widely and experience a variety of children’s literature with an emphasis in genre and authors	

Assessment

Gather evidence of students’ learning through conversations, observations and products to inform instruction. Use the continuum of reading development and a variety of assessment tools such as oral reading records (ORRs), checklists, interest inventories, rubrics and observation / anecdotal notes. Assess students multiple times, using multiple tools on multiple reading tasks, for example:

- **confer with students:**
 - discuss ‘just right’ book selections
 - ask students about their purpose for reading
 - talk to students about their reading preferences
 - talk to students about strategies for expanding their reading choices to include a variety of genre and authors
 - ask about books selected based on interest and enjoyment
 - ask students to explain how and why they make text selections

- **observe, listen and record notes as students:**
 - read their selected text in on-going conferring sessions
 - give book talks and note their comments about genres, interesting parts of texts, writer’s craft, recommendations, etc.

- students' conversations with each other about texts they are reading and enjoying, as well as their contributions during reflection / sharing times
 - give increasingly detailed responses to teacher's and classmates' comments and questions about what they are reading
 - read independently – interest, stamina, engagement etc.
 - make text choices for independent reading
 - discuss the author's message or purpose
 - drop in with students as they read independently and listen to students read a short section from the text; note accuracy, fluency and ask a few open ended comprehension question to assess understanding (this will help assess if a given book is appropriate for a given student)
- **monitor student's written responses to text such as:**
- student reading logs (texts read during independent reading)
 - reading journal entries
 - completed graphic organizers
 - note taking

Time to Teach

During whole class, small class or individual instruction make learning focuses explicit in read aloud/think alouds, shared reading and focus lessons, such as:

- **during read aloud:**
 - demonstrate variety in genre, length and text difficulty (e.g. picture books, short passages from the newspaper, magazine articles, poems, short stories, essays, novels, informational text, etc.)
 - select read aloud texts that are high quality and engaging
 - read the title, author, illustrator, and back cover summary to demonstrate one strategy for selecting appropriate fiction texts
 - discuss the author's message
 - read the title and table of contents to demonstrate selecting appropriate non-fiction texts
 - demonstrate sampling a text to determine suitability
 - highlight a particular author by reading several selections (or partial selections) by this author and noticing the similarities and characteristics
 - highlight a particular genre by reading a number of text from the same genre and noticing the similarities and characteristics
- **model:**
 - how to choose books that are 'just right' (demonstrate with examples that are 'just right' as well as those that are too difficult and too easy)
 - share your reading life with students – the books you are currently reading, how you chose them, what you are enjoying about them, learning from them, etc.
 - how to set a focus for reading or how to respond to a given focus

- how to give book talks, making specific reference to features such as genre, title, author, illustrator, gist of the text, as well as what makes it interesting or informative, recommendations, etc.
- **shared experiences:**
 - co-construct an anchor chart of ideas to include in an effective book talk
 - co-construct an anchor chart on how to select appropriate text
 - participate in choral reading of poems, plays or Readers Theatre

Time to Practise

On a daily basis, provide small group instruction or confer with students while the rest of the class engages in reading practice experiences based on a variety of genre, students' strengths, needs, choice and interest, such as:

- make appropriate selections from the classroom library and, with a predetermined purpose, read independently during the Independent Reading portion of the Reading Workshop (to find information, to read between the lines about a character's personality, to wonder and ask questions, to visualize, etc.)
- talk about books they are currently reading and how they chose them
- practice reading 'just right' texts most of the time during independent reading
- gather information from non-fiction texts that have been chosen based on interest
- develop book talks
- record books read on a book log
- record thinking about text selection in reading journal

Time to Share and Reflect

Students take time to reflect on what they are learning about the texts they engage with and about themselves as readers by:

- talking about books selected and how they determined them to be 'just right'
- sharing the purpose for reading and how they matched the book to their purpose
- sharing their growth and development with respect to varied genres, authors, series, etc.
- talking about books they are reading based on interest (topic, author, series, etc.)
- giving book talks
- sharing an "ah-ha" moment they may have experienced during the Independent Reading portion of Reading Workshop

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- provide students who struggle with longer texts (texts that are not finished in one reading such as novels) with tools that remind them what happened the last time they read. These can be book marks or graphic organizers on which they have recorded just enough information to keep them reading forward.
- ensure the students are reading text that most closely match their ability to comprehend. If the texts they read are too difficult they will become discouraged and if they always read easy text, they will not improve. When conferring with students, check to see the texts they have selected are “Just Right” for them and their reading purpose.
- Ensure students are selecting from a range of text types. Provide additional support around text features and text structures of various genre.

Increased Challenge

- provide a range of text that are appropriate for their reading level, age and areas of interest. This is not always easy with younger readers who are reading higher level text. Enlist the help of the others, such as librarians and support staff to assist with book selection if necessary.

Reading and Viewing Curriculum Outcomes – Grade Five

GCO 4 – Students will be expected to select, read and view with understanding a range of literature, information, media and visual texts. (Continued)

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing-
4.3 use pictures and illustrations, word structures, and text features (e.g., table of contents, headings and subheadings, glossaries, indices, structures of narrative and different types of expository texts, key ideas, and margin notes) to locate topics and obtain or verify their understanding of information	<p>Evidence of student learning relevant to these specific curriculum outcomes include:</p> <ul style="list-style-type: none"> - using all sources of information (cueing systems) when reading - monitoring their own comprehension and using “fix-up” strategies when meaning breaks down such as: <ul style="list-style-type: none"> o predicting: using prior knowledge and text clues to think about what the text may be about o confirming: while reading, check to see if the text matches the predictions o monitoring: while reading, check to see if the text is too difficult or too easy o self-correcting: when stuck try rereading, reading on, asking for help or using context clues o word solving: using a variety of strategies to “unlock” unfamiliar words such as looking for smaller words in the word, common rimes, roots of words, prefixes and suffixes and context o sampling/gathering: note the parts of the text that are helpful o maintaining fluency: pay attention to punctuation and read smoothly with expression - persevering and using a variety of methods and techniques when searching for information, including using a dictionary to find the meaning of unknown words
4.4 use and integrate the pragmatic, semantic, syntactic, and graphophonic cueing systems (including context clues; word order; structural analysis to identify roots, prefixes, and suffixes) and a variety of strategies to construct meaning; use a dictionary to determine word meaning in context	
4.5 describe and discuss their own processes and strategies in reading and viewing	

	<ul style="list-style-type: none">- persevering with longer, more complex text to develop strategies to support their understanding- reading a variety of expository text (including such text as descriptive, compare and contrast, cause and effect, problem and solution, sequence and listing)- demonstrating understanding of text read through conversations and written responses- setting appropriate goals for reading- demonstrating awareness of their learning needs as they relate to reading- when conferring, describing and discussing comprehension strategies and how the strategy supports their understanding such as:<ul style="list-style-type: none">o making connections: recognizing relationships that exist between the text, other experiences, other texts and the world.o visualizing: creating pictures and images in my mind that help me understand the texto inferring: looking for hints and “reading between the lines” to uncover the meaning of the texto questioning: asking questions about the text that help with comprehensiono determining importance: thinking about the purpose for reading and reading for key informationo analyzing: examining the text (construction, ideas and content) to develop a greater understanding of what was written and how it was writteno synthesizing: combining information from a variety of sources to create new understandings and ideas
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Assessment

Gather evidence of students' learning through conversations, observations and products to inform instruction. Use the continuum of reading development and a variety of assessment tools such as oral reading records (ORRs), checklists, interest inventories, rubrics and observation / anecdotal notes. Assess students multiple times, using multiple tools on multiple reading tasks, for example:

- **confer with students:**
 - talk to students about their understanding of their self-selected text and record observations that will help guide instruction
 - note strengths and needs of the reader (but select only one need as a focus for instruction per conference)
 - ask students to discuss the various genre they are reading

- **observe, listen and record notes as students:**
 - read their selected text in on-going conferring sessions
 - give book talks and note their comments about genres and the characteristics of different genre, interesting parts of texts, recommendations, etc.
 - students' conversations with each other about texts they are reading and enjoying, as well as their contributions during reflection / sharing times
 - record observations on student discussion about authors and text types
 - observe students as they work in small groups such as literature circles, book clubs and guided reading groups
 - record observations on student use of strategies and depth of understanding
 - record observations of student reading behaviours during Oral Reading Records (ORRs)
 - drop in with students as they read independently and listen to students read a short section from the text; note accuracy, fluency and ask a few open ended comprehension question to assess understanding (this will help assess if a given book is appropriate for a given student)

- **monitor student's written responses to text such as:**
 - reading journal entries
 - completed graphic organizers
 - other written responses to text

Time to Teach

During whole class, small class or individual instruction make learning focuses explicit in read aloud/think alouds, shared reading and focus lessons, such as:

- **during read aloud:**
 - o demonstrate variety in genre, length and text difficulty (e.g. picture books, short passages from the newspaper, magazine articles, poems, short stories, essays, novels, a variety of informational text types, etc.)
 - o select read aloud texts that are high quality and engaging
 - o when reading text, demonstrate how to look up an unknown word and find the meaning that matches the reading context
- daily:
 - o use planned and unplanned “teachable moments” to develop an interest in the origin of words (e.g. word of the day)
- **model:**
 - o using a variety of known texts (texts that have been read to the class prior to the mini-lesson, perhaps a number of times) to illustrate lessons on a particular reading strategy or text feature
 - o using a variety of known fiction text (a previously shared short story of class novel) to demonstrate such literacy devices as setting, character and plot. For example, a short story is a useful anchor text when approaching book clubs; it provides a common frame of reference for mini lessons throughout the book club time.
 - o think aloud about the author’s message
 - Why did the author...?
 - o demonstrate how recognizing a particular text structure (e.g. cause and effect) can help the reader more easily comprehend the text meaning
 - o think aloud about reading using mini lessons designed to reveal how thinking is an integral part of the reading process. Share your thinking about text and encourage students to share their thinking about what they are reading.
- **shared experiences:**
 - o co-create anchor charts for each comprehension strategy
 - o co-create anchor charts for various genres
 - o literature circle/book club instruction: select an anchor text to use with the entire class (a short story works well for a novel book club) and use it to provide explicit instruction to the entire class prior to their work with their own novels. For example, co-create a character sketch using a character from the anchor story before having the groups work on character sketches from their own novels.

Time to Practise

On a daily basis, provide small group instruction or confer with students while the rest of the class engages in reading practice experiences based on a variety of genre, students’ strengths, needs, choice and interest, such as:

- students practice the reading strategy from the day’s mini lesson during the Independent Reading portion of the Reading Workshop
- students participate in guided reading sessions with teacher, either one-on-one or in small groups. (These groups are selected based on an assessed need that the students

share.) These guided sessions provide additional support for students based on a demonstrated need or interest.

- students participate in book clubs/literature circles
- students discuss their understandings of the books they are reading
- students record their thinking about texts in a reading journal/log
- students conferring with the teacher

Time to Share and Reflect

Students take time to reflect on what they are learning about the texts they engage with and about themselves as readers by:

- talking with a partner about what they learned about the reading strategy they tried today
- participating in small group or whole class discussions about the focus of the day's lesson
- sharing an "ah-ha" moment they may have experienced during the Independent Reading portion of Reading Workshop
- sharing a comment they made during a guided reading session or reading conference (as encouraged by the teacher)
- responding to prompts such as "What do you know about yourself as a reader now that you didn't know before?"

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- ensure students are using all sources of information (cueing systems) when reading text such as:
 - o using text type to predict, sample, confirm/self-correct (pragmatics)
 - o using meaning to predict, sample, confirm/self-correct (semantics)
 - o using structure to predict, sample, confirm/self-correct (syntax)
 - o using sound/symbols to predict, sample, confirm/self-correct (graphophonics)
- provide students who struggle with longer texts (texts that are not finished in one reading such as novels) with tools that remind them what happened the last time they read. These can be book marks or graphic organizers on which they have recorded just enough information to keep them reading forward.
- for the student who always needs help getting started with Independent Reading, establish routines that they can manage independently so they have something productive to do until you are able to work with them. This frees you to answer quick questions from others before you get started with students who need more of your time.
- guided reading sessions are important for all students to grow as readers, and students who struggle may require more sessions where you are guiding their reading. While

this additional support is necessary, it is also important to encourage independence with these students and to find ways to support them both inside and outside guided reading sessions.

- ensure the students are reading text that most closely match their ability to comprehend. If the texts they read are too difficult they will become discouraged and if they always read easy text, they will not improve. When conferring with students, check to see the texts they have selected are “Just Right” for them.

Increased Challenge

- check to see the actual strengths and needs of the student. Some students come to us as very proficient readers and it may seem as if they have little left to learn. When a student is able to read a wide range of fiction with excellent accuracy and fluency, check to see how well they understand what they have read. Does their comprehension go beyond the surface level? If so, how well do they manage with information text at the same level? They may require more exposure to different genres to round out their reading experiences.
- provide a range of text that are appropriate for their reading level, age and areas of interest. This is not always easy with younger readers who are reading higher level text. Enlist the help of the others, such as librarians and support staff to assist with book selection if necessary.

Reading and Viewing Curriculum Outcomes – Grade Five

GCO 5 – Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
<p>5.1 answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts</p> <ul style="list-style-type: none"> – respond to personal, group, and instructional needs for information through accessing a variety of texts – demonstrate understanding of how classification systems and basic reference materials are used to facilitate research – use a range of reference texts and a database or an electronic search to aid in the selection of texts – increase their abilities to access and assess information in response to their own and others’ questions 	<ul style="list-style-type: none"> - generating questions that will help define a search for information - using the best questions to plan the research - using tools for the collection of information (such as a matrix or other supports) - making choices about what information is appropriate for the stated purpose of the research - demonstrate the ability to find information from a variety of sources - using an increasing variety of sources and strategies for assessing the accuracy of the information - working with others to find, analyze, organize and present information - reflecting on their learnings with increasing quality and depth

Assessment

Gather evidence of students’ learning through conversations, observations and products to inform instruction. Use this evidence to reflect on student growth with selecting and refining information, narrowing topics, using a variety of sources, and sharing their learnings and reflections with others. Assess students multiple times, using multiple tools on multiple reading tasks, for example:

- **confer with students:**
 - ask students to talk about how their research is taking shape and what resources they are using
 - ask students to explain how they are organizing their notes

- **observe, listen and record notes as students:**
 - create the questions to guide their research (are the questions “thick or thin”, do they go beyond surface level questions?)
 - navigate a variety of sources of information
 - complete short, clearly defined research tasks, assessing information selected from several sources beyond paper and print-based media (with some teacher assistance) and assess their ability to support their arguments with this information
 - observe student understanding of accuracy and potential bias in a variety of sources of information

- **monitor student’s written responses to text, such as:**
 - student responses to research questions (e.g., research projects, debate preparation, information collection graphic organizers)
 - reading journal entries

Time to Teach

During whole class, small class or individual instruction make learning focuses explicit in read aloud/think alouds, shared reading and focus lessons, such as:

- **during read aloud:**
 - demonstrate the range and characteristics of informational text types and how each provides information in different ways
 - highlight or feature information text by bringing real life examples to the read aloud such as newspaper, magazine or on-line articles
 - read several different types of informational text on a given topic to show how information may be found from a variety of sources

- **model:**
 - model how to draw on prior knowledge about a topic and how to confirm that knowledge as correct
 - demonstrate how to ask effective questions for research and how to use them to shape the research
 - model how to set a specific purpose for reading and provide a variety of examples (such as graphic organizers) for effectively collecting information
 - demonstrate the importance of building new vocabulary while researching new topics
 - demonstrate how to extract information from a variety of sources (e.g., pictures, viewing video clips, websites, on-line encyclopedias, search engines, etc.)
 - model the use of text features to locate important information (pictures, labeled diagrams, scaled diagrams, text boxes, captions, table of contents, index, etc.)

- demonstrate how to extract information from a collection of items in a learning centre (e.g., one about explorers – pictures, books, websites, maps, information cards or sheets, encyclopedias)
- model how to share new information with others
- **shared experiences:**
 - invite students to bring in short information text they find in the newspaper, magazine or on-line to share with their classmates
 - view websites using shared technology (e.g., LCD)
 - engage in discussions as to the relative merits of different sources of information (e.g., Who is the more credible when researching the benefits of buying a new cell phone? The company who makes the phone or an independent consumer rating site? Do both have something to offer? How does the reader balance the information?)

Time to Practise

On a daily basis, provide small group instruction or confer with students while the rest of the class engages in reading practice experiences based on a variety of genre, students' strengths, needs, choice and interest, such as:

- students read information text on an on-going basis. Information text should be included in their individual collection of books for the Independent Reading portion of Reading Workshop (e.g., a large self-closing plastic bag with self-selected text- a “now”, a “next” and a “non-fiction” book). At times when the focus of the mini lessons is more on information text the configuration in the book bags could change to include more information text.
- students practice gathering information from a variety of sources through short investigations. These investigations should be designed to allow practice with various types of information text. They may also focus on a variety of support tools for gathering and presenting information (including note taking).
- students participate in group discussions or information book clubs/ inquiry circles around a common information text
- a small group of students participates in a guided session with the teacher around an aspect of research
- work with partners or small groups to collect information on a common topic from a variety of sources. Work as a group to present this information to others.
- students work independently to research a topic and present the information to small groups or the class

Time to Share and Reflect

Students take time to reflect on what they are learning about the texts they engage with and about themselves as readers by:

- using their reading journals to reflect on what they have learned and how they discovered the information

- through discussion, students reflect on the most effective methods of gathering information
- reflecting on what makes an effective presentation
- reflecting on the importance of protecting intellectual property
- reflecting on how well their research supported their arguments
- reflecting on questions still left to be answered
- reflecting on what makes a credible source

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- provide additional opportunities for students to explore questioning. Students struggling with research may be following a process without understanding that they are seeking answers to questions. Providing additional opportunities for them to explore questioning, and the types of questions, will support them in this area.
- provide additional support with note taking skills. Reading a passage and recording information as they understand it (“in their own words”) is an important skill for successful research projects.
- guided reading sessions are important for all students to grow in the use of information text and research. Identify specific areas where students require support with information text and explicitly teach these students one-on-one or in small group sessions.
- ensure the students are reading information text that most closely match their ability to comprehend. If the texts they read are too difficult they will become discouraged and if they always read easy text, they will not improve. When conferring with students, check to see the texts they have selected are “Just Right” for them.

Increased Challenge

- to differentiate this outcome for students who excel simply direct students to more sophisticated material, suggest additional resources and allow students choice of topic. While choice is very important for student engagement at any level, for students who excel it is critical for their success.
- provide a range of text that are appropriate for their reading level, age and areas of interest. This is not always easy with younger readers who are reading higher level text. Enlist the help of the others, such as librarians and support staff to assist with book selection if necessary and explore a range of on-line options to support these readers.

Reading and Viewing Curriculum Outcomes – Grade Five

GCO 6 – Students will be expected to respond personally to a range of text.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
6.1 describe, share, and discuss their personal reactions to a range of texts across genres, topics, and subjects	<ul style="list-style-type: none">- making meaningful personal connections that enhance comprehension- sharing their connections orally and / or in writing- sharing their opinions about a range of text types and give reasons for those opinions- support their opinions with information from the text and their personal experience- demonstrate an increasing awareness of a variety of authors and illustrators
6.2 support their opinions about texts and features of types of texts	

Assessment

Gather evidence of students' learning through conversations, observations and products to inform instruction. Use this evidence to reflect on student growth with demonstrating and sharing a personal reaction to text and supporting that opinion with evidence from the text and from their personal experiences. Assess students multiple times, using multiple tools on multiple reading tasks, for example:

- **confer with students about:**
 - how their personal connections enhance their comprehension
 - the personal connections they made to texts, and the support they offer for their opinions
 - what makes an effective response to text
 - what text types they prefer, and why they like them

- **observe, listen and record notes as students:**
 - talk with a learning partner or in book club about the personal connections they made to the text
 - reflect on their personal connections during reflection / sharing time

- give book talks on an increasing range of text types
- share the features of different text types
- **monitor students' written responses to text such as:**
 - reading response journals
 - completed graphic organizers
 - notes on sticky notes
 - other written responses about personal connections to text

Time to Teach

During whole class, small class or individual instruction make learning focuses explicit in read aloud/think alouds, shared reading and focus lessons, such as:

- **during read alouds:**
 - model making personal connections and talk about how texts can make a reader feel
 - demonstrate thinking about the text in both literal (*“Walking on a railway track can be dangerous”*) and non-literal (*“I think the children didn’t tell their parents about the train because they knew what almost happened and they learned their lesson”*) ways. Give multiple examples of supporting your thinking using evidence from the text and also from personal experience.
 - use a wide variety of picture books and other text (both fiction and information text) to demonstrate these personal connections. Include various genres, topics and subjects.
- explicitly link personal connections to how they aided comprehension
 - It is not enough to make a connection that does not move the reader forward in their understanding. For example, a student might make a connection that the main character has a dog and they also have a dog. This is a “so what” connection. A student who observes that they understand how the main character feels when his dog is missing because he also has a dog that ran away one time. He remembers how scared and worried he felt and guesses that the main character would feel scared and worried too.
- **model:**
 - applying sticky notes to a part of the text that reminded you of something so that you will be able to recall it later when you want to share more; at the end of the read aloud go back to the sticky note(s) to elaborate on the connection and how it enhanced comprehension
 - how making connections helps the reader access background knowledge and, as a result, engage more deeply in the reading
 - making effective connections to think ‘about the text’
 - completing reading graphic organizers
 - how illustrations add to the meaning of the text and in some text (post modern) are integral to unlocking the meaning of the text

- writing reading responses about personal connections that enhance comprehension
- **shared experiences:**
 - completing reading graphic organizers together
 - writing reading responses
 - co-construct an anchor chart of ideas to include in a reading response

Time to Practise

On a daily basis, provide small group instruction or confer with students while the rest of the class engages in reading practice experiences based on a variety of genre, students' strengths, needs, choice and interest, such as:

- daily opportunities to practice reading 'just right' texts with a purpose and focus
- multiple opportunities to read a range of text types
- reflect on how text type influences the message of the text
- apply sticky notes to a text as they read to help them remember their thinking for future discussions about the text and for journal entries
- complete reading graphic organizers while they are reading independently
- write reading responses about their connections and how they enhance understanding
- talk about their connections to text and how they deepen their understanding in book clubs and in other small group discussions
- give a book talk that highlights their likes and dislikes about a text
- present opinions about text using evidence from the text and their own personal experience for support

Time to Share and Reflect

Students take time to reflect on what they are learning about the texts they engage with and about themselves as readers by:

- sharing how making personal connections to text have deepened understanding of the text
- reflecting on how making a personal connection to a character helps the reader to better understand the characters actions and motives
- reflecting on what evidence to support the readers understandings come from the text and what evidence comes from other sources such as prior knowledge and experiences
- reflecting on their personal preferences for reading types and the reasons why they have a particular preference
- using their reading journals to reflect on what they have learned

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- provide additional opportunities for students to explore making meaningful connections to text. Students struggling with this outcome may be making only surface level connections. They will require additional modeling and practice with making explicit links between their connections and how the connection supports comprehension.
- provide additional graphic organizers to help students pair their opinions about text with support for their opinions
- provide additional opportunities for students to talk about their responses to text
- guided reading sessions are important for all students to grow in the use of making personal responses to a range of text. Identify specific areas where students require support with giving and supporting opinions and teach these students one-on-one or in small group sessions.
- ensure the students are reading text that most closely match their ability to comprehend. If the texts they read are too difficult they will become discouraged and if they always read easy text, they will not improve. When conferring with students, check to see the texts they have selected are “Just Right” for them.

Increased Challenge

- to differentiate this outcome for students who excel focus on the range of text and support these students with more sophisticated material.
- work with students to enrich their responses with support from the text, their personal experience and other sources

Reading and Viewing Curriculum Outcomes – Grade Five

GCO 7: Students will be expected to respond critically to a range of texts, applying their knowledge of language, form and genre.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
7.1 use their background knowledge to question and analyze information presented in print and visual texts	<ul style="list-style-type: none"> - using prior knowledge to predict what messages might be contained in a text - asking questions brought to mind while reading a text demonstrating an understanding that text carries a message and represents a particular view point - identifying the point of view of the author of some texts and discussing how the author has positioned them as readers - sharing their understanding of characteristics of a particular genre under study - sharing ideas about texts written by a particular author from an author study undertaken individually, with a small group or as part of class discussion - expressing their agreement or disagreement with information in a text, a character’s decision, etc. and supporting their view with evidence from the text or from their personal experience as it relates to the text - analyzing a text, through a close reading, to give their own interpretation of the text
7.2 recognize how conventions and characteristics of different types of print and media texts help them understand what they read and view	
7.3 respond critically to texts by <ul style="list-style-type: none"> – applying strategies to analyze a text – demonstrating growing awareness that all texts reflect a purpose and a point of view – identifying instances where language is being used to manipulate, persuade, or control them – identifying instances of opinion, prejudice, bias, and stereotyping 	

	<ul style="list-style-type: none"> - making it a habit to always consider the author and the author's context, as well as how this might affect the author's purpose and point of view - reading a text for bias and demonstrating whose voices are heard and whose are silenced - sharing instances of prejudice and stereotyping when they occur in text
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Assessment

Gather evidence of students' learning through conversations, observations and products to inform instruction. Use this evidence to reflect on student growth with demonstrating and sharing a critical reaction to text and supporting that opinion with evidence from the text, other sources and from their personal experiences. Assess students multiple times, using multiple tools on multiple reading tasks, for example:

- **confer with students about:**
 - o their understanding of the particular text and structural features of different genre
 - o their understanding of the similarities and differences between different genre they are studying
 - o their understanding of why an author might select a particular type of text. How do the features of the text support the author's message?
 - o similarities and differences between two versions of the same story
 - o similarities and differences between the print version and movie of the same story
 - o the intended purpose and audience of any given text
 - o the implied purpose of any given text
 - o any instances of prejudice, bias or stereotyping they encounter in their reading
- **observe, listen and record notes as students:**
 - o discuss ideas with a learning partner (what they understand, what they wonder about, etc.)
 - o contribute to whole class and small group discussions such as book clubs or guided reading groups
 - o complete a reading graphic organizer about similarities and differences
 - o present a book, poem or short piece of text to the class in a book talk
- **monitor students' written responses to text such as:**
 - o reading response journals

- notes on sticky notes
- completed reading graphic organizers (such as Venn Diagrams)
- written reading responses that focus on an author’s purpose, point of view, etc.

Time to Teach

During whole class, small class or individual instruction make learning focuses explicit in read aloud/think alouds, shared reading and focus lessons, such as:

- **during read aloud:**
 - read aloud two or more versions of the same text to highlight different perspectives (e.g., *Little Red Riding Hood –traditional and Into the Forest- Anthony Browne*)
 - when reading fiction; sketch a character based on what they say, what others say about them, their actions and the reader’s insight into their motives. With longer text, build this character sketch over time.
 - highlight text that promote discussion around stereotyping or that contain a pronounced bias. Demonstrate the devices the author uses to position the reader.
 - throughout the year, with each read aloud choice, share the publication date with the students. Discuss the implications of date of publication and the impact of this context. Is it more significant with certain genre?
 - present more than one interpretation of text meaning. Demonstrate the various possibilities and show how each may be supported with evidence from the text and personal experience.
 - add to anchor charts which support the current teaching focus (e.g., “Features of Realistic Fiction”, “Types of Big/Thick Questions”, “Ways Authors Position the Reader”)
- **model**
 - questioning the text and demonstrate the types of questions readers ask as they read. Some questions help with surface level understanding and may only require a closer reading of the text to answer. Some questions will require the reader to think about their prior knowledge or cause the reader to reflect to find the answer outside the text. Some questions have no finite answers but are very important questions to ask.
 - the use of sticky notes coded in a variety of ways (e.g., question mark when a question was evoked while reading, an exclamation mark for surprising information, a check mark to confirm information from background knowledge) to preserve the reader’s thinking
 - the use of a Venn diagram or other graphic organizer to compare and contrast two texts, characters, ideas, etc.
 - thinking about a media text, such as an advertisement, and demonstrate how the reader might speculate on the target audience and intended message
- **shared experiences**

- provide each student with a copy of the same text or display the text (chart, LCD projector, overhead projector), reading the text together and engaging all students in discussions about the text – e.g., questions, perspectives, point of view, comparisons, etc.
- co-construct anchor charts on a variety of topics related to the explicit teaching point (such as the features of particular genres or the types of questions readers ask to support their understanding of the text)

Time to Practise

On a daily basis, provide small group instruction or confer with students while the rest of the class engages in reading practice experiences based on a variety of genre, students' strengths, needs, choice and interest, such as:

- when reading text, students take an active stance. This may include such reading behaviours as:
 - coding text to record thinking
 - recording questions that were unanswered during reading
 - sketching the development of setting, characters and storyline during reading
 - recording and reflecting on the literary devices the author uses to position the reader
 - talking with others about what they are reading
- participating in book club discussions
- using a KWL or RAN (Reading and Analyzing Nonfiction, Tony Stead) chart to record thinking and learning prior to, during and after reading
- reflecting on how prior knowledge affects the reader
- reflecting on the role of perspective in storytelling and information text
- comparing and contrasting text: including setting, characters, plot, genre and content
- engaging in thinking and discussion about:
 - author's purpose in creating a particular text
 - the reliability of any given information in a text and the validity of the sources include
 - any stereotyping, bias or prejudice found in the text
 - elements of fairness found in the text
 - the implication of publication dates and locations
- using a variety of graphic organizers to help organize their thinking about text
- utilizing appropriate comprehension strategies to help deepen their understanding of text
- recording their thinking in reading journals

Time to Share and Reflect

Students take time to reflect on what they are learning about the texts they engage with and about themselves as readers by:

- sharing their thinking about text with others by:
 - actively participating in book club discussions

- presenting their thinking about text during share time
- talking about how their prior knowledge affected their reading of a given text
- sharing successful strategies they used during the Independent Reading portion of Reading Workshop
- sharing how they applied critical thinking to their independent reading – characteristics of a particular genre, author’s point of view, stereotyping, bias or prejudice noticed in a text, etc.

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- students who struggle with critical thinking about a text may be reading a text that is too difficult for them. Ensure that students are reading in their “zone of proximal development” or provide easy text for them to begin to develop these critical thinking skills without the added burden of decoding text.
- individual or small group explicit instruction will support learners who are struggling with the concept of responding critically to text.
- isolate complex critical thinking skills into smaller units or steps

Increased Challenge

- the challenge may be increased through the selection of more complex text or a wider range of text types. Present texts where there are numerous possibilities for author’s purpose and encourage students to see the same text through the various possible perspectives.
- explore more sophisticated media text that manipulate the reader in multiple ways

Reading and Viewing Curriculum Outcomes – Grade Six

GCO 4 – Students will be expected to select, read and view with understanding a range of literature, information, media and visual texts.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
4.1 select, independently, texts appropriate to their range of interests and learning needs	<ul style="list-style-type: none"> - selecting appropriate (“just right”) texts from class and school library - articulating what makes a particular book appropriate for a range of purposes - selecting and reading a variety of text types and various authors over time - demonstrating an understanding of the characteristics of a wide range of genre
4.2 read widely and experience a variety of children’s literature with an emphasis in genre and authors	

Assessment

Gather evidence of students’ learning through conversations, observations and products to inform instruction. Use the continuum of reading development and a variety of assessment tools such as oral reading records (ORRs), checklists, interest inventories, rubrics and observation / anecdotal notes. Assess students multiple times, using multiple tools on multiple reading tasks, for example:

- **confer with students:**
 - discuss ‘just right’ book selections
 - talk to students about their reading preferences
 - ask students about their strategies for expanding their reading choices to include a wide variety of genre and authors
 - ask about books selected based on interest and enjoyment
 - ask students to explain how and why they make text selections

- **observe, listen and record notes as students:**

- read their selected text in on-going conferring sessions
 - give book talks and note their comments about genres, interesting parts of texts, recommendations, etc.
 - students' conversations with each other about texts they are reading and enjoying, as well as their contributions during reflection / sharing times
 - give detailed responses to teacher's and classmates' comments and questions
 - read independently – interest, stamina, engagement etc.
 - make text choices for independent reading
- **monitor student's written responses to text such as:**
- student reading logs (texts read during independent reading)
 - reading journal entries
 - including responses that make comparisons between characters, texts, storylines, etc.
 - including responses that analyze text structures such as flashback, cause and effect, chronological, problem/ solution, etc.
 - including a discussion of the author's message
 - completed graphic organizers
 - note taking

Time to Teach

During whole class, small class or individual instruction make learning focuses explicit in read aloud/think alouds, shared reading and focus lessons, such as:

- **during read aloud:**
 - demonstrate variety in genre, length and text difficulty (e.g. picture books, articles from the newspaper, magazine articles, poems, short stories, essays, novels, informational text, editorial cartoons, Post Modern text etc.)
 - select read aloud texts that are high quality and engaging
 - read the title, author, illustrator, and back cover summary to demonstrate one strategy for selecting appropriate fiction texts
 - discuss author's purpose in writing
 - read the title and table of contents to demonstrate selecting appropriate non-fiction texts
 - demonstrate sampling a text to determine suitability
 - highlight a particular author by reading several selections (or partial selections) by this author and noticing the similarities and characteristics
 - highlight a particular genre by reading a number of text from the same genre and noticing the similarities and characteristics
 - demonstrate a variety of text comparisons
- **model:**
 - how to choose books that are 'just right' for the reading purpose
 - When is an easy text appropriate?
 - When might a difficult text be appropriate?

- share your reading life with students – the books you are currently reading, how you chose them, what you are enjoying about them, learning from them, etc.
- how to select text that help us grow as readers
- how to set a focus for reading or how to respond to a given focus
- how to give book talks, making specific reference to features such as genre, title, author, illustrator, gist of the text, writer’s purpose, context of the book, bias, as well as what makes it interesting or informative, recommendations, etc.
- **shared experiences:**
 - co-construct an anchor chart of ideas on how to compare/ contrast text effectively
 - co-construct an anchor chart of ideas to include in an effective book talk
 - co-construct an anchor chart on how to select appropriate text
 - participate in choral reading of poems, plays or Readers Theatre

Time to Practise

On a daily basis, provide small group instruction or confer with students while the rest of the class engages in reading practice experiences based on a variety of genre, students’ strengths, needs, choice and interest, such as:

- independently make effective and appropriate selections from the classroom library and, with a predetermined purpose, read independently during the Independent Reading portion of the Reading Workshop (to find information, to read between the lines about a character’s personality, to wonder and ask questions, to visualize, etc.)
- talk about books they are currently reading and how and why they chose them
- practice reading ‘just right’ texts most of the time during independent reading
- gather information from non-fiction texts that have been chosen based on interest
- develop book talks that include comparisons between characters, reflections on similarities and differences with other text read or viewed
- record books read on a book log
- record thinking about text selection in reading journal

Time to Share and Reflect

Students take time to reflect on what they are learning about the texts they engage with and about themselves as readers by:

- talking about books selected and how they determined them to be ‘just right’
- sharing the purpose for reading and how they matched the book to their purpose
- sharing their growth and development with respect to varied genres, authors, series, etc.
- talking about books they are reading based on interest (topic, author, series, etc.)
- giving book talks

- sharing an “ah-ha” moment they may have experienced during the Independent Reading portion of Reading Workshop

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- provide students who struggle with longer texts (texts that are not finished in one reading such as novels) with tools that remind them what happened the last time they read. These can be book marks or graphic organizers on which they have recorded just enough information to keep them reading forward.
- ensure the students are reading text that most closely match their ability to comprehend. If the texts they read are too difficult they will become discouraged and if they always read easy text, they will not improve. When conferring with students, check to see the texts they have selected are “Just Right” for them and their reading purpose.
- Work with students to help them think deeply about the text they are reading. Encourage them to consider the author’s message.

Increased Challenge

- provide a range of text that are appropriate for their reading level, age and areas of interest. This is not always easy with younger readers who are reading higher level text. Enlist the help of the others, such as librarians and support staff to assist with book selection if necessary.

Reading and Viewing Curriculum Outcomes – Grade Six

GCO 4 – Students will be expected to select, read and view with understanding a range of literature, information, media and visual texts. (Continued)

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
4.3 use a wider range of pictorial, typographical, and organizational features of written texts to obtain, verify, and reinforce their understanding of information	<ul style="list-style-type: none"> - effectively using all sources of information (cueing systems) when reading - monitoring their own comprehension and using the most appropriate “fix-up” strategy, or cluster of strategies, when meaning breaks down such as: <ul style="list-style-type: none"> o predicting: using prior knowledge and text clues to think about what the text may be about o confirming: while reading, check to see if the text matches the predictions o monitoring: while reading, check to see if the text is too difficult or too easy o self-correcting: when stuck try rereading, reading on, asking for help or using context clues o word solving: using a variety of strategies (including the use of a dictionary) to “unlock” unfamiliar words such as looking for smaller words in the word, common rimes, roots of words, prefixes and suffixes and context o sampling/gathering: note the parts of the text that are helpful
4.4 use and integrate the various cueing systems and a variety of strategies with increasing independence to construct meaning	
4.5 reflect on and discuss their own processes and strategies in reading and viewing	

	<ul style="list-style-type: none"> ○ maintaining fluency: pay attention to punctuation and read smoothly with expression - persevering with text and selecting from an increasing variety of methods and techniques when searching for information - persevering with longer, and increasingly more complex text to develop strategies to support their understanding - reading a wide variety of expository text (including such text as descriptive, compare and contrast, cause and effect, problem and solution, sequence and listing) - demonstrating understanding of text read through focused conversations and written responses - setting goals for reading that demonstrate a deep understanding of themselves as a reader - identify and discuss their own learning needs as they relate to reading - when conferring, describing and discussing a flexible web comprehension strategies and how they support their deep understanding of text. This web includes strategies such as: <ul style="list-style-type: none"> ○ making connections: recognizing relationships that exist between the text, other experiences, other texts and the world. ○ visualizing: creating pictures and images in my mind that help me understand the text ○ inferring: looking for hints and “reading between the lines” to uncover the meaning of the text ○ questioning: asking questions about the text that help with comprehension ○ determining importance: thinking about the purpose for
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	<p>reading and reading for key information</p> <ul style="list-style-type: none"> ○ analyzing: examining the text (construction, ideas and content) to develop a greater understanding of what was written and how it was written ○ synthesizing: combining information from a variety of sources to create new understandings and ideas
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Assessment

Gather evidence of students' learning through conversations, observations and products to inform instruction. Use the continuum of reading development and a variety of assessment tools such as oral reading records (ORRs), checklists, interest inventories, rubrics and observation / anecdotal notes. Assess students multiple times, using multiple tools on multiple reading tasks, for example:

- **confer with students:**
 - talk to students about their understanding of their self-selected text and record observations that will help guide instruction
 - note strengths and needs of the reader (but select only one need as a focus for instruction per conference)
 - ask students to outline their own strengths and needs as a reader
 - ask students to discuss which strategies they find helpful to strengthen their reading comprehension

- **observe, listen and record notes as students:**
 - read their selected text in on-going conferring sessions
 - give book talks and note their comments about a wide range of genres, interesting parts of texts, recommendations, etc.
 - students' conversations with each other about texts they are reading and enjoying, as well as their contributions during reflection / sharing times
 - observe students as they work in small groups such as literature circles, book clubs and guided reading groups
 - record observations on student use of strategies and depth of understanding
 - student discussion about a wide range of text types and authors
 - record observations of student reading behaviours during Oral Reading Records (ORRs)
 - drop in with students as they read independently and listen to students read a short section from the text; note accuracy, fluency and ask a few open ended

comprehension question to assess understanding (this will help assess if a given book is appropriate for a given student)

- **monitor student’s written responses to text such as:**
 - reading journal entries
 - content area connections
 - completed graphic organizers
 - other written responses to text

Time to Teach

During whole class, small class or individual instruction make learning focuses explicit in read aloud/think alouds, shared reading and focus lessons, such as:

- **during read aloud:**
 - demonstrate variety in genre, length and text difficulty (e.g. picture books, short passages from the newspaper, magazine articles, poems, short stories, essays, novels, a variety of informational text types, etc.)
 - select read aloud texts that are high quality and engaging
 - when reading text, demonstrate how to look up an unknown word and find the meaning that matches the reading context
 - when reading text, demonstrate how pictures/illustrations support and augment the meaning of the text (Postmodern picture books are very helpful for this purpose)
- daily:
 - use planned and unplanned “teachable moments” to develop an interest in the origin of words (e.g. word of the day)
- **model:**
 - using a variety of known texts (texts that have been read to the class prior to the mini-lesson, perhaps a number of times) to illustrate lessons on a particular reading strategy or text feature
 - using a variety of known fiction text (a previously shared short story of class novel) to demonstrate such literacy devices as setting, character and plot. For example, a short story is a useful anchor text when approaching book clubs; it provides a common frame of reference for mini lessons throughout the book club time.
 - demonstrate how recognizing a particular text structure (e.g. cause and effect) can help the reader more easily comprehend the text meaning
 - think aloud about reading using mini lessons designed to reveal how thinking is an integral part of the reading process. Share your thinking about text and encourage students to share their thinking about what they are reading.
 - rereading and other “fix-up” strategies
- **shared experiences:**
 - co-create anchor charts for each comprehension strategy
 - co-create anchor charts for various genres

- literature circle/book club instruction: select an anchor text to use with the entire class (a short story works well for a novel book club) and use it to provide explicit instruction to the entire class prior to their work with their own novels. For example, co-create a character sketch using a character from the anchor story before having the groups work on character sketches from their own novels.

