

# English Language Arts 3

*Curriculum Guide 2015*



**Education and Early Childhood Development**



***Department of Education and Early  
Childhood Development  
Mission Statement***

***By March 31, 2017, the Department of Education and  
Early Childhood Development will have improved  
provincial early childhood learning and the K-12  
education system to further opportunities for the  
people of Newfoundland and Labrador.***

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# Section One:

## Newfoundland and Labrador Curriculum

### Introduction

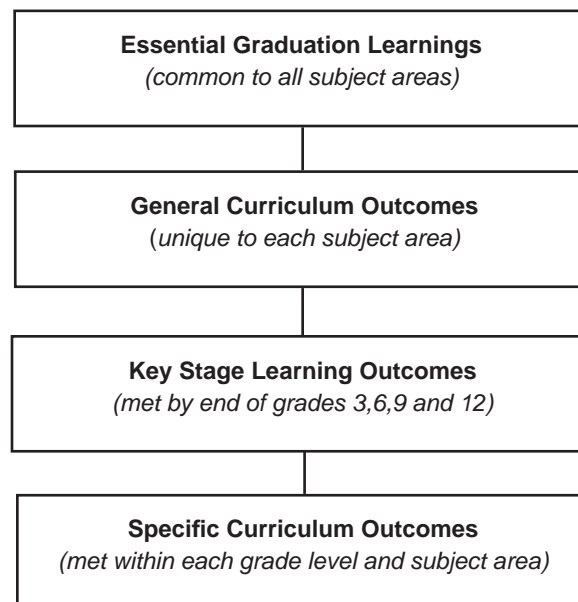
There are multiple factors that impact education including: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education our children receive.

The Newfoundland and Labrador Department of Education believes that curriculum design with the following characteristics will help teachers address the needs of students served by the provincially prescribed curriculum:

- Curriculum guides must clearly articulate what students are expected to know and be able to do by the time they graduate from high school.
- There must be purposeful assessment of students' performance in relation to the curriculum outcomes.

### Outcomes Based Education

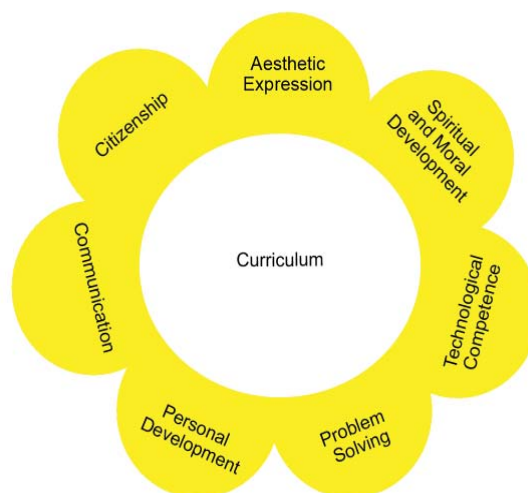
The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes (KSCOs) and Specific Curriculum Outcomes (SCOs).



### *Essential Graduation Learnings*

Essential Graduation Learnings (EGLs) provide vision for the development of a coherent and relevant curriculum. The EGLs are statements that offer students clear goals and a powerful rationale for education. The EGLs are delineated by general, key stage, and specific curriculum outcomes.

EGLs describe the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. EGLs describe expectations, not in terms of individual subject areas, but in terms of knowledge, skills, and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject areas if they are to be ready to meet the shifting and ongoing demands of life, work, and study.



***Aesthetic Expression*** - Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

***Citizenship*** - Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

***Communication*** - Graduates will be able to think, learn, and communicate effectively by using listening, viewing, speaking, reading, and writing modes of language(s), and mathematical and scientific concepts and symbols.

***Problem Solving*** - Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.

***Personal Development*** - Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

***Spiritual and Moral Development*** - Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

***Technological Competence*** - Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

## Curriculum Outcomes

Curriculum outcomes are statements that articulate what students are expected to know and be able to do in each program area in terms of knowledge, skills, and attitudes.

Curriculum outcomes may be subdivided into General Curriculum Outcomes, Key Stage Curriculum Outcomes, and Specific Curriculum Outcomes.

### **General Curriculum Outcomes (GCOs)**

Each program has a set of GCOs which describe what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences within a subject area. GCOs serve as conceptual organizers or frameworks which guide study within a program area. Often, GCOs are further delineated into KSCOs.

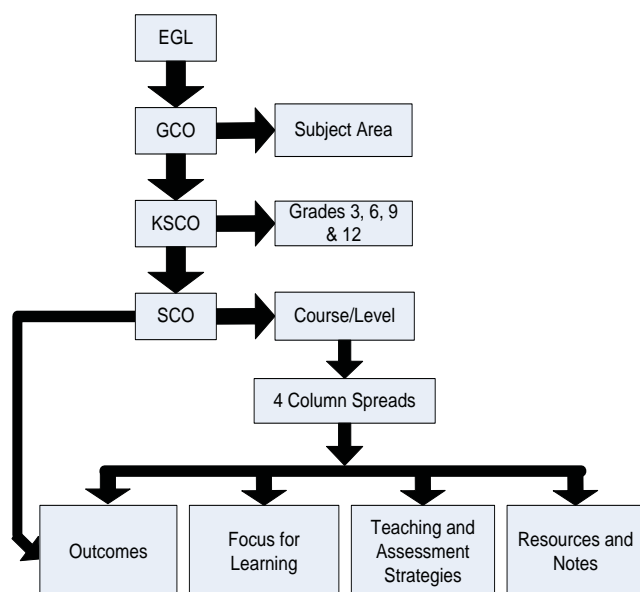
### **Key Stage Curriculum Outcomes (KSCOs)**

Key Stage Curriculum Outcomes (KSCOs) summarize what is expected of students at each of the four key stages of Grades Three, Six, Nine, and Twelve.

### **Specific Curriculum Outcomes (SCOs)**

SCOs set out what students are expected to know and be able to do as a result of their learning experiences in a course, at a specific grade level. In some program areas, SCOs are further articulated into delineations. **It is expected that all SCOs will be addressed during the course of study covered by the curriculum guide.**

## EGLs to Curriculum Guides



## Context for Teaching and Learning

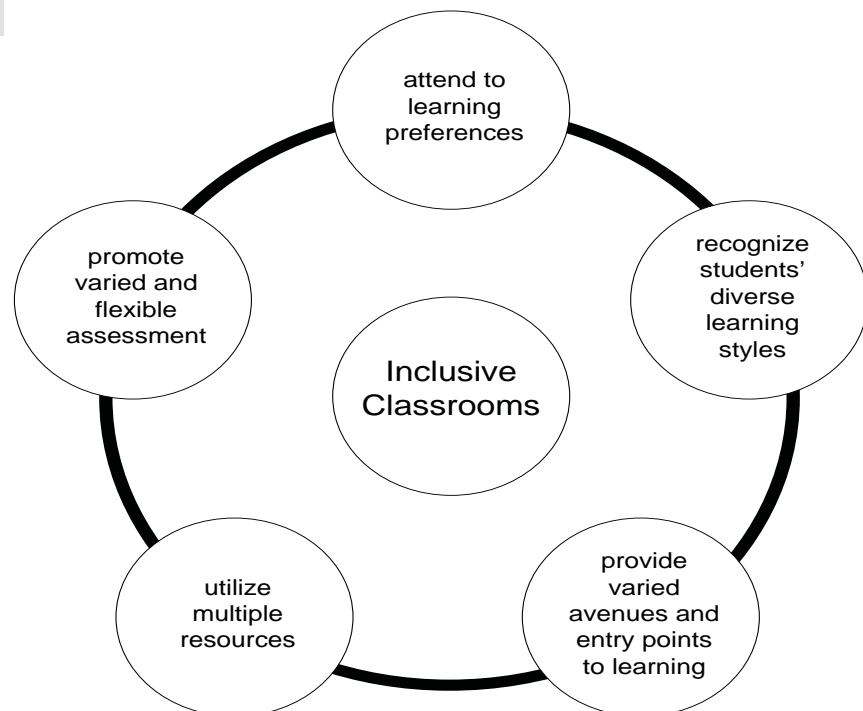
Teachers are responsible to help students achieve outcomes. This responsibility is a constant in a changing world. As programs change over time so does educational context. Factors that make up the educational context in Newfoundland and Labrador today: inclusive education, support for gradual release of responsibility teaching model, focus on literacy and learning skills in all programs, and support for education for sustainable development.