Time to Practise

On a daily basis, provide small group instruction or confer with students while the rest of the class engages in reading practice experiences based on a variety of genre, students' strengths, needs, choice and interest, such as:

- students practice the reading strategy from the day's focus lesson during the Independent Reading portion of the Reading Workshop
- students participate in guided reading sessions with teacher, either one-on-one or in small groups. (These groups are selected based on an assessed need that the students share.) These guided sessions provide additional support for students based on a demonstrated need or interest.
- students participate in book clubs/literature circles
- students discuss their understandings of the books they are reading
- students record their thinking about texts in a reading journal/log
- students conferring with the teacher

Time to Share and Reflect

Students take time to reflect on what they are learning about the texts they engage with and about themselves as readers by:

- talking with a partner about what they learned about the reading strategy they tried today
- participating in small group or whole class discussions about the focus of the day's lesson
- sharing an "ah-ha" moment they may have experienced during the Independent Reading portion of Reading Workshop
- sharing a comment they made during a guided reading session or reading conference (as encouraged by the teacher)
- responding to prompts such as "What do you know about yourself as a reader now that you didn't know before?"

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- ensure students are using all sources of information (cueing systems) when reading text such as:
 - o using text type to predict, sample, confirm/self-correct (pragmatics)
 - o using meaning to predict, sample, confirm/self-correct (semantics)
 - o using structure to predict, sample, confirm/self-correct (syntax)
 - o using sound/symbols to predict, sample, confirm/self-correct (graphophonics)
- provide students who struggle with longer texts (texts that are not finished in one reading such as novels) with tools that remind them what happened the last time they read. These can be book marks or graphic organizers on which they have recorded just enough information to keep them reading forward.
- for the student who always needs help getting started with Independent Reading, establish routines that they can manage independently so they have something productive to do until you are able to work with them. This frees you to answer quick questions from others before you get started with students who need more of your time.
- guided reading sessions are important for all students to grow as readers, and students who struggle may require more sessions where you are guiding their reading. While this additional support is necessary, it is also important to encourage independence with these students and to find ways to support them both inside and outside guided reading sessions.
- ensure the students are reading text that most closely match their ability to comprehend. If the texts they read are too difficult they will become discouraged and if they always read easy text, they will not improve. When conferring with students, check to see the texts they have selected are “Just Right” for them.

Increased Challenge

- check to see the actual strengths and needs of the student. Some students come to us as very proficient readers and it may seem as if they have little left to learn. When a student is able to read a wide range of fiction with excellent accuracy and fluency, check to see how well they understand what they have read. Does their comprehension go beyond the surface level? If so, how well do they manage with information text at the same level? They may require more exposure to different genres to round out their reading experiences.
- provide a range of text that are appropriate for their reading level, age and areas of interest. This is not always easy with younger readers who are reading higher level text. Enlist the help of the others, such as librarians and support staff to assist with book selection if necessary.

Reading and Viewing Curriculum Outcomes – Grade Six

GCO 5 – Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
<p>5.1 answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts</p> <ul style="list-style-type: none"> – demonstrate understanding of the purpose of classification systems and basic reference materials – use a range of reference texts and a database or an electronic search to facilitate the selection process 	<ul style="list-style-type: none"> - generating questions that will help define a search for information - answering the questions of others through research - using the best questions to plan the research - using tools for the collection of information (such as a matrix or other supports) - making choices about what information is appropriate for the stated purpose of the research - demonstrate the ability to find information from a variety of sources, including electronic sources - using an increasing variety of sources and strategies for assessing the accuracy of the information - working independently and with others to find, analyze, organize and present information - reflecting on their learnings with increasing quality and depth

Assessment

Gather evidence of students' learning through conversations, observations and products to inform instruction. Use this evidence to reflect on student growth with selecting and refining information, narrowing topics, using a variety of sources, and sharing their learnings and reflections with others. Assess students multiple times, using multiple tools on multiple reading tasks, for example:

- **confer with students:**
 - ask students to talk about how their research is taking shape and what resources they are using
 - ask students to explain how they are organizing their notes
 - ask students to talk about how they plan to narrow/ focus their research topic

- **observe, listen and record notes as students:**
 - create the questions to guide their research (are the questions “thick or thin”, do they go beyond surface level questions?)
 - navigate a variety of sources of information
 - complete short, clearly defined research tasks, assessing information selected from several sources beyond paper and print-based media (with some teacher assistance) and assess their ability to support their arguments with this information
 - observe student understanding of accuracy and potential bias in a variety of sources of information

- **monitor student's written responses to text, such as:**
 - student responses to research questions (e.g., research projects, debate preparation, information collection graphic organizers)
 - reading journal entries

Time to Teach

During whole class, small class or individual instruction make learning focuses explicit in read aloud/think alouds, shared reading and focus lessons, such as:

- **during read aloud:**
 - demonstrate the range and characteristics of informational text types and how each provides information in different ways
 - highlight or feature information text by bringing real life examples to the read aloud such as newspaper, magazine or on-line articles
 - read several different types of informational text on a given topic to show how information may be found from a variety of sources

- **model:**
 - model how to draw on prior knowledge about a topic and how to confirm that knowledge as correct

- demonstrate how to ask effective questions for research and how to use them to shape the research
- model how to set a specific purpose for reading and provide a variety of examples (such as graphic organizers) for effectively collecting information
- demonstrate the importance of building new vocabulary while researching new topics
- demonstrate how to extract information from a variety of sources (e.g., pictures, viewing video clips, websites, on-line encyclopedias, search engines, etc.)
- model the use of text features to locate important information (pictures, labeled diagrams, scaled diagrams, text boxes, captions, table of contents, index, etc.)
- demonstrate how to extract information from a collection of items in a learning centre (e.g., one about explorers – pictures, books, websites, maps, information cards or sheets, encyclopedias)
- model how to share new information with others
- **shared experiences:**
 - invite students to bring in short information text they find in the newspaper, magazine or on-line to share with their classmates
 - view websites using shared technology (e.g., LCD)
 - engage in discussions as to the relative merits of different sources of information (e.g., Who is the more credible when researching the benefits of buying a new cell phone? The company who makes the phone or an independent consumer rating site? Do both have something to offer? How does the reader balance the information?)

Time to Practise

On a daily basis, provide small group instruction or confer with students while the rest of the class engages in reading practice experiences based on a variety of genre, students' strengths, needs, choice and interest, such as:

- students read information text on an on-going basis. Information text should be included in their individual collection of books for the Independent Reading portion of Reading Workshop (e.g., a large self-closing plastic bag with self-selected text- a “now”, a “next” and a “non-fiction” book). At times when the focus of the mini lessons is more on information text the configuration in the book bags could change to include more information text.
- students practice gathering information from a variety of sources through short investigations. These investigations should be designed to allow practice with various types of information text. They may also focus on a variety of support tools for gathering and presenting information (including note taking).
- students participate in group discussions or information book clubs around a common information text
- a small group of students participates in a guided session with the teacher around an aspect of research

- work with partners or small groups to collect information on a common topic from a variety of sources. Work as a group to present this information to others.
- students work independently to research a topic and present the information to small groups or the class

Time to Share and Reflect

Students take time to reflect on what they are learning about the texts they engage with and about themselves as readers by:

- using their reading journals to reflect on what they have learned and how they discovered the information
- through discussion, students reflect on the most effective methods of gathering information
- reflecting on what makes an effective presentation
- reflecting on the importance of protecting intellectual property
- reflecting on how well their research supported their arguments
- reflecting on questions still left to be answered
- reflecting on what makes a credible source

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- provide additional opportunities for students to explore questioning. Students struggling with research may be following a process without understanding that they are seeking answers to questions. Providing additional opportunities for them to explore questioning, and the types of questions, will support them in this area.
- provide additional support with note taking skills. Reading a passage and recording information as they understand it (“in their own words”) is an important skill for successful research projects.
- guided reading sessions are important for all students to grow in the use of information text and research. Identify specific areas where students require support with information text and explicitly teach these students one-on-one or in small group sessions.
- ensure the students are reading information text that most closely match their ability to comprehend. If the texts they read are too difficult they will become discouraged and if they always read easy text, they will not improve. When conferring with students, check to see the texts they have selected are “Just Right” for them.

Increased Challenge

- to differentiate this outcome for students who excel simply direct students to more sophisticated material, suggest additional resources and allow students choice of topic. While choice is very important for student engagement at any level, for students who excel it is critical for their success.
- provide a range of text that are appropriate for their reading level, age and areas of interest. This is not always easy with younger readers who are reading higher level text. Enlist the help of the others, such as librarians and support staff to assist with book selection if necessary and explore a range of on-line options to support these readers.

Reading and Viewing Curriculum Outcomes – Grade Six

GCO 6 – Students will be expected to respond personally to a range of text.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
6.1 explain why a particular text matters to them and demonstrate an increasing ability to make connections among texts	<ul style="list-style-type: none"> - making meaningful personal connections that enhance comprehension - explaining connections between text - sharing their connections orally and / or in writing - sharing their opinions about a range of text types and give reasons for those opinions - support their opinions with information from the text and their personal experience - demonstrate an awareness of a variety of authors and illustrators
6.2 reflect on and give reasons for their interpretations of an increasing variety of texts	

Assessment

Gather evidence of students’ learning through conversations, observations and products to inform instruction. Use this evidence to reflect on student growth with demonstrating and sharing a personal reaction to text and supporting that opinion with evidence from the text and from their personal experiences. Assess students multiple times, using multiple tools on multiple reading tasks, for example:

- **confer with students about:**
 - how their personal connections enhance their comprehension
 - the personal connections they made to texts, and the support they offer for their opinions

- what makes an effective response to text
 - what text types they prefer, and why they like them
 - what they think and feel about a range of text
- **observe, listen and record notes as students:**
 - talk with a learning partner or in book club about the personal connections they made to the text
 - reflect on their personal connections during reflection / sharing time
 - give book talks
 - share the features of different text types
 - respond formally and informally to text
- **monitor students' written responses to text such as:**
 - reading response journals
 - completed graphic organizers
 - notes on sticky notes
 - other written responses about personal connections to text
 - an in-role set of letters between two characters
 - a mural of a significant part of the book
 - a book jacket of advertisement for the book
 - a Venn diagram comparing and contrasting characters from two different books

Time to Teach

During whole class, small class or individual instruction make learning focuses explicit in read aloud/think alouds, shared reading and focus lessons, such as:

- **during read alouds:**
 - model making personal connections and talk about how texts can make a reader feel
 - demonstrate thinking about the text in both literal (*“Walking on a railway track can be dangerous”*) and non-literal (*“I think the children didn’t tell their parents about the train because they knew what almost happened and they learned their lesson”*) ways. Give multiple examples of supporting your thinking using evidence from the text and also from personal experience.
 - use a wide variety of picture books and other text (both fiction and information text) to demonstrate these personal connections. Include various genres, topics and subjects.
 - demonstrate comparing and contrasting different texts
- explicitly link personal connections to how they aided comprehension
 - It is not enough to make a connection that does not move the reader forward in their understanding. For example, a student might make a connection that the main character has a dog and they also have a dog. This is a “so what”

connection. A student who observes that they understand how the main character feels when his dog is missing because he also has a dog that ran away one time. He remembers how scared and worried he felt and guesses that the main character would feel scared and worried too.

- **model:**
 - applying sticky notes to a part of the text that reminded you of something so that you will be able to recall it later when you want to share more; at the end of the read aloud go back to the sticky note(s) to elaborate on the connection and how it enhanced comprehension
 - how making connections helps the reader access background knowledge and, as a result, engage more deeply in the reading
 - making effective connections to think ‘about the text’
 - completing reading graphic organizers
 - how illustrations add to the meaning of the text and in some text (post modern) are integral to unlocking the meaning of the text
 - writing reading responses about personal connections that enhance comprehension
- **shared experiences:**
 - completing reading graphic organizers together
 - writing reading responses
 - co-construct an anchor chart of ideas to include in a reading response
 - building on the list of criteria above co-construct rubrics to evaluate reading responses

Time to Practise

On a daily basis, provide small group instruction or confer with students while the rest of the class engages in reading practice experiences based on a variety of genre, students’ strengths, needs, choice and interest, such as:

- daily opportunities to practice reading ‘just right’ texts with a purpose and focus
- multiple opportunities to read a range of text types
- reflect on how text type influences the message of the text
- apply sticky notes to a text as they read to help them remember their thinking for future discussions about the text and for journal entries
- complete reading graphic organizers while they are reading independently
- write reading responses about their connections and how they enhance understanding
- talk about their connections to text and how they deepen their understanding in book clubs and in other small group discussions
- write about connections between texts
- give a book talk that highlights their likes and dislikes about a text
- present opinions about text using evidence from the text and their own personal experience for support

Time to Share and Reflect

Students take time to reflect on what they are learning about the texts they engage with and about themselves as readers by:

- sharing how making personal connections to text have deepened understanding of the text
- reflecting on how making a personal connection to a character helps the reader to better understand the characters actions and motives
- reflecting on what evidence to support the readers understandings come from the text and what evidence comes from other sources such as prior knowledge and experiences
- reflecting on their personal preferences for reading types and the reasons why they have a particular preference
- using their reading journals to reflect on what they have learned

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- provide additional opportunities for students to explore making meaningful connections to text. Students struggling with this outcome may be making only surface level connections. They will require additional modeling and practice with making explicit links between their connections and how the connection supports comprehension.
- provide additional graphic organizers to help students pair their opinions about text with support for their opinions
- provide additional opportunities for students to talk about their responses to text
- guided reading sessions are important for all students to grow in the use of making personal responses to a range of text. Identify specific areas where students require support with giving and supporting opinions and teach these students one-on-one or in small group sessions.
- ensure the students are reading text that most closely match their ability to comprehend. If the texts they read are too difficult they will become discouraged and if they always read easy text, they will not improve. When conferring with students, check to see the texts they have selected are “Just Right” for them.

Increased Challenge

- to differentiate this outcome for students who excel focus on the range of text and support these students with more sophisticated material.
- work with students to enrich their responses with support from the text, their personal experience and other sources

Reading and Viewing Curriculum Outcomes – Grade Six

GCO 7: Students will be expected to respond critically to a range of texts, applying their knowledge of language, form and genre.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
7.1 recognize that facts can be presented to suit an author’s purpose and point of view – consider information from alternative perspectives	<ul style="list-style-type: none"> - using prior knowledge to predict what messages might be contained in a text - asking questions brought to mind while reading a text demonstrating an understanding that text carries a message and represents a particular perspective - identifying the point of view of the author of texts and discussing how the author has positioned them as readers - sharing their understanding of characteristics of a particular genre under study - sharing ideas about texts written by a particular author from an author study undertaken individually, with a small group or as part of class discussion - expressing their agreement or disagreement with information in a text, a character’s decision, etc. and supporting their view with evidence from the text or from their personal experience as it relates to the text - analyzing a text, through a close reading, to give their own interpretation of the text
7.2 identify the conventions and structure of a variety of print and media texts and genres	
7.3 make connections with the purpose of each text or genre	
7.4 respond critically to texts by – applying a growing range of strategies to analyze and evaluate a text – demonstrate growing awareness that all texts reflect a purpose and a perspective – recognizing when language is being used to manipulate, persuade, or control them – detecting prejudice, stereotyping, and bias	

	<ul style="list-style-type: none"> - making it a habit to always consider the author and the author's context, as well as how this might affect the author's purpose and point of view - reading a text for bias and demonstrating whose voices are heard and whose are silenced - sharing instances of prejudice and stereotyping when they occur in text - when researching, including a variety of sources that represent various perspectives
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Assessment

Gather evidence of students' learning through conversations, observations and products to inform instruction. Use this evidence to reflect on student growth with demonstrating and sharing a critical reaction to text and supporting that opinion with evidence from the text, other sources and from their personal experiences. Assess students multiple times, using multiple tools on multiple reading tasks, for example:

- **confer with students about:**
 - their understanding of the particular text and structural features of different genre
 - their understanding of the similarities and differences between different genre they are studying
 - their understanding of why an author might select a particular type of text. How do the features of the text support the author's message?
 - similarities and differences between two versions of the same story
 - similarities and differences between the print version and movie of the same story
 - the intended purpose and audience of any given text
 - how a topic may be considered from various perspectives and examples of this they have discovered in their reading on a given topic
- **observe, listen and record notes as students:**
 - discuss ideas with a learning partner (what they understand, what they wonder about, etc.)
 - contribute to whole class and small group discussions such as book clubs or guided reading groups
 - work to determine the purpose and audience of a given text
 - complete a reading graphic organizer about similarities and differences
 - present a book, poem or short piece of text to the class in a book talk

- compare and contrast text
- present information from a variety of perspectives, giving possible reasons for the differences of opinion
- participate in debates
- **monitor students' written responses to text such as:**
 - reading response journals
 - notes on sticky notes
 - completed reading graphic organizers (such as Venn Diagrams)
 - reading written responses that focus on an author's purpose, point of view, etc.
 - responses to text that include an understanding that some text contain prejudice, stereotyping and bias

Time to Teach

During whole class, small class or individual instruction make learning focuses explicit in read aloud/think alouds, shared reading and focus lessons, such as:

- **during read aloud:**
 - read aloud two or more versions of the same text to highlight different perspectives (e.g., *Little Red Riding Hood –traditional and Into the Forest- Anthony Browne*)
 - when reading fiction; sketch a character based on what they say, what others say about them, their actions and the reader's insight into their motives. With longer text, build this character sketch over time.
 - highlight text that promote discussion around prejudice, stereotyping or that contain a pronounced bias. Demonstrate the devices the author uses to position the reader.
 - throughout the year, with each read aloud choice, share the publication date with the students. Discuss the implications of date of publication and the impact of this context. Is it more significant with certain genre?
 - present more than one interpretation of text meaning. Demonstrate the various possibilities and show how each may be supported with evidence from the text and personal experience.
 - add to anchor charts which support the current teaching focus (e.g., “Features of Realistic Fiction”, “Types of Big/Thick Questions”, “Ways Authors Position the Reader”)
 - read and discuss text that are designed to manipulate the reader
- **model**
 - questioning the text and demonstrate the types of questions readers ask as they read. Some questions help with surface level understanding and may only require a closer reading of the text to answer. Some questions will require the reader to think about their prior knowledge or cause the reader to reflect to

find the answer outside the text. Some questions have no finite answers but are very important questions to ask.

- the use of sticky notes coded in a variety of ways (e.g., question mark when a question was evoked while reading, an exclamation mark for surprising information, a check mark to confirm information from background knowledge) to preserve the reader's thinking
- the use of a Venn diagram or other graphic organizer to compare and contrast two texts, characters, ideas, etc.
- thinking about a media text, such as an advertisement, and demonstrate how the reader might speculate on the target audience and intended message
- analyzing a text to uncover the author's main message
- **shared experiences**
 - provide each student with a copy of the same text or display the text (chart, LCD projector, overhead projector), reading the text together and engaging all students in discussions about the text – e.g., questions, perspectives, point of view, comparisons, etc.
 - co-construct anchor charts on a variety of topics related to the explicit teaching point (such as the features of particular genres or the types of questions readers ask to support their understanding of the text)
 - examine a text together and highlight the vocabulary that is used to persuade or manipulate the reader

Time to Practise

On a daily basis, provide small group instruction or confer with students while the rest of the class engages in reading practice experiences based on a variety of genre, students' strengths, needs, choice and interest, such as:

- when reading text, students take an active stance. This may include such reading behaviours as:
 - coding text to record thinking
 - recording questions that were unanswered during reading
 - sketching the development of setting, characters and storyline during reading
 - recording and reflecting on the literary devices the author uses to position the reader
 - talking with others about what they are reading
 - creating a double entry journal with “*First Impressions*” and “*Reflections*” as the two entries
- participating in book club discussions
- using a KWL or RAN (Reading and Analyzing Nonfiction, Tony Stead) chart to record thinking and learning prior to, during and after reading
- reflecting on how prior knowledge affects the reader
- reflecting on the role of perspective in storytelling and information text
- comparing and contrasting text: including setting, characters, plot, genre and content
- engaging in thinking and discussion about:
 - author's purpose in creating a particular text

- the reliability of any given information in a text and the validity of the sources include
- any stereotyping, bias or prejudice found in the text
- elements of fairness found in the text
- the implication of publication dates and locations
- using a variety of graphic organizers to help organize their thinking about text
- utilizing appropriate comprehension strategies to help deepen their understanding of text
- recording their thinking in reading journals

Time to Share and Reflect

Students take time to reflect on what they are learning about the texts they engage with and about themselves as readers by:

- sharing their thinking about text with others by:
 - actively participating in book club discussions
 - presenting their thinking about text during share time
 - talking about how their prior knowledge affected their reading of a given text
 - sharing successful strategies they used during the Independent Reading portion of Reading Workshop
 - sharing how they applied critical thinking to their independent reading – characteristics of a particular genre, author’s point of view, stereotyping, bias or prejudice noticed in a text, etc.
 - sharing their understanding of how language can be used to manipulate

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- students who struggle with critical thinking about a text may be reading a text that is too difficult for them. Ensure that students are reading in their “zone of proximal development” or provide easy text for them to begin to develop these critical thinking skills without the added burden of decoding text.
- individual or small group explicit instruction will support learners who are struggling with the concept of responding critically to text.
- isolate complex critical thinking skills into smaller units or steps

Increased Challenge

- the challenge may be increased through the selection of more complex text or a wider range of text types. Present texts where there are numerous possibilities for author’s purpose and encourage students to see the same text through the various possible perspectives.
- explore more sophisticated media text that manipulate the reader in multiple ways

Writing and Other Ways of Representing Component

Section at a Glance

Fundamental Principles

Processes of Writing and Other Ways of Representing

- Sources of Information/ Cueing Systems
- Focus on Context - Pragmatic Source at a Glance
- Focus on Meaning - Semantic Source at a Glance
- Focus on Structure - Syntactic Source at a Glance
- Focus on Visual - Graphophonic Source at a Glance

Stages of Writing Development

- Overview of Writing Stages
- A Focus on Grade 4-6 Writers in the Early Stage
- Characteristics of writers in the Early Stage
- A Focus on Grade 4-6 Writers in the Transitional Stage
- Characteristics of writers in the Transitional Stage
- A Focus on Grade 4-6 Writers in the Fluent Stage
- Characteristics of writers in the Fluent Stage

Writing Communication

- Background Knowledge
- Repertoire of Strategies
 - The Writing Process
 - The Traits of Writing
- Oral Language and Vocabulary
- Writing Fluency
 - Cursive Writing
- Reading-Writing Connections

Types of Writing

- Types and forms of writing
- Information Literacy: Research Processes, Skills and Strategies
- Units of Study

Writing Instructional Components

- Writing Workshop
- Time to Teach
- The Role of Writer's Notebook in Writing Instruction
- Time to Practise
- Time to Share and Reflect

Grade 4 SCO: Writing and Other Ways of Representing

Grade 5 SCO: Writing and Other Ways of Representing

Grade 6 SCO: Writing and Other Ways of Representing

The processes discussed and teaching and learning strategies outlined below are intended to apply to both writing and other ways of representing, even though the term writing is most often used.

Writing and Other Ways of Representing

Writing and other ways of representing involve students in working through various processes independently and collaboratively to explore, construct and convey meaning; clarify and reflect on their thoughts, feelings, and experiences; and use their imaginations. Writing is about communication, effectively sharing their ideas with others in a way that respects the reader.

Other Ways of Representing

In addition to written language, all students need a variety of opportunities to represent what they wish to convey and communicate. Such opportunities include representations through:

- visual arts
- drama
- music
- dance
- movement
- media productions
- graphic representations
- technology

These experiences provide a broader arena for students to convey and extend their ideas. Sometimes, these other ways of representing supplement a piece of writing; other times they stand on their own. Various representations give students opportunities to explore personal, imaginative and informational subjects. When students have a wider range of options for self-expression, they are presented with choices that often open doors to increased interest, motivation and perseverance. With guidance, students can experience a wide variety of forms of representation, allowing for variety in expression.

Fundamental Principles

Underlying all writing instruction and provision of appropriate learning conditions for writing are the following principles:

- **Writing and other ways of representing must be meaning centered.** Writing is about communicating a message. The writer must employ prior knowledge, skills and strategies to communicate their thoughts, opinions or information.

- **Writing and other ways of representing are processes.** The focus of our writing instruction should be to create better writers (process), not just better pieces of writing (product). Students work through the writing process with a goal to improve a particular aspect of their writing, which may not always produce perfectly edited pieces (not all student writing need be published).
- **Writing and other ways of representing will improve with daily practice.** The largest part of the Writing Workshop is the Independent Writing portion during which time students write independently, typically spending some time practicing the skill or strategy presented in the focus lesson. They also work in small groups or confer with the teacher; this guided practice will ensure student writing success. Also, teachers find many opportunities for students to purposefully write in other contexts throughout the school day.
- **Writing and other ways of representing must be modeled and explicitly taught.** Students in grades 4-6 are still learning to write and require daily exposure to writing instruction. This instruction should be based on the assessed needs of the writers and the skills and strategies that support effective writing. This explicit instruction takes place in whole class, small group and individual student settings.
- **Writing and other ways of representing has a direct link to talk.** Student writers require talk time to rehearse their writing all throughout the process. Writers share their ideas and parts of what they have written to hear feedback, gauge reaction to their work and gather ideas for improvement.
- **Writing and other ways of representing must be purposeful.** Students must see a purpose in what they are writing. Students in grades 4-6 learn to set their own purposes for writing and to consider their audience when selecting the form and voice for writing that is the best match for their purpose.
- **Writing and other ways of representing must take place in a safe and caring environment.** Students must feel secure to take risks with their writing. Students need to feel safe to try new techniques and strategies and to share their work. A climate of giving and receiving respectful, effective feedback must be explicitly taught and modeled to ensure student success. Students must always be told the intended audience for their writing in advance.
- **Writing is a tool to enhance thinking.** Sometimes writing is for no other audience than the writer. Writing is a very effective tool to help students clarify their own thinking and learning. It can help students become more metacognitive about their learning and encourage the creation of learning goals.
- **Writing and other ways of representing will flourish when students are encouraged to make their own choices about topic or genre.** Whenever possible, allow choice with student writing. If the genre (e.g. poetry) is the teaching focus, then allow choice around the topic (e.g. horses, hockey, video games). If the topic is related to one of the content areas (e.g. space), then allow choice with the genre (e.g. brochure, power point presentation, report). Students should develop an understanding of themselves as writers and use this metacognition to select genre that interest them and also facilitate their growth as a writer.
- **Writing is essentially about communication and therefore, when writers pay close attention to matters of correctness, it is a courtesy to the reader.** The

effective use of grammar and spelling is important when communicating a message through writing. The correct use of writing conventions plays an important role in the writer's ability to share their thoughts and ideas with the reader.

Processes of Writing and Other Ways of Representing

Writing and representing are processes for the purpose of communication. Writers may represent their ideas in written text or through other means such as drama or media productions. They are active processes involving generating ideas and constructing meaning to share with others or to reflect on their own learning. These complex processes require the integration and co-ordination of four cueing systems: pragmatic (context), semantic (meaning), syntactic (structure) and graphophonic (visual).

Sources of Information/ Cueing Systems

When writers write they draw on the four sources of information: pragmatics (context), semantics (meaning), syntax (structure) and graphophonics (visual).

[Please insert graphic with title “Sources of Information” from p. 17 AYR Grade P-3 Assessment Resource]

Focus on Context – Pragmatic Source at a Glance

The context of the writing has to do with the purpose, situation and socio-cultural setting in which the writer is immersed. In essence, writers can only write what they know and from their own life perspective. This prior and background knowledge affects how they write and what they choose to write about.

[For this section and all the “Suggestions for Instruction” section in the guide, please insert a small icon of a light bulb or some other icon that will highlight these sections]

Suggestions for Instruction

- Read to students a wide variety of texts in a particular genre so that they gain an understanding of the basic elements of that genre (e.g., persuasive text/writing to persuade includes strong arguments and evidence to support arguments) prior to asking them to write using that genre.
- Provide many texts in a particular genre, at various levels of difficulty, for students to read during Reading Workshop prior to asking them to write in that genre.
- Select and use mentor text to help guide student writers
- Engage students (through the gradual release of responsibility) in writing in a particular genre (e.g., non-fiction descriptive report, free verse poetry, personal narrative)

Focus on Meaning – Semantic Source at a Glance

The focus of this source is on the meaning of what is written. Writers use a variety of revision strategies (such as rereading his/her own writing) to ensure that what they wrote matches their intent. The writing must also make sense for an audience.

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Suggestions for Instruction

- Extend students' background experiences by involving them in as many real life experiences as possible (field trips and hands-on experiences)
- Provide virtual experiences when real ones are not possible through reading and experiences with technologies, multi-media, drama and discussion
- Encourage students to write about special experiences as a means of remembering them in the future
- Expose students to texts written in different forms for different purposes and audiences
- Expose students to texts that recount the same event with a variety of genre and from a variety of perspectives
- Set purposes for writing, such as to give directions, to describe, to record ideas, to explain events, to entertain/amuse, to persuade
- Encourage students to set their own purposes for writing
- Select and create authentic audiences for and with students
- Provide opportunities for students to engage in oral rehearsal of what they plan to write
- Write notes to students and give them opportunities to see that writing fits a number of communication purposes
- Provide opportunities for students to write messages to others to communicate information or ideas
- Write with students during shared writing experiences, intentionally focusing on purpose and audience
- On a daily basis, provide opportunities for students to write independently and to discuss with classmates what they are learning about writing.
- Before writing, encourage students to share what they already know to help some students recall prior knowledge and build background knowledge for others.
- Use specific language when writing with students and encourage them to use this language as well (e.g., *What would make sense here?*)
- Explore the etymology (roots) of words
- Establish a "word of the day" procedure to deepen vocabulary knowledge

Focus on Structure – Syntactic Source at a Glance

The focus of this source is on the structure of the language. Attention is paid to word function structures such as nouns, verbs, subject/verb agreement, use of plurals, etc. Also, with this source of information there is a focus on word order and text knowledge.

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Suggestions for Instruction

- Read to students and have them read from a wide range of literature – fiction, non-fiction and poetry.
- On a daily basis, provide independent writing opportunities for real purposes and varied audiences.

- Provide opportunities for students to use writing for different purposes – to give directions, to describe, to record ideas, to explain events, to entertain, to persuade
- Engage students in the enjoyment of different structures or formats in texts and using these text as mentor text for student writing
- Model and demonstrate writing in shared experiences, thinking aloud about the decision-making process about the consideration of audience and purpose as well as the use of language, grammar, etc.
- Students whose first language is not English will need multiple experiences to understand that a word or phrase may not *sound right*.

Focus on Visual – Graphophonic Source at a Glance

This source refers to sound-symbol system of a language and how writers apply this knowledge as they write so that it can be read.

[light bulb icon]

Focus on Visual – Suggestions for Instruction

- Encourage risk-taking and temporary spelling (e.g. "Have a go")
- Engage students in oral word related experiences to continue to build their knowledge phonological awareness skills
- With students, develop collections of words that share common spelling patterns (prefixes, suffixes, vowel blends, double letters, etc.).
- Involve students in meaningful word play activities
- Constructing word charts
- Engage students in creating personal word diaries or word study notebooks

Stages of Writing Development

Learning to write, like learning to read, is a process; with explicit instruction students grow in competence gradually over time; their learning is continuous, recursive and lifelong.

Among the factors that contribute to students' writing development are:

- previous language experiences
- exposure to various writing forms, structures, and texts
- experience with adults who are knowledgeable and enthusiastic about writing and who serve as writing role models
- a positive, supportive learning environment
- frequent opportunities to write
- specific descriptive feedback on writing
- ability to identify and apply strategies that have been successful
- explicit classroom instruction that is focused and delivered in a meaningful context

Researchers describe writing growth as a series of stages through which students develop.

While these stages should not be viewed rigidly, they describe characteristics common to students at various stages of writing maturity. By keeping these characteristics in mind when they observe their students' writing, teachers can determine how best to support student learning.

Overview of Writing Stages

Stages of reading development include the following:

Emergent

The Emergent stage begins when a child first picks up a pen, pencil, or crayon to make purposeful marks or drawings. This writing tends to be “in the moment,” so it frequently needs the author’s presence to be understood. It is a crucial first step on the path to writing.

Emergent writing behaviours include:

- learns that writing is something that people do
- shows interest in letter-sound relationships and how to represent specific speech sounds
- is aware of print, begins to understand that print holds meaning
- demonstrates increasing knowledge of functions of writing, some genres
- plays at scribble writing—strings of capitals letters or letter-like forms
- may produce some words in conventional spelling
- some left-to-right writing, mostly phonetic spelling

Early

The Early stage of writing development, sometimes called the **developing writer stage**, shows that the student is beginning to acquire a sense of purpose and audience beyond himself or herself. The early stage writer begins to experiment with form and convention, showing awareness one day, but losing it the next. Early writing behaviours include:

- enjoys writing and sharing writing with others
- understands that writing is “ideas written down”
- is increasingly aware of a wider range of genre
- is more aware of letter-sound relationships
- may use “temporary” spelling when writing a draft
- uses common spelling patterns
- writing is becoming increasingly conventional with many standard spellings
- directionality well established

Transitional

The writer at the transitional stage is consolidating the knowledge and skills he or she has been developing. Increasingly, he or she will gain control of the craft of writing, but it may remain inconsistent, especially when writing across a number of genres. Transitional writing behaviours include:

- shows an increasing awareness of audience
- is learning to give and receive feedback about writing
- begins to revise for clarity
- uses words that elaborate text
- uses a variety of sentence structures
- begins to produce stories with two or more characters
- supports topics by relevant detail
- writes more-complex reports, letters, poems
- demonstrates increasing knowledge of spelling patterns, writing terminology

- produces increasingly conventional writing

Fluent

The fluent stage writer is beginning to demonstrate consistent control of basic structure and forms. At this stage the writer has enough skill and strategies to work with some independence and will attempt new genres and forms. Fluent writing behaviours include:

- enjoys playing with words and ideas to create particular effects
- writes for a wide range of purposes
- can convey more-complex and abstract ideas through writing
- writes in a variety of genres including expository texts
- develops characters through dialogue and description
- demonstrates increasing knowledge of spelling patterns, range of genres
- representational forms across the curriculum
- produces increasingly conventional writing with a high degree of spelling accuracy
- is able to use most punctuation marks independently

In grades 4–6, it is most common to have students who continue to exhibit characteristics of the transitional and fluent stages of writing development. It is, however, likely to have students in upper elementary classrooms whose writing development more closely resembles the emergent or early stage. Writers writing at the Emergent stage of writing development in grades 4-6 will likely require intensive interventions and individualized support. Writers demonstrating characteristics of the Early stages of writing development will require greater support and explicit instruction from the teacher so as to move into the Transitional stage. This support and explicit instruction will often take place in the context of one-to-one conferring and more frequent small group instruction.

A Focus on Grade 4-6 Writers in the Early Stage

A typical grade 4, 5 or 6 classroom could contain a range of writers such as:

Writer whose intellectual development is not reflected in his writing: Writer 1

Writer 1: Jacob writes very short stories, using short (unvaried) sentences containing only words he knows how to spell. He uses periods correctly but that is the only punctuation he uses as his sentences are so simple. When Jacob talks about his ideas for writing the ideas are well developed and complex; he weaves a tale of complex characters and interesting plot lines. It is always so frustrating for Ms. L when she confers with Jake around what he has written as he refuses to take any risks and his ideas are never developed on paper.

Jacob is typical of some writers in grades 4-6. He has been exposed to a variety of stories and other genres of writing, he is able to think and plan at a relatively high level but for a variety of reasons, Jake is stuck in the Early stage of writing development. This makes writing a “risky” thing for Jake. He compares what he can write with his friends and knows he does not “measure up”. He decides not to take any risks and so he only writes what he knows is perfect. It will be critical for Jake to feel supported as Ms. L works to encourage the risk taking that is critical for his writing development.

Perhaps the use of free writes (continuous writing for the purpose of capturing ideas/ thinking) would help Jake take more risks. Also, the use of a Writer's notebook might encourage flow as this type of writing is for the use of the writer (typically not for another audience). Jacob might also dictate his ideas to another person or into a personal recording device to capture his thinking for use in his writing. He would also benefit from writing with a partner; certainly he could take the lead with coming up with ideas in a partner story and would have a great deal to offer a writing partner.

The Reluctant Writer: Writer 2

Writer 2: Michael would rather do anything else except write. He has an amazing variety of writing avoidance tools and applies them to every Writer's Workshop. On the rare occasions when Mike has written something it is usually a simple story with short sentences. Sometimes he uses temporary spelling to write a word. Mike draws amazingly detailed pictures during independent writing but resists any suggestions to label the drawings or write any text under the drawing to explain the story. Mike's friends think he is a great artist and he gets lots of compliments from them about his detailed drawings.

Michael shares some of the same characteristics as Writer 1; however, with Michael it has gone beyond not taking risks...he simply avoids writing altogether. It is actually difficult to make an informed assessment about his writing because he rarely writes.

Mike would benefit from a supportive classroom environment that nurtures a community of writers. In Mike's case, there is also strength to build from. His detailed drawings are a place for Ms. L to start when she works with him around writing. A first step would be for him to tell the story verbally; once again the use of a recording device might be helpful for Michael. Mike could also begin to expand his writing by labelling his drawings or creating a story board with speech bubbles and captions. In this way, Mike is building on his strength in drawing to support his growth as a writer.

The English as an Additional Language Writer: Writer 3

Writer 3: Yuto has been developing his writing skills along with speaking and reading. English is actually his third language and he is making steady progress. Sometimes, it is hard for Yuto to know if what he has written is correct because his sources of information are not as solid as someone who has grown up hearing English spoken. Yuto talks about what he is going to write and draws and labels pictures to help with the planning. He experiments with words and uses temporary spelling when writing. He is using simple letter patterns with growing accuracy.

Yuto is also demonstrating writing characteristics that place him in the Early stage of writing development. He will continue to grow as a writer with explicit instruction and time to practice. Yuto will also benefit from as many additional English language experiences as possible. He should be involved in talking about his writing, and listening to other students talk about and read their writing. As with all writers, Yuto will benefit from immersion in a genre through reading prior to being asked to write that particular genre. Ms. L should continue to build and strengthen Yuto's sources of information.

The Popcorn Writer: Writer 4

Writer 4: The moment the Independent Writing portion of Writer’s Workshop begins Courtney pops out of her desk (like popcorn) and reports “I’m done, I’m done!” The truth is she rarely writes anything that reflects her increased writing fluency. Her writing is simple and lacks detail. For example, a typical story might be: “For my birthday, I got a lot of presents and 25 people came to my party. I had the best time ever!”

Some grade 4-6 writers in the Early Stage of writing development, such as Writer 4, find it difficult to become engaged with the writing process. They see writing as a chore or something assigned by the teacher and they do not commit to the writing piece. These students will benefit from having greater choice in their writing. If students are allowed choice in what they write about or the genre they select, they will be more motivated to shape their writing. Students need to feel ownership of their writing in order to become engaged.

Also, with a writer such as Courtney, she may require explicit instruction and demonstration of adding detail or “exploding a moment”. She would benefit with taking small moments and “taking the reader there”, trying to involve all the senses. Another good practice for this writer would be to write about a small moment or place and “show, not tell”. The challenge is to describe an experience so that someone else can guess what it is without actually naming the experience.

A Range of Writers

These writers, and many more like them, can be found in any grade 4-6 classroom. Writers demonstrating characteristics of the Early stage of writing development require a supportive environment and explicit teaching based on their assessed strengths if they are to move forward as writers. How then, to support such a diverse group of learners?

Students in grades 4-6 who are demonstrating characteristics of Early writers require support every day with their writing. They need specific instruction based on their strengths and they will need one-on-one or small group support to grow as writers. They will thrive in an environment where students confer with the teacher on a regular basis and where the teacher works with small groups every day.

These writers may also be dealing with issues of poor self-esteem that can surface as disruptive behaviour or avoidance. Working with these students is more complicated than working with Early writers in a Primary to 3 classroom. The feelings they experience are important to think about when planning for their instruction.

A Focus on Grade 4-6 Writers in the Transitional Stage

A typical upper elementary classroom could contain a range of writers such as:

Timid Writers: Writer 1

Writer 1: During writing time Cody finds it difficult to get started. He might ask/say “Will the kids like my story? It’s messy. It’s stupid. It’s dumb.” He experiences writer’s block and seems to feel anxiety at a blank page. Sometimes he disrupts the people around him.

Writing is an intensely personal activity and student writers (such as Writer 1) may feel the pressure of their social context or worry that their writing won’t be good enough. It is critically important to establish a supportive classroom environment that encourages risk taking. Students must be explicitly taught how to give effective, supportive feedback that will encourage reluctant writers. These students will benefit from a class where risk taking is encouraged and valued.

Off Topic Writing: Writer 2

Writer 2: Taha has no trouble writing, in fact his writing pieces are often three or four pages long. However, when reading Taha’s writing it is often difficult to pick up on his train of thought. He has great difficulty staying on topic. His stories jump from place to place; characters appear or disappear without explanation and events are haphazard and lack purpose.

This Transitional writer would benefit from some strategies for planning writing such as graphic organizers, flow charts or story maps. Taha is an enthusiastic writer, with lots of great ideas, so building on this enthusiasm should be effective. He could be encouraged to consider his audience, and carefully plan and revise his writing so that the reader can enjoy his writing the way he intended. Taha should employ the strategy of stopping at regular intervals while writing and rereading his work to ensure it is continuing to make sense. Taha could also work with a learning partner to help him with reading and revising his writing.

Bed to Bed Stories: Writer 3

Writer 3: When Melissa writes a story she goes from “bed to bed”. Her story begins with “I woke up and had breakfast” and ends with “I went to bed”. She may vary it and start with “We got on the bus to go shopping” and end with “Finally, we got home” but either way she has difficulty with writing about small moments.

With Writer 3 some guided writing lessons around slowing down the moment or writing in greater detail about small moments will help remedy the “bed to bed” problem. Having the student write only about the small moment in the writer’s notebook for a number of entries will support this growth. Melissa will need to reflect on what part of the story has the most meaning and dwell in that moment in her writing. She would also benefit from some instruction around how writers show the passage of time in different ways.

Choice, Choice, Choice!: Writer 4

Writer 4: Douglas likes to write about war. He has read every book he can find about battles and fighting and he likes to write stories about battles and fighting. The problem is he usually can’t write about those things at school because his teachers don’t want any violence

in the stories their students write. Douglas doesn't want to write stories about puppies or happy endings, he wants to write about what he finds interesting, and that is war. If he is not allowed to write what he wants he really doesn't feel like writing at all.

Douglas is a motivated writer when he is allowed choice in his writing topics. This need for choice in writing is true of all writers; however, some students are able to write adequately well “for the teacher”. When provided with choice all students will be more engaged with their writing. This creates some difficulty for teachers who are trying to balance this need for choice with the demands of the curriculum. The ELA outcomes call for exposure to a variety of genre and the content areas present possibilities for writing around science, social studies and health. In order to meet these demands teachers might provide choice in genre when the topic is set (i.e., everyone must write about some aspect of weather but you may publish your research through a power point, brochure, written report, or another form of your choice approved by the teacher). Sometimes the genre is the focus of the learning, in which case the choice may be provided around the topic of the writing (i.e., everyone will be writing poetry but the topic of the poems is completely free choice). Teachers will also want to allow times for writing when there are no constraints whatsoever put on the writing, content or form.

Another issue with Douglas is the issue of allowing violence in student writing. The weight of research around engaging boy readers and writers suggests that school has not always been a welcoming place for the needs and interests of boys. Teachers will need to reflect on what they might be able to accept in student writing that would keep writers like Douglas interested in writing. More flexibility on the part of the teacher may yield great results. Students need to feel ownership of their writing in order to become engaged.

Handwriting: Writer 5

Writer 5: Anne has lots of great ideas for writing but she never seems to get anything done in Writer's Workshop. Anne struggles whenever she has to write anything because handwriting has always been very difficult for her. The act of writing something down seems like very hard work to Anne. She loses her good ideas for writing in the frustration of trying to write them down. She has begun to look for ways to avoid Writer's Workshop and often describes herself as a “bad writer”.

Anne is typical of that group of students who has confused writing with penmanship. Due to the fact that she has difficulty with the act of writing (perhaps due to fine motor issues or because she missed some learning in this area) she views herself as a poor writer. Teachers must be careful to describe writing for students in ways that allows them to see it as distinct from simple penmanship. If a student has issues with handwriting, that is something the teacher may wish to help her with outside of Writer's Workshop. During workshop, it will be important for Anne to capture her ideas and other aspects of the writer's craft through the use of technology or with other people. She may wish to use a keyboard for writing or work with a writing partner. As Anne's ideas take shape in her writing she will begin to see herself as a writer and separate her handwriting issue into a more manageable task.

A Range of Writers

These writers, and many more like them, can be found in any upper elementary classroom.

While they all have developed the ability to write some of their thoughts and ideas, they are by no means finished learning to write. Writers in the Transitional stage of writing development require strategic teaching and supportive practice in order to move forward. How then, to support such a diverse group of learners?

Working with writers in the Transitional stage of writing development is challenging and exciting work. These writers are developing their writing style and building their repertoire of writing strategies every day. There is potential for a great deal of growth with student writing in this stage but it will not happen if students are merely assigned writing tasks and left to complete these tasks during writing time. These students require explicit writing instruction in order to change and grow as writers. They need a supportive classroom environment that encourages risk taking with writing and which nurtures all writers in the community. Becoming a better writer is the goal, and it is an active and collaborative process.

A Focus on Grade 4-6 Writers in the Fluent Stage

A typical upper elementary classroom could contain a range of writers such as:

“Novel” Writers: Writer 1

Writer 1: Othmane has a large bank of known words which he uses correctly in his writing. He writes using a variety of sentence types and has demonstrated control of paragraphs and punctuation. Othmane has demonstrated many characteristics of the Fluent stage of writing development; however, when he writes he creates stories of great length and he finds it difficult to narrow his focus. During a writing conference, he has difficulty taking any parts (or even words) out of his stories and while he has control of many aspects of writing, his stories would benefit from editing and focus.

Othmane is a student with lots to write about; his stories are often 20 pages long or longer. While he has many aspects of writing under control, and loves nothing better than to be left alone to write, Othmane requires instruction around revising and editing his work.

It will be important for Othmane to be exposed to a variety of revision tools that allow him to manipulate his work without having to rewrite long portions. He would also benefit from exposure to mentor texts that demonstrate good organization and flow. Othmane could practice revision tools in his Writer’s Notebook and also be encouraged to write more pieces that he never intends to publish.

Revision Aversion: Writer 2

Writer 2: Cheryl is able to write using a variety of text types to suit the writing purpose. She plans her writing using a variety of strategies and is control of writing conventions. While she is a strong writer she resists revising and editing her work. Once she has written a first draft, she feels she is done writing. Cheryl is a strong writer but she has more to learn and would benefit from revising and editing her own work.

Cheryl is like many other students who feel that once they have written something down, it is carved in stone. Sometimes it is because writing feels like hard work to them and once they lift the pen, they want to be finished. In Cheryl's case, she compares her work with that of some of her classmates and decides that her first draft is better than their final draft, so why should she work to make it better?

With both Cheryl, and the students who have to work harder to revise their work, a sense of ownership of the writing is missing. Working to engage these writers through providing choice and encouraging voice in their writing may help them see the importance of revision. Also, as with Writer 1, providing revision strategies that are easier to manage, and where students see immediate results, will be very important. With both Writer 1 and 2 the use of technology may play an integral role in making revision of writing more manageable.

Too “Perfect”: Writer 3

Writer 3: Jonathan crafts a wide range of text, demonstrating control over all writing elements. He selects appropriate text types for appropriate purposes and is beginning to use literary devices for the purposes of influencing the reader. Jonathan uses his wide vocabulary well when writing and has demonstrated control over writing conventions. Jonathan plans his writing and then independently revises and edits his work.

Jonathan may present a problem in a writing conference because it is sometimes difficult to determine where his next steps for a writing focus should be. He has many aspects of writing under control but he is still a student writer, and still requires instruction and a direction for growth. For a writer like Jonathan, it will be critical to provide him with sophisticated mentor text that challenge his abilities and inspire him to move forward. Involving him in the decision making around where he should go for a writing focus is vital, and this self-assessment will further develop his metacognitive abilities.

A Range of Writers

These writers, and more like them, can be found in any upper elementary classroom. They have many aspects of writing under control and are able to write in a variety of genres for a variety of purposes. However, these student writers are not finished learning to write. While they may demonstrate many of the characteristics of the Fluent stage of writing development, they may require support with some of the aspects. One thing these writers have in common is that, due to their ability with writing, some teachers may feel they do not require writing instruction. Not providing these students with support would be a great disservice to them and their learning. How then to support these writers?

Working with writers in the Fluent stage of writing development can provide interesting and challenging work. These students are typically engaged writers with many aspects of writing under control; however, all students have the need to talk about their writing and share what they have written in a supportive classroom that encourages risk taking and experimentation

with difficult facets of writing. These writers can grow and develop as they expand their writing abilities and their awareness of themselves as writers.

Writing – it’s all about Communication

Communication is the means whereby ideas, thoughts, opinions and information are expressed and/or transmitted. The goal of writing is communication, whether it is produced for personal reasons or for the purposes of sharing with an audience.

Individual writers bring their own unique skill-set to writing, while simultaneously honing and strengthening skills and strategies while they write. Teachers, then, need to help their students to increase their writing skill-sets and to develop flexible strategies as they develop writing proficiency. Explicit instruction and frequent opportunities to practice in all elementary grades are essential keys to moving students forward as writers.

“A successful writing program requires a knowledgeable, organized teacher with excellent classroom management skills. Mostly, students need lots of time in which to write, a say in what they write about, strategies that allow them to problem solve independently (plan, revise, edit), and helpful response. Students need to know exactly what is expected – requirements for the writing, writing routines, how to get needed supplies, when to request a conference, what to do when they finish the assignments, and so on. And, most important, we teachers need to know how to teach writing well.” (Routman, 2005, p. 173)

Writing for the purposes of communication is multi-dimensional and involves:

- purpose and audience (writing for self and writing for others)
- background knowledge
- repertoire of strategies, largely based on:
 - o types of writing
 - o processes of writing (pre-writing/rehearsal, drafting, revising, editing/proofreading, publishing/presenting)
 - o traits of writing (ideas, organization, word choice, voice, sentence fluency, conventions)
- oral language and vocabulary
- writing fluency
 - o communication tools (spelling, handwriting)
- reading / writing connections

[Please insert the writing pillars from the grade 4-6 desk blotter]

Purpose and Audience

Audience and purpose are foundational keys to effective writing. Decisions about the topic, words, tone, and form of a piece of writing are both audience- and purpose-dependent. Writing to remind oneself of something is very different from writing a poem for others to enjoy, a persuasive letter to attempt to change another person’s mind, a response to share feelings and interpretations about a text, a procedure to explain how to do something or a non-fiction report to give information about a specific topic.

Over time students expand their understanding of the important roles both audience and purpose play and begin to seek out opportunities to write for authentic purposes to a variety of audiences. This increasing independence can be supported by encouraging students to:

- talk about who the writing is for – oneself, classmates, friends, parents, the principal, other adults, etc.
- brainstorm what to include based on the interests or needs of an audience
- write to remember
- write to explain
- write to instruct/give directions
- write to persuade/convince
- write to entertain/amuse
- write to describe
- write to reflect and think
- make decisions about forms of writing depending on the audience or purpose
- refer to mentor text with a lens on audience and purpose, for example:
 - o leads to grab a reader’s attention
 - o transition words and phrases to guide a reader through a piece
 - o carefully chosen descriptive words to help a reader visualize
 - o carefully chosen words to give a reader specific information
 - o a variety of sentence length that gives a piece of writing a sense of rhythm and flow
- revise to provide clarity to the reader
- edit writing as a courtesy to the reader

When teachers ask students to write it is of critical importance that the students are made aware of the audience for their writing. If the student writing is to be displayed in the school or classroom, the student writers should know this from the first moment they begin to think about the piece so that they can make appropriate choices about what they wish to share. This practice respects the student writers and gives them the important message that they are empowered to make choices about their writing.

Routman, Regie. *Writing Essentials: Raising Expectations and Results While Simplifying Teaching*. (Heinemann, 2005).

Background Knowledge

As with reading, the extent of an individual’s prior and background knowledge plays a vital role in a writer’s ability to effectively communicate ideas. The more students know about the world in general and topics in particular, the more they bring to the writing experience. This knowledge base also gives them access to a wider range of strategies when they encounter challenges. While a student’s prior knowledge is the sum total of their life experience and, therefore, cannot be affected; background knowledge can be built throughout the year. With sufficient background knowledge students are able to effectively:

- develop a broad range of topics to write about
- choose to write about topics that are meaningful for them
- write for a variety of purposes, such as to tell a story, to explain, to persuade, etc.
- write for a variety of audiences – self, others
- write in a variety of types, genres and forms
- take risks to spell a wide variety of words
- develop in-depth writing about a single topic

Background knowledge for writing may be built through a variety of strategies such as:

- *Read before you write:* prior to asking students to try a particular form or genre of writing the teacher can choose to present the genre in Reading Workshop. Immersing the students in the genre as readers allows them to explore the special features and writing structures and build their knowledge of the genre before they are asked to apply that knowledge through writing.
- *Explore/research a topic prior to writing:* When students are asked to write information text, time should be given prior to the writing to allow students to fully explore the topic and take notes. Teachers suggest a variety of graphic organizers that best fit the research for students to record what they have learned. These graphic organizers are the springboards for future writing.
- *Allow students to write about what they know, and work on building what they know throughout the year:* Students are often frustrated when writing because they feel they have nothing to say (“I don’t know what to write about!”). This frustration may be alleviated if teachers provide choice in student writing assignments. Furthermore, teachers may continue to build background knowledge through class discussions, hands on experiences, field trips, films, guest speakers and any other appropriate experiences.

Fisher, Douglas and Nancy Frey. *Background Knowledge: The Missing Piece of the Comprehension Puzzle.* (Heinemann, 2009).

Repertoire of Strategies

When writers communicate for a variety of purposes and audiences, they need a bank of strategies upon which they can rely and apply flexibly and interchangeably as needed. Proficient writers use these strategies automatically, while student writers benefit from explicit instruction and frequent opportunities to practice. These strategies are embedded in two broad aspects of writing; the Processes of Writing and the Traits of Writing.

Students in the transitional and fluent stage of writing development benefit from explicit instruction in strategies that fall into these two main categories: processes of writing and traits of writing. Teachers may gauge the extent of instruction needed by conferring with students around their writing. Based on this information they make decisions about the instructional strategies their students need to grow and develop as writers. Some writing

strategies may be focused on separately for chunks of time, but over time teachers need to show students how writing strategies are flexibly applied as needed in order to communicate based on:

- Purpose
- Audience
- Appropriate type of writing
- Appropriate form of writing

The Writing Processes

It is through a broad repertoire of strategies that the goal of communication in writing is achieved. These strategies must be considered as paths taken to enhance communication, not as ends in themselves. This repertoire of strategies includes the writing processes:

- Prewriting / Rehearsing
- Drafting
- Revising
- Editing
- Proofreading
- Publishing and presenting

Writers formulate ideas and progress through the development of a piece of writing to final products in a variety of ways. This progression is often referred to as the writing cycle or writing process. When the complete cycle is applied systematically, it involves all of the steps. However, most writers do not take their writing through these steps sequentially. Writing is a dynamic process and many writers move in and out of these steps in a recursive manner, revising while drafting, editing while revising, etc. Some pieces of writing require work in each of these steps though not always in sequential order, while other pieces may only be taken part-way through the process. Typically students do not publish every piece of writing they begin.

At times, writing instruction may focus on only one part of the process. For example, if assessment has revealed that the students require practice with creating and developing ideas a teacher may choose to give a series of focus/mini lessons around ideas. In this way, the focus remains on prewriting alone for a period of time. Some of the ideas that students develop during this unit of study may never be used in a complete writing piece; however, as a result of this work, the students will become stronger with their ability to create and develop their writing ideas.

Students will expand their understanding of the flexibility of this process as they apply the steps to a wide variety of writing experiences. However, at times writers benefit from seeing the steps in this process. Teachers may do this by:

- using a visual representation of the steps that separates each step from the next
- modeling a piece of writing through a series of lessons as it is taken from one step to the next over time:

- talking about the purpose and audience and using a writing graphic organizer (a story map) to plan a narrative
- using the ideas in the story map to write a short story
- rereading the story and improving the lead or adding detail
- rereading the story and making editing decisions
- making decisions about materials to use to publish the story

It is important for teachers to take the following factors into consideration in their instruction about the writing process:

- Instruction must be appropriate to students' stage of writing development and expectations for their writing must be within their zone of proximal development
- Processes applied will depend purpose, audience and form
- Students require explicit instruction, models and active engagement to understand the processes of writing – observing the teacher write (modeled), sharing in the writing (shared), writing with support of classmates and/or teacher (guided), and writing independently.
- Teachers assess students' writing development and their use of their writing processes through:
 - observation
 - conversation
 - products

Teachers subsequently plan and provide learner-responsive instruction focusing on students' varied strengths and needs.

Pre-writing/Rehearsing at a Glance

- involves opportunities for writers to form intentions about their topics, purpose, audience and form.
- is effective for the development of ideas
- aids in the organization of writing
- opportunities may be oral, written or performance based
- strategies include:
 - Generating ideas: creating lists of ideas for future writing that the students find interesting and knows something about
 - Sharing ideas with a learning partner, the whole class, the teacher, etc.
 - Completing a writing graphic organizer specific to a particular form of writing (e.g., story map for a narrative, cause and effect flow chart for information text)
 - Brainstorming ideas and related vocabulary
 - Re-reading texts for ideas and/or organizational structures – poems, narratives, information text, etc.
 - Creating visual representations to spark or support writing – sketches, storyboards, cartoons, story maps, flow charts
 - Visualizing, thinking
 - Using reporter's questions: who, what, when, where, why and how
 - Role-playing
 - Examining a range forms to guide their thinking and planning
 - Exploding a moment, building on a seed idea

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Suggestions for Instruction

- Confer with students to learn about what they know, what they want to write about, to help them gain confidence about choosing topics, to organize their ideas, etc.
- Use picture books and other mentor text to explore how the author “grew” their idea for writing
- Co-construct anchor charts to serve as visual reminders; add to them over time to extend students’ learning
- Provide opportunities for students to share with a learning partner or in small groups to brainstorm writing ideas
- Engage students in the use of writer’s notebooks as a place to try out a variety of ideas for writing
 - Make a list of ideas for possible future writing
 - Select one thing from the list and write about it
 - Practice a variety of leads
 - Pick one sentence or seed idea and write a new notebook entry
 - Sketch a character (what are they like, who are their friends, what is their favourite colour, most loved possession, etc.)
 - Write about a place your character might go, show but don’t tell
 - Make a story map
- Engage students in a wide variety of pre-writing strategies
- Support students toward independence using the gradual release of responsibility framework about how to:
 - Choose and narrow topics
 - Rely on personal experiences and prior knowledge for ideas
 - Write a list
 - Develop a brainstorm
 - Create a story map
 - Complete a graphic organizer *
 - Talk productively about writing plans
 - Decide on a purpose and audience
 - Make choices about form that would best suit a piece
 - Locate information and make notes about a topic

*Graphic organizers help students brainstorm ideas and organize their thinking as an aid to drafting. Teaching through gradual release of responsibility supports students’ understanding of the purpose of graphic organizers. Over time and through a variety of experiences students learn to make decisions about selecting one that best suits a particular purpose. The ultimate goal of graphic organizers is that the strategy becomes internalized. Eventually students no longer need an external photocopy to organize their thinking, they simply create the flow chart or story map independently as they plan their writing.

Drafting at a Glance

- Involves an opportunity for writers to write first drafts from the ideas and plans they decided on during pre-writing/rehearsing
- The focus continues to be on ideas and organization as writers select from the ideas they previously developed, make decisions to discard some (or all) of them, and add new, and perhaps better, ideas as the drafting process continues
- Both purpose and audience play a key role during drafting and a sense of voice may emerge
- Risk-taking supports the necessary focus on meaning and flow of thought

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Suggestions for Instruction

- Model writing and thinking aloud
- Model taking a seed idea from the writer's notebook and use it to write a draft
- Model how to use ideas from pre-writing/rehearsal to help shape a draft
- Confer with students to talk more about their topic, and draw on prior knowledge
- Co-construct anchor charts to serve as visual reminders about drafting, and add to them over time to extend students' learning
- Provide opportunities for students to share with a learning partner or in small groups to share their drafts
- Support students using the gradual release of responsibility framework about how to:
 - o begin writing
 - o make a plan, and use the plan as a map for writing
 - o pause and think while drafting
 - o extend ideas with personal experiences
 - o extend ideas by giving examples, exploding the moment, show but don't tell
 - o add detail to create visualizations for the reader
 - o answer reporter's questions – who, what, when, where, why, and how
 - o talk productively with a learning partner
 - o what to do when 'writer's block' is experienced
 - o what authors do when faced with the blank page

Revising at a Glance

- A necessary, integral and on-going part of the writing process
- Focus is on elaboration and clarity of a piece of writing
- Ideas and organization continue to receive attention
- Emphases on word choice, sentence fluency and voice increases
- Both purpose and audience may be revisited during this process
- Risk-taking continue to support the focus on meaning and flow of thoughts

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Suggestions for Instruction

- Model revising and thinking aloud to teach revising strategies
- Focus on revising strategies that are appropriate to students' stages of writing development such as:

- Box and explode: draw a box around a word, phrase or sentence that the writer wants to add detail to and draw a line from the box to a place where that additional section can be written
- Add transitions between paragraphs
- Change “tired” words like *said* to words that are more descriptive like *cried, yelled, whispered, joked*
- Try a new lead, try five new leads and pick your favourite
- Try a new ending
- Confer with students to talk more about their topic and revise as needed to enhance clarity (Does the writing actually say what I want it to say?)
- Co-construct anchor charts to serve as visual reminders about revision strategies; as new strategies are introduced, add them to the chart
- Guide the writer to attend to one or two things in a piece of writing that would benefit from revision and encourage the writer to refer to posted anchor charts
- Encourage students to reread their own writing aloud and to others
- Focus descriptive feedback on strengths and one or two teaching points
- Provide opportunities for students to share their revisions with a learning partner, small group or the whole class
- Support students toward independence using the gradual release of responsibility framework about how to:
 - Use a caret (^) to add a word or phrase
 - Add more detail to important sections
 - Add a piece of description (word, phrase, sentence, paragraph)
 - Change a dull word to one that is more vivid
 - Delete unnecessary information
 - Vary the beginning of sentences
 - Vary sentence length and complexity
 - Use a repeated phrase for emphasis
 - Use arrows and boxed text to show order of parts that have been added
 - Add a simile to show comparison
 - Use exaggeration for emphasis
 - Strengthen a title
 - Add an example to extend an idea
 - Add what a character does
 - Add what a character says
 - Add what a character thinks
 - Develop an attention-getting lead
 - Develop a satisfying ending
 - Add details
 - Insert passage of time words (first, next, then, in the morning, later, earlier, etc.)
 - Play with how the passage of time is shown to the reader

Editing At a Glance

- Focus is on conventions – spelling, grammar, capitalization, punctuation and paragraph breaks
- Is very important when a piece of writing is moving to publication
- Emphasis is not on a perfectly edited piece, but rather about opportunities for students to develop editing strategies and skills
- Goal is to help students take increasing responsibility to edit their work and grow in their use of conventions

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Suggestions for Instruction

- Model editing and thinking aloud to edit a piece of writing
- Focus on editing skills that are appropriate to students' stages of writing development
- Use the gradual release of responsibility framework and engage students in multiple editing experiences
- Co-construct anchor charts to serve as visual reminders about editing; over time add skills to the chart (e.g., spelling strategies*, capitalization, punctuation, reasons for paragraph breaks)
- Encourage the writer to refer to posted anchor charts and other resources to support their editing
- Confer with students about editing using a clear sheet of acetate to show the student how to make changes (e.g., capital letters at the beginning of sentences). The teacher keeps the acetate and asks the student to make the changes, keeping the ownership of the work with the student.
- Provide descriptive feedback about editing skills over which they have control and one or two that may need increased attention
- Ask students to edit only one or two concepts at a time; a common guideline for teachers in selecting this concept is to focus on something that a student is using, but confusing, or a concept from a recent focus mini-lesson
- Provide opportunities for students to share their editing changes with a learning partner, a small group or the whole class
- Allow time between drafting, revising and editing; this gives students multiple opportunities to revisit their writing pieces with different focuses in mind
- Provide opportunities for students to polish and publish their writing for authentic reasons

*Teachers need to explicitly demonstrate how the focus on spelling is different when drafting than it is when editing through modeled writing experiences. In addition, anchor charts to make the difference clear and that showcase sample pieces of writing at the various stages help students see and understand the difference. Two anchor charts about spelling:

Focus on spelling when drafting	Focus on spelling when editing
Make your best attempts to spell words but don't worry too much about accurate spelling	1. Write the word more than one way (have a go).

<p>at this point in writing. Need to spell a word you're not sure of?</p> <ol style="list-style-type: none"> 1. Look around the room for the word. 2. Can't find it? <ul style="list-style-type: none"> - Break the word into syllables. - Stretch out the sounds in each syllable. - Write down the sounds that you hear. - Use word patterns that you know. 3. Keep writing! 	<ol style="list-style-type: none"> 2. Ask a classmate for help. 3. If you're still not sure, underline or loop that word in your writing 4. Sign up for a spelling conference with the teacher. 5. Use a dictionary to look up words.
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Publishing / Presenting At a Glance

- Focus is on making the writing public
- Audience is key to this phase in the writing process-writing conventionally is a courtesy to the reader
- Enables students to see themselves as authors and provides motivation for writing
- Helps students develop an understanding of how to present their writing for an audience

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Publishing / Presenting Instruction

- Engage students in a variety of publishing media, forms and styles
- Confer with students about ideas for publishing
- Provide descriptive feedback about publishing and presenting skills over which they have control and one or two that may need increased attention
- Support students toward independence using the gradual release of responsibility framework to reread writing and about:
 - o Deciding on a format for a particular audience
 - o Using computer formatting (font theme and size, spacing, columns, paragraphing)
 - o Determining page breaks
 - o Designing a cover
 - o Adding graphics (sketches, illustrations, photographs, on-line graphics, etc.)
 - o Designing and preparing a title page and dedication
 - o Including 'about the author' information
 - o Supplementing a non-fiction text with text features (charts, maps, diagrams, etc.)
 - o Binding books

Options for publishing* include:

- o Reading a piece of writing orally to the class, small group or other audience
- o Displaying writing on a bulletin board
- o Recording writing for a listening centre
- o Preparing a script for a readers' theatre performance
- o Recording stories or poems with suitable sound effects and /or music
- o Preparing brochures or pamphlets of instruction
- o Preparing class newspapers or magazines

- Submitting writing for school / district anthologies
- Making contributions to on-line publications

*Students do not, and need not, publish everything they write. The focus is on developing stronger writers, not more published work, and publishing too many pieces in the course of a year will take away from the learning in other areas of writing development.

Caswell, Roger and Brenda Mahler. *Strategies for Teaching Writing*. (ASCD, 2004).

Fletcher, Ralph and JoAnn Portalupi. *Teaching the Qualities of Writing*. (Heinemann, 2004).

Heard, Georgia. *The Revision Toolbox: Teaching Techniques That Work*. (Heinemann, 2002).

Spelling Primary – 9: A Teaching Resource. (Department of Education: Province of Nova Scotia, 2008)

The Traits of Writing

Six traits of writing have been identified as the features of effective writing. Knowing what these traits mean and entail give teachers instructional focuses they apply within the contexts of real reading and writing. Through the traits teachers have access to a concrete means to strengthen their writing instruction. A focus on these traits also helps students strengthen their ability to communicate through writing. The six traits of writing are:

- ideas
- organization
- voice
- word choice
- sentence fluency
- conventions

Ideas are the real reason for writing and entail:

- finding a topic
- a narrow, manageable topic or central message
- the content of the work
- writing that maintains a focus on the topic
- elaboration of the topic
- clear, relevant details supporting the topic

Organization is the structure of the piece of writing and entails:

- the way in which ideas are ordered for clarity, logic and communication of a message
- beginning, middle, end or some other structure (some stories begin in the middle of the action for effect)
- leads

- conclusions
- a thread of central meaning
- thoughtful, effective transitions

Voice relates to the feeling(s) evoked by the writing and entails:

- the most distinctive feature of the writing
- the intended audience and the desired response
- the intention of the writer
- the point of view of the writer
- a sense of mood
- the writer's style and feelings
- the presence of the author

Word choice is about the specific language in the writing and entails:

- intentional use of words
- precise nouns
- specific verbs
- literary techniques such as onomatopoeia, alliteration, similes, metaphors, effective repetition, etc.
- rich, descriptive language

Sentence fluency relates to the rhythm of the writing and entails:

- varied sentence beginnings
- varied length and complexity of sentences
- watching out for run-on sentences and sentence fragments
- free of awkward word patterns
- rhythm and flow of a piece of writing

Conventions encompass matters of correctness in:

- grammar and usage
- spelling
- punctuation and paragraphs
- mechanics

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Suggestions to guide instruction with a focus on the traits include:

- o using mentor texts to demonstrate use of a trait (e.g., appealing leads, satisfying conclusions, use of concrete nouns or specific verbs, effective word choice)
- o using the gradual release of responsibility framework to scaffold learning
- o teaching the traits through mini-lessons
- o using the language of the traits during instruction and practice
- o co-constructing and posting anchor charts relevant to the aspects of the traits
- o using trait language when modeling and thinking aloud
- o frequent instruction about the traits
- o frequent opportunities to for students to apply the traits to their writing

Culham, Ruth. *Traits of Writing: The Complete Guide for Middle School*. (Scholastic, 2010).

Fletcher, Ralph. *Pyrotechnics on the Page: Playful Craft That Sparks Writing*. (Stenhouse, 2010).

Oral Language and Vocabulary

While high frequency words play a central role in writing because of the high incidence of these words in texts that elementary students include in their writing, knowledge of more complex vocabulary is also essential to successful written communication. When students know many words and their meanings, they are more able to convey their ideas clearly and with meaningful, relevant detail. Spelling instruction embedded in the writing process makes spelling instruction relevant and meaningful for student writers; however, there are also some times when spelling instruction may take place outside of writing workshop.

Isolated spelling instruction may be necessary when the spelling skill or strategy requires a more detailed lesson. If, through your assessment, you notice that many of your students struggle with the correct use of “there, their and they’re” you might want to set up an exploration of the generalizations that govern their use. Diane Snowball, in her book *Spelling K-8* suggests collecting sentences with those three words and then breaking into groups to come up with the spelling generalizations. For example, one group might observe that “When the authors choose *they’re* they seem to mean *they are*.” This type of spelling exploration would not take place during a writing workshop focus lesson; however, it is still based on assessment information that came from assessing student writing and may take the place of the focus lesson during writing workshop. Teachers make these instructional decisions based on assessed student strengths and challenges.

Also, the place of talk in the writing process is critical for students to develop their ideas and plans for writing. They should be encouraged to talk about and share their writing with the whole class, small groups and individuals. Students should also be able to talk about their growth as writers and their strengths and goals for improvement.

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Suggestions to guide instruction with a focus on oral language and vocabulary:

- providing multiple opportunities for students to talk about their ideas, their opinions about what they have read and their ideas for writing
- using book clubs as a way for students to talk about books with their peers
- providing exposure to new and interesting words through highlighting a “word of the day”
- to explore the Greek and Latin roots of words
- explore the meaning of words using graphic organizers such as the Frayer model and Concept ladders

Resources:

Rasinski, Timothy et al. *Greek and Latin Roots: Keys to Building Vocabulary*. (Shell Education, 2008).

Snowball, Diane and Faye Bolton. *Spelling K–8: Planning and Teaching*. (Stenhouse, 1999).

Writing Fluency

Resources:

Leograndis, Denise. *Fluent Writing: How to Teach the Art of Pacing*. (Heinemann, 2006).

Writers demonstrate fluency through the smooth transfer of ideas to writing. Writing fluency is supported by daily opportunities to write and through explicit instruction in writing strategies. Writers develop fluency by writing daily and by using writing to communicate their thinking and their learning. When people use writing to clarify their own thoughts and extend their learning, writing can be equated to thinking.

Writing fluency can be encouraged by:

- providing opportunities for students to free write or write in “Daily Pages” (writing for a certain period of time every day without stopping or “lifting the pen”)
- have students use writing to reflect on their ideas, feelings and emotions
- have students write to clarify and expand their thinking
- encourage students to write in learning logs in the content areas (i.e., write your observations of a science experiment, field trip, etc.) to become “observers of the world”
- provide opportunities for note taking
- have students “mine” their writer’s notebook for gems and write a new entry using that line as a starting point
- encourage the use of technology to support writing fluency

Cursive Writing

One aspect which may affect writing fluency is the ease with which a student can write their thoughts and ideas down. The central focus of cursive writing is on communication which is enhanced with facility, speed and ease. The purpose of students learning cursive writing skills is to broaden their range of written expression to serve them throughout life. While some students will continue to print and many will use available technologies, cursive

writing remains an effective tool in some situations, and especially in the larger global context.

Douglas Reeves, in the American School Board Journal, agrees with the need to continue to teach cursive writing:

“By diminishing handwriting, we diminish student confidence and fluency in writing,” he argues. And when we diminish student writing we risk catastrophic consequences for student skills in reading comprehension, math, science, social studies, and interpersonal communication. Just as skills in keyboarding, Web design, and oral communication open the door of opportunity for students, so do handwriting skills. Students need multiple methods of communication in the 21st century. Each of these skills requires the care and attention of teachers, parents, and students.”

He also suggests that fluency in handwriting supports fluency in thinking and communicating. Certainly handwriting is a skill that is worthy of our attention and **it is recommended that every school develop a school wide plan for the instruction and practice of cursive writing.**

Students will require explicit instruction and directed practice to build neural pathways of effective letter formation to enhance speed, ease and, ultimately, legibility, an essential courtesy to the reader. It is appropriate to begin to focus on cursive writing instruction and practice in the grade 3 year.

Cursive writing instruction and practice most often results in the development of an effective communication tool, but time devoted to development of this skill is not considered part of the writing workshop. Short, frequent sessions are best suited to cursive writing instruction and practice. After teachers feel that students have control of correct letter formations, explicit instruction lessens, while monitoring individuals by observing as they practice and responding with descriptive feedback increases.

Explicit instruction of cursive writing includes:

- Whole class instruction generally, with the teacher providing individualized attention as necessary
- Students having a separate scribbler for cursive writing practice
- Directed practice generally consists of copying letters, words and sentences
- In the early stages of instruction, students may benefit from making the letter formations in large motor formations – in the air, on individual white boards, other students’ backs, etc.
- The following components of cursive writing are taught in order: correct letter formation, uniform letter size and uniform letter size (within the text)

Commercial programs with special pages and workbooks are not necessary for effective cursive handwriting instruction and practice. More importantly, students need instruction that is characterized by:

- Instruction that includes both verbal explanation and visual demonstrations

- Descriptive feedback that highlights both strengths and needs
- Students actually copy letter formations from models, rather than tracing them
- Observing students as they practice to ensure that they are practicing effective formations
- Ensuring that writing workshop time is not used for this purpose
- Developing appropriate next steps for each student
- Instruction and practice experiences that present letters in groupings that have similar formations rather than in alphabetical order
- Opportunities for students to talk about letter formations – how letter formations share similar characteristics, are different, groupings, etc.
- Opportunities for students to assess their own successes and challenges

Cursive handwriting is another area where school-wide planning plays a vital role in the delivery of an effective regimen of instruction and expectations. Teachers need to decide when instruction will begin, when it will be reinforced, expected, etc. What follows are two examples of a school plan for cursive writing instruction.

Example 1: A school-wide plan to address cursive writing instruction		
Grade	Writing focus	Reading focus
grade 3	<ul style="list-style-type: none"> - introduction to cursive handwriting - explicit instruction (mini-lessons) - a few short practice sessions to explicitly practice the formation of letter - many, incidental opportunities throughout the week to purposefully practice cursive handwriting such as: writing their name on their work, writing the date on their daily work, writing short notes 	<ul style="list-style-type: none"> - the teacher models reading cursive writing and encourages students to participate - reading short messages written in cursive writing in a supported situation
grade 4 September to December	<ul style="list-style-type: none"> - some explicit instruction as needed (mini-lessons) - continued practice throughout the week in such situations as writing homework in the planner, writing the date, writing short notes 	<ul style="list-style-type: none"> - the teacher models reading cursive writing and encourages students to participate - reading short messages written in cursive writing in a supported situation

	<ul style="list-style-type: none"> - occasional expectations in written work, as appropriate to students and task 	
grade 4 January to June	<ul style="list-style-type: none"> - increased expectations in written work, as appropriate to students and task and as opportunities naturally arise - Continue to expect cursive writing in writing homework or short notes home - Encourage the use of cursive writing in the writing of short notes 	<ul style="list-style-type: none"> - Continue to read cursive writing that is posted on classroom boards and charts - short practice sessions reading cursive writing – when the occasion naturally arises in the classroom
grade 5	<ul style="list-style-type: none"> - increased expectations in written work, as appropriate to students and task in the normal course of the class - write the word of the day in cursive writing and printing - write the date and occasional directions in cursive writing 	<ul style="list-style-type: none"> - write in cursive writing when brainstorming or any time when you are supporting the readers - increased expectations for reading cursive writing that is posted
grade 6	<ul style="list-style-type: none"> - increased expectations in written work, as appropriate to students and task 	<ul style="list-style-type: none"> - increased expectations for reading cursive writing that is posted

Example 2: A school-wide plan to address cursive writing instruction		
Grade	Writing focus	Reading focus
grade 3	<ul style="list-style-type: none"> - introduction to cursive handwriting - explicit instruction (mini-lessons) - short practice sessions several times weekly 	
grade 4 September to December	<ul style="list-style-type: none"> - explicit instruction (mini-lessons) - continued practice several times weekly - transitioning to increased cursive writing expectations - occasional expectations in written work, as appropriate to students and task 	

grade 4 January to June	- increased expectations in written work, as appropriate to students and task	- introduction to reading cursive writing that is posted on classroom boards and charts - short practice sessions reading cursive writing – several times weekly in a variety of subject areas
grade 5	- increased expectations in written work, as appropriate to students and task	- short practice sessions several times weekly in a variety of subject areas - increased expectations for reading cursive writing that is posted
grade 6	- increased expectations in written work, as appropriate to students and task	- increased expectations for reading cursive writing that is posted

Through the Program Planning Process, it may be determined that students with special needs will require assistive technology to support written communication. Although some students may find cursive handwriting skills particularly difficult to develop, teachers will need to determine if excluding them from instruction and practice opportunities may affect their self-esteem and motivation. Considerations for these students may include:

- plain, unruled paper
- wide ruled paper to provide additional space for letter formation
- practicing formations, but not be expected to cursive write in their written work
- allowing these students to use keyboarding instead of handwriting

Reading / Writing Connections

Reading and writing processes are reciprocal in nature. As students read a variety of texts, receive explicit instruction and many opportunities to practice and reflect, they learn about these texts. With growing background knowledge about different genres and forms, they can more successfully compose texts that explain, persuade, describe or entertain.

While some students automatically apply their growing knowledge of text from reading to their writing, most require explicit instruction and multiple practice opportunities in order to internalize them and transfer them to their writing. Teachers can make the connection between reading and writing obvious to students in areas such as:

- Ideas writers write about
- Ways ideas are organized depending on the genre or form
- Use of illustrations and their function in the piece
- Page lay-outs/ designs
- Word choice that clearly express and enhance ideas
- Text features that concisely express important information

- Elaborating with detail, description, examples, etc.
- Varied sentence beginnings and structures
- Use of conventions as a courtesy to the reader
- Passage-of-time words and techniques to guide a reader through a story
- Critical literacy skills

Suggestions to Strengthen Reading / Writing Connections

- Use mentor texts that demonstrate effective techniques
- Demonstrate how illustrations and text work together (especially in Postmodern Picture Books)
- Explain different ways information texts may be formatted, for example:
 - o one idea throughout the whole text
 - o a different aspect of a topic on each page
 - o a different topic on each page
 - o a topic divided into sections or categories throughout the text
 - o an answer that is provided in response to a question
 - o cause and effect
- point out an author’s use of carefully selected, appealing, interesting, or unusual words
- point out use of effective dialogue
 - o to provide information about a character
 - o to move the plot forward
- read and draw students’ attention to multi-sensory descriptions that evoke visualizations
- co-construct anchor charts of the elements of a variety of genres, for example:
 - o narratives
 - o journalistic texts
 - o persuasive text
 - o procedural text
 - o biography
 - o non-fiction/information text
 - o poetic text
- draw students’ attention to effective leads and conclusions
- point out how information in non-fiction is presented with the use of a variety of text features and text structures

Types of Writing

The grade 4-6 writing outcomes refer to three modes (or broad categories) of writing; Transactional, Poetic and Expressive. These modes are defined below; however, writing is currently more commonly referred to as “types” of writing and therefore, these types are explored in greater detail.

- **Transactional** texts involve using language primarily to get things done: to inform, instruct, persuade, record, report, and explain.

- **Poetic** texts address the imagination and develop the reader or viewers' sense of self. These texts are to be appreciated as works of art, exhibiting elements of craft such as figurative language or literary devices.
- **Expressive** texts are primarily about discovery, thinking about information, clarifying ideas, and solving problems. These text personalize learning, using language to explore, hypothesize, question, reflect, recall, and clarify ideas and feelings.

Text types fall under these broad categories. A balanced approach to instruction in writing will provide students with explicit instruction and plenty of opportunities to create a variety text types.

Narrative

Writing and other representations that tell a story are considered narrative. Typically there is a problem to be solved and the narrative usually has a beginning, middle and an end (although stories are not always developed sequentially). Examples of **narrative** texts include:

- novels
- short stories
- legends
- myths
- some poems
- fables
- diaries
- biography
- autobiography

Typically students are most familiar with narrative structures, as they have heard and read stories from an early age. Most students have strong schema for plot, characters and setting; however, students in grades 4-6 will require explicit instruction around the variety and features of narrative text currently available, both in print and electronic media.

Expository

Writing and other representations that give information or show the reader how to do something are expository texts. This type of writing typically has an introduction, body and conclusion including a main idea(s) with facts and details that develop the main idea.