### Inclusive Education

#### *Valuing Equity and Diversity*

*Effective inclusive schools have the following characteristics: supportive environment, positive relationships, feelings of competence, and opportunities to participate (The Centre for Inclusive Education, 2009).*

All students need to see their lives and experiences reflected in their school community. It is important that the curriculum reflect the experiences and values of all genders and that learning resources include and reflect the interests, achievements, and perspectives of all students. An inclusive classroom values the varied experiences, abilities, social, and ethno-cultural backgrounds of all students while creating opportunities for community building. Inclusive policies and practices promote mutual respect, positive interdependencies, and diverse perspectives. Learning resources should include a range of materials that allow students to consider many viewpoints and to celebrate the diverse aspects of the school community.



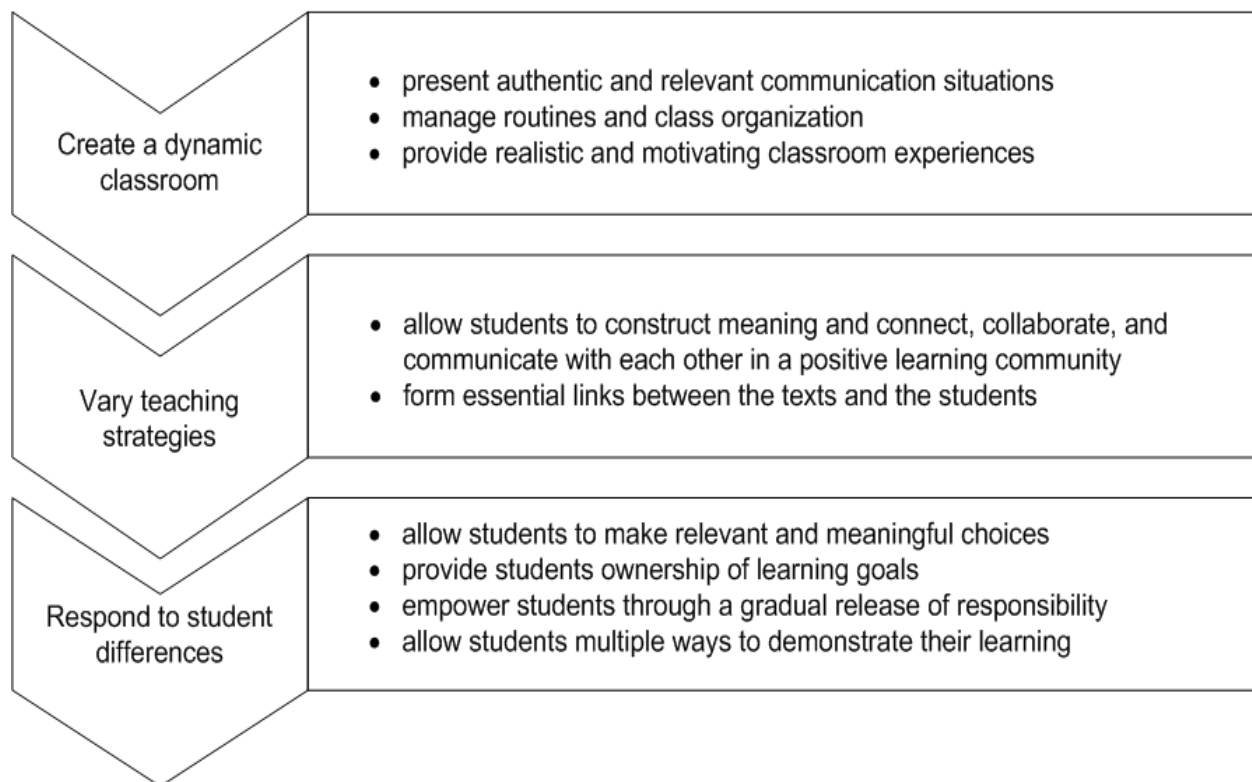
## Differentiated Instruction

*Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get it' and express learning (Carol Ann Tomlinson).*

Curriculum is designed and implemented to provide learning opportunities for all according to student abilities, needs, and interests. Teachers must be aware of and responsive to the diverse range of learners in their classes. Differentiated instruction is a useful tool in addressing this diversity.

Differentiated instruction responds to different readiness levels, abilities, and learning profiles of students. It involves actively planning so that: the process by which content is delivered, the way the resource is used, and the products students create are in response to the teacher's knowledge of whom he or she is interacting with. Learning environments should be flexible to accommodate various learning preferences of the students. Teachers continually make decisions about selecting teaching strategies and structuring learning activities to provide all students with a safe and supportive place to learn and succeed.

Teachers should...



## Differentiating the Content

Differentiating content requires teachers to pre-assess students to identify those who require pre-requisite instruction, as well as those who have already mastered the concept and may, therefore, proceed to apply the concepts to problem solving or further use. Another way to differentiate content is to permit students to adjust the pace at which they may progress through the material. Some students may require additional time while others may move through at an increased pace and thus create opportunities for

enrichment or more indepth consideration of a topic of particular interest.

Teachers should consider the following examples of differentiating content:

- meet with small groups to re-teach an idea or skill or to extend the thinking or skills
- present ideas through auditory, visual, and tactile means
- use reading materials such as novels, web sites, and other reference materials at varying reading levels

### *Differentiating the Process*

Differentiating the process involves varying learning activities or strategies to provide appropriate methods for students to explore and make sense of concepts. A teacher might assign all students the same product (e.g., giving a presentation) but the process students use to create the presentation may differ. Some students could work in groups while others meet with the teacher alone. The same assessment criteria can be used for all students.

Teachers should consider flexible groupings of students such as whole class, small group, or individual instruction. Students can be grouped according to their learning styles, readiness levels, interest areas, and the requirements of the content or activity presented. Groups should be formed for specific purposes and be flexible in composition and short-term in duration.

Teachers should consider the following examples of differentiating the process:

- offer hands-on activities for students who need them
- provide activities and resources that encourage students to further explore a topic of particular interest to them
- use activities in which all learners work with the same learning outcomes, but proceed with different levels of support, challenge, or complexity

### *Differentiating the Product*

Differentiating the product involves varying the complexity and type of product that students create to demonstrate learning outcomes. Teachers provide a variety of opportunities for students to demonstrate and show evidence of what they have learned.

Teachers should consider the following examples of differentiating by product:

- encourage students to create their own products as long as the assignments contain required elements
- give students options of how to express their learning (e.g., create an online presentation, write a letter, or develop a mural)

Allowing students to choose how they demonstrate their understanding in ways that are appropriate to their learning needs, readiness, and interests is a powerful way to engage them.

## *Differentiating the Learning Environment*

The learning environment includes the physical and the affective tone or atmosphere in which teaching and learning take place, and can include the noise level in the room, whether student activities are static or mobile, or how the room is furnished and arranged. Classrooms may include tables of different shapes and sizes, space for quiet individual work, and areas for collaboration.

Teachers can divide the classroom into sections, create learning centres, or have students work both independently or in groups. The structure should allow students to move from whole group, to small group, pairs, and individual learning experiences and support a variety of ways to engage in learning. Teachers should be sensitive and alert to ways in which the classroom environment supports their ability to interact with students.

Teachers should consider the following examples of differentiating the learning environment:

- develop routines that allow students to seek help when teachers are with other students and cannot provide immediate attention
- ensure there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration
- establish clear guidelines for independent work that match individual needs
- provide materials that reflect diversity of student background, interests, and abilities

The physical learning environment must be structured in such a way that all students can gain access to information and develop confidence and competence.

## *Meeting the Needs of Students With Exceptionalities*

All students have individual learning needs. Some students, however, have exceptionalities (defined by the Department of Education) which impact their learning. The majority of students with exceptionalities access the prescribed curriculum. Details of these exceptionalities are available at:

[www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html](http://www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html)

Supports for these students may include:

1. accommodations
2. modified prescribed courses
3. alternate courses
4. alternate programs
5. alternate curriculum

For further information, see Service Delivery Model for Students with Exceptionalities at [www.cdli.ca/sdm/](http://www.cdli.ca/sdm/)

Classroom teachers should collaborate with instructional resource teachers to select and develop strategies which target specific learning needs.

## *Meeting the Needs of Students Who are Highly Able*

*\* includes gifted and talented*

Some students begin a course or topic with a vast amount of prior experience and knowledge. They may know a large portion of the material before it is presented to the class or be capable of processing it at a rate much faster than their classmates. All students are expected to move forward from their starting point. Many elements of differentiated instruction are useful in addressing the needs of students who are highly able.

Some strategies which are often effective include:

- independent study to increase depth of exploration in an area of particular interest .
- curriculum compacting to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge.
- similar ability grouping to provide the opportunity for students to work with their intellectual peers and elevate discussion and thinking, or delve deeper into a particular topic
- tiering of instruction to pursue a topic to a greater depth or to make connections between various spheres of knowledge

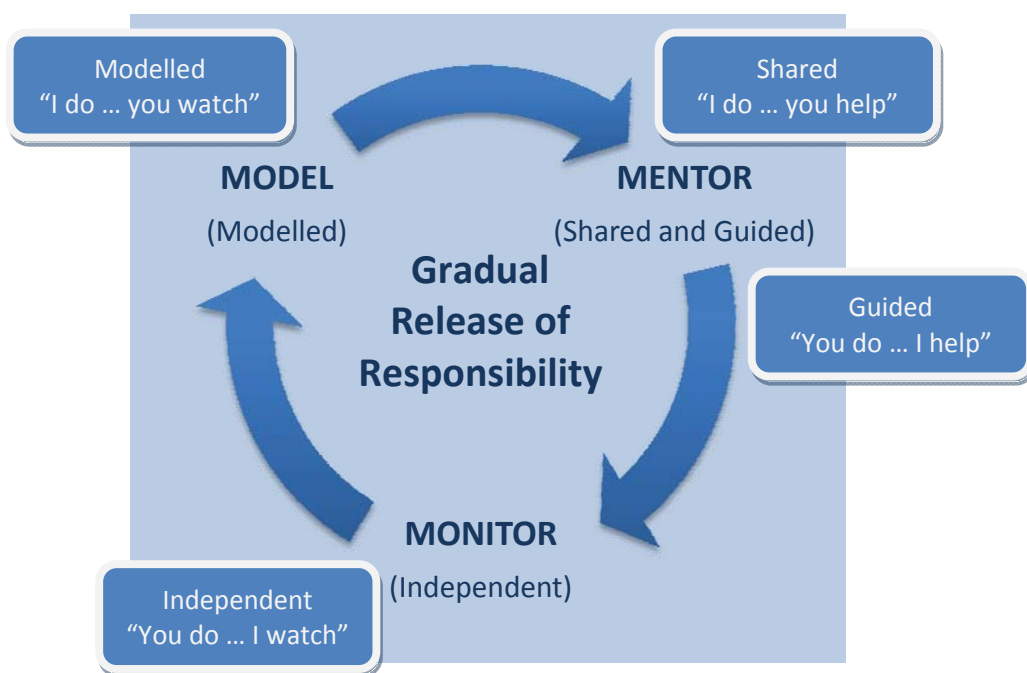
Highly able students require the opportunity for authentic investigation and become familiar with the tools and practices of the field of study. Authentic audiences and tasks are vital for these learners. Some highly able learners may be identified as gifted and talented in a particular domain. These students may also require supports through the Service Delivery Model for Students with Exceptionalities.



## *Gradual Release of Responsibility*

Teachers must determine when students can work independently and when they require assistance. In an effective learning environment, teachers choose their instructional activities to model and scaffold composition, comprehension and metacognition that is just beyond the students' independence level. In the gradual release of responsibility approach, students move from a high level of teacher support to independent work. If necessary, the teacher increases the level of support when students need assistance. The goal is to empower students with their own learning strategies, and to know how, when, and why to apply them to support their individual growth. Guided practice supports student independence. As a student demonstrates success, the teacher should gradually decrease his or her support.

### *Gradual Release of Responsibility Model*



# Literacy

*UNESCO has proposed an operational definition which states, "Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society". To be successful, students require a set of interrelated skills, strategies and knowledge in multiple literacies that facilitate their ability to participate fully in a variety of roles and contexts in their lives, in order to explore and interpret the world and communicate meaning (The Plurality of Literacy and its Implications for Policies and Programmes, 2004, p.13 ).*

## Reading in the Content Areas

Literacy is:

- a process of receiving information and making meaning from it
- the ability to identify, understand, interpret, communicate, compute, and create text, images, and sounds

Literacy development is a lifelong learning enterprise beginning at birth that involves many complex concepts and understandings. It is not limited to the ability to read and write; no longer are we exposed only to printed text. It includes the capacity to learn to communicate, read, write, think, explore, and solve problems. Literacy skills are used in paper, digital, and live interactions where people:

- analyze critically and solve problems
- comprehend and communicate meaning
- create a variety of texts
- read and view for enjoyment
- make connections both personally and inter-textually
- participate in the socio-cultural world of the community
- respond personally

These expectations are identified in curriculum documents for specific subject areas as well as in supporting documents, such as *Cross-Curricular Reading Tools* (CAMET).

With modelling, support, and practice, students' thinking and understandings are deepened as they work with engaging content and participate in focused conversations.

The focus for reading in the content areas is on teaching strategies for understanding content. Teaching strategies for reading comprehension benefits all students, as they develop transferable skills that apply across curriculum areas.

When interacting with different texts, students must read words, view and interpret text features and navigate through information presented in a variety of ways including, but not limited to:

• Books	• Documentaries	• Speeches
• Poems	• Movies	• Podcasts
• Songs	• Music videos	• Plays
• Video games	• Advertisements	• Web pages
• Magazine articles	• Blogs	• Online databases

Students should be able to interact with and comprehend different texts at different levels.

There are three levels of text comprehension:

- Independent level – students are able to read, view, and understand texts without assistance
- Instructional level – students are able to read, view, and understand most texts but need assistance to fully comprehend some texts
- Frustration level – students are not able to read or view with understanding (i.e., texts may be beyond their current reading level)

Teachers will encounter students working at all reading levels in their classrooms and will need to differentiate instruction to meet their needs. For example, print texts may be presented in audio form; physical movement may be associated with synthesizing new information with prior knowledge; graphic organizers may be created to present large amounts of print text in a visual manner.

When interacting with information that is unfamiliar to students, it is important for teachers to monitor how effectively students are using strategies to read and view texts. Students will need to:

- analyze and think critically about information
- determine importance to prioritize information
- engage in questioning before, during, and after an activity related to a task, text, or problem
- make inferences about what is meant but not said
- make predictions
- synthesize information to create new meaning
- visualize ideas and concepts

## Learning Skills for Generation Next

*Generation Next is the group of students who have not known a world without personal computers, cell phones and the Internet. They were born into this technology. They are digital natives.*

Students need content and skills to be successful. Education helps students learn content and develop skills needed to be successful in school and in all learning contexts and situations. Effective learning environments and curricula challenge learners to develop and apply key skills within the content areas and across interdisciplinary themes.