Examples of **expository** texts include:

- instructions
- reports
- newspaper and magazine articles
- explanations
- how to books
- journals
- research notes

While students in grades 4-6 have been exposed to some expository text, they will require further instruction with the wide range of expository text available. Students in these grades will be expected, on a regular basis, to draw information from a variety of expository text types and increasingly, to write in this genre. Instruction around these text should explore the purpose and structure of each type, as well as the possible content that would be appropriate for a particular text type.

Descriptive

Writing and other representations that uses words to paint a clear picture in the readers mind are descriptive text. This type of writing uses strong words for specific details and words that appeal to the senses. The writing is typically organized through a detailed description. Examples of **descriptive** texts include:

- poetry
- novel
- short story
- character profile
- photo essay

Communication of the author's thoughts, ideas and feelings is a key element of the writing outcomes for grades 4-6. Descriptive texts are the perfect vehicle for this type of communication. Most students will not write a novel (at least not while they are in grades 4-6); however, students at this level are capable of writing very poignant and effective short stories and poems. It is critical to present mentor text for these types of writing, as well as other, less common, descriptive text.

Persuasive

Writing and other representations that tries to convince the reader to the author's point of view are persuasive text. This type of writing typically has an introduction, body and a conclusion. It generally has a main idea with supporting details and many strong and supported arguments that appeal to reason and logic or emotion. Examples of **persuasive** texts include:

- reports
- movie reviews
- speeches
- editorials
- essays
- advertising
- argument

The key element of any effective persuasive text is the passion of the writer as communicated in the argument presented. A text will fail to be persuasive if the author is simply going through an exercise in writing. For this reason, it is very important for students to develop

their own ideas for persuasive writing. If complete choice cannot be given due to curriculum considerations, choice should be allowed as to what side of an issue will be supported.

Information Literacy: Research Processes, Skills and Strategies

The research process involves a number of interrelated processes, skills, and strategies

- Thinking processes (creative, critical, cognitive, problem solving)
- Communication processes (reading, viewing, writing, representing, listening, speaking)
- Scientific processes (experimenting, testing hypotheses)
- Research and traditional library skills
- Media literacy skills
- Technological skills
- Digital Literacy
- Critical literacy skills

Research Process

When research begins with an investigation and concludes with a product of some kind, the following phases are undertaken:

- Planning
- Gathering information
- Interacting with information
- Organizing information
- Creating new understandings
- Sharing and presenting information

Planning

- students build on prior knowledge and identify what they already know about the topic
- students identify what they want to know about the topic under investigation
- students learn how to ask their own questions thus motivating them to research
- when teachers decide on a broad topic for research, students need to be guided and encouraged to ask their own specific questions about the topic, thus narrowing their investigative work
- when students choose their own topic they need to narrow it so that research is manageable (focus/mini lessons on how to narrow a topic and conferring with students could support this work)

Gathering Information

- how to locate information relevant to their topic – print, non-print, information technology, human, community
- how to use the index and the table of contents to locate information in non-fiction texts
- how to use key words in search engines

- how to critically analyze the information (i.e. When was it published? Is this a trusted source? Whose voices are represented? Whose voices are silent?)
- Writing Jot Notes:
When students gather information from texts and other sources it is important that they do not copy sentences word for word; instead they must learn to restrict their focus to key words and phrases and frequently use synonyms for the purposes of recording their ideas. In order to develop these skills, students need a great deal of explicit instruction (models) and practice (through shared, guided and independent experiences.) Suggestions to strengthen this skill include:
 - focusing in on specific information such as names, dates, numbers, technical vocabulary, bold print
 - finding one piece of information on each page (or paragraph, if the text is longer)
 - noticing information in text features (bulleted lists, captions, maps, charts, graphs, etc.)
 - reading information, closing the text and writing ideas that can be recalled
 - asking students to bring in information on a topic from home in their head (not written down)
 - using a matrix or other graphic organizer that limits the space for note taking, encouraging jot notes

Interacting with Information

- deciding if information they located answers their questions
- critically thinking about text
- skimming and scanning
- interpreting non-fiction visuals such as charts, graphs, maps, etc.
- abandoning original questions and/or developing new questions/or confirming known information
- listening and viewing for relevant information
- taking notes in point or jot form
- recording information in graphic organizers

Organizing Information

- students learn how to organize their information under headings or questions
- students transfer notes to graphic organizers or pre-made booklets
- over time and with multiple experiences, students learn how to design their own graphic organizers suitable to their needs
- as students grow as writers and researchers, they can learn to colour code their notes, highlighting information in different colours that are relevant to the different sub-topics of questions of the topic under inquiry

Creating New Information

- students reflect on their research and think/plan what will be selected from the research to write about
- students may make decisions about how they will format their information

- teachers may provide students with a range of reporting options and allow each student to decide which one they will use to best convey their understanding of what they have researched and learned about

Sharing and Presenting Information

- students are given opportunities to send their research project out into the world, by publishing, displaying, sharing with another class, etc.
- Acknowledging Sources:
The practice and protocols of acknowledging sources should be reinforced in grades 4-6 to address plagiarism and to create respect for the work and ideas of others. Teachers need to talk to students about sources they use when they model research skills. Teachers also monitor students' research as they work through the phases of the process so that plagiarism becomes apparent long before the research is finished. When teachers are actively involved with students throughout the research process, the focus is kept on the process, rather than the end product. Students in the Transitional stage would cite the title, author, and page number and students in the Fluent stage could create a more formal citation.

Suggestions for Instruction

Teachers need to make decisions about which aspects of each phase of the research process are appropriate for specific learners based on their stage of literacy development and grade level outcomes. It is important that teachers realize that the phases of the research process are not necessarily lock step or linear for the competent researcher. In fact, as students engage in research, they often return to previous phases, always building upon them as they construct the own learning. However, while not every research processing experience will take students through all phases, students do need to have opportunities to work through the whole process in as sequential a manner as possible. It is through an understanding of the discrete phases and multiple experiences to engage in these processes that students develop effective research skills. Over time as the complete process is experienced, research competency grows and the phases become somewhat recursive in nature as determined by the needs of the researcher and the research task.

Some research experiences may not go beyond the organizing phase. Students may simply share the information they have gathered and organized. At other times, the anticipated product would have been decided upon at the planning stage. Written products usually require students to develop sentences, paragraphs or sections from their recorded jot notes. With demonstrations and practice, students gradually develop the ability to synthesize data from several sources to create new information or build new knowledge and understanding.

The written report is by no means the only end product of the research process. Researching can result in a variety of other representations such as posters, murals, models, dramatizations, drawings, graphs, photo essays, portfolios, scrapbooks, power points and oral presentations.

Reflecting on the process, skills and strategies of the research progress is important for students. Through whole class, small group and partner reflections, students can begin to

internalize their understandings of the research process and develop skills that will serve them well over the long term.

Instructional approaches to research hinge on clear guidelines and consistency throughout the elementary grades. Therefore, a research unit of study should be embarked in every elementary grade. It is important that teachers realize that throughout the research process, new skills need to be taught through the gradual release of responsibility framework and most students require modeled, shared, and guided experiences before they can be expected to work independently. Because research skills grow in complexity and sophistication over time, students need modeled, shared and guided experiences in every elementary grade often because research concepts or new and sometimes because previously taught skills require revisits.

Learning how to research is often best undertaken when students choose topics of genuine interest. Sometimes teachers choose content area topics that are being explored and investigated in science, social studies or health. Whichever avenue is pursued, students need ready access to strong information sources in order for them to efficiently find answers to their questions. Guidelines for the provision of resources include:

- several current texts on the same topic
- texts that are readable for students
- texts that contain a variety of text features
- texts that have organizational features that help students locate specific information (table of contents, index)
- magazines
- on-line resources

Units of Study

Over the course of their elementary school years, students need to explore, read and write in a wide range of genres and forms. Therefore, they need many opportunities to demonstrate their growing understanding and writing competencies in a wide range of genres and forms. When students are expected to write in genres and forms that are new to them, they require in-depth study and explicit instruction to write in those forms.

This explicit instruction and practice takes place during period of study that is referred to as a unit of study. A unit of study typically lasts from three to six weeks, depending on the grade and age of students, combined with the demands of that unit. A unit of study typically ends with completion of a task. End-of-unit tasks provide opportunities for students to clearly see and work towards the desired learning results.

A unit of study has two components based on the reciprocal nature of reading and writing:

- reading focus on a particular genre when students are read to, read with, and read independently (see page – genre studies); this focus provides strong support for the writing focus which follows
- writing focus in a particular genre/form when students experience modeled, shared, guided and independent writing opportunities

As a result a number of units of study can be embarked upon during any school year. Units of study provide ideal opportunities for teachers to strengthen reading and writing connections. Some social studies, science and health topics can be integrated into units of study as well.

Throughout a unit of study, the gradual release of responsibility framework is intentionally used to scaffold students' learning. Teachers begin a unit of study with a focus on reading and students are immersed in a genre/form to enhance their understanding of:

- the elements and structure of the genre
- the audience and purpose for the genre
- some of the formats a genre might take

This segment of the unit takes place during the reading workshop, not the writing workshop, and teachers read aloud to students and students participate in shared and independent reading of texts in the particular genre. For several weeks, students are immersed in the genre currently under study. During this period of exploration through reading, students notice the elements of the genre and anchor charts are co-constructed and posted. The texts read to and by students and through which students learn about the characteristics of these genres/forms are referred to as mentor texts and can be revisited throughout the unit to help students solidify their understandings.

As students gain growing knowledge of the text form under study, teachers transition their instruction about this genre to a writing focus during writing workshop and:

- begin to model by demonstrating writing in the genre/form
- engage students in shared writing experiences
- explicitly teach the traits of writing that suit the genre
- reinforce the processes of writing
- invite students to explore aspects of the genre in their Writer's notebooks
- invite students to explore the genre through writing a draft

Throughout the unit of study, students generally write a variety of pieces in a particular genre/form. The requirement of the end-of-unit task is generally selected from one of those pieces and students take that piece to publication. As students work through the end-of-unit task they may chart their progress through the steps of the writing process. It is important for students to have ample opportunity to explore the genre, both through reading and writing, before they begin the end-of-unit task.

Booth, David. *Reading & Writing in the Middle Years*. (Stenhouse, 2001)

Calkins, Lucy. *Units of Study for Teaching Writing, Grades 3-5: A Curriculum for the Writing Workshop* (Heinemann, 2006).

The Writing Workshop

Effective writing instruction is purposeful and explicit. On a daily/regular basis students need to experience explicit instruction in writing (focus/mini lesson), write independently (shared writing, small group, guided writing and independent writing) and share their learning about writing (share time). These experiences take place in the classroom structure referred to as Writing Workshop:

- the framework used to organize the many components of writing experiences
- approximately one hour each day (with a minimum of 3-4 times each week)
- comprised of:
 - o Time to Teach
 - o Time to Practise
 - o Time to Reflect and Share

[Please insert the Writing Workshop Visual from the 4-6 Desk Planner]

Managing the Writing Workshop

Because of the nature of writing and the realities of the wide ranges of writing development and writing experiences, writing workshop will require the most predictable organization of any aspect of the school day. It will be important to take sufficient time to build routines, procedures and expectations. Students are more likely to see meaning in and adhere to writing workshop guidelines when they have been involved in developing them and over time problem solve when something is not working. It will be essential that at the beginning of each school year, (or when the learning experience is introduced), teachers take the time to engage their students in making expectations clear around expectations for writing time, as well as co-construct and post anchor charts relevant to:

- Expectations for Writing Workshop
- How to generate ideas to write about
- Taking risks to write
- Possible writing forms
- Writer's Notebook (set up and use)
- Revision Strategies (on-going)
- Writing Traits (on-going)
- The Writing Processes (on-going)

Writing workshop structures allow teachers to work with individual writers and small groups to guide the writing and differentiate the instruction. It is important to take the time required to make the routines and procedures of Writing Workshop clear to all students and to work throughout the year to adjust student behaviours as necessary.

Time to Teach

During the Time to Teach portion of the Writing Workshop teachers are

- demonstrating thinking processes (metacognition)
- demonstrating writing processes

- modeling traits of writing
- exploring types of writing
- exploring elements of genre
- demonstrating the craft of writing

This writing instruction is usually delivered through focus/mini-lessons, analyzing writing samples and mentor text, modeling writing, sharing writing and using the writing process.

Focus Lesson (Mini-Lesson)

In Writing Workshop the teacher typically begins with the focus/mini lesson where the teacher demonstrates the skill or strategy that the students will try that day. The focus lesson is the explicit teaching piece that frames the Independent Writing portion of the Writing Workshop and is based on an assessed need or outcome. The key to a successful focus lesson is to keep it short and focused with a clear purpose. In a focus/mini lesson you usually:

- Introduce a concept, skill or strategy
- Make a connection to the previous focus lesson
- Give clear examples or model the skill or strategy
- Set a purpose for today's writing

To ensure a clear message and to keep the focus/mini lesson short, the teacher does not invite participation from the students during this part of the workshop.

The topic of the focus lessons will be based on observation of student needs and consideration of the outcomes. The topic could be similar over a series of days or weeks. An example of a longer focus might be a writing trait focus such as generating ideas. An example of a shorter focus might be when the teacher notices that something needs to be clarified for the entire class. For example, occasionally students may forget the procedures of workshop and seem to need a refresher on the appropriate use of independent writing time.

Focuses of instruction might include:

- Procedures, routines and expectations (using writing materials, working with a partner, using anchor charts, using the word charts, what to do when writing is 'finished', etc.)
- Purpose and audience
- Writer's craft lessons
- Accessing background knowledge
- Vocabulary, spelling, word choice
- Writing fluency
- Reading /writing connections
- Repertoire of strategies (processing of writing, traits of writing)

Following the short focus lesson the students practice briefly, independently or with a partner. If the teacher has gathered the students around a projection device or in the writing

corner for the focus lesson, the teacher may use this brief time to assess how well students have understood the lesson. The teacher can easily hear who is having difficulty understanding what they have been asked to do and the can “trouble shoot” on the spot. In this way, when the students move to Independent Writing the students should be able to work independently more quickly. This brief share time is valuable as it gives the students a chance to clarify their writing task for the day by talking about it with a partner or the teacher.

Modeled Writing

Students benefit from seeing teachers and other adults writing for functional purposes (notes, letters, lists, Writer’s Notebook, etc.) Teachers also need to make the process of writing visible on a regular basis by thinking and composing directly in front of their students. Through these experiences, students hear what the teacher is thinking as he/she writes (thinking processes). Modeled writing may form part of the focus lesson or be used in place of the focus lesson on a given day for a specific purpose. These modeled experiences provide students with opportunities to learn more about many topics including:

- deciding on an idea
- including details
- organizing ideas
- conventions
- risk-taking
- temporary spelling
- using available spelling resources such as a dictionary
- revising strategies
- using an editing checklist

Opportunities to model writing are essential when working with students on a specific unit of study, when students are in the beginning stages of attempting to compose writing based on the elements of a particular genre or form of writing. Other opportunities arise more spontaneously when writing is required for functional purposes such as lists, letters and invitations. Students also benefit from the teacher modeling writing for incidental writing experiences such as learning logs, reading responses, personal narratives, etc.

Modeled Writing Recommendations

- Model writing frequently
- Share your thinking process as you compose
- Ensure that all students can see the text as you write
- Keep the composing session short and focused
- If a longer piece of text is being composed, divide the writing over several days
- Model a wide variety of forms of writing over the course of the year
- Provide several models of a particular form of writing so as to encourage creativity, individuality and an openness about writing
- Model making choices about a particular topic
- Share mentor text that is already written and published, according to the teaching focus that is needed

- Embed aspects of writing in the modeling process specific to the strengths and needs of your students
- Embed traits and conversation about the traits as appropriate to the form of writing employed and the needs of your students
- Model revising and editing

Shared Writing

Shared writing is another way to scaffold writers. Shared writing experiences can be implemented in both whole class and small group settings. Students benefit from the ideas contributed by their classmates and are nudged toward effective writing habits and products by their teacher. Shared writing should involve how real writers write and can be used to highlight any aspect of the writing process.

Mentor text

A mentor text is a piece of writing that beautifully illustrates some aspect of the writer's craft or a writing trait that the students would benefit from reading as an inspiration for their writing. Student writers may "borrow" the structure or flavour of the piece and mimic it in their own writing. They can use the mentor text as a scaffold on the way to independence. Mentor text can also act as a model to demonstrate the form and features of a certain text type to student writers. Dorfman and Cappelli define mentor text as:

"...a piece of writing – a picture book, novel, magazine article, informational book, essay, or poem – that you can return to many times in the course of a year for many reasons. By imitating mentor texts, young writers dare to take risks and try out new things and, as a result, stretch their skills and grow. Mentor texts provide multiple opportunities for scaffolding sentence structures, placement of words, the use of a particular craft or punctuation mark, and countless other aspects of good writing."
(Dorfman, 2012, p.8)

With multiple exposures to quality mentor texts and explicit teaching around these texts, students begin to transfer their learning to their own writing. The notion of "original work" is not an issue in this context; the mentor text acts as a scaffold to support the emerging writers as they move toward independence.

A concrete example of this type of support is the mentor text *The Important Book* by Margaret Wise Brown, a picture book that looks at a series of everyday objects and describes the object by outlining the important things or the essence of the object. The book utilizes a similar pattern for each object and the pattern could be used by student writers to tell the important thing about themselves (i.e. the important thing about me) or a concept they are leaning about (i.e. the important thing about an atom...a cumulous cloud...a friend). In the process of "borrowing" the pattern the students will gain confidence as writers and learn more about the writer's craft.

The Writing Process

As outlined in a previous section, the writing process attempts to outline the steps authors use when writing. Authors, including those representing ideas in a variety of non-text media, do not typically follow a discrete set of linear steps where a topic is first identified, a complete draft is created, revisions are made to that draft, followed by editing in the preparation of a finished, polished end product. Instead the drafting of text is a recursive process in which the author shifts back and forth among the various phases, employing an array of strategies to create, revise, and edit texts that are sometimes taken to a finished state for publication.

It may meet the writer's purpose to work through the Pre-Writing or the initial stage of the Drafting Phase only. The classroom environment needs to be supportive of this recursive authoring process. Provision should be made for some element of student choice of form, genre, topic or technology. Establishing an audience for student authors other than the teacher exclusively is also essential. Classroom instruction needs to include explicit

instruction on a variety of drafting strategies for all the phases of this process. It is also important that students be provided with plenty of time to explore which of these strategies work best for them, as well as opportunities for feedback during the authoring process. Structuring the classroom environment as a workshop provides a framework within which the needs of student authors can be met in a systematic and timely manner.

Bennett, Samantha. *That Workshop Book: New Systems and Structures for Classrooms that Read, Write and Think* (Heinemann, 2007).

Dorfman, Lynne R. and Rose Cappelli. *Poetry Mentor Texts: Making Reading and Writing Connections, K-8.*(Stenhouse, 2012).

Fletcher, Ralph. *Mentor Author, Mentor Texts: Short Texts, Craft Notes, and Practical Classroom Uses.* (Heinemann, 2011).

Overmeyer, Mark. *When Writing Workshop Isn't Working: Answers to Ten Tough Questions Grades 2-5* (Stenhouse, 2005).

The Role of Writer's Notebook in Writing Instruction

The Writer's Notebook is a tool of instruction and a tool of student writing practice. It is a way of thinking about writing instruction that motivates reluctant writers and produces extraordinary writing. It is a writing tool that most published authors could not continue their writing lives without. In his excellent book for adult writers, *Breathing In Breathing Out: Keeping a Writer's Notebook*, Ralph Fletcher states:

“Keeping a notebook is the single best way I know to survive as a writer. It encourages you to pay attention to your world, inside and out. It serves as a container to keep together all the seeds you gathered until you're ready to plant them. It gives you a quiet place to catch your breath and begin to write.” (Fletcher, 1996, p.1)

Writer's notebooks come in all shapes and sizes and you will need to consider if you will want your students to select their own, or if you will want to dictate the size and shape. One consideration, if you decide to give free choice, is that if you intend for students to write at least one notebook entry per Writing Workshop, will you need to engage in discussions about how many of a particular notebook's pages “equal to” an entry. Perhaps the simplest choice is for everyone's Writer's Notebook to be the same size. It can be personalized with pictures and art work on the cover if desired.

Once the students have their notebooks in hand the excitement begins. If your Unit of Study is that of persuasive text, you could begin your focus/mini lessons with a series of lessons on generating and developing ideas. Each lesson is followed by students trying out the strategy to generate and write using the explicit teaching from the lesson in their notebooks. They spend at least the first 10 minutes of Independent Writing trying the strategy in their

notebooks. If that strategy isn't working for them, the student can go back to a previous strategy to continue writing in their notebook for that day.

The idea is not only to write (and continue writing) one story or piece of writing day after day, but rather to try out a number of different ideas and strategies. After many days, the Writer's Notebook will be like a "packet of seeds", full of possible writing starts. After the focus/mini lessons have prepared the students to write in the persuasive writing genre, the students reread their notebooks and decide on their best ideas for drafting. Once they begin to draft a piece, they move out of the notebook and write on loose leaf. This process could also be more recursive, with students moving between the notebook and the draft in a less linear fashion.

One of the best uses of the Writer's Notebook is that the teacher can keep a notebook as well (of course most of the teacher's writing will be done outside of Writing Workshop as teachers are busy conferring during Workshop). Through sharing their writing with their students, and sharing struggles and triumphs as a writer, the teacher will help your students engage in the process as well. Aimee Buckner, in her book *Notebook Know-how: Strategies of the Writer's Notebook*, says:

"Keeping a notebook isn't something you "get". It's not a science, there is no one right way. Keeping a notebook is a process. It's something that "gets" you-leads you from one thought to another until you, too, experience the writer's joy of discovering something you didn't know you knew." (Buckner, 2005, p.7)

There are many resources to explore for teachers who are interested in trying out the Writer's Notebook.

Resources:

Fletcher, Ralph and JoAnn Portalupi. *Lessons for the Writer's Notebook*. (Heinemann, 2005).

Buckner, Aimee. *Notebook Know-How: Strategies for the Writer's Notebook* (Stenhouse, 2005).

Time to Practise

Independent Writing

After the Time to Teach portion of the Writing Workshop the students begin the Independent Writing portion in which they spend at least the first 10 minutes practicing the focus of the day's mini lesson. After they try the focus they might continue with that skill/strategy or go back to a previously taught skill/strategy. The entire Independent Writing portion of the workshop should be the longest portion of time, typically 20-40 minutes, during which time students are engaged in the process of writing, practicing what they are learning in writing

drafts (of possible future writing pieces) or in shorter “practice pieces” (i.e. write many effective leads, create an interesting character, describe places you have been without naming them).

Teachers may select the Writer’s Notebook as the primary tool for this time to practice. Students use the notebook as a place to practice the skills and strategies being taught in the focus/mini lesson. The work in the notebook continues until the students are ready to take a piece of writing to draft form and possibly publishing. Teachers may prefer a different organizational tool such as a binder or writing folder; but, whatever choice is made as to the tool- the purpose of learning about and practicing the craft of writing remains the same.

During independent writing, teachers are typically coaching students in small groups or conferring with individual students. In addition teachers are assessing student writers through observations and conferring with students and recording these assessments through anecdotal notes and checklists. When students write independently they demonstrate skills they have under control, as well as some with which they require support. Teachers need to create and sustain a supportive environment that encourages risk-taking with every aspect of writing. Through conferring, observing and examining students’ writing, teachers monitor students’ writing development, make records of their attitudes, strengths and needs, and use this information to guide future learner-responsive instruction.

Independent Writing Recommendations

- Students independently write on a daily basis
- Teachers work with students in small groups or individually to move them along the continuum of writing development
- Teachers provide descriptive feedback to students, highlighting their strengths and what they need to work on next
- Students share in the co-construction of personal writing goals and plans to work on them, moving toward independent goal setting.
- Teachers set up writing procedures and routines whereby students know how to manage time for writing, what to do when they feel their writing is finished, etc.

Small Group Writing Instruction

In every classroom, students have varying writing characteristics and behaviours. In order to instruct them in ways that respond to these varying strengths and needs, small group instruction is essential. Grouping students effectively is the foundation of successful small group instruction both in terms of growth as a learner and management.

Through effective assessment practices teachers learn about students’ strengths and needs. While every individual student has distinct writing strengths and needs, working with each student individually all the time is not always possible; therefore, it is recommended that teachers form groups based on students’ varied and changing needs. The instruction delivered and the experiences shared in the small groups are tailored to the specific needs of the students in the group.

Guided Writing

Guided writing refers to students working on writing skills, strategies and tasks in groups. There are two kinds of guided writing, each one having a particular purpose, as explained in the following chart:

	Guided Writing Instruction	Guided Writing Experiences
description	<ul style="list-style-type: none"> - involves small groups of students with similar behaviours, strengths and needs; is a mirror image of guided reading - used when a relatively small number of students need support in a particular area 	<ul style="list-style-type: none"> - involves groups of students working together on similar writing tasks as the teacher circulates and offers support as needed - while students are working together, the teacher may be conferring with individual students
Purpose	<ul style="list-style-type: none"> - teacher determines a focus of instruction based on evidence from assessments - students receive support through additional instruction and/or practice 	<ul style="list-style-type: none"> - students work on similar writing pieces - students have the benefit of classmates' support to think and write as the teacher circulates and offers support as needed
Examples of focuses	<ul style="list-style-type: none"> - all elements of the writer's craft - risk-taking - pre-planning - using writing graphic organizers - elaborating and adding detail - sticking to a topic - organizing ideas - specific revision strategies - specific editing strategies - making decisions about publishing options 	<ul style="list-style-type: none"> - brainstorming ideas - writing on topic - expanding ideas - including elements specific to a genre or form of writing - expressing ideas with clarity - listening to a piece of writing being written or finished - conferring with peers

Guided Writing Recommendations

- The teacher provides explicit instruction and works with students to apply skills to writing currently under development
- When students provide support to each other in guided writing groups, work with students as a whole class to set expectations and co-construct anchor charts
- Ensure that students know why they are working together and how they might support each other

Students need support to know how to engage in effective critiques of pieces of writing. Teachers can model for students how to critique and teach them effective questioning and

interaction techniques. Anchor charts are recommended to remind students of how to conduct effective peer conferences and support each other as writers.

Managing Small Groups

One of the challenges faced by teachers with respect to small group instruction is to have the rest of the students engaged in meaningful, independent work. One excellent option is to establish strong independent writing routines so that the other students are writing during this period. Beginning the practice of independent writing for 15 or 20 minutes and adding time gradually is recommended in order to establish and solidify strong independent writing habits and build writing stamina. In successful writing workshops students know what to do when they feel they are finished a piece of writing because those procedures have been explicitly taught and modeled.

Time to Share and Reflect

The last portion of any writing workshop should be devoted to students sharing and/or reflecting. The focus of this time most often reflects back to the focus of instruction earlier in the writing workshop and the purpose is to solidify understandings and make the results of instruction personal for students. Examples include:

Focus of Time to Teach	Example of reflection / sharing
Adding text features to enhance a non-fiction text	Students show and talk about the text features they included in their writing
Making decisions based on specific audiences	Students talk about decisions they made about their writing based on a specific audience
Organizing a story using passage-of-time words and effects (In the morning, later that day, etc.)	Students read some of the passage-of-time words or show the effects they used in their writing
Adding dialogue to a narrative	Students give examples of effective dialogue from their writing

The teacher often involves the whole class in a focused reflection initially to teach reflection strategies and together the class co-constructs an anchor chart about reflecting. This anchor chart helps students learn more about how to reflect/share and also serves as a visual reminder to support students to strengthen these skills.

An effective method of having students share is to ask those with whom the teacher conferred to bring their reflections to the whole group; this practice gives the teacher opportunities to carefully select students who have pertinent information to offer and simultaneously reinforces for other students the nature and habits of productive sharing/reflecting.

Having students talk to each other provides opportunities for students to build vocabulary for speaking about writing and learning partners work very effectively for this purpose. Students

will benefit from a gradual shift from whole class sharing to learning partner experiences whereby the teacher and student partners model wise reflecting practices. Both these reflection experiences give the teacher assessment opportunities to listen closely to the quality of their sharing/reflecting and to notice those who are or are not participating.

Students also benefit from occasional celebrations with classmates, family and friends to showcase published writing. Such celebrations provide purpose for writing, motivation for further writing as they engender positive feelings about writing, as well as opportunities to see themselves as authors.

Writing and Other Ways of Representing Curriculum Outcomes – Grade Four

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
8.1 use strategies in writing and other ways of representing to <ul style="list-style-type: none"> – formulate questions and organize ideas – generate topics of personal interest and importance – discover and express personal attitudes, feelings, and opinions – compare their own thoughts and beliefs to those of others – describe feelings, reactions, values, and attitudes – record experiences – formulate goals for learning 	using writing to support their thinking and learning in various ways such as: <ul style="list-style-type: none"> - using charts, webs or other graphic organizers when they are generating, developing and organizing ideas - using a matrix to organize their research - with support, exploring various methods of note making - constructing and using a simple survey/questionnaire to gather information - using a journal to explore and express their opinions and ideas

– practise strategies for monitoring their own learning	<ul style="list-style-type: none"> - using learning logs to explain what they have learned and reflect on themselves as learners
8.2 experiment with different ways of making their own notes (e.g., webbing, jot notes, matrix)	<ul style="list-style-type: none"> - using writer’s notebooks to explore possible topics and ideas for writing (e.g., expert’s list of topics for writing, interest list)
8.3 experiment with language, appropriate to purpose, audience, and form, that enhances meaning and demonstrates imagination in writing and other ways of representing	<p>using writing to explore various forms/genre of writing and to develop their imaginations:</p> <ul style="list-style-type: none"> - using their writer’s notebook to develop detailed characters, setting and story lines - using their writer’s notebook to explore the nature of narrative - exploring various forms of poetry - using their writer’s notebook to explore effective word choice - practicing different story leads, conclusions - using revision as a tool to shape their writing

Assessment

Gather evidence of students’ learning through conversations, observations and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest inventories and observation / anecdotal notes. Use these tools to assess the student’s growth as a writer. Assess students multiple times, using multiple tools on multiple writing tasks, for example:

- regularly conferring with students about their writing and collaboratively setting goals for their growth as writers. Conferring also permits teachers to observe:
 - o student interest and commitment to their writing
 - o student strengths with writing to use as a place to build
 - o student needs with writing which may form the content of one-on-one, small group or whole class instruction
 - o student understanding and use of strategies taught in the focus/mini lesson
- observe students during partner or group work during writing workshop
- reviewing students’ writing samples with an assessment focus based on the current unit of study for example:
 - o Does the student writing reflect an understanding that the writer should slow down a small moment by providing appropriate details?
 - o Does the student writing show, but not tell?
 - o Does the student writing develop a character by what the character says and does and by what others say about them?
 - o Does the student writing reflect an understanding that setting is important and should be sufficiently detailed?

- Does the student writing draw the reader in with an effective lead?
- Is there evidence of effective preplanning in the writing sample?
 - completed graphic organizers
 - notes, webs and story maps
- Is there evidence of revisions that show an understanding of the importance of word choice?
- Does the student writing show the ability to express and support their thoughts and opinions?
- analyze student growth over time using dated writing samples

Time to Teach

Make learning focuses explicit through focus/mini lessons, modeled writing/think alouds, demonstrations, anchor charts, shared writing and with the use of mentor texts, for example:

- write for a wide variety of purposes, such as:
 - to persuade (e.g. advertisements, letters to the editor)
 - to learn or record observations (e.g. learning logs, note making)
 - to entertain (e.g. song lyrics, poems)
 - to recount (e.g. recount of personal experiences)
 - to convey messages (e.g. e-mail, text messages, letters)
 - to explore an idea or express feelings (e.g. free writing, journals, diaries)
 - to record important information or instruct (e.g. directions, articles)
 - to inquire (e.g. surveys, questions)
- model various ways authors generate ideas for writing, such as:
 - develop a list of writing ideas (drawing on prior knowledge and interests)
 - create and update an “expert list” of things the writer knows about and may wish to write about
 - building on small moments
 - free writing
- model how writers decide on a writing topic and ensure that the topic is narrow enough to develop
- model how writers revise, elaborate and add detail, using a variety of strategies, such as:
 - adding powerful verbs (e.g. replacing overused verbs such as “said” or “went”)
 - adding more interest to “tired” sentences (e.g. It was fun.) by describing the small moment
 - using a simile (e.g.: The spider was as big as my hand.)
 - going beyond the sense of sight and drawing on the other senses (introducing them one a time – adding information about sound, smell, taste, touch, emotions)
 - box and explode- find a place in the writing that is the most important event and slow down time by providing more detail
 - using a thesaurus to find words that “zing”
 - collect words in a separate section in the writer’s notebook

- describing the background, setting, season, weather, etc.
- using ‘showing, not telling’ for feelings or events
- explore appealing leads and conclusions in both narrative and expository texts by revisiting previously read texts
 - write leads for narrative text, using a variety of strategies such as:
 - beginning with a question
 - beginning with an image
 - beginning with a surprise
 - beginning with dialogue
 - beginning with a sound (onomatopoeia)
 - beginning with an action
 - beginning by introducing a character
 - write conclusions for narrative text, using a variety of strategies such as:
 - a memory of the main event
 - the main character’s feelings
 - a wrap-around ending – linking the conclusion to the lead with a name, word or phrase
 - write leads for expository text, using a variety of strategies such as:
 - beginning with the word: “Imagine ...”
 - beginning with an opinion
 - beginning with: “Have you ever wondered ...?”
 - write conclusions for expository text, using a variety of strategies such as:
 - ending with the phrase: ‘No doubt about it.’
 - ending with a piece of advice
 - ending with a question
- expand on an idea
 - developing a web by drawing on prior knowledge
 - organizing the ideas in a web using numbers or colour coding
- model using graphic organizers and gradually encouraging students to develop their own by:

1. Introduce a graphic organizer for a specific purpose (e.g., story map to develop the beginning, middle and end of a narrative)
2. Begin a display by posting a blank story map template; add a label explaining its purpose (e.g., to plan a story)
3. Gradually introduce other graphic organizers for other purposes
4. Add to the display with other blank graphic organizer templates and labels
5. Introduce an idea for a piece of writing and ask students to choose the graphic organizer that would best suit that purpose

Time to Practise

On a daily basis, provide small group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students’ strengths, needs, choice and interest, such as:

- spend at least the first 10 minutes of Independent Writing time trying out the strategy taught in the focus/mini lesson (after the first 10 minutes they can keep going with that strategy or go back to a previous day's strategy)
- write drafts practicing writing skills and strategies
- use their writer's notebook or another writing tool to:
 - develop their own lists of writing ideas and topics
 - decide on topics for writing and narrow them, as necessary
 - create interesting characters
 - explore possible settings
 - write effective paragraphs
 - expand small moments
 - explore various genre
 - experiment with options for creating attention-grabbing leads
 - experiment with options for creating satisfying conclusions
- select graphic organizers from a variety of options
- develop graphic organizers based on purpose of writing

Time to Share and Reflect

Students take time to reflect on what they are learning about writing and about themselves as writers by:

- talking with a learning partner, small group of students or the whole class about:
 - how they decided on a topic
 - how they narrowed a broad topic
 - how they added description and detail to their writing
 - prior or background knowledge they accessed to develop a piece of writing
 - leads they wrote and strategies used to develop those leads
 - conclusions they wrote and strategies used to develop those conclusions
 - reasons for choosing particular graphic organizers
 - graphic organizers they developed
 - what they are learning about themselves as writers
 - the most effective strategies they have found for improving their writing

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- provide ample talk time before moving to writing. Many, if not all, students require this rehearsal in order to be successful with their writing.
- reinforce risk-taking by providing a safe environment for writing
- assess student strengths in writing and build on that strength to establish a small next step

- provide students with simplified graphic organizers
- provide students with templates for writing (e.g., booklets, recording pages)
- revisit options for improving leads and ask students to explain the ones they understand
- provide mentor texts at a level close to the writing level of the student. If all of the mentor texts they see are too far above their ability they may become discouraged and unwilling to write.
- Break the writing task into smaller, well defined steps

Increased Challenge

- ask students to talk about their original leads, their revised leads and the strategy they used to revise it
- invite students to peruse published texts to discover other strategies authors have used to write effective leads and conclusions
- encourage students to explore different genre

Writing and Other Ways of Representing Curriculum Outcomes – Grade Four

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing-
9.1 create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic) and in a variety of forms – recognize that particular forms require the use of specific features, structures, and patterns	Evidence of student learning relevant to these specific curriculum outcomes include: -selecting different types of writing forms to suit their purpose and audience, such as: <ul style="list-style-type: none"> - narrative writing (tells a story) - expository writing (gives information or shows how) - descriptive writing (uses words to create a clear picture of something in the reader’s mind) - persuasive writing (convinces the reader to agree with a point of view) -considering the traits of writing as they shape their piece, such as:
9.2 demonstrate an awareness of purpose and audience	
9.3 invite responses to early drafts of their writing/media productions	

<p>– use audience reaction to help shape subsequent drafts</p>	<ul style="list-style-type: none"> - ideas (GCO 8), organization, word choice, voice, sentence fluency and conventions - including information that is relevant and purposeful for an intended audience - listening to others’ ideas and use some of their ideas to strengthen a piece of writing
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Assessment

Gather evidence of students’ learning through conversations, observations and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest inventories and observation / anecdotal notes. Use these tools to assess the student’s growth as a writer. Assess students multiple times, using multiple tools on multiple writing tasks, for example:

- confer with students about:
 - o their writing – the form, audience and purpose
 - o how their writing is developing, specifically in terms of either ideas (GCO 8), organization, sentence fluency, word choice or voice
- observe students as they interact during a peer conference
- writing samples with a focus on:
 - o appropriate forms of writing for a specific audience
 - o including information for an intended audience
 - o revising to enhance clarity for their audience
 - o strengths and needs.
- dated writing samples to analyze growth over time

Time to Teach

Make learning focuses explicit through focus/mini lessons, modeled writing/think alouds, demonstrations, anchor charts, shared writing and with the use of mentor texts, for example:

- read aloud from mentor text that illustrate writing for a wide variety of purposes – to inform, persuade, entertain, etc.
- explore text structures and elements in previously read texts such as:
 - o beginning, middle, end of a narrative
 - o various structures of expository text (e.g., cause and effect, question and answer, descriptive, sequential)
 - o information included in a biography, piece of procedural text, or other genre
 - o text features in non-fiction texts
 - o varied sentence beginnings
 - o varied sentence lengths (simple and compound sentences)
 - o interesting word choices – precise verbs, specific nouns, similes, metaphors

- voice – mood, tone, emotion evoked by a piece of text
- revision strategies such as:
 - “exploding” an important moment or slowing down a moment for emphasis
 - combining simple sentence to create compound sentences
 - considering the importance of word choice
 - using precise verbs (e.g., ‘skipping’ down the street rather than ‘went’)
 - using specific nouns (e.g., a ‘water colour’ or ‘sketch’ rather than a ‘picture’)
 - using synonyms to create a clearer picture for the reader (e.g., options instead of ‘said’; limiting the use of simple, tired words such as ‘big’, ‘pretty’, ‘things’)
 - adding words that “zing”
 - creating a tone, mood or emotion – paying attention to voice
 - using the writer’s favourite sentence in a piece of writing as the first sentence of a new paragraph/ story
- co-construct anchor charts of revision strategies
- use text features to convey information in a variety of ways
- how a peer conference works:
 - create procedures that ensure the writer makes the decisions about any changes to their piece
 - explicitly teach how to give and receive constructive feedback
 - model how writer’s use the feedback from others to improve their work

Time to Practise

On a daily basis, provide small group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students’ strengths, needs, choice and interest, such as:

- daily writing practice during the Independent Writing portion of the Writer’s Workshop
- talk about their purposes and intended audiences with peers/teacher
- use co-constructed anchor charts to support their writing development
- discuss the features and elements they notice in other texts and discuss how they support the reader:
 - text structures (i.e., beginning, middle, end in narrative text)
 - text structures of non-fiction texts (i.e., question / answer, description, sequential)
 - elements of specific genres
- experiment with a wide range of revision strategies
- explore the kinds of text features found in non-fiction texts and discuss how these features support the reader
- include text features in their pieces of expository writing
- follow a procedure for listening to others’ writing, giving feedback and making some revisions based on that feedback

Time to Share and Reflect

Students take time to reflect on what they are learning about writing and about themselves as writers by:

- sharing specific parts of their writing and seeking feedback on such things as:
 - o elements of specific genres being explored
 - o text structures of narrative and non-fiction texts
 - o varied sentence beginnings, length, type
 - o specific verbs and/or precise nouns used to give the audience clear information
 - o the tone or mood of their piece
 - o how they revised their writing based on suggestions of others
 - o how they revised their writing based on their audience's needs

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- reinforce risk-taking
- assess student strengths in writing and build on that strength to establish a small next step
- provide students with simplified graphic organizers
- require students to include only 1 or 2 text features in their writing
- narrow the range of strategies from which students can choose to revise their leads, conclusions, etc.