Learning Skills for Generation Next encompasses three broad areas:

### **Learning and Innovation Skills**

Learning and innovation skills enhance a person's ability to learn, create new ideas, problem solve, and collaborate. These skills will help foster lifelong learning. They include:

- Collaboration
- Communication
- Creative Thinking
- Critical Thinking

### **Literacy Skills**

In addition to the literacy aspects outlined in the previous section, three areas are crucial for Generation Next. These areas are:

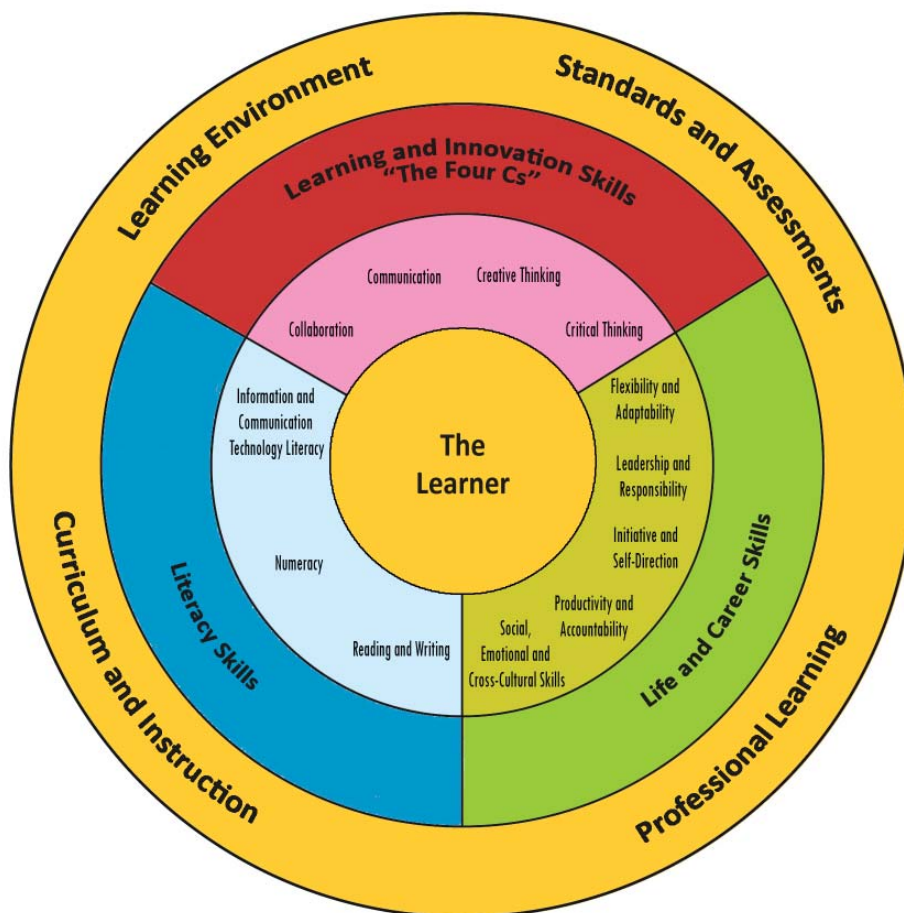
- Information and Communication Technology Literacy
- Numeracy
- Reading and Writing

### **Life and Career Skills**

Life and career skills are skills that address leadership, the interpersonal, and the affective domains. These skills include:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Leadership and Responsibility
- Productivity and Accountability
- Social and Cross-Cultural Skills

The diagram below illustrates the relationship between these areas. A 21st century curriculum employs methods that integrate innovative and research-driven teaching strategies, modern learning technologies, and relevant resources and contexts.



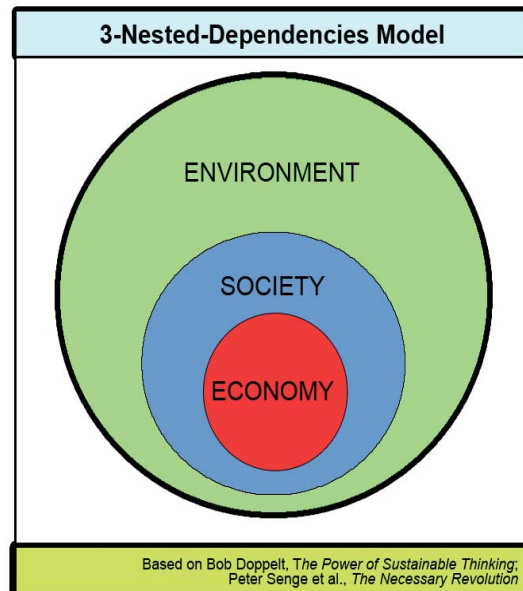
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support the gradual release of responsibility model. For example, lessons in a variety of content areas can be infused with learning skills for Generation Next by using open-ended questioning, role plays, inquiry approaches, self-directed learning, student role rotation, and Internet-based technologies.

All programs have a shared responsibility in developing students' capabilities within all three skill areas.

## Education for Sustainable Development

*Sustainable development is defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (Our Common Future, 43).*

Sustainable development is comprised of three integrally connected areas: economy, society, and environment.



As conceived by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values, and perspectives of sustainable development into all aspects of education and learning. Changes in human behaviour should create a more sustainable future – a future that provides for environmental integrity, economic viability, and results in a just society for both the present and future generations.

ESD is not teaching about sustainable development. Rather, ESD involves teaching for sustainable development – helping students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

Within ESD, the knowledge component spans an understanding of the interconnectedness of our political, economic, environmental, and social worlds, to the role of science and technology in the development of societies and their impact on the environment. The skills necessary include being able to assess bias, analyze consequences of choices, ask questions, and solve problems. ESD values and perspectives include an appreciation for the interdependence of all life forms, the importance of individual responsibility and action, an understanding of global issues as well as local issues in a global context. Students need to be aware that every issue has a history, and that many global issues are linked.

# Assessment and Evaluation

## Assessment

Assessment is the process of gathering information on student learning.

How learning is assessed and evaluated and how results are communicated send clear messages to students and others about what is valued.

Assessment instruments are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs, and guides future instruction.

Teachers are encouraged to be flexible in assessing student learning and to seek diverse ways students might demonstrate what they know and are able to do.

Evaluation involves the weighing of the assessment information against a standard in order to make a judgement about student achievement.

Assessment can be used for different purposes:

1. assessment for learning guides and informs instruction
2. assessment as learning focuses on what students are doing well, what they are struggling with, where the areas of challenge are, and what to do next
3. assessment of learning makes judgements about student performance in relation to curriculum outcomes.

### *1. Assessment for Learning*

Assessment for learning involves frequent, interactive assessments designed to make student learning visible. This enables teachers to identify learning needs and adjust teaching accordingly. It is an ongoing process of teaching and learning.

Assessment for learning:

- includes pre-assessments that provide teachers with information of what students already know and can do
- involves students in self-assessment and setting goals for their own learning
- is not about a score or mark
- is used to inform student learning
- provides descriptive and specific feedback to students and parents regarding the next stage of learning
- requires the collection of data, during the learning process, from a range of tools to learn as much as possible about what a student knows and is able to do



## *2. Assessment as Learning*

Assessment as learning involves students' reflecting on their learning and monitoring of their own progress. It focuses on the role of the student in developing and supporting metacognition.

Assessment as learning:

- enables students to use information gathered to make adaptations to their learning processes and to develop new understandings
- engages students in their own learning as they assess themselves and understand how to improve performance
- prompts students to consider how they can continue to improve their learning
- supports students in analyzing their learning in relation to learning outcomes

## *3. Assessment of Learning*

Assessment of learning involves strategies designed to confirm what students know, in terms of curriculum outcomes. It also assists teachers to determine student proficiency and their future learning needs. Assessment of learning occurs at the end of a learning experience that contributes directly to reported results.

Traditionally, teachers relied on this type of assessment to make judgements about student performance by measuring learning after the fact and then reporting it to others. Used in conjunction with the other assessment processes previously outlined, however, assessment of learning is strengthened.

Assessment of learning:

- confirms what students know and can do
- occurs at the end of a learning experience using a variety of tools
- provides opportunities to report evidence to date of student achievement in relation to learning outcomes, to parents/guardians, and other stakeholders
- reports student learning accurately and fairly, based on evidence obtained from a variety of contexts and sources

## *Involving Students in the Assessment Process*

Students should know what they are expected to learn as outlined in the specific curriculum outcomes of a course as well as the criteria that will be used to determine the quality of their achievement. This information allows students to make informed choices about the most effective ways to demonstrate what they know and are able to do.

It is important that students participate actively in assessment by co-creating criteria and standards which can be used to make judgements about their own learning. Students may benefit from examining various scoring criteria, rubrics, and student exemplars.

Students are more likely to perceive learning as its own reward when they have opportunities to assess their own progress. Rather



than asking teachers, “What do you want?”, students should be asking themselves questions such as:

- What have I learned?
- What can I do now that I couldn’t do before?
- What do I need to learn next?

Assessment must provide opportunities for students to reflect on their own progress, evaluate their learning, and set goals for future learning.

## *Assessment Tools*

In planning assessment, teachers should use a broad range of tools to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. The different levels of achievement or performance may be expressed as written or oral comments, ratings, categorizations, letters, numbers, or as some combination of these forms.

The grade level and the activity being assessed will inform the types of assessment teachers will choose.

### *Types of Assessment Tools:*

- |                                   |                      |                    |
|-----------------------------------|----------------------|--------------------|
| • Anecdotal Records               | • Exemplars          | • Projects         |
| • Audio/video clips               | • Graphic Organizers | • Questions        |
| • Case Studies                    | • Journals           | • Quizzes          |
| • Checklists                      | • Literacy Profiles  | • Role Plays       |
| • Conferences                     | • Observations       | • Rubrics          |
| • Debates                         | • Podcasts           | • Self Assessments |
| • Demonstrations                  | • Portfolios         | • Tests            |
| • Documentation using photographs | • Presentations      | • Wikis            |

## *Assessment Guidelines*

It is important that students know the purpose of an assessment, the type, and the marking scheme being used. The following criteria should be considered:

- a rationale should be developed for undertaking a particular assessment of learning at a particular point in time
- all students should be provided with the opportunity to demonstrate the extent and depth of their learning
- assessments should measure what they intend to measure
- criteria used in the assessment should be shared with students so that they know the expectations
- evidence of student learning should be collected through a variety of methods and not be based solely on tests and paper and pencil activities
- feedback should be descriptive and individualized to students
- learning outcomes and assessment criteria together should provide a clear target for student success

## *Evaluation*

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgements or decisions based on the information gathered. Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them.

During evaluation, the teacher:

- interprets the assessment information and makes judgements about student progress
- makes decisions about student learning programs

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## Section Two: Curriculum Design

### English Language Arts

Language is the central means through which students formulate thoughts and communicate their ideas with others. The English language arts curriculum identifies the processes of thinking that support students' ability to use language to make meaning of texts, whether they are producing texts of their own or interacting with texts created by others.

Experiences with texts are designed to enhance students':

- ability to be creative
- capacity to respond personally and critically
- celebration of diversity
- understanding of metacognition and critical thinking
- use of knowledge and language strategies

The English language arts curriculum supports literacy development through both integrated experiences and the teaching of discrete skills in speaking and listening, reading and viewing, and writing and representing. The curriculum at all levels supports multiple literacies which enable students to interact with and create a variety of digital, live, and paper texts. As students use, interact with and create texts, they increase their knowledge, experience, and control of language. The curriculum also fosters students' understanding of self and others as well as their ability to be clear and precise in their communication.

The English Language Arts curriculum creates opportunities for balance and integration among six strands of learning in speaking, listening, reading, viewing, writing, and representing. While the strands are delineated separately for the purposes of explanation in curriculum guides, they are taught in an integrated manner so that the interrelationships between and among the language processes are virtually indistinguishable; the processes of making meaning from and with texts are continual and recursive in nature.

Students use a variety of cognitive processes to make meaning such as analyzing, determining importance, inferring, making connections, monitoring comprehension, predicting, synthesizing, and visualizing. Focusing on these processes while students speak, listen, read, view, write and represent will support the development of lifelong literacy learning.

# Curriculum Outcomes Framework

Below are the key stage 3 outcomes aligned with the general curriculum outcomes for English language arts. The general curriculum outcomes are common to all grades, the key stage outcomes summarize students' expected achievement at the end of each key stage. The specific curriculum outcomes for Grade 3 are presented in each strand overview, beginning on page 30.

Strand	General Curriculum Outcomes	Key Stage Outcomes
Speaking and Listening	1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.	<ul style="list-style-type: none"> <li>describe, share, and discuss thoughts, feelings, and experiences and consider others' ideas</li> <li>ask and respond to questions to clarify information and to explore possibilities or solutions to problems</li> <li>express and explain opinions and respond to the questions and reactions of others</li> <li>listen critically to others' ideas and opinions</li> </ul>
	2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.	<ul style="list-style-type: none"> <li>participate in conversation, small-group and whole-group discussion; understand when to speak, when to listen</li> <li>adapt volume, projection, facial expressions, gestures, and tone of voice to the speaking occasion</li> <li>give and follow instructions and respond to questions and directions</li> <li>engage in and respond to a variety of oral presentations and other texts</li> </ul>
	3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.	<ul style="list-style-type: none"> <li>use basic courtesies and conventions of conversation in group work and co-operative play</li> <li>identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people</li> <li>demonstrate a growing awareness that different kinds of language are appropriate to different situations</li> </ul>
Reading and Viewing	4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.	<ul style="list-style-type: none"> <li>select, independently and with teacher assistance, texts appropriate to their interests and learning needs</li> <li>read widely and experience a variety of children's literature</li> <li>use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information</li> <li>use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning</li> <li>describe their own reading and viewing processes and strategies</li> </ul>
	5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	<ul style="list-style-type: none"> <li>answer, with assistance, their questions and those of others by seeking information from a variety of texts               <ul style="list-style-type: none"> <li>identify their own personal and learning needs for information</li> <li>generate their own questions as a guide for research</li> <li>use a range of print and non-print materials to meet their needs</li> <li>use basic reference materials and a database or electronic search</li> <li>reflect on their own research process</li> </ul> </li> </ul>

Strand	General Curriculum Outcomes	Key Stage Outcomes
<i>Reading and Viewing</i>	6. Students will be expected to respond personally to a range of texts.	<ul style="list-style-type: none"> <li>• make personal connections to texts and describe, share, and discuss their reactions and emotions</li> <li>• express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions</li> </ul>
	7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.	<ul style="list-style-type: none"> <li>• question information presented in print and visual texts               <ul style="list-style-type: none"> <li>- use a personal knowledge base as a frame of reference</li> </ul> </li> <li>• identify some different types of print and media texts               <ul style="list-style-type: none"> <li>- recognize some of their language conventions and text characteristics</li> <li>- recognize that these conventions and characteristics help them understand what they read and view</li> </ul> </li> <li>• respond critically to texts               <ul style="list-style-type: none"> <li>- formulate questions as well as understandings</li> <li>- identify the point of view in a text and demonstrate awareness of whose voices/positions are and are not being expressed</li> <li>- discuss the text from the perspectives of their own realities and experiences</li> <li>- identify instances of prejudice, bias, and stereotyping</li> </ul> </li> </ul>
<i>Writing and Representing</i>	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.	<ul style="list-style-type: none"> <li>• use writing and other forms of representation to               <ul style="list-style-type: none"> <li>- formulate questions</li> <li>- generate and organize language and ideas</li> <li>- discover and express personal attitudes and opinions</li> <li>- express feelings and imaginative ideas</li> <li>- record experiences</li> <li>- explore how and what they learn</li> </ul> </li> <li>• explore, with assistance, ways for making their own notes</li> <li>• experiment with language choices in imaginative writing and other ways of representing</li> </ul>
	9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.	<ul style="list-style-type: none"> <li>• create written and media texts using a variety of forms               <ul style="list-style-type: none"> <li>- experiment with the combination of writing with other media to increase the impact of their presentations</li> </ul> </li> <li>• demonstrate some awareness of purpose and audience               <ul style="list-style-type: none"> <li>- make choices about form for a specific purpose/audience</li> </ul> </li> <li>• consider their readers'/listeners'/viewers' questions, comments, and other responses in assessing their work and extending their learning</li> </ul>