Increased Challenge

- challenge students to explore various text structures and select the ones that match their writing purpose and audience
- encourage students to include a wider range of text features in their writing

Writing and Other Ways of Representing Curriculum Outcomes – Grade Four

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing-
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	Evidence of student learning relevant to these specific curriculum outcomes include:
10.1 develop a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies	- developing a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies, for example:
10.4 demonstrate a commitment to shaping pieces of writing and other representations through stages of development	<ul style="list-style-type: none"> - a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting) - appropriate drafting techniques (focusing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms / techniques, keeping audience in mind, using a word processor to compose) - revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading / rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas / information, rearranging, using feedback from conferences to help revise) - editing strategies (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as a dictionary; using an editing checklist) - appropriate techniques for publishing/ presenting (e.g., a word process to publish; illustrations, charts and diagrams to enhance writing where appropriate; sharing writing/ representing orally; publishing in a class newsletter; publishing on-line; submitting work to school/district newsletter) <p>-demonstrating increasing writing stamina and commitment to their writing</p> <p>-taking some pieces of writing from prewriting through to publication</p>

Assessment

Gather evidence of students' learning through conversations, observations and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest inventories and observation / anecdotal notes. Use these tools to assess the student's growth as a writer. Assess students multiple times, using multiple tools on multiple writing tasks, for example:

- confer with students about:
 - o their growth as writers, what they see as their strengths and needs
 - o their prewriting pieces – graphic organizers, webs, maps, etc.
 - o how their writing is developing, specifically in terms of either ideas, organization, sentence fluency, word choice or voice
 - o the progress they are making and their plans to publish
 - o revisions they are applying
 - o their interest, enthusiasm and stamina
- observe as students use word charts and other spelling references to spell high frequency and other words
- writing drafts with a focus on:
 - o revision strategies used
 - o editing changes made
 - o identifying each writer's strengths and needs.
- dated writing samples to analyze growth over time

Time to Teach

Make learning focuses explicit through focus/mini lessons, modeled writing/think alouds, demonstrations, anchor charts, shared writing and with the use of mentor texts, for example:

- What do writers do when they must come up with an idea to write about?
 - o develop lists of topics of interest or expert lists and choose one to write about
 - o listen to other people talk about their ideas
 - o become “observers of life”- writers are always viewing life through the lens of “could I write about this”
 - o keep a writer's notebook and go back into the notebook to “mine” ideas
 - o read mentor text to see what other writers wrote about
 - o read the newspaper or magazines and record interesting stories
- What are other considerations when selecting an idea?
 - o choose a topic and form based on purpose and audience (e.g., a letter to a parent asking for an extended bedtime; a poem of apology to a friend)
 - o choose a topic based on narrowing one topic from a previously written piece with many ideas
- Once the idea has been selected, how do writers add detail to their writing?
 - o use webs, story maps, etc. to plan a piece of writing
 - number or colour coding to organize ideas
 - o show don't tell- write details that help the reader visualize

- slow down a moment in a piece of writing
- give details to support a point of view
- What is the most effective way to organize my writing?
 - creating a lead- deciding the most effective way to bring the reader into the piece
 - moving from one paragraph to the next with smooth transitions
 - what overall structure will my writing take
 - what is the most effective way to bring it to a close
- What can writers do to enhance voice in their writing?
 - establish a tone in writing- practice writing the same short piece from a variety of perspectives
 - read a selection of mentor text and discuss the tone the writer uses (e.g., silly, frightened, sarcastic, resigned)
 - does the writing match the purpose and audience- why are you writing this piece, is that purpose obvious to the reader?
 - Take risks to create voice in writing- use some of the lessons from advertising to be creative about keeping the reader's attention
- Using effective word choice to enhance the writing
 - give tired verbs a rest- is there a better way to say "said" or "went"; create a list of alternatives and use them in your writing
 - add words that "zing"
- Using a variety of sentence types to enhance effective writing
 - different ways to begin sentences
 - different sentence lengths and complexity (simple, compound, complex)
 - correct grammar in sentences
 - read aloud the writing piece to listen for sentence fluency
- Using conventions correctly in writing as a courtesy to the reader and to enhance communication
 - Exploring strategies for using correct grammar, spelling, punctuation, capitalization and paragraphing
- When is it appropriate to publish written work and what are the important elements of publishing?
 - how to decide which piece of choice writing will be published (from several different drafts)
 - how to craft a piece of writing from prewriting through to publication (using a tracking tool to make it more concrete)
 - identify the different steps in the processes of writing (prewriting – drafting – revising – editing – proofreading – publishing)
 - edit a piece of writing, focusing on skills such as:
 - circling words that appear to be misspelled
 - checking the word wall, a word reference or dictionary to correct spelling
 - using quotation marks for a character's speech
 - using exclamation and question marks appropriately
 - using commas in a series (with the 'magic of three')
 - use a self-editing checklist

- using a dictionary to check for spelling of words and their derivations (e.g., catch – caught)
- options for publishing
 - posters
 - contributions to class anthologies
 - individually published pieces
 - brochures
- use word processing to publish pieces of writing
- add pictures and other graphics to their writing
- Show commitment to shaping writing through revisions by:
 - crossing out unnecessary information
 - using a caret to insert a word or phrase
 - using arrows to show where elaborations just written fit in the original text
 - using sticky notes to add detail
 - cutting a piece into chunks to reorganize them
 - developing ideas with multi-sensory description
 - including similes and metaphors
 - ‘showing not telling’ to give detail around emotions, weather, etc.
 - using precise verbs
 - using specific nouns
 - including passage of time words in narratives (such as, later, in the morning, the next day ...)
 - adding the ‘magic of three’ (three examples or details)
 - creating a sense of mood and emotion – humorous, sad, lonely, etc.
 - varying sentence beginnings
 - varying sentence lengths
 - avoiding overused, tired words
 - writing attention-getting leads
 - writing satisfying endings
 - adding non-fiction text features

Time to Practise

On a daily basis, provide small group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students’ strengths, needs, choice and interest, such as:

- develop their own lists of topics
- make choices about topics to write about
- make choices about forms
- decide on an audience for pieces of writing
- choose a piece of writing to publish from the drafts on which they have recently worked
- write in specific genres for concentrated periods of time
- make choices about the topics they wish to pursue and the forms they wish to write in

- pay attention to anchor charts about specific genre features and characteristics previously constructed
- experiment with a wide range of revision and editing strategies, such as those listed above
- use resources to support conventional spelling (word walls, personal spelling references, published dictionaries)
- track their progress through the processes of writing using the tracking tool that was provided as a model
- use word processing to publish pieces of writing
- add pictures and other graphics to their writing

Time to Share and Reflect

Students take time to reflect on what they are learning about writing and about themselves as writers by:

- sharing specific parts of their writing and seeking feedback on such things as:
 - topics they are interested in
 - a choice they made from a number of recent drafts
 - their chosen form for a particular audience
 - where they are in the process of writing from pre-writing to publication
 - revisions they are making throughout the process
 - edits they are making
 - how they are using supports such as word charts, personal spelling references, dictionaries, anchor charts and self-editing checklists
 - their ideas for published products

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- reinforce risk-taking
- work with students to choose topics and elaborate on ideas to get them started
- assess student strengths in writing and build on that strength to establish a small next step
- re-teach revision strategies, such as:
 - adding words about colour, size, texture
 - using multi-sensory detail
 - writing effective sentences
- provide word-processing technologies and tools
- confer with students to help them settle on ideas for their writing

- confer with students to help them draw on background knowledge to develop their ideas
- provide students with a self-editing checklist limited to 1 – 3 items
- limit students’ focus with respect to spelling (an appropriate number and focus for the student)

Increased Challenge

- provide revision checklists, and encourage them to compare their writing to the revision ideas and make decisions about how they might strengthen their writing

Writing and Other Ways of Representing Curriculum Outcomes – Grade Four

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
10.2 demonstrate an understanding of many conventions of written language in final products <ul style="list-style-type: none"> – correctly spell many familiar and commonly used words – demonstrate an increasing understanding of punctuation, capitalization, and paragraphing – demonstrate a growing awareness of appropriate syntax – use references while editing (e.g., dictionaries, classroom charts, electronic spell checkers, checklists) 	-producing writing that is appropriate based on audience and purpose because the writer has used many of the conventions specified in this outcome, such as: <ul style="list-style-type: none"> - use a variety of simple and more complex structures - use periods at the ends of sentences and for abbreviations - use commas in a series, and in dates - use apostrophes for possessives and contractions - use question marks, exclamation marks, and quotation marks - use capitals for proper names, titles, places, days, months, holidays, beginning of sentences - use meaning and syntax patterns as well as sound cues to spell words - use a range of spelling strategies - make subjects and verbs agree - begin to use simple paragraphing - use pronouns appropriately - spell many words conventionally

	<ul style="list-style-type: none"> -creating pieces of writing that are legible and enjoyable for others to read -editing/fixing for readability
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Assessment

Gather evidence of students' learning through conversations, observations and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest inventories and observation / anecdotal notes. Use these tools to assess the student's growth as a writer. Assess students multiple times, using multiple tools on multiple writing tasks, for example:

- confer with students about:
 - o their use of specific conventions
 - o edits they are making
- observe:
 - o as they use conventions
- compare drafts with published products
- writing samples to identify each writer's strengths and needs
- dated writing samples to show growth over time

Time to Teach

Make learning focuses explicit through focus/mini lessons, modeled writing/think alouds, demonstrations, anchor charts, shared writing and with the use of mentor texts, for example:

- focus on specific conventions with the use of mentor texts
- write for a variety of purposes and audiences, and draw students' attention to conventions that serve functions, such as
 - o commas in a series to elaborate on ideas in narrative and non-fiction texts
 - o apostrophes to show possession in a poem or narrative
 - o paragraphs to separate ideas in a letter
- the importance of editing work for specific audiences
- how to use a self-editing checklist
- use patterns borrowed from other words (spelling by analogy)

- make attempts to spell words 2 or 3 ways using reliable patterns (e.g., ‘petal’ – petle, petel, petal or ‘orchard’ – orchird, orcherd, orchurd)
- reread a piece of writing, circling words that were not spelled incorrectly and using available spelling resources to correct them
- reread a piece of writing at a later time to focus specifically on conventions; demonstrate the need to focus specifically on conventions
- focus on conventions by:
 1. naming them
 2. showing what they look like
 3. discussing their purposes, and beginning co-construct an anchor chart for students’ reference

Convention	What it looks like	Purpose
Question mark	?	- Tells the reader to raise their voice at the end
Apostrophe in a contraction	don’t, I’m, you’re	- Two words shortened to one – do not = don’t - Apostrophe takes the place of the vowel in the second word

- use the following table as a guide for working with students around conventions:

[Please insert Appendix F Concepts, Grades 4-6 pages 122-123 TIA 4-6]

Time to Practise

On a daily basis, provide small group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students’ strengths, needs, choice and interest, such as:

- finding examples of specific conventions in texts in short texts provided for specific purposes
- finding examples of specific conventions in independent reading texts
- editing pieces of writing (that are not their own)
- adding to the anchor chart of conventions as they are introduced and focused on
- creating charts of words that have the same or similar spelling patterns (e.g., ail – nail, pail, fail, tail, trail, flail, mail)
- using self-editing checklists
- editing their own writing

Time to Share and Reflect

Students take time to reflect on what they are learning about writing and about themselves as writers by:

- sharing specific parts of their writing and seeking feedback on such things as:
 - conventions they are using
 - edits they made by using a self-editing checklist
 - 2 or more attempts to spell a word and how they recognized the correct one
 - suggestions to add to growing lists of words on anchor charts

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- reinforce risk-taking
- assess student strengths in writing and build on that strength to establish a small next step
- provide students with very easy texts to highlight the use of specific conventions
- provide students with a self-editing checklist limited to 1 – 3 items
- limit students' focus with respect to spelling to a limited number of high frequency words

Increased Challenge

- introduce more sophisticated conventions to students and encourage them to use them (e.g., quotation marks in broken quotations)
- encourage the use of prefixes, suffixes and bases (e.g., trans – over; able – capable of; port – to carry)
- encourage students to find and talk about more sophisticated conventions in texts they are reading (e.g., ellipsis, hyphen, dash)

Writing and Other Ways of Representing Curriculum Outcomes – Grade Four

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
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<p>10.3 use technology with increasing proficiency in writing and other forms of representing</p>	<p>-with increasing proficiency, using a variety of technologies to create a range of products such as:</p> <ul style="list-style-type: none"> - e-mails - sending e-mails with attachments - power point presentations - video clips - digital stories - blogs - word processing - make changes to text using a word processor, such as formats, stylistic effects (fonts, colours, etc.) and graphics)
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Assessment

Gather evidence of students' learning through conversations, observations and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest inventories and observation / anecdotal notes. Use these tools to assess the student's growth as a writer. Assess students multiple times, using multiple tools on multiple writing tasks, for example:

- confer with students about:
 - o how they are using the Internet
 - o their understanding of a word processing system, inserting graphics, sending e-mails, etc.
 - o other technologies they are exploring
- on screen and printed copies of their compositions

Time to Teach

Make learning focuses explicit through focus/mini lessons, modeled writing/think alouds, demonstrations, anchor charts, shared writing and with the use of mentor texts, for example:

- how to use a word processing system including:
 - o enter key
 - o space bar
 - o capital letters
 - o backspacing to change what was written
 - o using a mouse to move cursor to various places in the piece of writing
 - o making formatting decisions (e.g., fonts, colours, spacing)
 - o inserting pictures and other graphics
- how to effectively search the Internet using teacher designated search engines
- how to narrow a search

- how to send e-mails with attachments to others

Time to Practise

On a daily basis, provide small group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students' strengths, needs, choice and interest, such as:

- compose short texts using a word processing system
- insert pictures and other graphics to poems or informational texts
- use search engines
- send e-mails to others (e.g., friends, the principal, the teacher, published authors)
- save work and send it as an attachment in an e-mail
- send published pieces to on-line writing competitions

Time to Share and Reflect

Students take time to reflect on what they are learning about writing and about themselves as writers by:

- sharing specific parts of their writing and seeking feedback on such things as:
 - their progress in composing a short piece of text
 - use of formatting and stylistic options
 - pictures or other graphics they chose to insert
 - other options discovered as they were using the computer (e.g., spacing, fonts, colours, etc.)

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- reinforce risk-taking
- assess student strengths in writing and build on that strength to establish a small next step
- pair student with a more capable student so that he/she practices with the support of a peer

Increased Challenge

- provide opportunities for students to add to their pieces (e.g., adding voice-overs)

Writing and Other Ways of Representing Curriculum Outcomes – Grade Four

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
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<p>10.5 select, organize, and combine relevant information from two or more sources to construct and communicate meaning</p>	<ul style="list-style-type: none"> -deciding on a topic of inquiry -developing questions to direct their investigation -searching for answers to questions in various texts and the Internet -recording jot notes about important information -developing jot notes into complete thoughts and sentences -publishing their work in a variety of ways including posters, pamphlets, written reports, photo essays, power point presentations, etc. or using their research to support discussions and debates
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Assessment

Gather evidence of students' learning through conversations, observations and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest inventories and observation / anecdotal notes. Use these tools to assess the student's growth as a writer. Assess students multiple times, using multiple tools on multiple writing tasks, for example:

- confer with students about:
 - o their topics ensuring they are manageable for the purposes of effective inquiry
 - o strategies for using jot notes to create information text
 - o how they are proceeding with their research (how they are finding, coding text and recording information)
- observe:
 - o their persistence in seeking answers
 - o as they skim and scan texts for pertinent information
 - o as they examine text features
 - o as they seek answers using an index, table of contents or technology
 - o as they record jot notes
- their written drafts
- compare their drafts to published products

Time to Teach

Make learning focuses explicit through focus/mini lessons, modeled writing/think alouds, demonstrations, anchor charts, shared writing and with the use of mentor texts, for example:

- develop a list of 'wondering' topics (I wonder)

- model how to keep an inquiry notebook
- decide upon a topic of inquiry, ensuring it is narrow enough so that research is manageable, but not so narrow that it can be answered with yes/no or simple list answers
- draw on background knowledge about that topic
- develop questions related to the topic
- revisit non-fiction mentor texts to explore text patterns (description, problem / solution, question / answer, etc.)
- co-construct anchor charts about how information is presented in non-fiction texts (text structures and text features)
- find information using an index and table of contents
- find information using technology (e.g., key words in search engines)
- skim and scan for information (headings, subheadings, text features, bold text, etc.)
- use sticky notes to mark specific pages (number the questions and code sticky notes with the corresponding question numbers)
- cite sources (title of text, author, date of publication, page # or website and date)
- take notes in point form from at least two sources
- organize information in a variety of ways such as:
 - o using graphic organizer
 - o write answers under questions
 - o writing jot notes and colour-coding information
- write complete thoughts and sentences from notes
- use pronouns to avoid the overuse of specific nouns (e.g., male butterflies – they)
- combine simple sentences to form compound or complex sentences
- make decisions about text patterns and text features to include in a piece of information text
- make decisions about presentation formats (including technology options)
- revisit revision strategies
- revisit editing skills

Time to Practise

On a daily basis, provide small group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students' strengths, needs, choice and interest, such as:

- develop a list of 'wondering' topics (I wonder)
- decide upon a manageable topic of inquiry
- draw on background knowledge about that topic
- develop questions related to the topic
- use information recorded on anchor charts about non-fiction texts (kinds of texts, text structures, text features)
- find information using an index and table of contents
- find information using technology
- skim and scan for information using sticky notes to mark specific pages
- cite sources used
- take notes in point form
- organize information in a variety of ways
- write complete thoughts and sentences from notes – simple, compound and complex
- make decisions about:
 - o text structures (description, question/answer, sequential procedures, etc.)
 - o text features (captions, charts, bold print, etc.)
 - o presentation format (brochure, report, power point, etc.)
- revise pieces as necessary
- edit pieces as necessary

Time to Reflect and Share

Students take time to reflect on what they are learning about writing and about themselves as writers by:

- sharing specific parts of their writing and seeking feedback on such things as:
 - their choice of topic, purpose and audience
 - their questions
 - how they are finding information
 - how they are organizing information
 - how they are citing sources
 - some of the notes they have taken
 - how they created complete thoughts and sentences from the notes they took
 - text structures they are using
 - text features they are including
 - presentation formats they are considering or using

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already

supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- reinforce risk-taking
- assess student strengths in writing and build on that strength to establish a small next step
- ensure that students are working with easy and ‘just right’ texts to find information
- support students with the development of a manageable number of questions
- require students to list only the title and page number when citing sources

Increased Challenge

- broaden students’ range of topics and encourage independent exploration
- encourage students to include a wide variety of text features in their final product
- expect students to use a standard method of citing sources

Writing and Other Ways of Representing Curriculum Outcomes – Grade Five

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
8.1 use a range of strategies in writing and other ways of representing to <ul style="list-style-type: none"> – frame questions and answers to those questions – generate topics of personal interest and importance – record, develop, and reflect on ideas, attitudes, and opinions – compare their own thoughts and beliefs to those of others – describe feelings, reactions, values, and attitudes – record and reflect on experiences and their responses to them – formulate and monitor goals for learning – practise and extend strategies for monitoring learning 	-using writing to support their thinking and learning in various ways such as: <ul style="list-style-type: none"> - using charts, webs or a variety of graphic organizers when they are generating, developing and organizing ideas - using a matrix to organize their research - with increasing independence, use various methods of note making - constructing and using a simple survey/questionnaire to gather information and analyzing the data collected - using a journal to explore and express their opinions and ideas and giving reasons for their thinking - using learning logs to explain what they have learned and reflect on themselves as learners
8.2 expand appropriate note-making strategies from a growing repertoire (e.g., outlines, charts, diagrams)	<ul style="list-style-type: none"> - using writer’s notebooks to explore and develop possible topics and ideas for writing (e.g., expert’s list of topics for writing, interest list)
8.3 make deliberate language choices, appropriate to purpose, audience, and form, to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing	-using writing to explore various forms/genre of writing and to develop their imaginations: <ul style="list-style-type: none"> - using their writer’s notebook to develop and revise detailed characters, setting and story lines - using their writer’s notebook to explore the nature of narrative, especially different techniques such as

	<p>foreshadowing, dialogue, passage of time, compelling leads</p> <ul style="list-style-type: none"> - exploring various forms of poetry - using their writer's notebook to explore effective word choice - practicing different story leads, conclusions - using revision as a tool to shape their writing in an on-going way
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Assessment

Gather evidence of students' learning through conversations, observations and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest inventories and observation / anecdotal notes. Use these tools to assess the student's growth as a writer. Assess students multiple times, using multiple tools on multiple writing tasks, for example:

- regularly conferring with students about their writing and collaboratively setting goals for their growth as writers. Conferring also permits teachers to observe:
 - o student interest and commitment to their writing
 - o student strengths with writing to use as a place to build
 - o student needs with writing which may form the content of one-on-one, small group or whole class instruction
 - o student understanding and use of strategies taught in the focus/mini lesson
- observe students during partner or group work during writing workshop
- reviewing students' writing samples with an assessment focus based on the current unit of study for example:
 - o Does the student writing reflect an understanding that the writer should slow down a small moment by providing appropriate details and using the small moments to create an overall impression for the reader?
 - o Does the student writing show, but not tell?
 - o Does the student writing develop a complex character by what the character says and does and by what others say about them?
 - o Does the student writing reflect an understanding that setting is important and should be sufficiently detailed and does the setting contribute to the tone?
 - o Does the student writing draw the reader in with an effective lead?
 - o Is there evidence of effective preplanning in the writing sample?
 - completed graphic organizers
 - notes, webs and story maps
 - other student generated planning formats
 - o Is there evidence of revisions that show an understanding of the importance of word choice and does word choice contribute to the overall tone and message?
 - o Does the student writing show the ability to express and support their thoughts and opinions?

- analyze student growth over time using dated writing samples

Time to Teach

Make learning focuses explicit through focus/mini lessons, modeled writing/think alouds, demonstrations, anchor charts, shared writing and with the use of mentor texts, for example:

- write for a wide variety of purposes, such as:
 - o to persuade (e.g. advertisements, letters to the editor)
 - o to learn or record observations(e.g. learning logs, note making, graphic organizers such as T charts)
 - o to entertain (e.g. song lyrics, raps, poems)
 - o to recount (e.g. autobiographies, recount of personal experiences)
 - o to convey messages (e.g. e-mail, text messages, letters, twitter)
 - o to explore an idea or express feelings (e.g. free writing, journals, notebooks)
 - o to record important information or instruct (e.g. directions, articles, essays)
 - o to inquire (e.g. surveys, questions, formal letters)
- model various ways authors generate ideas for writing, such as:
 - o develop a list of writing ideas (drawing on prior knowledge and interests)
 - o create and update an “expert list” of things the writer knows about and may wish to write about
 - o supporting ideas with details that are accurate and relevant
 - o building on small moments
 - o free writing
- model how writers decide on a writing topic and ensure that the topic is narrow enough to develop
 - o how to hold the reader’s interest with clear, focused ideas
- model how writers revise, elaborate and add detail, using a variety of strategies, such as:
 - o adding powerful verbs (e.g. replacing overused verbs such as “said” or “went”)
 - o adding more interest to “tired” sentences (e.g. It was fun.) by describing the small moment/ vary sentence type and length
 - o using a simile (e.g.: The spider was as big as my hand.) and metaphor (e.g., the evening sky was a ball of fire)
 - o going beyond the sense of sight and drawing on the other senses (introducing them one a time – adding information about sound, smell, taste, touch, emotions)
 - o box and explode- find a place in the writing that is the most important event and slow down time by providing more detail
 - o using a thesaurus to find words that “zing”
 - collect words in a separate section in the writer’s notebook
 - o describing the background, setting, season, weather, etc.
 - o using ‘showing, not telling’ for feelings or events
- explore appealing leads and conclusions in both narrative and expository texts by revisiting previously read texts and using mentor texts

- write purposeful and engaging leads for narrative text, using a variety of strategies such as:
 - beginning with a question
 - beginning with an image
 - beginning with a surprise
 - beginning with dialogue
 - beginning with a sound (onomatopoeia)
 - beginning with an action
 - beginning in the middle of the story
 - beginning by introducing a character
- write conclusions for narrative text, using a variety of strategies such as:
 - a memory of the main event
 - the main character's feelings
 - problem resolution
 - a wrap-around ending – linking the conclusion to the lead with a name, word or phrase
- write leads for expository text, using a variety of strategies such as:
 - beginning with the word: “Imagine ...”
 - beginning with an opinion
 - beginning with the cause (effect) of an issue
 - beginning with the problem
 - beginning with: “Have you ever wondered ...?”
- write conclusions for expository text, using a variety of strategies such as:
 - ending with the phrase: ‘No doubt about it.’
 - ending with a piece of advice
 - ending with a question
 - using a wrap-around ending – linking the conclusion with a word or phrase included in the lead
- expand on an idea
 - developing a web by drawing on prior knowledge
 - using a variety of graphic organizers to expand ideas
 - organizing the ideas in a web using numbers or colour coding
- model using graphic organizers and gradually encouraging students to develop their own by:

1. Introduce a graphic organizer for a specific purpose (e.g., story map to develop the beginning, middle and end of a narrative)
2. Begin a display by posting a blank story map template; add a label explaining its purpose (e.g., to plan a story)
3. Gradually introduce other graphic organizers for other purposes
4. Add to the display with other blank graphic organizer templates and labels
5. Introduce an idea for a piece of writing and ask students to choose the graphic organizer that would best suit that purpose
6. Demonstrate for students how to construct free hand versions of the graphic organizers
7. Encourage students to develop organizers that work for them

Time to Practise

On a daily basis, provide small group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students' strengths, needs, choice and interest, such as:

- spend at least the first 10 minutes of Independent Writing time trying out the strategy taught in the focus/mini lesson (after the first 10 minutes they can keep going with that strategy or go back to a previous day's strategy)
- use their writer's notebook or another writing tool to:
 - o develop their own lists of writing ideas and topics
 - o decide on topics for writing and narrow them, as necessary
 - o create interesting characters
 - o explore possible settings
 - o write effective paragraphs
 - o expand small moments
 - o explore various genre
 - o experiment with options for creating attention-grabbing leads
 - o experiment with options for creating satisfying conclusions
- write drafts and practice writing strategies and skills
- select graphic organizers from a variety of options
- develop graphic organizers based on purpose of writing

Time to Share and Reflect

Students take time to reflect on what they are learning about writing and about themselves as writers by:

- talking with a learning partner, small group of students or the whole class about:
 - how they decided on a topic
 - how they narrowed a broad topic
 - how they added description and detail to their writing
 - prior or background knowledge they accessed to develop a piece of writing
 - leads they wrote and strategies used to develop those leads
 - conclusions they wrote and strategies used to develop those conclusions
 - reasons for choosing particular graphic organizers
 - graphic organizers they developed
 - what they are learning about themselves as writers and setting personal goals for writing
 - the most effective strategies they have found for improving their writing

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- provide ample talk time before moving to writing. Many, if not all, students require this discussion/rehearsal in order to be successful with their writing.
- reinforce risk-taking by providing a risk free environment
- assess student strengths in writing and build on that strength to establish a small next step
- provide students with simplified graphic organizers
- provide students with templates for writing (e.g., booklets, recording pages)
- revisit options for improving leads and ask students to explain the ones they understand
- provide mentor texts at a level close to the writing level of the student. If all of the mentor texts they see are too far above their ability they may become discouraged and unwilling to write.
- Break the writing task into smaller, well defined steps

Increased Challenge

- ask students to talk about their original leads, their revised leads and the strategy they used to revise it
- invite students to peruse published texts to discover other strategies authors have used to write effective leads and conclusions
- encourage students to explore more sophisticated genre

Writing and Other Ways of Representing Curriculum Outcomes – Grade Five

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing-
<p>9.1 create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic), and in an increasing variety of forms – use specific features, structures, and patterns of various text forms to create written and media texts</p>	<p>Evidence of student learning relevant to these specific curriculum outcomes include:</p> <ul style="list-style-type: none"> -selecting different types of writing forms to suit their purpose and audience, such as: <ul style="list-style-type: none"> - narrative writing (tells a story) - expository writing (gives information or shows how) - descriptive writing (uses words to create a clear picture of something in the reader’s mind) - persuasive writing (convinces the reader to agree with a point of view) -considering the traits of writing as they shape their piece, such as: <ul style="list-style-type: none"> - ideas (GCO 8) - organization – - use the structure of informational text to present information - demonstrate effective control of narrative - select the correct type to match the writing purpose - word choice - select precise, effective words - use a range of descriptive words - use strong verbs and nouns - use transitional words - use similes and metaphors - voice - write with their unique voice - speak to the reader/reveal the writer - show thought and enthusiasm - engaging writing - sentence fluency
<p>9.2 address the demands of a variety of purposes and audiences – make choices of form, style, and content for specific audiences and purposes</p>	
<p>9.3 invite responses to early drafts of their writing/media productions – use audience reaction to help shape subsequent drafts – reflect on their final drafts from a reader’s/viewer’s/listener’s point of view</p>	

	<ul style="list-style-type: none"> - complex sentences with noun/verb agreement - embedded clauses - vary the sentence type and tenses - include dialogue - conventions - demonstrate control of capitalization, punctuation and spelling - including information that is relevant and purposeful for an intended audience - listening to others' ideas and use some of their ideas to strengthen a piece of writing
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Assessment

Gather evidence of students' learning through conversations, observations and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest inventories and observation / anecdotal notes. Use these tools to assess the student's growth as a writer. Assess students multiple times, using multiple tools on multiple writing tasks, for example:

- confer with students about:
 - o their writing – the form, audience and purpose
 - o how their writing is developing, specifically in terms of either ideas (GCO 8), organization, sentence fluency, word choice or voice
- observe students as they interact during a peer conference
- writing samples with a focus on:
 - o appropriate forms of writing for a specific audience
 - o including information for an intended audience
 - o revising to enhance clarity for their audience
 - o strengths and needs.
- dated writing samples to analyze growth over time

Time to Teach

Make learning focuses explicit through focus/mini lessons, modeled writing/think alouds, demonstrations, anchor charts, shared writing and with the use of mentor texts, for example:

- read aloud from mentor text that illustrate writing for a wide variety of purposes – to inform, persuade, entertain, etc.
- explore text structures and elements in previously read texts such as:
 - o beginning, middle, end of a narrative and other narrative forms
 - o various structures of expository text (e.g., cause and effect, question and answer, descriptive, sequential, compare and contrast)

- information included in a biography, piece of procedural text, or other genre
- text features in non-fiction texts
- varied sentence beginnings
- varied sentence lengths
- varied sentence complexity and length
- interesting word choices – precise verbs, specific nouns, similes, metaphors, alliteration, repetition, onomatopoeia, etc.
- voice – mood, tone, emotion evoked by a piece of text
- revision strategies such as:
 - “exploding” an important moment or slowing down a moment for emphasis
 - combining simple sentence to create compound sentences
 - considering the importance of word choice
 - revising sentences to match purpose
 - using precise verbs (e.g., ‘skipping’ down the street rather than ‘went’)
 - using specific nouns (e.g., a ‘water colour’ or ‘sketch’ rather than a ‘picture’)
 - using synonyms to create a clearer picture for the reader (e.g., options instead of ‘said’; limiting the use of simple, tired words such as ‘big’, ‘pretty’, ‘things’)
 - adding words that “zing”
 - creating a tone, mood or emotion – paying attention to voice
 - using the writer’s favourite sentence in a piece of writing as the first sentence of a new paragraph/ story
- co-construct anchor charts of revision strategies
- use text features to convey information in a variety of ways: table of contents, text boxes, diagrams, charts, headings and subheadings
- how a peer conference works:
 - create procedures that ensure the writer makes the decisions about any changes to their piece
 - explicitly teach how to give and receive constructive feedback
 - model how writer’s use the feedback from others to improve their work

Time to Practise

On a daily basis, provide small group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students’ strengths, needs, choice and interest, such as:

- daily writing practice during the Independent Writing portion of the Writer’s Workshop
- talk about their purposes and intended audiences with their peers and teacher
- use co-constructed anchor charts to support their writing development
- discuss the features and elements they notice in other texts and discuss how they support the reader:
 - text structures (e.g., beginning, middle, end in narrative text)
 - text structures of non-fiction texts (e.g., question / answer, description, sequential)

- elements of specific genres
- use a range of revision strategies
- discuss and review the kinds of text features found in informational texts and demonstrate how these features support the reader
- purposefully include text features in their pieces of expository writing
- follow a procedure for listening to others' writing, giving feedback and making some revisions based on that feedback

Time to Share and Reflect

Students take time to reflect on what they are learning about writing and about themselves as writers by:

- sharing specific parts of their writing and seeking feedback on such things as:
 - elements of specific genres being explored
 - text structures of narrative and non-fiction texts
 - varied sentence beginnings, length, type
 - specific verbs and/or precise nouns used to give the audience clear information
 - the tone or mood of their piece
 - how they revised their writing based on suggestions of others
 - how they revised their writing based on their audience's needs

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- reinforce risk-taking
- assess student strengths in writing and build on that strength to establish a small next step
- provide students with simplified graphic organizers
- require students to include only 1 or 2 text features in their writing
- narrow the range of strategies from which students can choose to revise their leads, conclusions, etc.

Increased Challenge

- challenge students to explore various text structures and select the ones that match their writing purpose and audience
- encourage students to include a wider range of text features in their writing

Writing and Other Ways of Representing Curriculum Outcomes – Grade Five

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing-
10.1 use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies	<p>Evidence of student learning relevant to these specific curriculum outcomes include:</p> <p>-using a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies, for example:</p>
10.4 demonstrate commitment to shaping and reshaping pieces of writing and other representations through stages of development and refinement	<ul style="list-style-type: none"> - a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting) - appropriate drafting techniques (focusing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms / techniques, keeping audience in mind, using a word processor to compose) - revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading / rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas / information, rearranging, using feedback from conferences to help revise) - editing strategies (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as a dictionary; using an editing checklist) - appropriate techniques for publishing / presenting (e.g., a word process to publish; illustrations, charts and

	<p>diagrams to enhance writing where appropriate; sharing writing / representing orally; publishing in a class newsletter; publishing on-line; submitting work to school / district newsletter)</p> <p>-demonstrating increasing writing stamina and commitment to their writing</p> <p>-taking some pieces of writing from prewriting through to publication</p>
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Assessment

Gather evidence of students' learning through conversations, observations and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest inventories and observation / anecdotal notes. Use these tools to assess the student's growth as a writer. Assess students multiple times, using multiple tools on multiple writing tasks, for example:

- confer with students about:
 - o their growth as writers, what they see as their strengths and needs and their writing goals
 - o their prewriting pieces – graphic organizers, webs, maps, etc.
 - o how their writing is developing, specifically in terms of either ideas, organization, sentence fluency, word choice or voice
 - o the progress they are making and their plans to publish
 - o revision strategies they are adapting and consistently applying to their writing
 - o their interest, enthusiasm and stamina
- observe as students use word charts and other spelling references to spell high frequency and other words
- writing drafts with a focus on:
 - o revision strategies used
 - o editing changes made
 - o identifying each writer's strengths and needs.
- dated writing samples to analyze growth over time

Time to Teach

Make learning focuses explicit through focus/mini lessons, modeled writing/think alouds, demonstrations, anchor charts, shared writing and with the use of mentor texts, for example:

- What do writers do when they must come up with an idea to write about?
 - o develop lists of topics of interest or expert lists and choose one to write about
 - o listen to other people talk about their ideas

- become “observers of life”- writers are always viewing life through the lens of “could I write about this”
- research a topic of interest
- keep a writer’s notebook and go back into the notebook to “mine” ideas
- read mentor text to see what other writers wrote about
- read the newspaper or magazines and record interesting stories
- What are other considerations when selecting an idea?
 - choose a topic and form based on purpose and audience (e.g., a letter to a parent asking for a new cell phone; a poem of apology to a friend)
 - choose a topic based on narrowing one topic from a previously written piece with many ideas
- Once the idea has been selected, how do writers add detail to their writing?
 - use webs, story maps, etc. to plan a piece of writing
 - number or colour coding to organize ideas
 - show don’t tell- write details that help the reader visualize
 - slow down a moment in a piece of writing
 - give details to support a point of view
- What is the most effective way to organize my writing?
 - creating a lead- deciding the most effective way to bring the reader into the piece
 - moving from one paragraph to the next with smooth transitions
 - what overall structure will my writing take
 - what is the most effective way to bring it to a close
- What can writers do to enhance voice in their writing?
 - establish a tone in writing- practice writing the same short piece from a variety of perspectives
 - read a selection of mentor text and discuss the tone the writer uses (e.g., silly, frightened, sarcastic, resigned)
 - does the writing match the purpose and audience- why are you writing this piece, is that purpose obvious to the reader?
 - Take risks to create voice in writing- use some of the lessons from advertising to be creative about keeping the reader’s attention
- Using effective word choice to enhance the writing
 - give tired verbs a rest- is there a better way to say “said” or “went”; create a list of alternatives and use them in your writing
 - add words that “zing”
- Using a variety of sentence types to enhance effective writing
 - different ways to begin sentences
 - different sentence lengths and complexity (simple, compound, complex)
 - correct grammar in sentences
 - read aloud the writing piece to listen for sentence fluency
- Using conventions correctly in writing as a courtesy to the reader and to enhance communication
 - Exploring strategies for using correct grammar, spelling, punctuation, capitalization and paragraphing

- When is it appropriate to publish written work and what are the important elements of publishing?
 - o how to decide which piece of choice writing will be published (from several different drafts)
 - o how to craft a piece of writing from prewriting through to publication (using a tracking tool to make it more concrete)
 - o identify the different steps in the processes of writing (prewriting – drafting – revising – editing – proofreading – publishing)
 - o edit a piece of writing, focusing on skills such as:
 - circling words that appear to be misspelled
 - checking the word wall, a word reference or dictionary to correct spelling
 - using quotation marks for a character’s speech
 - using exclamation and question marks appropriately
 - using commas in a series (with the ‘magic of three’)
 - o use a self-editing checklist
 - o using a dictionary to check for spelling of words and their derivations (e.g., catch – caught)
 - o options for publishing
 - posters
 - contributions to class anthologies
 - individually published pieces
 - brochures
 - magazines
 - poetry books
- use word processing to publish pieces of writing
- add pictures and other graphics to their writing
- Show commitment to shaping writing through revisions by:
 - crossing out unnecessary information
 - using a caret to insert a word or phrase
 - using arrows to show where elaborations just written fit in the original text
 - using sticky notes to add detail
 - cutting a piece into chunks to reorganize them
 - developing ideas with multi-sensory description
 - including similes and metaphors
 - ‘showing not telling’ to give detail around emotions, weather, etc.
 - using precise verbs
 - using specific nouns
 - including passage of time words in narratives (such as, later, in the morning, the next day ...)
 - adding the ‘magic of three’ (three examples or details)
 - creating a sense of mood and emotion – humorous, sad, lonely, etc.
 - varying sentence beginnings
 - varying sentence lengths
 - avoiding overused, tired words
 - writing attention-getting leads

- writing satisfying endings
- adding non-fiction text features

Time to Practise

On a daily basis, provide small group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students' strengths, needs, choice and interest, such as:

- develop their own lists of topics
- make choices about topics to write about
- make choices about forms
- decide on an audience for pieces of writing
- choose a piece of writing to publish from the drafts on which they have recently worked
- write in specific genres for concentrated periods of time
- make choices about the topics they wish to pursue and the forms they wish to write in
- pay attention to anchor charts about specific genre features and characteristics previously constructed
- experiment with a wide range of revision and editing strategies, such as those listed above
- use resources to support conventional spelling (word walls, personal spelling references, published dictionaries)
- track their progress through the processes of writing using the tracking tool that was provided as a model
- use word processing to publish pieces of writing
- add pictures and other graphics to their writing

Time to Share and Reflect

Students take time to reflect on what they are learning about writing and about themselves as writers by:

- sharing specific parts of their writing and seeking feedback on such things as:
 - o topics they are interested in
 - o a choice they made from a number of recent drafts
 - o their chosen form for a particular audience
 - o where they are in the process of writing from pre-writing to publication
 - o revisions they are making throughout the process
 - o edits they are making
 - o how they are using supports such as word charts, personal spelling references, dictionaries, anchor charts and self-editing checklists
 - o their ideas for published products

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- reinforce risk-taking
- work with students to choose topics and elaborate on ideas to get them started
- assess student strengths in writing and build on that strength to establish a small next step
- re-teach revision strategies, such as:
 - o adding words about colour, size, texture
 - o using multi-sensory detail
 - o writing effective sentences
- provide word-processing technologies and tools
- confer with students to help them settle on ideas for their writing
- confer with students to help them draw on background knowledge to develop their ideas
- provide students with a self-editing checklist limited to 1 – 3 items
- limit students' focus with respect to spelling (an appropriate number and focus for the student)

Increased Challenge

- provide revision checklists, and encourage them to compare their writing to the revision ideas and make decisions about how they might strengthen their writing

Writing and Other Ways of Representing Curriculum Outcomes – Grade Five

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing-
<p>10.2 demonstrate an increasing understanding of the conventions of written language in final products</p> <ul style="list-style-type: none"> – use basic spelling rules and show an understanding of irregularities – use appropriate syntax in final products – use references while editing (e.g., dictionaries, classroom charts, electronic spell checkers, checklists, thesauri, other writers) 	<p>Evidence of student learning relevant to these specific curriculum outcomes include:</p> <ul style="list-style-type: none"> -producing writing that is appropriate based on audience and purpose because the writer has used many of the conventions specified in this outcome, such as: <ul style="list-style-type: none"> - use a variety of simple and more complex structures - use periods at the ends of sentences and for abbreviations - use commas in a series, and in dates - use apostrophes for possessives and contractions - use question marks, exclamation marks, and quotation marks - use capitals for proper names, titles, places, days, months, holidays, beginning of sentences - use meaning and syntax patterns as well as sound cues to spell words - use a range of spelling strategies - make subjects and verbs agree - begin to use simple paragraphing - use pronouns appropriately - spell many words conventionally -creating pieces of writing that are legible and enjoyable for others to read -editing/fixing for readability

Assessment

Gather evidence of students’ learning through conversations, observations and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest inventories and observation / anecdotal notes. Use

these tools to assess the student’s growth as a writer. Assess students multiple times, using multiple tools on multiple writing tasks, for example:

- confer with students about:
 - o their use of specific conventions
 - o edits they are making
- observe:
 - o as they use conventions
- compare drafts with published products
- writing samples to identify each writer’s strengths and needs
- dated writing samples to show growth over time

Time to Teach

Make learning focuses explicit through focus/mini lessons, modeled writing/think alouds, demonstrations, anchor charts, shared writing and with the use of mentor texts, for example:

- focus on specific conventions with the use of mentor texts
- write for a variety of purposes and audiences, and draw students’ attention to conventions that serve functions, such as
 - o commas in a series to elaborate on ideas in narrative and non-fiction texts
 - o apostrophes to show possession in a poem or narrative
 - o paragraphs to separate ideas in a letter
- the importance of editing work for specific audiences
- how to use a self-editing checklist
- use patterns borrowed from other words (spelling by analogy)
- make attempts to spell words 2 or 3 ways using reliable patterns (e.g., ‘petal’ – petle, petel, petal or ‘orchard’ – orchird, orcherd, orchurd)
- reread a piece of writing, circling words that were not spelled incorrectly and using available spelling resources to correct them
- reread a piece of writing at a later time to focus specifically on conventions; demonstrate the need to focus specifically on conventions
- focus on conventions by:
 - a. naming them
 - b. showing what they look like
 - c. discussing their purposes, and beginning co-construct an anchor chart for students’ reference

Convention	What it looks like	Purpose
Question mark	?	- Tells the reader to raise their voice at the end
Apostrophe in a contraction	don’t, I’m, you’re	- Two words shortened to one – do not = don’t - Apostrophe takes the place of the vowel in the second word

- use the following table as a guide for working with students around conventions:

[Please insert Appendix F Concepts, Grades 4-6 pages 122-123 TIA 4-6]

Time to Practise

On a daily basis, provide small group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students' strengths, needs, choice and interest, such as:

- finding examples of specific conventions in texts in short texts provided for specific purposes
- finding examples of specific conventions in independent reading texts
- editing pieces of writing (that are not their own)
- adding to the anchor chart of conventions as they are introduced and focused on
- creating charts of words that have the same or similar spelling patterns (e.g., ail – nail, pail, fail, tail, trail, flail, mail)
- using self-editing checklists
- editing their own writing

Time to Share and Reflect

Students take time to reflect on what they are learning about writing and about themselves as writers by:

- sharing specific parts of their writing and seeking feedback on such things as:
 - conventions they are using
 - edits they made by using a self-editing checklist
 - 2 or more attempts to spell a word and how they recognized the correct one
 - suggestions to add to growing lists of words on anchor charts

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- reinforce risk-taking
- assess student strengths in writing and build on that strength to establish a small next step
- provide students with very easy texts to highlight the use of specific conventions
- provide students with a self-editing checklist limited to 1 – 3 items
- limit students' focus with respect to spelling to a limited number of high frequency words
-

Increased Challenge

- introduce more sophisticated conventions to students and encourage them to use them (e.g., quotation marks in broken quotations)

- encourage the use of prefixes, suffixes and bases (e.g., trans – over; able – capable of; port – to carry)
- encourage students to find and talk about more sophisticated conventions in texts they are reading (e.g., ellipsis, hyphen, dash)

Writing and Other Ways of Representing Curriculum Outcomes – Grade Five

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
10.3 use technology with increasing proficiency to create, revise, edit, and publish texts	-with increasing proficiency, using a variety of technologies to create a range of products such as: <ul style="list-style-type: none"> - e-mails - sending e-mails with attachments - power point presentations - video clips - digital stories - blogs - word processing - make changes to text using a word processor, such as formats, stylistic effects (fonts, colours, etc.) and graphics

Assessment

Gather evidence of students' learning through conversations, observations and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest inventories and observation / anecdotal notes. Use these tools to assess the student's growth as a writer. Assess students multiple times, using multiple tools on multiple writing tasks, for example:

- confer with students about:
 - o how they are using the Internet
 - o their understanding of a word processing system, inserting graphics, sending e-mails, etc.
 - o other technologies they are exploring
- on how they are using technology to publish their writing

Time to Teach

Make learning focuses explicit through focus/mini lessons, modeled writing/think alouds, demonstrations, anchor charts, shared writing and with the use of mentor texts, for example:

- how to use a word processing system including:
 - o enter key
 - o space bar
 - o capital letters
 - o backspacing to change what was written
 - o using a mouse to move cursor to various places in the piece of writing
 - o making formatting decisions (e.g., fonts, colours, spacing)
 - o inserting pictures and other graphics
- how to effectively search the Internet using teacher designated search engines
- how to narrow a search
- how to send e-mails with attachments to others

Time to Practise

On a daily basis, provide small group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students' strengths, needs, choice and interest, such as:

- compose short texts using a word processing system
- insert pictures and other graphics to poems or informational texts
- use search engines
- send e-mails to others (e.g., friends, the principal, the teacher, published authors)
- save work and send it as an attachment in an e-mail
- send published pieces to on-line writing competitions

Time to Reflect and Share

Students take time to reflect on what they are learning about writing and about themselves as writers by:

- sharing specific parts of their writing and seeking feedback on such things as:
 - their progress in composing a short piece of text
 - use of formatting and stylistic options
 - pictures or other graphics they chose to insert
 - other options discovered as they were using the computer (e.g., spacing, fonts, colours, etc.)