Strand	General Curriculum Outcomes	Key Stage Outcomes
<i>Writing and Representing</i>	10. Students will be expected to use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness.	<ul style="list-style-type: none"><li>• experiment with a range of prewriting, drafting, editing, proofreading and presentation strategies</li><li>• use some conventions of written language</li><li>• experiment with technology in writing and other forms of representing</li><li>• demonstrate engagement with the creation of pieces of writing and other representations</li><li>• select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning</li></ul>

## Primary English Language Arts

The Primary English Language Arts curriculum recognizes the developmental nature of young learners as they acquire literacy skills. The curriculum encourages growth in student language development through participation in authentic language experiences. Students in primary English language arts:

- are supported on the continuum for language learning in their stage of development
- create imaginative representations
- develop language skills with an emphasis on oral language
- interact and engage with a variety of texts daily
- learn how to view, think, and respond critically to texts encountered
- learn to speak, listen, read, view, write, and represent from an integrated teaching style
- use the four cueing systems to develop proficient reading and writing skills
- use the processes of thinking: predicting, sequencing, synthesizing, self-monitoring, analyzing, evaluating, inferring, and making connections

## Suggested Yearly Plan

Given the range of developmental levels in a grade three classroom, it is necessary to establish classroom structures and routines at the beginning of the school year which will enable a productive and engaging learning environment for the entire year.

An effective plan for an English language arts program incorporates a variety of tasks which support greater independence in student learning over time. There is a focus on all modes of communication - speaking and listening, reading and viewing, and writing and representing.

In order to optimize literacy learning it is recommended that teachers, with the help of administrators, schedule a block of time (approximately 70-90 minutes a day), referred to as a Literacy Block, where interruptions are minimal. This time is not strictly allocated for English language arts. Instead, it will integrate literacy learning in other subject areas. Although all aspects of literacy are integrated, this approach allows time for explicit instruction, time for students to apply newly learned skills, time for teachers to support students as they practice, and time for appropriate assessment and feedback. It should also include a time for the teacher to check the status of the class, to determine where students are in their work, and set directions for the remainder of the block. The Literacy Block includes routines, established early in the year, which clearly indicate to students procedures to follow for instruction, guided learning, independent practice, group work, conferences with other students and the teacher, etc. Routines, once established will provide opportunities for the teacher to work with a small group or an individual while the remainder of the class engages in purposeful learning in English language arts. It is important to include a variety of print and digital texts in classroom libraries that interest students at their appropriate reading levels. As routines become established, teachers regularly conference with students to offer meaningful feedback on both the successes they are experiencing, as well as to provide specific direction on how to improve in a particular area. This learning structure encourages students to work at their own pace while taking a greater responsibility for their own learning.



Literacy Block (Reader's Workshop/Writer's Workshop)				
Organization and Time	Teaching and Learning Context			
Whole Group (10-20 minutes)	<ul style="list-style-type: none"> <li>Read Aloud/Mini-lesson - The teacher demonstrates while thinking the process ahead (Reader's Workshop)</li> <li>Modelled Writing/Mini-lesson (Writer's Workshop)</li> <li>Shared Reading/Writing - The teacher provides direction and invites students to participate</li> </ul> (Note: Purposeful talk, language, and word study is integrated into all approaches)			
	Status of the Class - quick overview of student activity for next 50-60 minutes			
Small Group and Individual (50-60 minutes)	Teacher	Students		
	Guided Reading/ Guided Writing - teacher scaffolds instruction and provides support	Independent Reading or Independent Writing - students work independently and the teacher offers support only as necessary		
	Conferencing	Follow-up Activities	Reading and Responding to Text	Personal Reading/ Writing
Whole Group (10-20 minutes)	Group Sharing Time			

# How to Use the Four Column Curriculum Layout

## Outcomes

Column one contains specific curriculum outcomes (SCO) and accompanying delineations where appropriate. The delineations provide specificity in relation to key ideas.

Outcomes are numbered in ascending order

Delineations are indented and numbered as a subset of the originating SCO.

All outcomes are related to general curriculum outcomes.

## Focus for Learning

Column two is intended to assist teachers with instructional planning. It also provides context and elaboration of the ideas identified in the first column.

This may include:

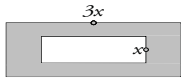
- references to prior knowledge
- clarity in terms of scope
- depth of treatment
- common misconceptions
- cautionary notes
- what teachers need to know to scaffold and challenge student's learning


## Sample Performance Indicator(s)

This provides a summative, higher order activity, where the response would serve as a data source to help teachers assess the degree to which the student has achieved the outcome.

Performance indicators are typically presented as a task, which may include an introduction to establish a context. They would be assigned at the end of the teaching period allocated for the outcome.

Performance indicators would be assigned when students have attained a level of competence, with suggestions for teaching and assessment identified in column three.

SPECIFIC CURRICULUM OUTCOMES		
<i>GCO 1: Represent algebraic expressions in multiple ways</i>		
Outcomes	Focus for Learning	
Students will be expected to		
1.0 model, record and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially and symbolically. [GCO 1]	From previous work with number operations, students should be aware that division is the inverse of multiplication. This can be extended to divide polynomials by monomials. The study of division should begin with division of a monomial by a monomial, progress to a polynomial by a scalar, and then to division of a polynomial by any monomial.	
1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.	Division of a polynomial by a monomial can be visualized using area models with algebra tiles. The most commonly used symbolic method of dividing a polynomial by a monomial at this level is to divide each term of the polynomial by the monomial, and then use the exponent laws to simplify. This method can also be easily modelled using tiles, where students use the sharing model for division.	
1.3 apply a personal strategy for multiplication and division of a given polynomial expression	Because there are a variety of methods available to multiply or divide a polynomial by a monomial, students should be given the opportunity to apply their own personal strategies. They should be encouraged to use algebra tiles, area models, rules of exponents, the distributive property and repeated addition, or a combination of any of these methods, to multiply or divide polynomials. Regardless of the method used, students should be encouraged to record their work symbolically. Understanding the different approaches helps students develop flexible thinking.	
	<b>Sample Performance Indicator</b> Write an expression for the missing dimensions of each rectangle and determine the area of the walkway in the following problem: <ul style="list-style-type: none"> <li>• The inside rectangle in the diagram below is a flower garden. The shaded area is a concrete walkway around it. The area of the flower garden is given by the expression <math>2x^2 + 4x</math> and the area of the large rectangle, including the walkway and the flower garden, is <math>3x^2 + 6x</math>.</li> </ul> 	

SPECIFIC CURRICULUM OUTCOMES	
<i>GCO 1: Represent algebraic expressions in multiple ways</i>	
Sample Teaching and Assessment Strategies	Resources and Notes
<p>Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:</p> <p>Modeling division using the sharing model provides a good transition to the symbolic representation. For example, <math>\frac{3x+12}{3} = \frac{3x}{3} + \frac{12}{3}</math>. To model this, students start with a collection of three x-tiles and 12 unit tiles and divide them into three groups.</p>  <p>For this example, <math>x + 4</math> tiles will be a part of each group, so the quotient is <math>x + 4</math>.</p> <p><b>Activation</b></p> <p>Students may</p> <ul style="list-style-type: none"> <li>Model division of a polynomial by a monomial by creating a rectangle using four <math>x^2</math>-tiles and eight <math>x</math>-tiles, where <math>4x</math> is one of the dimensions.</li> </ul> <p>Teachers may</p> <ul style="list-style-type: none"> <li>Ask students what the other dimension is and connect this to the symbolic representation.</li> </ul> <p><b>Connection</b></p> <p>Students may</p> <ul style="list-style-type: none"> <li>Model division of polynomials and determine the quotient</li> </ul> <p>(i) <math>(6x^2 + 12x - 3) \div 3</math></p> <p>(ii) <math>(4x^2 - 12x) \div 4x</math></p> <p><b>Consolidation</b></p> <p>Students may</p> <ul style="list-style-type: none"> <li>Draw a rectangle with an area of <math>36a^2 + 12a</math> and determine as many different dimensions as possible.</li> </ul> <p>Teachers may</p> <ul style="list-style-type: none"> <li>Discuss why there are so many different possible dimensions.</li> </ul> <p><b>Extension</b></p> <p>Students may</p> <ul style="list-style-type: none"> <li>Determine the area of one face of a cube whose surface area is represented by the polynomial <math>24s^2</math>.</li> <li>Determine the length of an edge of the cube.</li> </ul>	<p><b>Authorized</b></p> <ul style="list-style-type: none"> <li><i>Math Makes Sense 9</i></li> <li>Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant</li> <li>Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial</li> <li>ProGuide: pp. 35-42, 43-51</li> <li>CD-ROM: Master 5.23, 5.24</li> <li>See It Videos and Animations:</li> <li>Multiplying and Dividing a Polynomial by a Constant, Dividing</li> <li>Multiplying and Dividing a Polynomial by a Monomial, Dividing</li> <li>SB: pp. 241-248, 249-257</li> <li>PB: pp. 206-213, 214-219</li> </ul>