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- reinforce risk-taking
- assess student strengths in writing and build on that strength to establish a small next step
- pair student with a more capable student so that he/she practices with the support of a peer

Increased Challenge

- provide opportunities for students to add to their pieces (e.g., adding voice-overs)

Writing and Other Ways of Representing Curriculum Outcomes – Grade Five

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
10.5 select, organize, and combine relevant information, from three or more sources to construct and communicate meaning	<ul style="list-style-type: none"> - deciding on a topic of inquiry - developing questions to direct their investigation - searching for answers to questions in various texts and the Internet - recording jot notes about important information - developing jot notes into complete thoughts and sentences - publishing their work in a variety of ways including posters, pamphlets, written reports, photo essays, power point presentations, etc. or using their research to support discussions and debates

Assessment

Gather evidence of students' learning through conversations, observations and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest inventories and observation / anecdotal notes. Use these tools to assess the student's growth as a writer. Assess students multiple times, using multiple tools on multiple writing tasks, for example:

- confer with students about:
 - o their topics ensuring they are manageable for the purposes of effective inquiry
 - o strategies for using jot notes to create information text
 - o how they are proceeding with their research (how they are finding, coding text and recording information)

- observe:
 - o their persistence in seeking answers
 - o as they skim and scan texts for pertinent information
 - o as they examine text features
 - o as they seek answers using an index, table of contents or technology
 - o as they record jot notes
- their written drafts
- compare their drafts to published products

Time to Teach

Make learning focuses explicit through focus/mini lessons, modeled writing/think alouds, demonstrations, anchor charts, shared writing and with the use of mentor texts, for example:

- develop a list of ‘wondering’ topics (I wonder)
- model how to keep an inquiry notebook
- decide upon a topic of inquiry, ensuring it is narrow enough so that research is manageable, but not so narrow that it can be answered with yes/no or simple list answers
- draw on background knowledge about that topic
- develop questions related to the topic
- revisit non-fiction mentor texts to explore text patterns (description, problem / solution, question / answer, etc.)
- co-construct anchor charts about how information is presented in non-fiction texts (text structures and text features)
- find information using an index and table of contents
- find information using technology (e.g., key words in search engines)
- skim and scan for information (headings, subheadings, text features, bold text, etc.)
- use sticky notes to mark specific pages (number the questions and code sticky notes with the corresponding question numbers)
- cite sources (title of text, author, date of publication, page # or website and date)
- take notes in point form from at least two sources
- organize information in a variety of ways such as:
 - o using graphic organizer
 - o write answers under questions
 - o writing jot notes and colour-coding information
- write complete thoughts and sentences from notes
- use pronouns to avoid the overuse of specific nouns (e.g., male butterflies – they)
- combine simple sentences to form compound or complex sentences
- make decisions about text patterns and text features to include in a piece of information text
- make decisions about presentation formats (including technology options)
- revisit revision strategies

- revisit editing skills

Time to Practise

On a daily basis, provide small group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students' strengths, needs, choice and interest, such as:

- develop a list of 'wondering' topics (I wonder)
- decide upon a manageable topic of inquiry
- draw on background knowledge about that topic
- develop questions related to the topic
- use information recorded on anchor charts about non-fiction texts (kinds of texts, text structures, text features)
- find information using an index and table of contents
- find information using technology
- skim and scan for information using sticky notes to mark specific pages
- cite sources used
- take notes in point form
- organize information in a variety of ways
- write complete thoughts and sentences from notes – simple, compound and complex
- make decisions about:
 - o text structures (description, question/answer, sequential procedures, etc.)
 - o text features (captions, charts, bold print, etc.)
 - o presentation format (brochure, report, power point, etc.)
- revise pieces as necessary
- edit pieces as necessary

Time to Reflect and Share

Students take time to reflect on what they are learning about writing and about themselves as writers by:

- sharing specific parts of their writing and seeking feedback on such things as:
 - their choice of topic, purpose and audience
 - their questions
 - how they are finding information
 - how they are organizing information
 - how they are citing sources
 - some of the notes they have taken
 - how they created complete thoughts and sentences from the notes they took
 - text structures they are using
 - text features they are including
 - presentation formats they are considering or using

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already

supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- reinforce risk-taking
- assess student strengths in writing and build on that strength to establish a small next step
- ensure that students are working with easy and 'just right' texts to find information
- support students with the development of a manageable number of questions
- require students to list only the title and page number when citing sources

Increased Challenge

- broaden students' range of topics and encourage independent exploration
- encourage students to include a wide variety of text features in their final product
- expect students to use a standard method of citing sources

Writing and Other Ways of Representing Curriculum Outcomes – Grade Six

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing-
8.1 use a range of strategies in writing and other ways of representing to <ul style="list-style-type: none"> – frame questions and design investigations to answer their questions – find topics of personal importance – record, develop, and reflect on ideas – compare their own thoughts and beliefs to those of others – describe feelings, reactions, values, and attitudes – record and reflect on experiences and their responses to them – formulate goals for learning – practise and apply strategies for monitoring learning 	Evidence of student learning relevant to these specific curriculum outcomes include: using writing to support their thinking and learning in various ways such as: <ul style="list-style-type: none"> - using charts, webs or a wide variety of graphic organizers when they are generating, developing and organizing ideas - using a matrix or other self-generated formats to organize their research - with increasing independence, use various methods of note making - constructing and using a simple survey/questionnaire to gather information, analyze and communicate data - using a journal to reflect, expand and communicate their opinions and ideas giving support for their thinking - using learning logs to explain what they have learned and reflect on themselves as learners - using writer’s notebooks to explore, develop and revise possible topics and ideas for writing (e.g., expert’s list of topics for writing, interest list) using writing to explore various forms/genre of writing and to develop their imaginations: <ul style="list-style-type: none"> - using their writer’s notebook to develop detailed characters, setting and story lines - using their writer’s notebook to explore the nature of narrative, especially different techniques such as flash back/
8.2 select appropriate note-making strategies from a growing repertoire	
8.3 make language choices to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing	

	<p>flash forward, complex character development and complex plot</p> <ul style="list-style-type: none"> - effectively writing various forms of poetry - using their writer's notebook to explore effective word choice - practicing different story leads, conclusions - using revision as a daily writing tool to shape their writing - understanding and demonstrating that revision is an integral part of writing
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Assessment

Gather evidence of students' learning through conversations, observations and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest inventories and observation / anecdotal notes. Use these tools to assess the student's growth as a writer. Assess students multiple times, using multiple tools on multiple writing tasks, for example:

- regularly conferring with students about their writing and collaboratively setting goals for their growth as writers. Conferring also permits teachers to observe:
 - o student interest and commitment to their writing
 - o student strengths with writing to use as a place to build
 - o student needs with writing which may form the content of one-on-one, small group or whole class instruction
 - o student understanding and use of strategies taught in the focus/mini lesson
- observe students during partner or group work during writing workshop
- reviewing students' writing samples with an assessment focus based on the current unit of study for example:
 - o Does the student writing reflect an understanding that the writer should slow down a small moment by providing appropriate details and using the small moments to create an overall impression for the reader?
 - o Does the student writing show, but not tell?
 - o Does the student writing develop complex characters by what the character says and does and by what others say about them?
 - o Does the student writing reflect an understanding that setting is important and should be sufficiently detailed and does the setting contribute to the tone?
 - o Is the setting varied?
 - o Does the student writing draw the reader in with an effective and compelling lead?
 - o Is there evidence of effective preplanning in the writing sample?
 - completed graphic organizers
 - notes, webs and story maps
 - other student generated planning formats

- Is there evidence of revisions that show an understanding of the importance of word choice?
- Does word choice contribute to overall tone and message?
- Does the student writing show the ability to express and support their thoughts and opinions?
- Is the author’s message effectively communicated?
- analyze student growth over time using dated writing samples

Time to Teach

Make learning focuses explicit through focus/mini lessons, modeled writing/think alouds, demonstrations, anchor charts, shared writing and with the use of mentor texts, for example:

- write for a wide variety of purposes, such as:
 - to persuade (e.g. advertisements, letters to the editor, persuasive essay)
 - to learn or record observations(e.g. learning logs, note making, graphic organizers such as T charts)
 - to entertain (e.g. song lyrics, raps, poems)
 - to recount (e.g. autobiographies, recount of personal experiences, memoirs)
 - to convey messages (e.g. e-mail, text messages, letters, twitter, blogs)
 - to explore an idea or express feelings (e.g. free writing, journals, notebooks)
 - to record important information or instruct (e.g. directions, articles, essays)
 - to inquire (e.g. surveys, questions, formal letters)
- model various ways authors generate ideas for writing, such as:
 - develop a list of writing ideas (drawing on prior knowledge and interests)
 - create and update an “expert list” of things the writer knows about and may wish to write about
 - supporting ideas with details that are accurate and relevant
 - focus the writing in a variety of ways (time, theme)
 - building on small moments
 - free writing
- model how writers decide on a writing topic and ensure that the topic is narrow enough to develop
 - how to hold the reader’s interest with clear focused ideas
 - provide accurate, relevant and vivid details to support ideas
- model how writers revise, elaborate and add detail, using a variety of strategies, such as:
 - adding powerful verbs (e.g. replacing overused verbs such as “said” or “went”)
 - adding more interest to “tired” sentences (e.g. It was fun.) by describing the small moment
 - vary sentence type and length
 - using a simile (e.g.: The spider was as big as my hand.) and metaphor (The evening sky was a blazing forest fire.)

- going beyond the sense of sight and drawing on the other senses (introducing them one a time – adding information about sound, smell, taste, touch, emotions)
- box and explode- find a place in the writing that is the most important event and slow down time by providing more detail
- using a thesaurus to find words that “zing”
 - collect words in a separate section in the writer’s notebook
- describing the background, setting, season, weather, etc.
- using ‘showing, not telling’ for feelings or events
- explore appealing leads and conclusions in both narrative and expository texts by revisiting previously read texts and using new mentor text
 - collect especially compelling leads/conclusions in writer’s notebook
 - write purposeful and energizing leads for narrative text, using a variety of strategies such as:
 - beginning with a question
 - begin in the middle
 - beginning with an image
 - beginning with a surprise
 - beginning with dialogue
 - beginning with a sound (onomatopoeia)
 - beginning with an action
 - beginning by introducing a character
 - purposeful and engaging leads that set the tone for the piece
 - write conclusions for narrative text, using a variety of strategies such as:
 - a memory of the main event
 - problem resolution
 - a concluding scene
 - the main character’s feelings
 - a wrap-around ending – linking the conclusion to the lead with a name, word or phrase
 - write leads for expository text, using a variety of strategies such as:
 - beginning with the word: “Imagine ...”
 - beginning with an opinion
 - beginning with the problem
 - beginning with the cause (effect)
 - beginning with: “Have you ever wondered ...?”
 - write conclusions for expository text, using a variety of strategies such as:
 - ending with the phrase: ‘No doubt about it.’
 - ending with a piece of advice
 - ending with a thoughtful or enlightening question
 - using a wrap-around ending – linking the conclusion with a word or phrase included in the lead
- expand on an idea
 - developing a web by drawing on prior knowledge
 - using a variety of graphic organizers to expand ideas
 - organizing the ideas in a web using numbers or colour coding

- model using a variety of graphic organizers and encouraging students to develop their own by:

1. Introduce a graphic organizer for a specific purpose (e.g., story map to develop the beginning, middle and end of a narrative)
2. Begin a display by posting a blank story map template; add a label explaining its purpose (e.g., to plan a story)
3. Gradually introduce other graphic organizers for other purposes
4. Add to the display with other blank graphic organizer templates and labels
5. Introduce an idea for a piece of writing and ask students to choose the graphic organizer that would best suit that purpose
6. Demonstrate for students how to construct free hand versions of the graphic organizers
7. 7. Encourage students to develop organizers that work for them
8. Encourage the natural use of organizers when appropriate

Time to Practise

On a daily basis, provide small group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students' strengths, needs, choice and interest, such as:

- spend at least the first 10 minutes of Independent Writing time trying out the strategy taught in the focus/mini lesson (after the first 10 minutes they can keep going with that strategy or go back to a previous day's strategy)
- use their writer's notebook or another writing tool to:
 - o develop their own lists of writing ideas and topics
 - o decide on topics for writing and narrow them, as necessary
 - o create interesting characters
 - o explore possible settings
 - o write effective paragraphs
 - o expand small moments
 - o explore various genre
 - o experiment with options for creating attention-grabbing leads
 - o experiment with options for creating satisfying conclusions
- write drafts to practice strategies and skills
- select graphic organizers from a variety of options
- develop graphic organizers based on purpose of writing

Time to Share and Reflect

Students take time to reflect on what they are learning about writing and about themselves as writers by:

- talking with a learning partner, small group of students or the whole class about:
 - how they decided on a topic
 - how they narrowed a broad topic
 - how they added description and detail to their writing
 - prior or background knowledge they accessed to develop a piece of writing

- leads they wrote and strategies used to develop those leads
- conclusions they wrote and strategies used to develop those conclusions
- reasons for choosing particular graphic organizers
- graphic organizers they developed
- what they are learning about themselves as writers, strengths, challenges and plans for improvement
- the most effective strategies they have found for improving their writing and what wasn't helpful and why (encourage metacognition)

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- provide ample talk time before moving to writing. Many, if not all, students require this discussion/rehearsal in order to be successful with their writing.
- reinforce risk-taking by providing a risk free environment
- assess student strengths in writing and build on that strength to establish a small next step
- provide students with simplified graphic organizers
- provide students with templates for writing (e.g., booklets, recording pages)
- revisit options for improving leads and ask students to explain the ones they understand
- provide mentor texts at a level close to the writing level of the student. If all of the mentor texts they see are too far above their ability they may become discouraged and unwilling to write.
- Break the writing task into smaller, well defined steps

Increased Challenge

- ask students to talk about their original leads, their revised leads and the strategy they used to revise it
- invite students to peruse published texts to discover other strategies authors have used to write effective leads and conclusions
- encourage students to explore more sophisticated genre

Writing and Other Ways of Representing Curriculum Outcomes – Grade Six

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
9.1 create written and media texts using an increasing variety of forms – demonstrate understanding that particular forms require the use of specific features, structures, and patterns	<ul style="list-style-type: none"> -selecting different types of writing forms to suit their purpose and audience, such as: <ul style="list-style-type: none"> - narrative writing (tells a story) - expository writing (gives information or shows how) - descriptive writing (uses words to create a clear picture of something in the reader’s mind) - persuasive writing (convinces the reader to agree with a point of view) -considering the traits of writing as they shape their piece, such as: <ul style="list-style-type: none"> - ideas (GCO 8) - organization – - use the structure of informational text to present information - demonstrate effective control of narrative - select the correct type to match the writing purpose - vary organizational structures to add interest where appropriate - word choice - select precise, effective words - use a range of descriptive words - use strong verbs and nouns - use transitional words - use similes and metaphors - use memorable and vivid words - match word choice to audience and to create effects - voice
9.2 address the demands of an increasing variety of purposes and audiences – make informed choices of form, style, and content for specific audiences and purposes	
9.3 invite responses to early drafts of their writing/media productions – use audience reaction to help shape subsequent drafts – reflect on their final drafts from a reader’s/viewer’s/listener’s point of view	

	<ul style="list-style-type: none"> - write with their unique voice - speak to the reader/reveal the writer - show thought and enthusiasm - engaging writing - demonstrate energy - write in ways that reveal writer's stance - show individualistic style - sentence fluency - complex sentences with noun/verb agreement - embedded clauses - vary the sentence type and tenses - include dialogue - vary sentences for craft purpose - use a range of types of sentences - conventions - demonstrate control of capitalization, punctuation and spelling - including information that is relevant and purposeful for an intended audience - seek feedback from others as to the effectiveness of their writing - listening to others' ideas and use some of their ideas to strengthen a piece of writing
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Assessment

Gather evidence of students' learning through conversations, observations and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest inventories and observation / anecdotal notes. Use these tools to assess the student's growth as a writer. Assess students multiple times, using multiple tools on multiple writing tasks, for example:

- confer with students about:
 - o their writing – the form, audience and purpose
 - o how their writing is developing, specifically in terms of either ideas (GCO 8), organization, sentence fluency, word choice or voice
- observe students as they interact during a peer conference
- writing samples with a focus on:
 - o appropriate forms of writing for a specific audience
 - o including information for an intended audience
 - o revising to enhance clarity for their audience
 - o strengths and needs.
- dated writing samples to analyze growth over time

Time to Teach

Make learning focuses explicit through focus/mini lessons, modeled writing/think alouds, demonstrations, anchor charts, shared writing and with the use of mentor texts, for example:

- read aloud from mentor text that illustrate writing for a wide variety of purposes – to inform, persuade, entertain, etc.
- explore text structures and elements in previously read texts such as:
 - o beginning, middle, end of a narrative and a variety of other narrative forms
 - o various structures of expository text (e.g., cause and effect, question and answer, descriptive, sequential, compare/contrast) often combined in complex ways
 - o information included in a biography, piece of procedural text, or other genre
 - o text features in non-fiction texts
 - o varied sentence beginnings
 - o varied sentence lengths
 - o varied complexity and tense of sentences
 - o interesting word choices – precise verbs, specific nouns, similes, metaphors, alliteration, repetition, onomatopoeia, etc.
 - o voice – mood, tone, emotion evoked by a piece of text
- revision strategies such as:
 - o “exploding” an important moment or slowing down a moment for emphasis
 - o combining simple sentence to create compound sentences
 - o considering the importance of word choice
 - revising sentences to create effects
 - using precise verbs (e.g., ‘skipping’ down the street rather than ‘went’)
 - using specific nouns (e.g., a ‘water colour’ or ‘sketch’ rather than a ‘picture’)
 - using synonyms to create a clearer picture for the reader (e.g., options instead of ‘said’; limiting the use of simple, tired words such as ‘big’, ‘pretty’, ‘things’)
 - adding words that “zing”
 - o creating a tone, mood or emotion – paying attention to voice
 - o using the writer’s favourite sentence in a piece of writing as the first sentence of a new paragraph/ story
- co-construct anchor charts of revision strategies
- use text features to convey information in a variety of ways (table of contents, text boxes, diagrams, charts, headings, subheadings, cut aways)
- how a peer conference works:
 - o create procedures that ensure the writer makes the decisions about any changes to their piece
 - o explicitly teach how to give and receive constructive feedback
 - o model how writer’s use the feedback from others to improve their work

Time to Practise

On a daily basis, provide small group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students' strengths, needs, choice and interest, such as:

- daily writing practice during the Independent Writing portion of the Writer's Workshop
- talk about their purposes and intended audiences with peers and teachers
- use co-constructed anchor charts to support their writing development
- discuss the features and elements they notice in other texts and discuss how they support the reader:
 - o text structures (e.g. beginning, middle, end in narrative text and other forms of narrative)
 - o text structures of non-fiction texts (e.g., question / answer, description, sequential)
 - o elements of specific genres
- effectively use a wide range of revision strategies
- discuss and review the kinds of text features found in informational texts and effectively demonstrate how these features support the reader
- purposefully include text features in their pieces of expository writing
- follow a procedure for listening to others' writing, giving feedback and making some revisions based on that feedback

Time to Share and Reflect

Students take time to reflect on what they are learning about writing and about themselves as writers by:

- sharing specific parts of their writing and seeking feedback on such things as:
 - o elements of specific genres being explored
 - o text structures of narrative and non-fiction texts
 - o varied sentence beginnings, length, type
 - o specific verbs and/or precise nouns used to give the audience clear information
 - o the tone or mood of their piece
 - o how they revised their writing based on suggestions of others
 - o how they revised their writing based on their audience's needs

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- reinforce risk-taking

- assess student strengths in writing and build on that strength to establish a small next step
- provide students with simplified graphic organizers
- require students to include only 1 or 2 text features in their writing
- narrow the range of strategies from which students can choose to revise their leads, conclusions, etc.

Increased Challenge

- challenge students to explore various text structures and select the ones that match their writing purpose and audience
- encourage students to include a wider range of text features in their writing

Writing and Other Ways of Representing Curriculum Outcomes – Grade Six

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing-
10.1 select from a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies to develop effective pieces of writing and other representations	<p>Evidence of student learning relevant to these specific curriculum outcomes include:</p> <p>-independently select and use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies, for example:</p> <ul style="list-style-type: none"> - a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting) - appropriate drafting techniques (focusing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms / techniques, keeping audience in mind, using a word processor to compose) - revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading / rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas / information, rearranging, using feedback from conferences to help revise) - editing strategies (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as a dictionary; using an editing checklist) - appropriate techniques for publishing / presenting (e.g., a word process to publish; illustrations, charts and diagrams to enhance writing where
10.4 demonstrate commitment to shaping pieces of writing and other representations	

	<p>appropriate; sharing writing / representing orally; publishing in a class newsletter; publishing on-line; submitting work to school / district newsletter)</p> <p>-demonstrating increasing writing stamina and commitment to their writing</p> <p>-taking some pieces of writing from prewriting through to publication</p>
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Assessment

Gather evidence of students' learning through conversations, observations and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest inventories and observation / anecdotal notes. Use these tools to assess the student's growth as a writer. Assess students multiple times, using multiple tools on multiple writing tasks, for example:

- confer with students about:
 - o their growth as writers, what they see as their strengths and needs and their writing goals
 - o their prewriting pieces – graphic organizers, webs, maps, etc.
 - o how their writing is developing, specifically in terms of either ideas, organization, sentence fluency, word choice or voice
 - o the progress they are making and their plans to publish
 - o revisions strategies they are adapting and consistently applying to their writing
 - o their interest, enthusiasm and stamina
- observe as students use word charts, other spelling references and strategies to spell high frequency and other words
- writing drafts with a focus on:
 - o revision strategies used
 - o editing changes made
 - o identifying each writer's strengths and needs.
- dated writing samples to analyze growth over time

Time to Teach

Make learning focuses explicit through focus/mini lessons, modeled writing/think alouds, demonstrations, anchor charts, shared writing and with the use of mentor texts, for example:

- What do writers do when they must come up with an idea to write about?
 - o develop lists of topics of interest or expert lists and choose one to write about
 - o listen to other people talk about their ideas

- become “observers of life”- writers are always viewing life through the lens of “could I write about this”
- keep a writer’s notebook and go back into the notebook to “mine” ideas
- read mentor text to see what other writers wrote about
- read the newspaper or magazines and record interesting stories
- research a topic of interest
- What are other considerations when selecting an idea?
 - choose a topic and form based on purpose and audience (e.g., a letter to a parent asking for a new cell phone; a poem of apology to a friend)
 - choose a topic based on narrowing one topic from a previously written piece with many ideas
- Once the idea has been selected, how do writers add detail to their writing?
 - use webs, story maps, etc. to plan a piece of writing
 - number or colour coding to organize ideas
 - show don’t tell- write details that help the reader visualize
 - slow down a moment in a piece of writing
 - give details to support a point of view
- What is the most effective way to organize my writing?
 - creating a lead- deciding the most effective way to bring the reader into the piece
 - moving from one paragraph to the next with smooth transitions
 - what overall structure will my writing take
 - what is the most effective way to bring it to a close
- What can writers do to enhance voice in their writing?
 - establish a tone in writing- practice writing the same short piece from a variety of perspectives
 - read a selection of mentor text and discuss the tone the writer uses (e.g., silly, frightened, sarcastic, resigned)
 - does the writing match the purpose and audience- why are you writing this piece, is that purpose obvious to the reader?
 - Take risks to create voice in writing- use some of the lessons from advertising to be creative about keeping the reader’s attention
- Using effective word choice to enhance the writing
 - give tired verbs a rest- is there a better way to say “said” or “went”; create a list of alternatives and use them in your writing
 - add words that “zing”
- Using a variety of sentence types to enhance effective writing
 - different ways to begin sentences
 - different sentence lengths and complexity (simple, compound, complex)
 - correct grammar in sentences
 - read aloud the writing piece to listen for sentence fluency
- Using conventions correctly in writing as a courtesy to the reader and to enhance communication
 - Exploring strategies for using correct grammar, spelling, punctuation, capitalization and paragraphing

- When is it appropriate to publish written work and what are the important elements of publishing?
 - o how to decide which piece of choice writing will be published (from several different drafts)
 - o how to craft a piece of writing from prewriting through to publication (using a tracking tool to make it more concrete)
 - o identify the different steps in the processes of writing (prewriting – drafting – revising – editing – proofreading – publishing)
 - o edit a piece of writing, focusing on skills such as:
 - circling words that appear to be misspelled
 - checking the word wall, a word reference or dictionary to correct spelling
 - using quotation marks for a character’s speech
 - using exclamation and question marks appropriately
 - using commas in a series (with the ‘magic of three’)
 - o use a self-editing checklist
 - o using a dictionary to check for spelling of words and their derivations (e.g., catch – caught)
 - o options for publishing
 - posters
 - contributions to class anthologies
 - individually published pieces
 - brochures
- use word processing to publish pieces of writing
- add pictures and other graphics to their writing
- Show commitment to shaping writing through revisions by:
 - crossing out unnecessary information
 - using a caret to insert a word or phrase
 - using arrows to show where elaborations just written fit in the original text
 - using sticky notes to add detail
 - cutting a piece into chunks to reorganize them
 - developing ideas with multi-sensory description
 - including similes and metaphors
 - ‘showing not telling’ to give detail around emotions, weather, etc.
 - using precise verbs
 - using specific nouns
 - including passage of time words in narratives (such as, later, in the morning, the next day ...)
 - adding the ‘magic of three’ (three examples or details)
 - creating a sense of mood and emotion – humorous, sad, lonely, etc.
 - varying sentence beginnings
 - varying sentence lengths
 - avoiding overused, tired words
 - writing attention-getting leads
 - writing satisfying endings
 - adding non-fiction text features

Time to Practise

On a daily basis, provide small group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students' strengths, needs, choice and interest, such as:

- develop their own lists of topics
- make choices about topics to write about
- make choices about forms
- decide on an audience for pieces of writing
- choose a piece of writing to publish from the drafts on which they have recently worked
- write in specific genres for concentrated periods of time
- make choices about the topics they wish to pursue and the forms they wish to write in
- pay attention to anchor charts about specific genre features and characteristics previously constructed
- experiment with a wide range of revision and editing strategies, such as those listed above
- use resources to support conventional spelling (word walls, personal spelling references, published dictionaries)
- track their progress through the processes of writing using the tracking tool that was provided as a model
- use word processing to publish pieces of writing
- add pictures and other graphics to their writing

Time to Reflect and Share

Students take time to reflect on what they are learning about writing and about themselves as writers by:

- sharing specific parts of their writing and seeking feedback on such things as:
 - o topics they are interested in
 - o a choice they made from a number of recent drafts
 - o their chosen form for a particular audience
 - o where they are in the process of writing from pre-writing to publication
 - o revisions they are making throughout the process
 - o edits they are making
 - o how they are using supports such as word charts, personal spelling references, dictionaries, anchor charts and self-editing checklists
 - o their ideas for published products

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- reinforce risk-taking
- work with students to choose topics and elaborate on ideas to get them started
- assess student strengths in writing and build on that strength to establish a small next step
- re-teach revision strategies, such as:
 - o adding words about colour, size, texture
 - o using multi-sensory detail
 - o writing effective sentences
- provide word-processing technologies and tools
- confer with students to help them settle on ideas for their writing
- confer with students to help them draw on background knowledge to develop their ideas
- provide students with a self-editing checklist limited to 1 – 3 items
- limit students' focus with respect to spelling (an appropriate number and focus for the student)

Increased Challenge

- provide revision checklists, and encourage them to compare their writing to the revision ideas and make decisions about how they might strengthen their writing

Writing and Other Ways of Representing Curriculum Outcomes – Grade Six

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing-
10.2 use the conventions of written language in final products	<p>Evidence of student learning relevant to these specific curriculum outcomes include:</p> <ul style="list-style-type: none"> -producing writing that is appropriate based on audience and purpose because the writer has used many of the conventions specified in this outcome, such as: <ul style="list-style-type: none"> - use a variety of simple and more complex structures - use periods at the ends of sentences and for abbreviations - use commas in a series, and in dates - use apostrophes for possessives and contractions - use question marks, exclamation marks, and quotation marks - use capitals for proper names, titles, places, days, months, holidays, beginning of sentences - use meaning and syntax patterns as well as sound cues to spell words - use a range of spelling strategies - make subjects and verbs agree - begin to use simple paragraphing - use pronouns appropriately - spell most words conventionally -creating pieces of writing that are legible and enjoyable for others to read -editing/fixing for readability

Assessment

Gather evidence of students' learning through conversations, observations and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest inventories and observation / anecdotal notes. Use

these tools to assess the student’s growth as a writer. Assess students multiple times, using multiple tools on multiple writing tasks, for example:

- confer with students about:
 - o their use of specific conventions
 - o edits they are making
- observe:
 - o as they use conventions
- compare drafts with published products
- writing samples to identify each writer’s strengths and needs
- dated writing samples to show growth over time

Time to Teach

Make learning focuses explicit through focus/mini lessons, modeled writing/think alouds, demonstrations, anchor charts, shared writing and with the use of mentor texts, for example:

- focus on specific conventions with the use of mentor texts
- write for a variety of purposes and audiences, and draw students’ attention to conventions that serve functions, such as
 - o commas in a series to elaborate on ideas in narrative and non-fiction texts
 - o apostrophes to show possession in a poem or narrative
 - o paragraphs to separate ideas in a letter
- the importance of editing work for specific audiences
- how to use a self-editing checklist
- use patterns borrowed from other words (spelling by analogy)
- make attempts to spell words 2 or 3 ways using reliable patterns (e.g., ‘petal’ – petle, petel, petal or ‘orchard’ – orchird, orcherd, orchurd)
- reread a piece of writing, circling words that were not spelled incorrectly and using available spelling resources to correct them
- reread a piece of writing at a later time to focus specifically on conventions; demonstrate the need to focus specifically on conventions
- focus on conventions by:
 - a. naming them
 - b. showing what they look like
 - c. discussing their purposes, and beginning co-construct an anchor chart for students’ reference

Convention	What it looks like	Purpose
Question mark	?	- Tells the reader to raise their voice at the end
Apostrophe in a contraction	don’t, I’m, you’re	- Two words shortened to one – do not = don’t - Apostrophe takes the place of the vowel in the second word

- use the following check list as a guide for working with students around conventions:

[Please insert Appendix F Concepts, Grades 4-6 pages 122-123 TIA 4-6]

Time to Practise

On a daily basis, provide small group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students' strengths, needs, choice and interest, such as:

- finding examples of specific conventions in texts in short texts provided for specific purposes
- finding examples of specific conventions in independent reading texts
- editing pieces of writing (that are not their own)
- adding to the anchor chart of conventions as they are introduced and focused on
- creating charts of words that have the same or similar spelling patterns (e.g., ail – nail, pail, fail, tail, trail, flail, mail)
- using self-editing checklists
- editing their own writing

Time to Share and Reflect

Students take time to reflect on what they are learning about writing and about themselves as writers by:

- sharing specific parts of their writing and seeking feedback on such things as:
 - conventions they are using
 - edits they made by using a self-editing checklist
 - 2 or more attempts to spell a word and how they recognized the correct one
 - suggestions to add to growing lists of words on anchor charts

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- reinforce risk-taking
- assess student strengths in writing and build on that strength to establish a small next step
- provide students with very easy texts to highlight the use of specific conventions
- provide students with a self-editing checklist limited to 1 – 3 items
- limit students' focus with respect to spelling to a limited number of high frequency words
-

Increased Challenge

- introduce more sophisticated conventions to students and encourage them to use them (e.g., quotation marks in broken quotations)
- encourage the use of prefixes, suffixes and bases (e.g., trans – over; able – capable of; port – to carry)
- encourage students to find and talk about more sophisticated conventions in texts they are reading (e.g., ellipsis, hyphen, dash)

Writing and Other Ways of Representing Curriculum Outcomes – Grade Six

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
10.3 use technology with increasing proficiency to create, revise, edit, and publish texts	-with increasing proficiency, using a variety of technologies to create a range of products such as: <ul style="list-style-type: none"> - e-mails - sending e-mails with attachments - power point presentations - video clips - digital stories - blogs - word processing - make changes to text using a word processor, such as formats, stylistic effects (fonts, colours, etc.) and graphics

Assessment

Gather evidence of students' learning through conversations, observations and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest inventories and observation / anecdotal notes. Use these tools to assess the student's growth as a writer. Assess students multiple times, using multiple tools on multiple writing tasks, for example:

- confer with students about:
 - o how they are using the Internet
 - o their understanding of a word processing system, inserting graphics, sending e-mails, etc.
 - o other technologies they are exploring
- on how they are using technology to publish their writing

Time to Teach

Make learning focuses explicit through focus/mini lessons, modeled writing/think alouds, demonstrations, anchor charts, shared writing and with the use of mentor texts, for example:

- how to use a word processing system including:
 - o enter key
 - o space bar
 - o capital letters
 - o backspacing to change what was written
 - o using a mouse to move cursor to various places in the piece of writing
 - o making formatting decisions (e.g., fonts, colours, spacing)
 - o inserting pictures and other graphics
- how to effectively search the Internet using teacher designated search engines
- how to narrow a search
- how to send e-mails with attachments to others

Time to Practise

On a daily basis, provide small group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students' strengths, needs, choice and interest, such as:

- compose short texts using a word processing system
- insert pictures and other graphics to poems or informational texts
- use search engines
- send e-mails to others (e.g., friends, the principal, the teacher, published authors)
- save work and send it as an attachment in an e-mail
- send published pieces to on-line writing competitions

Time to Share and Reflect

Students take time to reflect on what they are learning about writing and about themselves as writers by:

- sharing specific parts of their writing and seeking feedback on such things as:
 - their progress in composing a short piece of text
 - use of formatting and stylistic options
 - pictures or other graphics they chose to insert
 - other options discovered as they were using the computer (e.g., spacing, fonts, colours, etc.)