### Resources Notes

Column four references supplementary information and possible resources for use by teachers.

These references will provide details of resources suggested in column two and column three.

### Suggestions for Teaching and Assessment

This column contains specific sample tasks, activities, and strategies that enable students to meet the goals of the SCOs and be successful with performance indicators. Instructional activities are recognized as possible sources of data for assessment purposes. Frequently, appropriate techniques and instruments for assessment purposes are recommended.

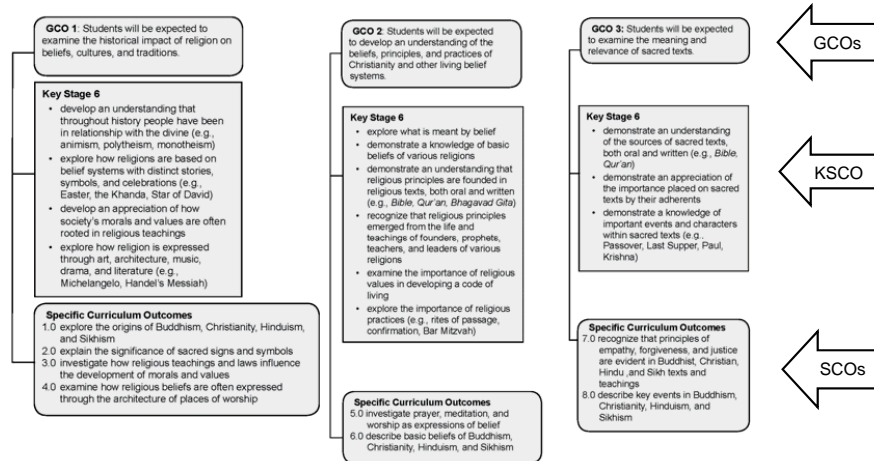
Suggestions for instruction and assessment are organized sequentially:

- Activation - suggestions that may be used to activate prior learning and establish a context for the instruction
- Connection - linking new information and experiences to existing knowledge inside or outside the curriculum area
- Consolidation - synthesizing and making new understandings
- Extension - suggestions that go beyond the scope of the outcome

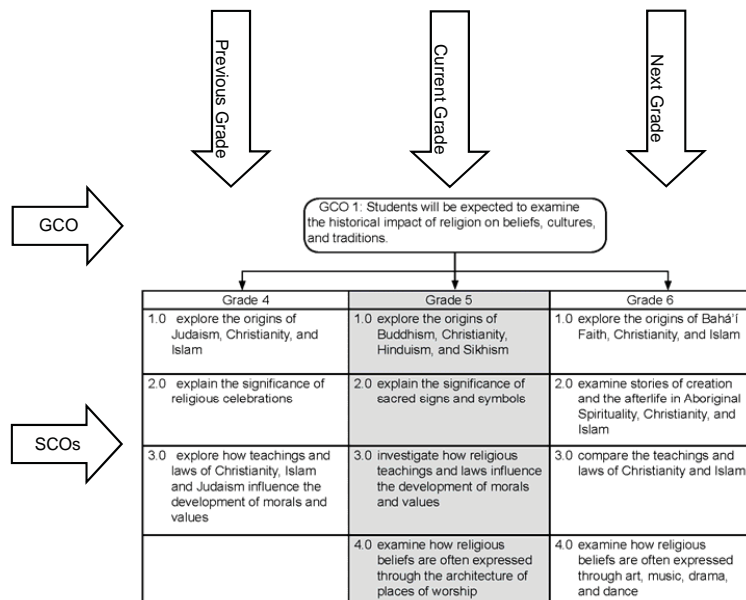
These suggestions provide opportunities for differentiated learning and assessment.

# How to use a Strand Overview

At the beginning of each strand grouping there is explanation of the focus for the strand and a flow chart identifying the relevant GCOs, KSCOs and SCOs.



The SCOs Continuum follows the chart to provide context for teaching and assessment for the grade/course in question. The current grade is highlighted in the chart.



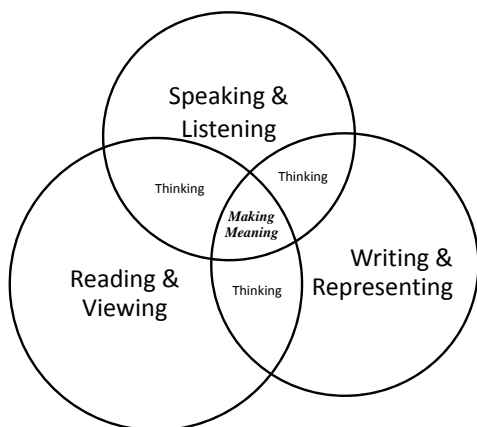
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## Section Three: Specific Curriculum Outcomes