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- reinforce risk-taking
- assess student strengths in writing and build on that strength to establish a small next step
- pair student with a more capable student so that he/she practices with the support of a peer

Increased Challenge

- provide opportunities for students to add to their pieces (e.g., adding voice-overs)

Writing and Other Ways of Representing Curriculum Outcomes – Grade Six

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Students will be expected to:

Specific Curriculum Outcomes-	Evidence of Knowing- Evidence of student learning relevant to these specific curriculum outcomes include:
10.5 select, organize, and combine relevant information, from three to five sources	<ul style="list-style-type: none"> - deciding on a topic of inquiry - developing questions to direct their investigation - searching for answers to questions in various texts and the Internet - recording jot notes about important information - developing jot notes into complete thoughts and sentences - publishing their work in a variety of ways including posters, pamphlets, written reports, photo essays, power point presentations, etc. or using their research to support discussions and debates

Assessment

Gather evidence of students' learning through conversations, observations and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest inventories and observation / anecdotal notes. Use these tools to assess the student's growth as a writer. Assess students multiple times, using multiple tools on multiple writing tasks, for example:

- confer with students about:
 - o their topics ensuring they are manageable for the purposes of effective inquiry
 - o strategies for using jot notes to create information text
 - o how they are proceeding with their research (how they are finding, coding text and recording information)
- observe:
 - o their persistence in seeking answers
 - o as they skim and scan texts for pertinent information

- as they examine text features
- as they seek answers using an index, table of contents or technology
- as they record jot notes
- their written drafts
- compare their drafts to published products

Time to Teach

Make learning focuses explicit through focus/mini lessons, modeled writing/think alouds, demonstrations, anchor charts, shared writing and with the use of mentor texts, for example:

- develop a list of ‘wondering’ topics (I wonder)
- model how to keep an inquiry notebook
- decide upon a topic of inquiry, ensuring it is narrow enough so that research is manageable, but not so narrow that it can be answered with yes/no or simple list answers
- draw on background knowledge about that topic
- develop questions related to the topic
- revisit non-fiction mentor texts to explore text patterns (description, problem / solution, question / answer, etc.)
- co-construct anchor charts about how information is presented in non-fiction texts (text structures and text features)
- find information using an index and table of contents
- find information using technology (e.g., key words in search engines)
- skim and scan for information (headings, subheadings, text features, bold text, etc.)
- use sticky notes to mark specific pages (number the questions and code sticky notes with the corresponding question numbers)
- cite sources (title of text, author, date of publication, page # or website and date)
- take notes in point form from at least two sources
- organize information in a variety of ways such as:
 - using graphic organizer
 - write answers under questions
 - writing jot notes and colour-coding information
- write complete thoughts and sentences from notes
- use pronouns to avoid the overuse of specific nouns (e.g., male butterflies – they)
- combine simple sentences to form compound or complex sentences
- make decisions about text patterns and text features to include in a piece of information text
- make decisions about presentation formats (including technology options)
- revisit revision strategies
- revisit editing skills

Time to Practise

On a daily basis, provide small group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students' strengths, needs, choice and interest, such as:

- develop a list of 'wondering' topics (I wonder)
- decide upon a manageable topic of inquiry
- draw on background knowledge about that topic
- develop questions related to the topic
- use information recorded on anchor charts about non-fiction texts (kinds of texts, text structures, text features)
- find information using an index and table of contents
- find information using technology
- skim and scan for information using sticky notes to mark specific pages
- cite sources used
- take notes in point form
- organize information in a variety of ways
- write complete thoughts and sentences from notes – simple, compound and complex
- make decisions about:
 - o text structures (description, question/answer, sequential procedures, etc.)
 - o text features (captions, charts, bold print, etc.)
 - o presentation format (brochure, report, power point, etc.)
- revise pieces as necessary
- edit pieces as necessary

Time to Share and Reflect

Students take time to reflect on what they are learning about writing and about themselves as writers by:

- sharing specific parts of their writing and seeking feedback on such things as:
 - their choice of topic, purpose and audience
 - their questions
 - how they are finding information
 - how they are organizing information
 - how they are citing sources
 - some of the notes they have taken
 - how they created complete thoughts and sentences from the notes they took
 - text structures they are using
 - text features they are including
 - presentation formats they are considering or using

Differentiation Suggestions

By establishing a learning environment, supported by established routines, which allows for opportunities for small group and independent practice, we are already

supporting students with a wide range of ability. To further extend that support you might:

Increased Support

- reinforce risk-taking
- assess student strengths in writing and build on that strength to establish a small next step
- ensure that students are working with easy and 'just right' texts to find information
- support students with the development of a manageable number of questions
- require students to list only the title and page number when citing sources

Increased Challenge

- broaden students' range of topics and encourage independent exploration
- encourage students to include a wide variety of text features in their final product
- expect students to use a standard method of citing sources

Glossary

term	description
active listening	<ul style="list-style-type: none"> - the act of listening in order to understand, not just hear - applies to what has been heard including texts read aloud
after reading strategies	<ul style="list-style-type: none"> - thinking strategies applied after a text or part of a text has been read - may include reflecting on what was learned, synthesizing, summarizing, predicting what could happen next, etc.
analyze/analysis	<ul style="list-style-type: none"> - separating into parts for close examination. Typically separating a text, concept, or word into component parts so that it can be understood or compared with another text or word. - separating a text into parts to think about how one part relates to another to create overall effect or meaning
anchor chart	<ul style="list-style-type: none"> - a chart that is gradually co-constructed with both student and teacher input, designed to support independence
assessment	<ul style="list-style-type: none"> - ongoing, systematic gathering of information about student progress used to inform future instruction
audience	<ul style="list-style-type: none"> - the intended readers, listeners, or viewers of a particular text - when planning a writing piece, authors consider the audience and purpose for their writing
background knowledge	<ul style="list-style-type: none"> - knowledge that is accumulated through formal education and our knowledge of the world beyond (may be added to by targeted instruction and planned experiences)
before reading strategies	<ul style="list-style-type: none"> - thinking strategies applied prior to a text or part of a text being read - may include setting a purpose for reading, predicting based on background knowledge of topic, author, illustrator, front cover of a text, first few pages of a text, anticipation guides, KWL, probable passage, etc.
blog	<ul style="list-style-type: none"> - short form for Web log - an online forum where people share information, thoughts and opinions on a regular basis for others to read and comment
book clubs	<ul style="list-style-type: none"> - small group discussion, typically about a common text
choral reading	<ul style="list-style-type: none"> - strategy whereby a group reads aloud together

term	description
	<ul style="list-style-type: none"> - useful for working on reading fluency - appropriate text include poems, plays, passages of narrative with dialogue
classroom library	<ul style="list-style-type: none"> - an organized collection of texts that meet the needs of all readers to improve and expand their reading - typically sorted by author, genre, recommended by..., special interest topics, etc.
cloze technique	<ul style="list-style-type: none"> - passage that is created with gaps or blanks and used to help students apply the cueing systems (Does it make sense? Does it sound right? Does it look right?)
comprehension	<ul style="list-style-type: none"> - ability to understand and make meaning from written, spoken and visual communications
context	<ul style="list-style-type: none"> - the immediate environment, circumstances, or conditions in which something happens - it is important for teachers to consider context in terms of the learning environment in which literacy learning takes place - it is important for readers to consider the context in which a text is written (date of publication, circumstances and beliefs of the writer, etc.)
conventions	<ul style="list-style-type: none"> - generally accepted or agreed-upon rules or practices to facilitate meaning making - writing conventions include grammar/syntax, punctuation, spelling, and structure/format
critical literacy	<ul style="list-style-type: none"> - discussion of how power is used in texts by individuals and groups to privilege one group over another - it involves looking beyond the literal meaning of the text to consider whose voices are represented, whose voices are silent, and the complete meaning of the author's message -it involves issues of social justice and equity
critical thinking	<ul style="list-style-type: none"> - process of thinking about ideas or situations in order to understand them fully, identify their implications, and make judgments about what is reasonable to believe - critical thinking skills include questioning, interpreting, inferring, analyzing, comparing, contrasting, evaluating, predicting, reasoning,

term	description
	making judgments, synthesizing, elaborating ideas, detecting bias and detecting implied and explicit meaning
cueing systems/ sources of information	-set of cues built into the structure and patterns of English language - complex process requires the integration and co-ordination of four sources of information: pragmatic (context), semantic (meaning), syntactic (structure) and graphophonic (visual) - students develop skill in using all sources of information in order to become fluent, mature, and flexible literacy learners
decode/decoding	- process used to recognize words accurately and automatically
differentiated instruction	-instruction that maximizes each student's progress by teaching and planning for each student according to their assessed strengths and needs
during reading strategies	- thinking strategies applied while a text is being read - may include inferring, predicting, connecting to background knowledge, "Say Something", double entry journals, think-mark/bookmarks, sticky notes, etc.
editing	-checking one's own or another's written work for the purpose of addressing writing conventions
elements of genre	- elements that distinguish one genre from another (e.g., narrative, procedural text, biography, etc.)
environmental print	- print that is seen in the world in a wide variety of environments – home, community, school, and the broader world (examples include logos, traffic signs, food labels)
evaluation	- analyzing, reflecting upon and summarizing assessment information (giving priority to more recent assessments) to make a judgment about student learning to date
flashback	- a scene inserted into a text that takes the reader to an earlier time - usually for the purpose of providing background information
fluency	- in reading and speaking, an appropriate phrasing, expression and rate - in writing, an ease of expression
foreshadowing	- a literary device by which the writer drops subtle hints to the reader as to what events may happen later in the text

term	description
genre	<ul style="list-style-type: none"> - types or categories of text recognized by a particular characteristics, form and/or style - examples include short stories, novels, web pages, memoirs, etc.
gradual release of responsibility	<ul style="list-style-type: none"> - framework of scaffolded support (Pearson and Gallagher, 1993) used for instruction -provides a high level of support for the learner at the beginning of the learning (explicit teaching/ modeling), less support as the learning progresses (shared, guided practice) and very little teacher responsibility at the end of the learning (independent practice)
graphic organizer	<ul style="list-style-type: none"> - visual tools that support thinking about relationships among and between ideas - include charts, tables, maps, webs - useful for both reading and writing
guided reading	<ul style="list-style-type: none"> - flexible small group reading instruction based on students' similar strengths and needs - guided reading is set apart from other group learning situations by the presence and explicit instruction of the teacher
guided writing	<ul style="list-style-type: none"> - flexible small group writing instruction based on students' similar strengths and needs - guided writing is set apart from other group learning situations by the presence and explicit instruction of the teacher
inclusive language	<ul style="list-style-type: none"> - language that is equitable in its reference to people - avoids stereotypes and discriminatory assumptions (police officer refers to both male and female officers, whereas "policeman" refers only to male.)
independent reading	<ul style="list-style-type: none"> - the time during Reading Workshop when students read 'just right' texts, practice reading strategies and confer with the teacher
informational text	<ul style="list-style-type: none"> - texts intended to communicate information, outline procedures and/or persuade others - also referred to as non-fiction text

term	description
interactive read aloud	- teacher reads aloud stopping at pre-determined intervals and invites students to focus on comprehension
interactive writing	- writing with students by “sharing the pen” - used by the teacher to provide instruction and model writing in a shared way
instructional alignment	- a school-based plan designed to ensure that students receive learning experiences in a wide range of genres over a range of grades
learning focus	- focus of the lesson which teacher pre-determines and makes known to students at the beginning of instruction
learning goal	- a student’s goal, typically co-constructed with the student - a goal recorded in a teaching points notebook to give students a focus of his/her practice and learning
learning partners	- partners who work and learn together for an assigned for a period of time - working together includes discussions during interactive read aloud and reflection
making words	- activity of making a variety of smaller words from the letters of a longer word - includes adding, removing, exchanging and rearranging letters
media text	- a means of communication such as audio, audiovisual, visual, print or electronic - texts include advertisements, e-mail, film, video, magazine, brochure, song, news report, web page
mentor texts	- a text chosen by the teacher for a specific purpose and shared with students as an anchor to support them in understanding concepts, skills or strategies
metacognition	- “thinking about thinking”, which results in students understanding what they have learned and how they learn best. - includes reflection, self-assessment, goal setting and goal implementation
metaphor	- a direct comparison of one thing to another which are typically not related (e.g., “the fog crept on little cat feet”)

term	description
	- may be a specific phrase or over a longer text (extended metaphor)
no-excuse words	- approximately 1 – 3 words for which students are made responsible to spell conventionally; they pay particular attention to these words when editing their writing
non-fiction text features	- features found in non-fiction/informational texts that give the reader information in a variety of ways
non-fiction text patterns	- structure of non-fiction text that include: description, question/answer, sequence, problem/solution, cause/effect, compare/contrast
Oral language	- the ability to speak effectively to communicate and to listen effectively to understand
Personal narrative	- a piece of writing about something experienced by the writer
Personal spelling reference	- a spelling tool that each student uses to list words needed for his/her writing - a booklet that is initially blank and to which words are added over time as needed
phoneme	- smallest unit in the sound system of a language
Phonemic awareness	- ability to work with individual sounds of spoken words - involves identifying, segmenting, blending, and manipulating individual sounds
Phonics	- mapping individual phonemes onto print
Phonological awareness	- oral language skill related to an understanding of sounds in words - includes rhyming, segmenting, isolating, deleting, blending, substituting
Play	- play based experiences that provide meaningful learning opportunities
Prior knowledge	- the sum total of everything that has been experienced by an individual throughout life (more or less fixed)
Readers' Theatre	- a performance experience that involves students reading assigned parts from a published script, or one they have written themselves) - repeated readings of a script build reading fluency
Reading comprehension	- student's understanding of what he/she has read or is reading

term	description
Reading or writing conference / teaching points notebook	- a notebook that the teacher uses to write current learning goals; these notes are used by the student to remind him/her of what to pay attention to in order to move forward as a reader / writer
Reading fluency	- student's ability to read at any level with ease - includes chunking and phrasing, expression and rate
Record of oral reading	- a system to listen to student read and record their reading behaviours to learn about what they have under control and what they would benefit from working on next.
Recount	- a detailed accounting of something experienced by the writer – includes who, what, when, where, why
Reflection	- time set aside at the end of reading and writing workshops for students to reflect on their learning
Reliable spelling patterns	- patterns in the English language that once known, can help with the spelling of other words (common rimes, blends, digraphs, prefixes, suffixes)
Return sweep	- tracking (or writing) print from left to right across a page; at the end of the line returning to the left-hand side of the page and moving left to right across the page again
Rime	- the part of a one-syllable word that includes the vowel and the rest of a word to the end (e.g., best has the rime 'est' / meat has the rime 'eat')
Shared reading	- students and teacher read all or parts of enlarged text together
Small group instruction	- guided reading and guided writing - instruction given to students who are not yet voice print matching; focuses are on book handling skills, concepts of print, etc.
Spot checks	- checks that the teacher frequently uses to determine the extent to which students are able to demonstrate (say, do, write) what they are learning
Temporary spelling	- student's attempt to spell words that are not yet in his/her writing vocabulary - student's attempts to use features such as initial / medial / ending consonants, blends, digraphs, and vowel sounds

term	description
Thinking processes	- processes that teachers bring to life during read alouds and modeled writing experiences to demonstrate how readers/writers think and process as they seek to comprehend and communicate
Word hunt	- an activity that involves students searching for words in the texts they are reading and writing that share patterns with the words they are exploring in word study
Word sort – closed	- word or picture sort where students categorize words or pictures according to predetermined categories
Word sort – open	- word or picture sort where students categorize words or pictures according to criteria they determine
Word wall	- an alphabetically organized wall of high frequency words that is built with students over the course of the school year
Workshop model (reading and writing)	- a block of time devoted to time to teach, time to practice, time to share and reflect
Writing fluency	- student’s ability to write ideas with ease and comfort without undue attention paid to spelling and other print conventions
Zone of proximal development	- the gap between what the student can do independently and what the student is able to learn with instruction and a little support (by the teacher or student’s peers)

Appendices

Appendix A – Speaking and Listening

Appendix B – Reading and Viewing

Appendix C – Writing and representing

Appendix D – Other

Appendix A – Speaking and Listening

Appendix A1- Norms for Group Work “T-Chart”

Appendix A2- Norms for Group Work “Peace Chart”

Appendix A3 - Speaking and Listening Check List

Appendix A4- “Speaking and Listening Self-Assessment Checklist”

Appendix A5- “Sample of Yearlong Instruction/Assessment Planning”

Appendix A6- “Speaking and Listening Assessment Rubric”

Appendix A7- “Self-Assessment, Group Work”

Appendix A8- “Observation and Planning Sheet”

Appendix A1- Norms for Group Work “T-Chart”

[Please insert page 184 TIA 7-9 appendix G1]

Appendix A2- Norms for Group Work “Peace Chart”

[Please insert page 185 TIA 7-9 appendix G2]

Appendix A3 - Speaking and Listening Check List

Date: _____ Name: _____

Speaking	
Talks socially with classmates	
Stays on topic	
Asks/answers questions	
Uses appropriate volume and tone for the speaking occasion	
Shows confidence and communicates effectively when making informal oral presentations	
Successfully enters conversations with peers	
Maintains conversations with peers	
Is able to end conversations	
Contributes to group conversations: <ul style="list-style-type: none"> ○ regularly contributes to group discussions ○ take turns communicating ○ agree and disagree using appropriate language ○ use polite conventions ○ offer/ask for help 	
Gives directions <ul style="list-style-type: none"> ○ Gives clear directions ○ Is able to give directions that include one component ○ Is able to give directions that include two or three components 	
Listening	
Listens to others	
Listens with comprehension to various types of text	
When working in groups: <ul style="list-style-type: none"> ○ Listens to group members ○ take turns communicating ○ listens to differing view points with respect 	
Follows directions <ul style="list-style-type: none"> ○ Responds to directions that include one component ○ Responds to directions that include two or three components 	
Additional Comments/ Observations	

Appendix A4- “Speaking and Listening Self-Assessment Checklist”

[Please insert page 190 TIA 7-9 appendix G6]

Appendix A5- “Sample of Yearlong Instruction/Assessment Planning”

[Please insert page 125 TIA 4-6 appendix H]

Appendix A6- “Speaking and Listening Assessment Rubric”

[Please insert page 193 TIA 7-9 appendix G9]

Appendix A7- “Self-Assessment, Group Work”

[Please insert page 324 CAMET 7-9 appendix A11]

Appendix A8- “Observation and Planning Sheet”

[Please insert page 325 CAMET 7-9 appendix A12]

Appendix B – Reading and Viewing

Appendix B1 – Reading Behaviours

Appendix B2 – Descriptors of Text Level Clusters

Appendix B3 – Reading Development over Time

Appendix B4 – Reading Record

Appendix B5 – Strategy Bookmarks

Appendix B6 – Bias Evaluation Instrument

Appendix B7 – Controversial Text Guidelines

Appendix B8 – Reading Self-Assessment

Appendix B9 – Reading Self-Reflection

Appendix B10– Reading Interest Inventory

Appendix B11– Observation and Planning Sheet

Appendix B12– Ideas/Details Charts

Appendix B13– Venn Diagram

Appendix B14– Response Rubric

Appendix B15– Suggested List of Concepts/Vocabulary: Grades 4-6

Appendix B16– Information Text Structures

Appendix B17– Approaches for students to record reading and learning

Appendix B18– Reading and Analyzing Nonfiction (RAN) Strategy

Appendix B19– Sample Mini lessons

Reading Behaviours of Students in the Early Stage of Reading (Checklist)

Selecting Text

- Regards reading/viewing as sources of interest, enjoyment, and information
- Engages in personal reading for longer periods of time
- Is beginning to sustain reading over longer texts
- Reread/revisit favourite stories and other texts
- Selects independently, and with teacher assistance, texts appropriate to their interests and learning needs
- Uses some features of text to determine content, locate topics, and obtain information (titles, illustrations, table of contents)
- Is able to engage in the research process with assistance
 - Is able to generate questions to guide research
 - Is able to locate appropriate information with assistance (library, home, computer)
 - Is able to interact with the information
- Is able to identify some different types of print and media texts (poems, letters, tales, informational texts, posters, etc.)
 - Is able to recognize some of the language conventions
 - Is able to recognize some of the text characteristics (ie) circular tales
- Demonstrates an understanding and respect for diversity in the texts that they read and view

Concepts About Print

- Knows that punctuation in the text serves a purpose
- Knows that upper- and lower-case letters have specific forms and functions
- Responds to rhyme and rhythm of language
- Can maintain meaning when a sentence extends beyond one line of text
- Is able to consistently one-to-one match
- Is familiar with most easy frequently encountered words and quickly recognizes them while reading
- Knows many letter-sound relationships

Reading Accuracy and Fluency

- Reads orally, mostly without finger pointing
- On easy texts, is able to read fluently with phrasing
- On easy texts, is able to read the punctuation

- Beginning to process print with less picture support and will use pictures to enhance understanding
- Uses a combination of cues (meaning, structure and visual) to sample text
- Uses a combination of cues (meaning, structure and visual) to predict text
- Uses a combination of cues (meaning, structure and visual) to monitor/self-correct
- Makes meaningful substitutions
- Attempts to self-correct predictions that interfere with meaning
- Monitors their reading by cross-checking meaning cues with cues from beginning or last letters of the word

Reading Comprehension

- Is able to identify the main idea
- Is able to predict content using text information along with personal knowledge and experience
- Is able to make inferences by drawing on their own experiences and clues in the text
- Is able to identify character traits from the context clues in the text
- Is able to make connections between texts (characters, events, illustrations, language)
- Is able to follow written directions
- Is able to make personal connections to the text and can share their responses in a variety of ways (drawing, painting, talking, writing)
- Is able to express and begin to support their opinions about the text
- Is able to express and begin to support their opinions about the work of authors and illustrators
- Is able to use personal experience and knowledge to ask questions of the text

Reading Behaviours of Students in the Transitional Stage of Reading (Checklist)

Selecting Text

- Using a variety of meaning monitoring strategies, they are able to select text at an appropriate (just right) level
 - May abandon books regularly/Has difficulty sustaining interest in longer text (chapter books)
- Using a variety of text sampling strategies, they are able to select text that meet their interest
 - May select books based on interest based on interest alone
- May prefer to read text where they feel comfortable (familiar texts, series, texts that have been read to them)
 - May be willing to try different genre with support and/or encouragement
 - Select a variety of unfamiliar genre when selecting text

Reading Accuracy and Fluency

- Mostly silent (in the head) reading
- When reading “just right” text aloud they read with appropriate expression
- When reading “just right” text aloud they read with appropriate phrasing
- When reading “just right” text aloud they read with appropriate rate
- Is able to use and integrate, with support, the various cueing systems and a range of strategies to construct meaning (Fix up strategies)
 - Knows a large bank of words that they are able to read and understand in a continuous text
 - Predict words based on what would make sense (semantics)
 - Predict words based on what would sound right (syntax)
 - Predict words based on what would look right (graphophonics)
 - Monitor reading by cross-checking various cues
 - Use self correcting strategies (re-reading, reading on, finding the little word in the big word)
 - Visually survey text (abandon finger pointing unless a problem occurs)
 - Word solve using knowledge of known words, affixes, roots, or compounds; and syllabication
 - Blending as a strategy for decoding words
 - Applies these strategies and others in increasingly complex text
- Illustrations in text may add to their understanding, but are not necessary for understanding

Reading Comprehension

- Is able to flexibly use, with support, appropriate comprehension strategies to help with text comprehension (Comprehension Strategies)
 - Predicting (I'm guessing that..., It might be...)
 - Making Connections (That reminds me of..., I remember...)
 - Questioning (I wonder if..., Do you think that..., This confuses me...)
 - Inferring (I am guessing that...because..., Maybe it is...)
 - Visualizing (I can see ___ in my mind)
 - Determining Importance (The main idea is..., I noticed that...)
 - Analyzing (I noticed that the author..., I like the word choice...)
 - Synthesizing (If I think about these different facts the author included I get what they are trying to say..., How can I build on what I have learned from the text?)
- Is able to talk about the strategies used to help comprehend the text they are reading
 - Requires support to talk about the strategies used to comprehend
 - Is metacognitive regarding their reading process, and is able to discuss their own strengths and challenges as a reader
- Beginning to sustain comprehension over longer text, including short chapter books
 - May have difficulty remembering what happened at the beginning of the chapter
 - May have difficulty remembering what happened in the book from the last day they read
 - May need to develop persistence to read an entire chapter book
 - Beginning to connect/identify with book characters
- Is able to read a variety of text to find answers to their own questions, and those of others
 - Is able to use pictorial features of text to determine content, locate topics and obtain information
 - Is able to use typographical features of text to determine content, locate topics and obtain information
 - Is able to use organizational features of text to determine content, locate topics and obtain information
 - Use a range of print and non-print sources to gather information
 - Reflect on and discuss their research process and information
- Is able to respond personally to a range of text
 - Makes personal connections and share their thoughts and feeling about texts with others
 - Explain opinions about text and give evidence
- Is able to respond critically to a range of text
 - Question the form and conventions used by the author

- Formulate questions as to the author's choices
- Speculate on the author's purpose
 - Speculate as to any hidden message in the text
- Consider the intended audience
 - Consider how the author positions the reader
- Identify point of view
- Notice whose voices are heard and whose are not included
- Identify prejudice, bias and stereotyping
 - Consider the source and context (i.e., date of publication, potential conflict of interest of the author) of the information including potential bias

Appendix B1

Reading Behaviours of Students in the Fluent Stage of Reading (Checklist)

Selecting Text

- Selects/locates texts as needed and uses them effectively for a variety of purposes
 - Sets own purposes for reading
 - Selects and reads texts to support their needs for study and writing reports
- Using a variety of text sampling strategies, they are able to select text that meet their range of interests and learning needs
 - Will select confidently and wisely from an increasing variety of text
- Has developed personal reading preferences but is comfortable reading a wide range of text
 - Adjusts rate of reading to the material and purpose (slows rate when text becomes dense or full of unfamiliar vocabulary, skims and scans...)

Reading Accuracy and Fluency

- Reads silently for long periods of time
- When reading a wide variety of text aloud they read with appropriate expression
- When reading a wide variety of text aloud they read with appropriate phrasing
- When reading a wide variety of text aloud they read with appropriate rate
- Has internalized the various sources of information (cueing systems) and a range of strategies to construct meaning (Fix up strategies)
 - Has an extensive vocabulary, both general and specialized
 - Predict words based on what would make sense (semantics)
 - Predict words based on what would sound right and look right (visual)
 - Predict words based on if we would say it that way (structure and grammar)
 - Independently monitor reading by checking all sources of information
 - Has internalized self correcting strategies (re-reading, reading on, finding the little word in the big word)
 - Word solve using knowledge of known words, affixes, roots, or compounds; and syllabication
 - Independently uses knowledge of text structures to construct meaning even with unfamiliar text

Reading Comprehension

- Is able to flexibly and automatically use appropriate comprehension strategies to help with text comprehension (Comprehension Strategies)
 - Predicting (I'm guessing that..., It might be...)
 - Making Connections (That reminds me of..., I remember...)

- Questioning (I wonder if..., Do you think that..., This confuses me...)
- Inferring (I am guessing that...because..., Maybe it is...)
- Visualizing (I can see____in my mind)
- Determining Importance (The main idea is..., I noticed that...)
- Analysing (I noticed that the author..., I like the word choice...)
- Synthesizing (If I think about these different facts the author included I get what they are trying to say..., How can I build on what I have learned from the text?)
- Is able to talk about the strategies used to help comprehend the text they are reading
 - Is fully metacognitive regarding their reading process and what strategies were effective with a particular text
- Able to comprehend a wide variety of text
 - Able to sustain interest and understanding over longer text
 - May become absorbed with books and identify with characters
- Is able to read a wide range of text to find answers to their own questions, and those of others
 - Is able to use pictorial features of text to obtain, verify and reinforce their understanding of information
 - Is able to use typographical features of text to obtain, verify and reinforce their understanding of information
 - Is able to use organizational features of text to obtain, verify and reinforce their understanding of information
 - Use a range of print and non-print sources to gather information
 - Reflect on and discuss their research process and information
 - Consistently go beyond the text to form their own interpretations and apply understandings
 - Able to notice and comment on the writer's craft
- Is able to respond personally to a range of text
 - Actively work to makes personal connection, to connect texts and to share their thoughts and feeling about texts with others
 - Explain opinions about text and give evidence
- Is able to respond critically to a range of text
 - Analyze and evaluate texts
 - Formulate questions as to the author's choices
 - Speculate on the author's purpose
 - Speculate as to any hidden message in the text
 - Consider the intended audience and how the author positions the reader
 - How is language used to manipulate, persuade and control?
 - Identify point of view
 - Notice whose voices are hear and whose are not included

- Identify prejudice, bias and stereotyping

Appendix B2 – Descriptors of Text Level Clusters

Level Cluster	Characteristics of the Level Cluster	Examples of text from the Level Cluster
<p>KLM</p> <p>Transitional</p> <p>Band of Text</p>	<p>Characteristics of early Transitional Books in this cluster:</p> <p>Text Structures and Themes-</p> <ul style="list-style-type: none"> • wider range of genre • begins with easy, illustrated chapter books and moves to longer chapter books with fewer illustration • short, simple <i>information text</i> around a single topic • straightforward narratives (may be many episodes but still related to a single story line) • many series books • content contains familiar situations and some unfamiliar situations <p>Characters-</p> <ul style="list-style-type: none"> • characters do not change very much but we learn about them from what they do, say and what others say about them • problem is easily solved (characters may not always get exactly what they wanted...often they learn an important lesson) • text contains a large amount of dialogue, with most of it assigned to a speaker <p>Vocabulary and Sentence Structure-</p> <ul style="list-style-type: none"> • a variety of sentence lengths, some with embedded clauses 	<p>Series Books:</p> <p><i>Clifford-</i> Norman Bridwell</p> <p><i>Franklin-</i> Paulette Bourgeois</p> <p><i>Harold and the Purple Crayon-</i> Crockett Johnson</p> <p><i>Frog and Toad-</i> Arnold Lobel</p> <p><i>Arthur-</i> Marc Brown</p> <p><i>Corduroy-</i> Don Freeman</p> <p><i>Curious George-</i> H.A. Rey</p> <p><i>Miss Nelson-</i> James Marshall & Harry Allard</p> <p><i>Horrible Harry-</i> Suzy Kline</p> <p><i>Cam Jansen Mysteries-</i> David A. Adler</p> <p><i>Amelia Bedelia-</i> Peggy Parish</p> <p><i>Magic Tree House-</i> Mary Pope Osborne</p> <p><i>Bailey School Kids-</i> Debbie Dadey & Marcia Thornton Jones</p> <p><i>The Littles-</i> John Peterson</p> <p><i>Junie B Jones-</i> Barbara Park</p> <p><i>Flat Stanley-</i> Jeff Brown</p> <p>Other books in this Cluster:</p>

	<ul style="list-style-type: none"> • Some longer and more complex sentences • Wide range of high frequency words, many with multiple syllables, content specific words • Some words have multiple meanings • New vocabulary, not always explained in the text <p>Readers-</p> <ul style="list-style-type: none"> • Readers typically read silently but are able to read aloud with accuracy and fluency • content of books may be unfamiliar to the readers frame of reference 	<p><i>A Picture Book of Rosa Parks-</i> Davis A. Adler</p> <p><i>If you Buy a Mouse a Cookie</i> – Laura J. Numeroff</p> <p><i>Thank you, Mr. Falker-</i> Patricia Polacco</p> <p><i>Jessica, Sheila Rae the Brave, Chrysanthemum-</i> Kevin Henkes</p> <p><i>When I was Young in the Mountains-</i> Cynthia Rylant</p> <p><i>Follow the Drinking Gourd-</i> Jeanette Winter</p>
<p>NOP</p> <p>Transitional Band of Text</p>	<p>Characteristics of Transitional Books in this cluster:</p> <p>Text Structures and Themes-</p> <ul style="list-style-type: none"> • full range of genre • longer chapter books (few illustrations that do not necessarily support understanding) • information text may include topics related to the central focus • short <i>information text</i> will include a variety of structures: cause and effect, problem and solution, sequence, compare/ contrast, description • straightforward narratives (more elaborate plots) • many series books, books with sequels, biographies • books contain less well known subjects and a few abstract themes <p>Characters-</p> <ul style="list-style-type: none"> • multiple characters who develop and change over time, typically with a big change at the end • when dialogue is present, the speaker is not always identified 	<p>Series Books:</p> <p><i>Jigsaw Jones Mysteries-</i> James Preller</p> <p><i>Amber Brown-</i> Paula Danziger</p> <p><i>A to Z Mysteries-</i> Ron Roy</p> <p><i>Magic Tree House-</i> Mary Pope Osborne</p> <p><i>Geronimo Stilton-</i> Elisabetta Dami</p> <p><i>Secrets of Droon-</i> Tony Abbott</p> <p><i>Scooby-Doo-</i> James Gelsey</p> <p><i>The Boxcar Children-</i> Gertrude Chandler Warner</p> <p><i>Pony Pals-</i> Jeanne Betancourt</p> <p><i>Magic School Bus-</i> Joanna Cole</p> <p><i>Captain Underpants-</i> Dav Pilkey</p> <p>Books with Sequels:</p>

	<p>Vocabulary and Sentence Structure-</p> <ul style="list-style-type: none"> • longer, more complex sentence • descriptive words, some complex content specific words, some technical words • more new vocabulary, not always explained in the text <p>Readers-</p> <ul style="list-style-type: none"> • Readers typically read silently but are able to read aloud with accuracy and fluency • Word solving is automatic • Asked to synthesize the text and think about the multiple reasons for character’s motivations • Follow more than one problem in the story • Change their interpretation of what is happening (and why it is happening) over time 	<p><i>Wayside School-</i> Louis Sachar</p> <p><i>The Mouse and the Motorcycle-</i> Beverly Cleary</p> <p>Other books in this Cluster:</p> <p><i>Matt Christopher Books</i></p> <p><i>Owl Moon-</i> Jane Yolen</p> <p><i>The Polar Express-</i> Chris Van Allsburg</p> <p><i>Stellaluna-</i> Janell Cannon</p> <p><i>Catwings-</i> Ursula K. Le Guin</p> <p><i>Rent a Third Grader-</i> B.B. Hiller</p> <p><i>The Story of Ruby Bridges-</i> Robert Coles</p> <p><i>You are Special-</i> Max Lucado</p> <p><i>Stone Fox-</i> John Reynolds Gardiner</p> <p><i>White Fang-</i> Jack London</p> <p><i>The Stinky Cheese Man and Other Fairly Stupid Tales-</i> Jon Scieszka</p> <p><i>George’s Marvelous Medicine-</i> Roald Dahl</p>
<p>QRS</p> <p>Fluent Band of Text</p>	<p>Characteristics of Fluent Books in this cluster:</p> <p>Text Structures and Themes-</p> <ul style="list-style-type: none"> • full range of genre • longer chapter books • short <i>information text</i> may include topics related to the central focus • a variety of layouts and text features • straightforward narratives (more elaborate plots) • mysteries, series books, sequels, biographies, hybrid texts 	<p>Series Books:</p> <p><i>The Amazing Days Of Abby Hayes-</i> Anne Mazer</p> <p><i>Spiderwick Chronicles-</i> Tony Terlizzi & Holly Black</p> <p><i>Animal Ark-</i> Ben M. Baglio</p> <p>Books with Sequels:</p> <p><i>Superfudge-</i> Judy Blume</p>

	<ul style="list-style-type: none"> books contain many less well known subjects and themes <p>Characters-</p> <ul style="list-style-type: none"> multiple complex characters who develop and change over time characters have complex, internal emotional lives character traits are often inferred from actions, not directly stated minor characters may become important to the plot line in the end <p>Vocabulary and Sentence Structure-</p> <ul style="list-style-type: none"> longer, more complex sentence multisyllabic words, descriptive words, complex content specific words and technical words more new vocabulary, rarely explained in the text <p>Readers-</p> <ul style="list-style-type: none"> Readers typically read silently but are able to read aloud with accuracy and fluency Word solving is automatic Reader may need to “suspend” understanding as they read, to have things revealed over time or at the end 	<p><i>Island/Everest/Dive Trilogies-</i> Gordon Korman</p> <p><i>Little House Books-</i> Laura Ingalls Wilder</p> <p><i>Inkheart-</i>Cornelia Funke</p> <p><i>Bunnicula-</i> James and Deborah Howe</p> <p>Multiple Books from the same author:</p> <p><i>Charlotte’s Web/Trumpet of the Swan-</i> E.B. White</p> <p><i>Brian’s Winter/The River-</i> Gary Paulsen</p> <p>Matt Christopher <i>Books</i></p> <p><i>James and the Giant Peach/ Charlie and the Chocolate Factory/ Charlie and the great Glass Elevator-</i>Roald Dahl</p> <p><i>The End of the Beginning/ Poppy-</i> Avi</p> <p>Other books in this Cluster:</p> <p><i>Dear Mr. Henshaw-</i> Beverly Cleary</p> <p><i>The True Story of the 3 Little Pigs-</i> Jon Scieszka</p> <p><i>Mr. Popper’s Penguins-</i> Richard Atwater</p> <p><i>Exploring the Titanic-</i> Robert D. Ballard</p> <p><i>There’s a Boy in the Girl’s Bathroom-</i> Louis Sachar</p> <p><i>Sadako and the Thousand paper cranes-</i>Eleanor Coerr</p> <p><i>Shilo-</i> Phyllis Reynolds Naylor</p>
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		<p><i>Freaky Friday</i>- Mary Rodgers</p> <p><i>The Rough Faced Girl</i>- Rafe Martin</p> <p><i>Because of Winn-Dixie</i>- Kate DiCamillo</p>
<p>TUV</p> <p>Fluent Band of Text</p>	<p>Characteristics of Fluent Books in this cluster:</p> <p>Text Structures and Themes-</p> <ul style="list-style-type: none"> • full range of genre • longer chapter books • more difficult <i>information text</i> may include many topics related to the central focus • wide variety of layouts, fonts and text features • narratives including multiple detailed episodes, subplots, some complex plots with multiple story lines • mysteries, series books, sequels, biographies, hybrid texts, complex fantasy, myth, legends • books contain many less well known subjects and bigger themes • increased use of symbolism and foreshadowing <p>Characters-</p> <ul style="list-style-type: none"> • multiple complex characters who develop and change over time • characters have complex, internal emotional lives • character traits are often inferred from actions, not directly stated also, characters actions may contradict their words • multidimensional view points • minor characters may become important to the plot line in the end <p>Vocabulary and Sentence Structure-</p>	<p>Books with Sequels:</p> <p><i>Harry Potter</i>-J.K. Rowling</p> <p><i>Chronicles of Narnia</i>-C.S. Lewis</p> <p><i>City of Ember</i>- J. DuPrau</p> <p><i>A Wrinkle in Time</i>- M. L'Engle</p> <p>Multiple Books from the same author:</p> <p><i>Tracker/ White Fox/ The Rifle/ Brian's Return</i>- Gary Paulsen</p> <p><i>Something Upstairs/ The Man Who Was Poe-/ True Confessions of Charlotte Doyle</i>- Avi</p> <p><i>A Handful of Time-/ Awake and Dreaming</i>- Kit Pearson</p> <p><i>Dragon Rider-/The Thief Lord</i>- C. Funke</p> <p><i>Bridge to Terabithia-/ Of Nightingales That Weep-/ The Sign of the Chrysanthemum</i>- K. Paterson</p> <p><i>Julie-/My Side of the Mountain-/ The Talking Earth</i>- J. Craighead George</p> <p>Other books in this Cluster:</p> <p><i>Mufaro's Beautiful Daughters</i>- J. Steptoe</p>

	<ul style="list-style-type: none"> • longer, more complex sentence • multisyllabic words, longer descriptive words, increasing number of complex content specific words and technical words • more new vocabulary, rarely explained in the text <p>Readers-</p> <ul style="list-style-type: none"> • Reader may need to “suspend” understanding as they read, to have things revealed over time or at the end • Readers have to work to keep multiple events and character information together as they construct meaning with the text • Often the reader is more aware than the character 	<p><i>SOS Titanic-</i> Eve Bunting</p> <p><i>Escape from Warsaw-</i> I. Serrailer</p> <p><i>Sees Behind Trees-</i> M. Dorris</p> <p><i>Freedom Train: Story of Harriet Tubman-</i> D. Sterling</p> <p><i>Are You There, God? It’s Me, Margaret-</i> Judy Blume</p> <p><i>Tuck Everlasting-</i>N. Babbitt</p> <p><i>The Tiger Rising-</i> K. DiCamillo</p> <p><i>The Secret Garden-</i>F.H. Burnett</p> <p><i>Stargirl-</i> J. Spinelli</p> <p><i>The View from Saturday-</i> E.L. Konigsburg</p> <p><i>Wrinker-</i> J. Spinelli</p> <p><i>Tiger, Tiger-</i> L. Reid Banks</p> <p><i>Ella Enchanted-</i>G.C. Levine</p> <p><i>Holes-</i> L.Sachar</p> <p><i>Olive’s Ocean-</i> K. Henkes</p> <p><i>Pictures of Hollis Woods-</i>P. Reilly Giff</p>
<p>WXY(Z)</p> <p>Fluent Band of Text</p>	<p>Characteristics of Fluent Books in this cluster:</p> <p>Text Structures and Themes-</p> <ul style="list-style-type: none"> • full range of genre • longer, more complex chapter books • more difficult <i>information text</i> may include multiple topics related to the central focus and a variety of structures • wide variety of layouts, fonts and text features 	<p>Books with Sequels:</p> <p><i>Harry Potter-</i>J.K. Rowling</p> <p><i>A Ring of Endless Light (Austin Family)-</i> M. L’Engle</p> <p><i>The Giver-</i> L. Lowry</p> <p><i>Chronicles of Avonlea-</i> L.M. Montgomery</p> <p><i>Artemis Fowl-</i> Eoin Colfer</p> <p><i>Dear Dumb Diary-</i>J. Benton</p>

	<ul style="list-style-type: none"> • narratives including multiple detailed episodes, subplots, some complex plots with multiple story lines and postmodern structures • mysteries, sequels, biographies, hybrid texts, complex fantasy, myth, legends, “the quest” • books contain many less well known subjects, mature themes about social awareness issues • increased use of symbolism, foreshadowing, satire, irony and other literary devices <p>Characters-</p> <ul style="list-style-type: none"> • multiple complex characters who develop and change over time, not always in a linear fashion • characters have complex, internal emotional lives • character traits are often inferred from actions, not directly stated also, characters actions may contradict their words • multidimensional view points • minor characters may become important to the plot line in the end <p>Vocabulary and Sentence Structure-</p> <ul style="list-style-type: none"> • longer, more complex sentences and wide sentence variety • multisyllabic words, many longer descriptive words, many complex content specific words and technical words • more new vocabulary, rarely explained in the text <p>Readers-</p> <ul style="list-style-type: none"> • may need to “suspend” understanding as they read, to have things revealed over time or at the end • work to keep multiple events and character information together as they construct meaning with the text 	<p>Multiple Books from the same author:</p> <p><i>Jacob Have I Loved-/The master Puppeteer-</i> K. Paterson</p> <p><i>Walk Two Moons-/Heartbeat-/ Replay</i> S. Creech</p> <p><i>Freak the Mighty-/Max the Mighty-</i> R. Philbrick</p> <p><i>Blue Heron-/ Crispin: The Cross of Lead-</i> Avi</p> <p><i>Aquamarine-/ Green Angel-/ Indigo-</i> A. Hoffman</p> <p><i>Catherine, Called Birdy-/ The Midwife’s Apprentice-</i> K. Cushman</p> <p>Other books in this Cluster:</p> <p><i>The Phantom Toll Booth-</i> N.Juster</p> <p><i>Maniac Magee-</i> J. Spinelli</p> <p><i>The Devil’s Arithmetic-</i> J.Yolen</p> <p><i>Through My Eyes-</i> Ruby Bridges</p> <p><i>The Invention of Hugo Cabret-</i> B. Selznick</p> <p><i>Reaching for the Moon-</i> B. Aldrin</p> <p><i>Call it Courage-</i> A. Sperry</p> <p><i>Where the Red Fern Grows-</i> W. Rawls</p> <p><i>The Book Thief-</i> M. Zusak</p> <p><i>Wuthering Heights-</i> E. Bronte</p> <p><i>The Black Pearl-</i> S. O’Dell</p>
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	<ul style="list-style-type: none"> • Often the reader is more aware than the character • search for information and understanding using an integrated approach to strategy use 	<p><i>Call of the Wild</i>- J. London</p> <p><i>Where the lilies Bloom</i>- V. Cleaver</p> <p><i>War Horse</i>- M. Morpurgo</p> <p><i>The Hobbit</i>- J.R.R. Tolkien</p> <p><i>The Golden Compass</i>- P. Pullman</p> <p><i>Animal Farm</i>- G. Orwell</p> <p><i>Cut</i>- P. McCormick</p>
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Appendix B3 – Reading Development over Time

[AYR P-3 Assessment Resource Page 15 “Reading Development over Time”]

Appendix B4 – Reading Record

[AYR 4-6 Assessment Resource Page 31-36 “Reading Record”]

Appendix B5 – Strategy Bookmarks

**[AYR 4-6 Assessment Resource Page 59 “Strategy Bookmarks” and TIA 7-9 page 208
“Reading Strategy Bookmark” Appendix H11]**

Appendix B6 – Bias Evaluation Instrument

[NS DOE Bias Evaluation Instrument pages 9-16]

Appendix B7 – Controversial Text Guidelines

Controversial Text

In "teaching" **Controversial Text**, to the "whole" class you must consider the following:

—that you have read and understand the information presented on page 55 of the **ELA Foundation document**

—that you have been informed by the **Bias Evaluation Instrument**

—that you can clearly articulate your **purpose** in using this specific novel as one to be read by the whole class

—that **all parents** are alerted that you will be teaching this **controversial** novel

—that parents will be informed about the issues, **mature language, and events** of the novel

—that if a parent(s)/guardian(s) objects to having daughter/son read the novel you will be prepared to **offer options**

—that you can **justify** using this novel in the classroom and that it does **relate to specific curriculum outcomes**

—that you have **considered other novels** with similar themes and that **"this"** particular novel is the only one that meets the outcomes

—that you use the novel **cautiously**

—that you are **sensitive to issues** that may arise and **knowledgeable about these issues**

—that you **teach the novel in the context** for which it was intended

—that you are **aware of the sensitivities of the audience**

Your principal must also be aware that you are using this literary piece and he/she must support your decision to "teach" **this particular novel** as a class novel.

Appendix B8 – Reading Self-Assessment
[AYR 4-6 Assessment Resource page 91]

Appendix B9 – Reading Self-Reflection
[AYR 4-6 Assessment Resource page 92]

Appendix B10– Reading Interest Inventory

[AYR 4-6 Assessment Resource page 93]

Appendix B11– Observation and Planning Sheet

[AYR 4-6 Assessment Resource page 65]

Appendix B12– Ideas/Details Charts

[AYR 4-6 Assessment Resource page 79]

Appendix B13– Venn Diagram

[AYR 4-6 Assessment Resource page 82]

Appendix B14– Response Rubric

[CAMET 7-9 page 354]

Appendix B15– Suggested List of Concepts/Vocabulary: Grades 4-6

[TIA 4-6 page 112]

Appendix B16– Information Text Structures

[CAMET 7-9 page 333]

Appendix B17– Approaches for students to record reading and learning
[CAMET 7-9 page 338]

Appendix B18– Reading and Analyzing Nonfiction (RAN) Strategy

[see attached file]

Appendix B19– Sample Mini lessons

Workshop Lesson Planning Sheet

Book Title: Baylor, Byrd and Peter Parnall. *I'm in charge of celebrations*. New York, NY: Aladdin Paperbacks, 1986.

Lesson Focus: Reading/ Visualizing to deepen comprehension

Outcomes Lesson Addresses: Students will be expected to _____

Mini-lesson: This portion is 10-15 minutes maximum (including guided practice)		
<p>Connection <i>What reminders do I need to give?</i></p>	<p>What we tend to say: <i>Yesterday we talked about... Today I will teach you...</i></p>	<p>Say: Yesterday we talked about how readers use mental pictures to help them understand what they read. Today I will teach you how to use visualization to help us comprehend a book we have not read before.</p>
<p>Explicit Teaching (5-7 minutes) Teacher models/ demonstrates</p> <p><i>What is my purpose considering the needs of my students? What materials will I need? What will my language sound like?</i></p>	<p>What we tend to say: <i>Watch me as I... I want you to notice how I... Writers/readers use this strategy to...</i></p>	<p>Introduce the book.</p> <p>Say: In this book the main character observes the world around her and records “celebrations” in her writer’s notebook. She describes what she sees in great detail.</p> <p>Say: When you read, you can “paint a picture” in your mind to help you understand what the author is saying. Listen as I read part of the book. Read page 5 (Dust Devil Day).</p> <p>Say: In my mind I can imagine the scene described on this page. Draw what you imagine on the board or chart paper. Talk about the scene as you sketch.</p> <p>Say: Listen to part of this book and as I read close your eyes. “Paint the picture” in your head. Read page 9-10 (Rainbow).</p>
<p>Guided Practice <i>How will students participate and practice what they have just learned?</i></p>	<p>What we tend to say: <i>Turn and talk to your partner about... Go into your notebook and... Work with a partner and...</i></p>	<p>Say: Turn and talk to your partner about the images you saw in your head as I read.</p> <p>Say: In your Reader’s journal quickly sketch the scene as you imagined it. Compare your sketch with your partner. Did you “see” different details?</p>
Independent Practice/Conference: This makes up the longest portion of time		

<p>Focus Name the skill/strategy from the explicit teaching. Students try it independently.</p>	<p>What we tend to say: (Today and every day...)</p> <ul style="list-style-type: none"> • When reading/writing today, use this strategy when.... • Use your stickies to mark your thinking. 	<p>Say: Today when you are reading your “Just Right Text” in Independent reading time, use the strategy of visualization to help you when you come to a place where the text is a little confusing or where “painting a picture” in your head will improve your comprehension. Mark that place with a sticky note.</p>
<p>Time to Share: This typically takes 10-15 minutes</p>		
<p>Will I use share time as...</p> <ul style="list-style-type: none"> • a mini-lesson reinforcement • a problem solving opportunity • an opportunity for descriptive feedback • an opportunity for speaking and listening, reading or writing assessment <p>What will it look like?</p> <ul style="list-style-type: none"> • Whole class • Partner • Small group 	<p>What we tend to say:</p> <ul style="list-style-type: none"> • Something I noticed today... • Today we learned...Today Alex discovered... • Alex will share a paragraph from his writing in author’s chair (Alex was successful using the strategy.) • Alex will share his connection he made today to another text. • One thing I’d like you to talk with your partner about while you share.... • While you are sharing at your tables, I will be looking for... 	<p>Say: Today I noticed many readers had success with the strategy of visualization to help us comprehend a book. I asked ____, ____, and ____ to share their thinking in share time today.</p>

Workshop Lesson Planning Sheet

Book Title: Macaulay, David. *Black and White*. New York, NY: Houghton Mifflin Company, 1990

Lesson Focus: Reading/ Using rereading and questioning as a way to make sense of text

Outcomes Lesson Addresses: _____

Mini-lesson: This portion is 10-15 minutes maximum (including guided practice)		
<p>Connection <i>What reminders do I need to give?</i></p>	<p>What we tend to say: <i>Yesterday we talked about... Today I will teach you...</i></p>	<p>Say: Last week during read aloud time, I read you the book "Black and White". Then, each of you had a chance to read it yourself during Reading Workshop time this week. Today I will teach you how to use rereading and questioning as a way to understand a complex text.</p>
<p>Explicit Teaching (5-7 minutes) Teacher models/ demonstrates</p> <p><i>What is my purpose considering the needs of my students? What materials will I need? What will my language sound like?</i></p>	<p>What we tend to say: <i>Watch me as I... I want you to notice how I... Writers/readers use this strategy to...</i></p>	<p>Read the warning on the title page of the book. Say: The author is giving us some advice for how to comprehend this text. We are asked to "carefully inspect" the words and the pictures. Model a read aloud of pages 5-6 and wonder aloud about possible connections between the boy on the train, the people waiting for the train and the parents. Also, how do the cows fit in? Say: I'm wondering if the parents in this frame are the boy on the trains' parents. Where do the cows fit in? Etc. Model a read aloud of pages 9-12. When you get to the frame of the parents wearing newspapers demonstrate going back in the text to page 10 and reflect about the people on the platform with newspapers...are these things related? Model a read aloud of page 13-14 and question the appearance of the choir...demonstrate going back to page 12 and the "Choir Festival" sign. Say: Sometimes when we read and don't understand a text, we need to go back and reread. We ask questions and try to answer them with evidence from the text (both</p>

		words and pictures). We also go back and reread parts of the text to help us.
Guided Practice <i>How will students participate and practice what they have just learned?</i>	What we tend to say: <i>Turn and talk to your partner about... Go into your notebook and... Work with a partner and...</i>	Say: Turn to your partner and talk about a time when you were confused about a text. You could talk about how you felt when you read "Black and White". Talk about what you did, or what you could do, to help you understand a complex text.
Independent Practice/Conference: This makes up the longest portion of time		
Focus <i>Name the skill/strategy from the explicit teaching. Students try it independently.</i>	What we tend to say: <i>(Today and every day...)</i> <ul style="list-style-type: none"> • <i>When reading/writing today, use this strategy when....</i> • <i>Use your stickies to mark your thinking.</i> 	Say: Today when you read your "Just Right Text" in Independent Reading time mark with a sticky note any time you went back in the text to reread to help you understand. Also, record any questions you had and how you tried to answer them.
Time to Share: This typically takes 10-15 minutes		

<p><i>Will I use share time as...</i></p> <ul style="list-style-type: none"> • a mini-lesson reinforcement • a problem solving opportunity • an opportunity for descriptive feedback • an opportunity for speaking and listening, reading or writing assessment <p><i>What will it look like?</i></p> <ul style="list-style-type: none"> • Whole class • Partner • Small group 	<p>What we tend to say:</p> <ul style="list-style-type: none"> • <i>Something I noticed today...</i> • <i>Today we learned...Today Alex discovered...</i> • <i>Alex will share a paragraph from his writing in author's chair (Alex was successful using the strategy.)</i> • <i>Alex will share his connection he made today to another text.</i> • <i>One thing I'd like you to talk with your partner about while you share....</i> • <i>While you are sharing at your tables, I will be looking for...</i> 	<p>Say: Today I noticed many readers had success with the strategy of rereading and asking questions to help us understand a complex text. I asked _____, _____ and _____ to share their thinking in share time today.</p>
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Workshop Lesson Planning Sheet

Book Title: Crews, Donald. *Short Cut*. New York, NY: Greenwillow Books, 1992

Lesson Focus: Reading- meaningful phrasing

Outcomes Lesson Addresses:

Students will be expected to _____

<p>Mini-lesson: This portion is 10-15 minutes maximum (including guided practice)</p>		
<p>Connection <i>What reminders do I need to give?</i></p>	<p>What we tend to say: <i>Yesterday we talked about...</i> <i>Today I will teach you...</i></p>	<p>Say: "When we listen to others read aloud our understanding of the story is affected by something we call fluency. Today we are going to learn a strategy for making our own reading sound more fluent using the book <i>Shortcut</i>."</p>

<p>Explicit Teaching (5-7 minutes) Teacher models/demonstrates</p> <p><i>What is my purpose considering the needs of my students? What materials will I need? What will my language sound like?</i></p>	<p>What we tend to say: <i>Watch me as I... I want you to notice how I... Writers/readers use this strategy to...</i></p>	<p>Have pages 1-5 on overhead. Say: "Watch me as I read the pages 1-4 on the overhead out loud and use a marker to underline the words that go together in a meaningful phrase."</p> <p>Demonstrate as you read and think aloud about your decisions around phrasing. While doing this draw the student's attention to the way the lines are written by the author to give us some clues about the phrasing.</p> <p>You will need some kind of projection of the pages you are reading and a marker.</p> <p>You will need copies of page 5 (1 per partner group)</p>
<p>Guided Practice <i>How will students participate and practice what they have just learned?</i></p>	<p>What we tend to say: <i>Turn and talk to your partner about... Go into your notebook and... Work with a partner and...</i></p>	<p>Say: "Now I want you to work with your partner and do what I did with the next page in the text- page 5." (handout)</p>
<p>Independent Practice/Conference: This makes up the longest portion of time</p>		
<p>Focus <i>Name the skill/strategy from the explicit teaching. Students try it independently.</i></p>	<p>What we tend to say: <i>(Today and every day...)</i></p> <ul style="list-style-type: none"> • <i>When reading/writing today, use this strategy when....</i> • <i>Use your stickies to mark your thinking.</i> 	<p>Say: "I want you to go back to the book you are reading and practice your phrasing as you read to yourself. Read today, paying close attention to how you are grouping words into phrases. Notice how you make these decisions and what you do to correct phrasing when it doesn't make sense."</p> <p>Find a part of your book and practice reading it to yourself to make sure the phrasing you are using is meaningful. Experiment with different ways of phrasing this piece until you find the best one. Practice reading it with the "best" phrasing."</p>
<p>Time to Share: This typically takes 10-15 minutes</p>		

<p><i>Will I use share time as...</i></p> <ul style="list-style-type: none"> • a mini-lesson reinforcement • a problem solving opportunity • an opportunity for descriptive feedback • an opportunity for speaking and listening, reading or writing assessment <p><i>What will it look like?</i></p> <ul style="list-style-type: none"> • Whole class • Partner • Small group 	<p>What we tend to say:</p> <ul style="list-style-type: none"> • <i>Something I noticed today...</i> • <i>Today we learned...Today Alex discovered...</i> • <i>Alex will share a paragraph from his writing in author's chair (Alex was successful using the strategy.)</i> • <i>Alex will share his connection he made today to another text.</i> • <i>One thing I'd like you to talk with your partner about while you share....</i> • <i>While you are sharing at your tables, I will be looking for...</i> 	<p>Say: Get back together with your partner and read your passage to each other demonstrating how you used phrasing to improve your fluency. Talk about any places you had trouble with and what you did.</p>
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Appendix C – Writing and Other Ways of Representing

Appendix C1– Suggested Progression of Conventions for grade 4-6

Appendix C2– Language Concepts Checklist

Appendix C3– Traits of Writing

Appendix C4–Writing Processes

Appendix C5–Stages of Spelling Development

Appendix C6–Sample Writing Plans

Appendix C7–Writing Genres

Appendix C8–Questions for Revision

Appendix C9–Editing and Proofreading Marks

Appendix C10–Sample Writing Rubrics

Appendix C11–Writing Powerful Paragraphs

Appendix C12–Sample Mini lessons

Appendix C1

Suggested Progression of Conventions for grade 4-6				√ - Explicit Instruction and Application > - Continued Explicit Instruction and Application	
Convention	Specific Convention	Introduced, explicitly taught or applied in a previous grade level	Grade 4	Grade 5	Grade 6
Abbreviations	invitations, addresses, dates, days of the week, months of the year		√	>	>

	for organizations, acronyms			√	>
Capitalization	Pronoun I, beginning of sentences, names of people, proper nouns	√	>	>	>
	names of organizations, first word in direct quotation, titles, acronyms		√	√	>
Compound Words	Compound Words		√	>	>
Contractions	Contractions	√	>	>	>
Double negatives	Double negatives			√	>
Figurative language	similes, metaphors, personification				√
	literary devices (onomatopoeia, alliteration)				√
Hyphenated words				√	>
Paragraphs	Simple paragraphing, change in topic or ideas	√	>	>	>
	Staying on topic		√	>	>
	topic sentence, grouping ideas, concluding sentence				√
	dialogue				√
Parts of Speech	nouns, verbs, adjectives, proper, common, compound, and collective nouns		√	>	>
	pronouns, adverbs			√	>

	prepositions, conjunctions, interjections			√	>
Possessives	role of apostrophe	√	>	>	>
	Singular and plural possessives	√	>	>	>
	distinguishing between possessives and plurals			√	>
	irregular plurals, names ending in s				√
Plurals	s, es		√	>	>
	irregular plurals			√	>
	vowel plus y rule			√	>
Printing/ handwriting	upper and lower- case cursive letters	√	√	>	>
	speed and neatness			√	>
	word processing				√
Punctuation	End Punctuation: period, exclamation mark, question mark	√	>	>	>
	comma			√	>
	dash, ellipsis, hyphen			√	>
	quotation marks in dialogue, titles				√
	comma in direct quotation				√
	colon (in a list, formal letter, statement), semicolon				√
	alphabetical order, guide words		√	>	>

Reference material	table of contents, use of an index			√	>
	dictionary			√	>
	electronic, computer spell checker			√	>
	thesaurus				√
Sentences	concept of sentence, kinds of sentences, run on sentences, sentence combining		√	>	>
	subject/verb agreement			√	>
	combining sentences (joining sentences with connectives)				√
	phrases, clauses				√
Prefixes	a word or syllable that is put at the start of a word to change its meaning			√	>
Suffixes	a syllable or letters added to the end of a word to change its meaning or function				√
Word awareness	synonyms, antonyms, homophones, colloquialisms and slang		√	>	>
	inclusive language			√	>
	commonly confused words (e.g., accept-except, among-between, there-their-their're, to-too-two, etc.)				√

Appendix C2

Grade 4 Language Concepts Checklist

Abbreviations

- invitations, addresses, dates, days of the week, months of the year

Capitalization

- beginnings of sentences, names of people

Compound Words

Contractions

- role of apostrophe as short cut

Parts of Speech

- nouns, verbs, adjectives
- proper, common, compound, and collective nouns

Plurals

- s, es ,y to ies

Possessives

- role of apostrophe, singular possessives

Printing/ handwriting

- upper and lower-case cursive letters

Punctuation

- period, exclamation mark, question mark
- apostrophe in contractions, in the possessive
- parentheses
- punctuation in abbreviations, in initials

Reference material

- alphabetical order, guide words

Sentences

- concept of sentence, kinds of sentences
- run on sentences, sentence combining

Word awareness

- synonyms, antonyms, homophones
- colloquialisms and slang

Grade 5 Language Concepts Checklist

Abbreviations

- for organizations, acronyms

Capitalization

- names of organizations, first word in direct quotation, titles, acronyms

Hyphenated words

Parts of Speech

- pronouns, adverbs
- prepositions, conjunctions, interjections

Plurals

- irregular plurals
- vowel plus y rule

Possessives

- distinguishing between possessives and plurals

Prefixes

- a word or syllable that is put at the start of a word to change its meaning

Printing/ handwriting

- speed and neatness

Punctuation

- comma
- dash, ellipsis, hyphen

Reference material

- electronic, computer spell checker
- dictionary
- table of contents, use of an index

Sentences

- subject/verb agreement

Double negatives

Word awareness

- inclusive language

Grade 6 Language Concepts Checklist

Figurative language

- similes, metaphors, personification
- literary devices (onomatopoeia, alliteration)

Paragraphs

- topic sentence, grouping ideas, concluding sentence
- dialogue

Possessives

- irregular plurals, names ending in s

Printing/ handwriting

- word processing

Punctuation

- quotation marks in dialogue, titles
- comma in direct quotation
- colon (in a list, formal letter, statement), semicolon

Reference material

- thesaurus

Sentences

- combining sentences (joining sentences with connectives)
- phrases, clauses

Suffixes

- a syllable or letters added to the end of a word to change its meaning or function

Word awareness

- commonly confused words (e.g., accept-except, among-between, there-their-they're, to-too-two, etc.)

Appendix C3– Traits of Writing

[CAMET 7-9 page 369]

Appendix C4–Writing Processes

[CAMET 7-9 page 370]

Appendix C5

Stages of Spelling Development (adapted from <i>Spelling P-9: A Teaching Resource</i>)				
Emergent	Letter Name	Within Word	Syllables and Affixes	Derivational Relations
Reading/ Writing: Emergent	Reading/ Writing: Early	Reading/ Writing: Transitional		Reading/ Writing: Fluent
-using random numbers or letters - using letters in familiar names - developing an awareness of letters and sounds - beginning to record prominent sounds in a word by the end of the stage - spelling a few words conventionally (e.g., mom, me, I, love)	- using the names of letters to help spell words - beginning to use initial and final sounds in words - initially indicating vowels with a vowel placeholder (often “a”) -beginning to mark sounds in all syllables in a word (e.g., baby=bb) - developing awareness of short vowel sounds - beginning to use consonant blends (e.g. sp, br) and digraphs (e.g., th, ch, sh)	- using long vowel patterns (e.g., ai, ay, oa, ou, ee, ea) and vowel combinations (e.g., au, aw, ui, oo, oy, oi, ow) -beginning to spell r-controlled vowels (e.g., ir, er, or, ur, ar) - using silent letter patterns - exploring homophones through word meanings - beginning to use structure patterns to spell plurals, past tense, contractions and possessives - using visual patterns in words (which one looks right?)	- using structure patterns to spell grammatical features more consistently - beginning to use common prefixes and suffixes in multi-syllable words - learning to apply pattern knowledge within and across syllable boundaries, such as when to double consonants	-writing with an ever increasing command of conventions - using knowledge of word meanings to spell words despite changes in pronunciation - using word derivations, prefixes and suffixes to spell words across the curriculum with increasing accuracy - using a wide range of conventionally spelled words

For more detailed information on Stages of Spelling Development see *Spelling P-9: A Teaching Resource* pages 7-34

Appendix C6–Sample Writing Plans

[TIA 4-6 page 124]

Appendix C7–Writing Genres

Continuum of Writing Genre (Flow from one form to another)

Journal	Recounts	Personal Narrative	
Autobiography	Biography	Memoir	
Questionnaire/ Survey	Interview	Biography	
Questionnaire	Interview	Report	
Step by Step Instructions	How To	Manual	
Thank You Note/ Invitations	Friendly Letter	Business Letter/ Letter to the Editor	Formal Business Letter
Advertisement	Letter to the Editor	Debate/ Speech	Persuasive Essay
Descriptions	Narratives/ Poetry/ News Report/ Project		

Appendix C7–Writing Genres

[TIA 7-9 page 99]

Appendix C8–Questions for Revision

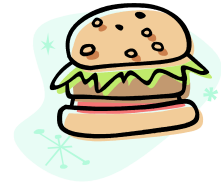
[TIA 7-9 page 209]

Appendix C9–Editing and Proofreading Marks

[TIA 7-9 page 210]

Appendix C10–Sample Writing Rubrics

[TIA 7-9 page 113 and 215]



Writing a Powerful Paragraph

Lead (if it is the first paragraph) OR Transition (if it follows another paragraph)
Topic sentence: states the main idea of the paragraph
Supporting details: provide explanations, facts, or examples that develop the main idea
Concluding Sentence: refers back to the main idea and wraps up the paragraph
Transition: link to the next paragraph may appear here (Some transition words/phrases are: one day, first (firstly), second (secondly), after a while, as soon as, in the meantime, meanwhile, later, next, soon, then, during, suddenly, in addition, at that very moment, earlier, eventually, lastly, finally)

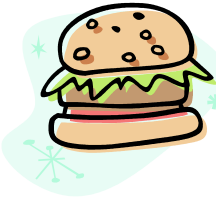
Before you write your paragraph you plan/research the topic.

Paragraph plan:

this year? Pick a focus for two paragraphs that discuss this topic. Use the “hamburger” format and include transitions. Before you write your good draft, revise for ideas and edit for matters of correctness. (If you would rather write on a different topic please check with me first.)

Lead / Transition
Topic sentence
Supporting details
Concluding Sentence

Transitions



Transitions help writing read more smoothly and help to create flow.	
Addition	also, again, as well as, besides, furthermore, in addition, likewise
Consequence	as a result, for this reason, hence, otherwise, therefore, so then
Contrast and Comparison	contrast, instead, likewise, on one hand, on the other hand, on the contrary, rather, yet, but, however, still, nevertheless
Direction	here, there, beyond, nearly, opposite, under, above, in the distance
Emphasis	above all, chiefly, with attention to, especially, particularly, singularly
Exception	aside from, beside, except, other than
Generalizing	as a rule, as usual, for the most part, generally, usually
Sequence	at first, first of all, firstly, for now, the next step, in turn, meanwhile, next, then, soon, later, while, earlier, afterward, in conclusion, finally

My favourite transition words:

--

Powerful Paragraphs	4	3	2	1
Focus – Ideas and Details	Your paragraph(s) is about one main idea that is stated in your topic sentence. Your other sentences give relevant details that support the main idea.	Your paragraph(s) is mostly about one main idea that is stated in your topic sentence. Your other sentences give details that generally support the main idea.	Your paragraph(s) is somewhat confusing and it may be hard to tell the main idea or topic sentence. Your other sentences give some details but they may not be relevant.	Your paragraph(s) is confusing and it is hard to tell the main idea. Your sentences are vague or confusing and there is no topic sentence.
Organization	The way you organize the sentences shows thoughtful planning (chronological order, order of importance, or some other logical plan). Your paragraph(s) flows.	The way you organize the sentences shows planning (chronological order, order of importance, or some other logical plan). Your paragraph(s) flows with a few “bumps”.	The way you organize the sentences shows some planning but the paragraph is mostly choppy and disconnected. No rough draft is included.	Your paragraph shows little evidence of planning. No rough draft is included.
Flow	The sentences within the paragraph(s) and between paragraphs are	The sentences within the paragraph(s) and between paragraphs are	The sentences within the paragraph(s) and between paragraphs are	No transitions are included.

	connected with smooth transitions.	connected with some smooth transitions.	generally not connected with transitions.	
Completeness	Your paragraph(s) contains enough information to clearly and effectively support the main idea.	Your paragraph(s) contains enough information to clearly support the main idea.	Your paragraph(s) contains some information that supports the main idea.	Your paragraph(s) does not contain enough information to support the main idea.
Correct format	Your paragraph skillfully uses the “hamburger” format.	Your paragraph uses the “hamburger” format.	Your paragraph somewhat uses the “hamburger” format.	Your paragraph does not use the “hamburger” format.
Matters of Correctness	Your paragraph shows effective and skillful use of grammar, spelling, sentence structure and punctuation.	Your paragraph shows effective use of grammar, spelling, sentence structure and punctuation.	Your paragraph has noticeable errors in grammar, spelling, sentence structure and punctuation.	Your paragraph has many noticeable errors in grammar, spelling, sentence structure and punctuation.

Appendix C12–Sample Mini lessons

Workshop Planning Guide

Book Title: Browne, Anthony. *Voices in the Park*. New York, NY: DK Publishing Inc., 1998.

Lesson Focus: Writing/ perspective, writing the same event through two different lenses

Outcomes Lesson Addresses: Students will be expected to...

Mini-lesson: This portion is 10-15 minutes maximum (including guided practice)		
<p>Connection</p> <p><i>What reminders do I need to give?</i></p>	<p>What we tend to say:</p> <p><i>Yesterday we talked about...</i></p> <p><i>Today I will teach you...</i></p>	<p>Say: Sometimes writers tell a story from the perspective of one character. Sometimes they tell the same story from more than one character’s point of view. The book “Voices in the Park” (that we have read many times) tells the same story from four different perspectives.</p>
<p>Explicit Teaching (5-7 minutes)</p> <p>Teacher models/ demonstrates</p> <p><i>What is my purpose considering the needs of my students?</i></p> <p><i>What materials will I need?</i></p> <p><i>What will my language sound like?</i></p>	<p>What we tend to say:</p> <p><i>Watch me as I...</i></p> <p><i>I want you to notice how I...</i></p> <p><i>Writers/readers use this strategy to...</i></p>	<p>Open the book to the first page.</p> <p>Say: Anthony Browne first tells the story of the visit to the park from the perspective of the mother. The text “sounds” like her and he uses the font and illustrations to help tell the story of her character.</p> <p>Open the book to page 8.</p> <p>Say: Now the author tells the same story from the perspective of Smudge’s father. The font and illustrations change to reflect this character. Also, when the Smudge’s father describes his visit to the park, he focuses on different things.</p> <p>Open the book to page 14.</p> <p>Say: This section of the book tells the same story from Charles’ point of view. Again, it is a different perspective and mood.</p> <p>Open the book to page 22.</p> <p>Say: This section of the book is for Smudge to tell her version of the events. Notice how the bright</p>

		<p>colours and mood of the story matches Smudges' happy outlook on life.</p> <p>Say: Authors use perspective to tell different sides of the same story.</p>
<p>Guided Practice</p> <p><i>How will students participate and practice what they have just learned?</i></p>	<p>What we tend to say:</p> <p><i>Turn and talk to your partner about...</i></p> <p><i>Go into your notebook and...</i></p> <p><i>Work with a partner and...</i></p>	<p>Say: Look through your notebook and find an entry that you would like to write from a different perspective. If you told about an event from your point of view, think about how you could tell the story from someone else's perspective. For example, you could think about the entry you made about fair/ unfair and tell it from your parent/guardian's perspective. Talk to you partner about your ideas when I ring the bell.</p>
<p>Independent Practice/Conference: This makes up the longest portion of time</p>		
<p>Focus</p> <p><i>Name the skill/strategy from the explicit teaching.</i></p> <p><i>Students try it independently.</i></p>	<p>What we tend to say:</p> <p><i>(Today and every day...)</i></p> <ul style="list-style-type: none"> • <i>When reading/writing today, use this strategy when....</i> • <i>Use your stickies to mark your thinking.</i> 	<p>Say: Writers, today we will create a new entry using an idea from a past entry and rewriting it from a different person's perspective.</p>
<p>Time to Share: This typically takes 10-15 minutes</p>		

<p><i>Will I use share time as...</i></p> <ul style="list-style-type: none"> • <i>a mini-lesson reinforcement</i> • <i>a problem solving opportunity</i> • <i>an opportunity for descriptive feedback</i> • <i>an opportunity for speaking and listening, reading or writing assessment</i> <p><i>What will it look like?</i></p> <ul style="list-style-type: none"> • <i>Whole class</i> • <i>Partner</i> • <i>Small group</i> 	<p>What we tend to say:</p> <ul style="list-style-type: none"> • <i>Something I noticed today...</i> • <i>Today we learned... Today Alex discovered...</i> • <i>Alex will share a paragraph from his writing in author's chair (Alex was successful using the strategy.)</i> • <i>Alex will share his connection he made today to another text.</i> • <i>One thing I'd like you to talk with your partner about while you share....</i> • <i>While you are sharing at your tables, I will be looking for...</i> 	<p>Say: Today I noticed many writers had success with the strategy of telling about an event from a different perspective. I asked ____ and ____ to share their notebook entry during "Author's Chair".</p>
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Workshop Planning Guide

Book Title: Henkes, Kevin. *Chrysanthemum*. New York, NY: Greenwillow Books, 1991

Lesson Focus: Writing/ Idea generation, notebook launch

Outcomes Lesson Addresses: _____

Mini-lesson: This portion is 10-15 minutes maximum (including guided practice)		
<p>Connection</p> <p><i>What reminders do I need to give?</i></p>	<p>What we tend to say:</p> <p><i>Yesterday we talked about...</i></p> <p><i>Today I will teach you...</i></p>	<p>Say: Yesterday during read aloud time, I read you the book “Chrysanthemum”. Today I will teach you how to use your name as a way you come up with an idea to write about.</p>
<p>Explicit Teaching (5-7 minutes)</p> <p>Teacher models/ demonstrates</p> <p><i>What is my purpose considering the needs of my students?</i></p> <p><i>What materials will I need?</i></p> <p><i>What will my language sound like?</i></p>	<p>What we tend to say:</p> <p><i>Watch me as I...</i></p> <p><i>I want you to notice how I...</i></p> <p><i>Writers/readers use this strategy to...</i></p>	<p>Reread the last 6 pages of the book starting with “What is so humorous? asked Mrs. Twinkle.”</p> <p>Say: One way writers create ideas is by writing about things they know a lot about. We all know about our names. You may have strong feelings about your name-do you love it? or dislike it? You may be named for someone in your family or you may even know the origin of your name. Do you have a nick name? Would you like one? (Note: although these are phrased as questions they are rhetorical and not meant for question and answer at this time.)</p> <p>In the story “Chrysanthemum” the main character starts out loving her name and after she goes to school she feels differently. Today, writers, you will write your Writer’s Notebook entry about your name.</p>
<p>Guided Practice</p> <p><i>How will students participate and practice what they have just learned?</i></p>	<p>What we tend to say:</p> <p><i>Turn and talk to your partner about...</i></p> <p><i>Go into your notebook and...</i></p> <p><i>Work with a partner and...</i></p>	<p>Say: Turn and talk with your partner about some of your ideas for writing your entry about your name.</p>

Independent Practice/Conference: This makes up the longest portion of time		
<p>Focus</p> <p><i>Name the skill/strategy from the explicit teaching.</i></p> <p><i>Students try it independently.</i></p>	<p>What we tend to say:</p> <p><i>(Today and every day...)</i></p> <ul style="list-style-type: none"> • <i>When reading/writing today, use this strategy when....</i> • <i>Use your stickies to mark your thinking.</i> 	<p>Say: Today we will use the strategy of writing about something we know a lot about to help us come up with ideas for writing. Use your name as the focus for your Writer's Notebook entry today.</p>
Time to Share: This typically takes 10-15 minutes		

<p><i>Will I use share time as...</i></p> <ul style="list-style-type: none"> • <i>a mini-lesson reinforcement</i> • <i>a problem solving opportunity</i> • <i>an opportunity for descriptive feedback</i> • <i>an opportunity for speaking and listening, reading or writing assessment</i> <p><i>What will it look like?</i></p> <ul style="list-style-type: none"> • <i>Whole class</i> • <i>Partner</i> • <i>Small group</i> 	<p>What we tend to say:</p> <ul style="list-style-type: none"> • <i>Something I noticed today...</i> • <i>Today we learned... Today Alex discovered...</i> • <i>Alex will share a paragraph from his writing in author's chair (Alex was successful using the strategy.)</i> • <i>Alex will share his connection he made today to another text.</i> • <i>One thing I'd like you to talk with your partner about while you share....</i> • <i>While you are sharing at your tables, I will be looking for...</i> 	<p>Say: Today I noticed many writers had success with the strategy of generating ideas for writing by writing about something we know a lot about. I asked ____ and ____ to share their notebook entry during "Author's Chair".</p>
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Appendix D – Other

Appendix D1– Home Reading Parent/Guardian Information

Appendix D2– English Language Arts Outcomes, Grade 3

Appendix D3– Active Young Readers/Literacy Success/ Writers in Action

Appendix D4–Grade 4 English Language Arts Outcomes: Planning Chart

Appendix D5–Grade 5 English Language Arts Outcomes: Planning Chart

Appendix D6–Grade 6 English Language Arts Outcomes: Planning Chart

Appendix D7–Workshop Lesson Planning Sheet

Appendix D8–Mini lesson planning sheet

Appendix D1– Home Reading Parent/Guardian Information

Home Reading Parent/Guardian Information

Use the information below to support your communication with parents/guardians around home reading. Parts may be used in school or class newsletters, or it may be used as a model to draft a letter or website statement around reading at home.

Reading for enjoyment:

Thank you for your interest in your child’s reading. The partnership between home and school is important in creating confident, happy readers. Each day at school, your child participates in whole class, small group and individual reading experiences. Your child works hard to improve and expand his/her reading. Home reading is a time for your child to practice the skills and strategies that he/she has already learned. Reading at home should be about enjoyment. Praise and positive feedback is important to offer when listening to children read. Talk about the reading, the funny parts, the scary parts, the surprises, the mysteries, have fun with conversations about books.

Think about the reading that you do as an adult for pleasure. Usually, this reading is easy, comfortable, enjoyable and chosen by you to meet your interests. For your child, home reading should be exactly the same. Home reading should not feel like work for you or for your child. This reading is about building a reading life and establishing habits of reading your child will carry forward.

Book levels/ Book choice:

Books for home reading can come from a variety of sources. Teachers may send books home through a home reading program or books may be borrowed from the class or school library. All the books sent home should be easy for your child to read. Sometimes these books may have a level (number or letter indicating difficulty). Leveled books sent home should be easy for your child in order for them to comfortably practice their reading. Teachers use leveled books to match reading instruction to individual students, especially in the lower grades. The level of texts used by the teacher is to guide their instruction, not to compare or rank students. Students will move through the levels at their own pace, as they learn new reading behaviours.

Reading enjoyable, self-selected texts helps to build reading stamina and helps your child answer their own questions about the world and their role in it. Home reading allows your child to expand her/his reading “diet” and to read a variety of different books/texts. It is important for parents/guardians to allow their children to try out a wide range of books including comics, graphic novels, how-to books, choose your own endings, and puzzle books. A parent/guardian might tire of a series book long before a child does but the familiarity of the series book helps your child build confidence and stamina as a reader.

Benefits of reading to/with your child:

Reading to your child is part of the balance of a solid home reading experience. Reading to children exposes them to books they are interested in but are too difficult to read on their own. It also expands the type or genre of book that they might select to read themselves and opens new horizons for them as readers. As children begin to develop independence as readers; this read-aloud time can continue to be a source of togetherness and joy around books. All readers enjoy being read to.

A really important role for parents/guardians is to help your child think and talk about what he/she is reading. Talking about books is an integral part of home reading time (whether the child is reading or being read to). Talking about books develops a child's deeper understanding about the book.

If you have any questions or concerns, please feel free to contact the school.

Appendix D2– English Language Arts Outcomes, Grade 3

[TIA 4-6- pages 114-118-English Language Arts Outcomes, Grade 3]

**Appendix D3– Active Young Readers/Literacy Success/ Writers in Action: Print
Resource Inventory**

[most recent version]

Appendix D4—Grade 4 English Language Arts Outcomes: Planning Chart
[back of ELA 4 planner]

Appendix D5–Grade 5 English Language Arts Outcomes: Planning Chart
[back of ELA 5 planner]

Appendix D6–Grade 6 English Language Arts Outcomes: Planning Chart
[back of grade 6 ELA planner]

Appendix D7–Workshop Planning Guide
Workshop Lesson Planning Sheet

Book Title:

Lesson Focus:

Outcomes Lesson Addresses: Students will be expected to...

Mini-lesson: This portion is 10-15 minutes maximum (including guided practice)		
<p>Connection <i>What reminders do I need to give?</i></p>	<p>What we tend to say: <i>Yesterday we talked about...</i> <i>Today I will teach you...</i></p>	
<p>Explicit Teaching (5-7 minutes) Teacher models/ demonstrates</p> <p><i>What is my purpose considering the needs of my students?</i> <i>What materials will I need?</i> <i>What will my language sound like?</i></p>	<p>What we tend to say: <i>Watch me as I...</i> <i>I want you to notice how I...</i> <i>Writers/readers use this strategy to...</i></p>	
<p>Guided Practice <i>How will students participate and practice what they have just learned?</i></p>	<p>What we tend to say: <i>Turn and talk to your partner about...</i> <i>Go into your notebook and...</i> <i>Work with a partner and...</i></p>	
Independent Practice/Conference: This makes up the longest portion of time		

<p>Focus Name the skill/strategy from the explicit teaching. Students try it independently.</p>	<p>What we tend to say: (Today and every day...)</p> <ul style="list-style-type: none"> • When reading/writing today, use this strategy when.... • Use your stickies to mark your thinking. 	
<p>Time to Share: This typically takes 10-15 minutes</p>		
<p>Will I use share time as...</p> <ul style="list-style-type: none"> • a mini-lesson reinforcement • a problem solving opportunity • an opportunity for descriptive feedback • an opportunity for speaking and listening, reading or writing assessment <p>What will it look like?</p> <ul style="list-style-type: none"> • Whole class • Partner • Small group 	<p>What we tend to say:</p> <ul style="list-style-type: none"> • Something I noticed today... • Today we learned...Today Alex discovered... • Alex will share a paragraph from his writing in author's chair (Alex was successful using the strategy.) • Alex will share his connection he made today to another text. • One thing I'd like you to talk with your partner about while you share.... • While you are sharing at your tables, I will be looking for... 	

Appendix D8–Mini-lesson Planning Guide

Mini-Lesson #:	
Outcome/Purpose/Topic:	
Resource:	Page(s):
Other Materials:	
<u>Procedure</u>	
Connection:	
Explicit Teaching/"Teach It":	
Active Involvement/"Try It":	
Independent/ Guided/ Whole Class/"Practise It":	
Class/ Group/ Partner Share	
Notes/ Reflections on the Lesson:	

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