### Speaking and Listening

## Speaking and Listening

### Focus

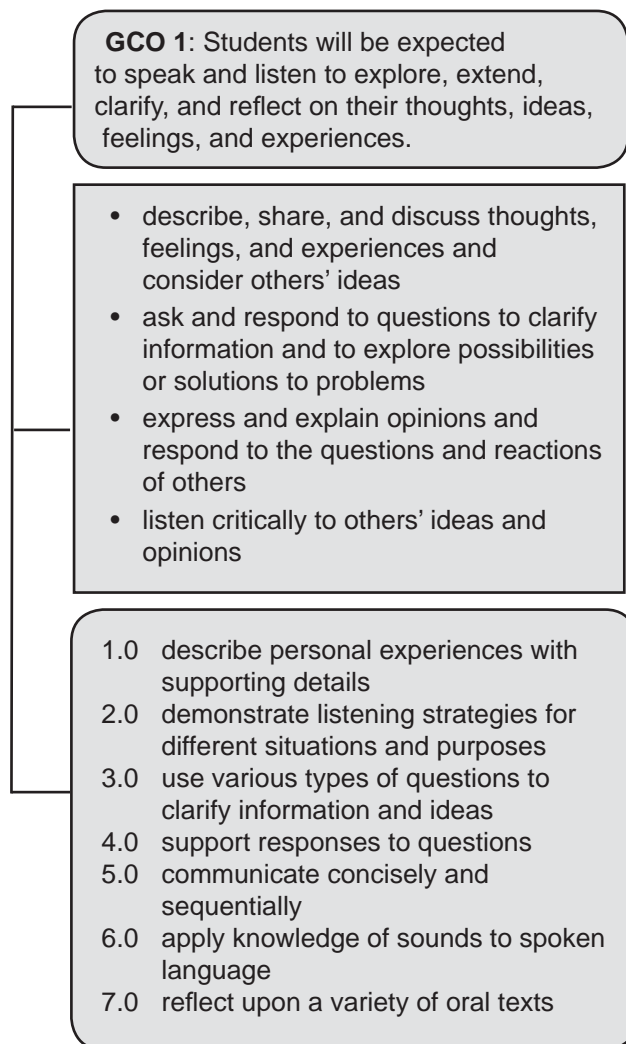


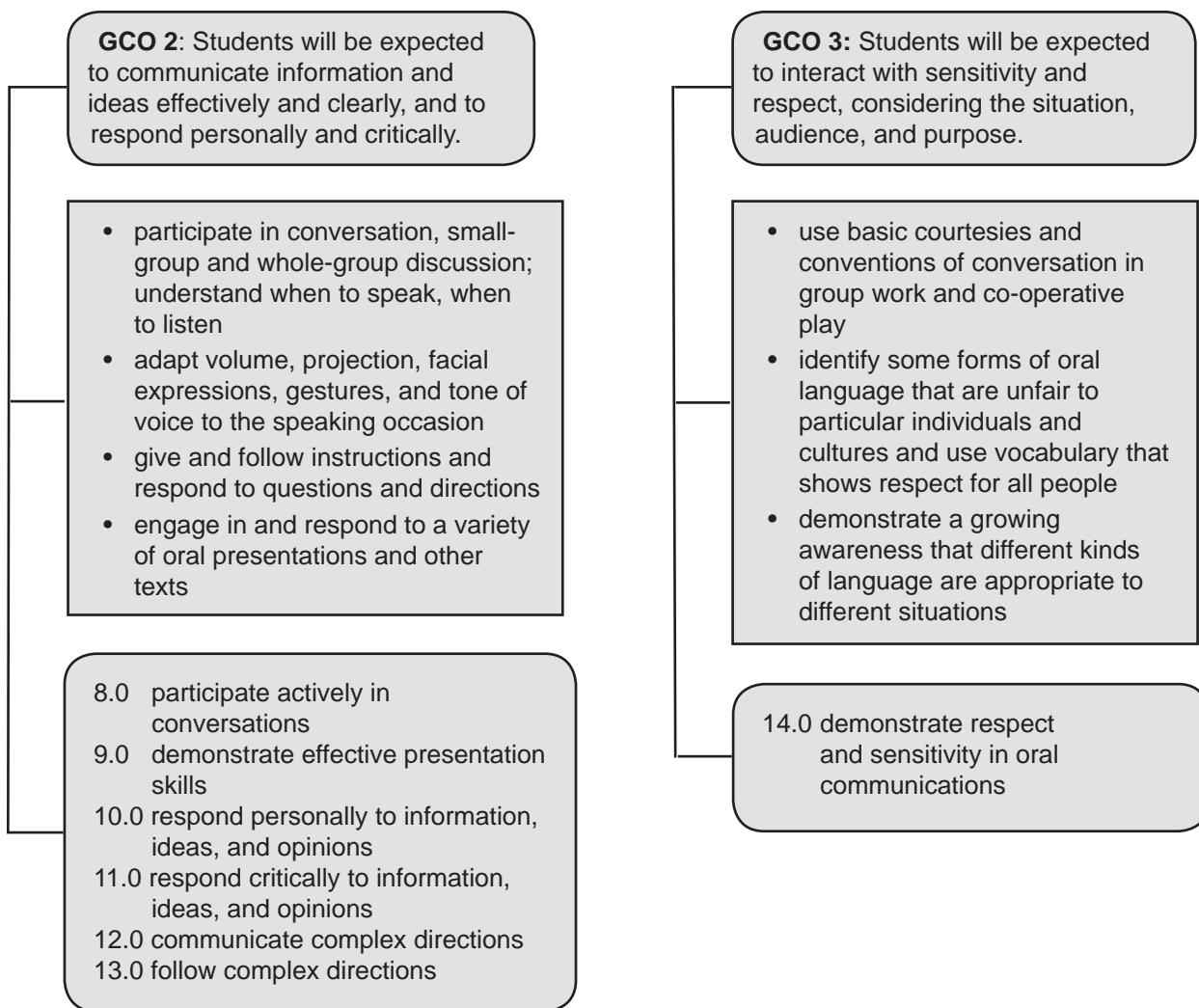
Students speak and listen to express themselves and communicate ideas through oral language. “Talk is the bridge that helps students make connections between what they know and what they are coming to know.” (Booth, 1994) To make meaning through oral language students must:

- activate prior knowledge, ideas and experiences
- monitor their thinking (i.e., metacognition)
- reflect on experiences, ideas and beliefs

Students are more likely to share ideas and actively listen in a classroom environment that supports risk-taking in open conversations and discussions. They should make connections between what they hear, read or view and what they create through speaking, writing and representing. The triple Venn diagram represents the interconnectedness among these processes and making meaning.

### Outcomes Framework





## SCO Continuum

A continuum provides valuable information about the expectations for students for the previous, current, and following grade.

GCO 1: Students will be expected to speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings, and experiences.		
Grade 2	Grade 3	Grade 4
1.0 describe personal experiences orally	1.0 describe personal experiences with supporting details	1.1 discuss personal experiences with supporting details
2.0 listen in a variety of situations for different purposes	2.0 demonstrate listening strategies for different situations and purposes	1.2 use active listening strategies for a variety of purposes
3.0 ask questions to seek more information	3.0 use various types of questions to clarify information and ideas	1.3 ask and respond to questions that explore and clarify ideas
4.0 respond to questions to clarify information	4.0 support responses to questions	
5.0 retell events and familiar stories in sequence	5.0 communicate concisely and sequentially	
6.0 use aspects of language	6.0 apply knowledge of sounds to spoken language	
7.0 reflect upon a variety of oral texts	7.0 reflect upon a variety of oral texts	



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

Grade 2	Grade 3	Grade 4
8.0 participate in conversations	8.0 participate actively in conversations	2.1 contribute effectively to conversation during whole and small group discussion
9.0 engage in oral presentations	9.0 demonstrate effective presentation skills	2.2 use effective presentation skills
10.0 respond personally to information, ideas, and opinions	10.0 respond personally to information, ideas, and opinions	2.3 evaluate a speaker's message
11.0 respond critically to information, ideas, and opinions	11.0 respond critically to information, ideas, and opinions	
12.0 communicate directions with multiple steps	12.0 communicate complex directions	
13.0 follow directions with multiple steps	13.0 follow complex directions	

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

Grade 2	Grade 3	Grade 4
14.0 demonstrate social conventions	14.0 demonstrate respect and sensitivity in oral communications	3.1 explain how oral language can affect others
15.0 show an understanding of how word choice affects the feelings of others		
16.0 use verbal and non-verbal cues suitable for specific situations, audiences, and purposes		

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

## Outcomes

*Students will be expected to*

- 1.0 describe personal experiences with supporting details

## Focus for Learning

Oral language is the foundation for all literacy learning. Social relationships develop as students interact with each other. Students gain knowledge, skills, and confidence as they tell stories, recount events, and participate in discussions as speakers and listeners. They need many opportunities throughout the day to talk with and listen to their peers in large groups, small groups, or pairs.

Students are encouraged to take risks as they engage in speaking and listening activities. This may cause some students to feel vulnerable. It is important, therefore, to help build students' self-esteem and confidence when developing oral language skills. Individual students may prefer to begin by sharing one-on-one with a teacher or a peer.

In GCO 1, students are expected to communicate orally with one another about the thoughts they have and the connections they make to personal ideas. In grade two, there is an expectation for students to describe personal experiences orally. In grade three, descriptive language is further developed with the use of supporting details. Students support details by stating their opinions about a personal experience and providing reasons for their opinions. By modelling "think aloud" statements to express opinions and extend understandings, students may gain insight into their own thought processes and learn how to participate in oral discussions. Statements may include:

- I felt that way because...
- I would like to know more about... because...
- I wouldn't go there again because...
- That reminds me of... because...
- When you mentioned that, I was thinking... because...

Opportunities to engage in oral language experiences may occur during:

- discussions about classroom or community issues such as local news events, social justice issues, recycling, or healthy eating
- formal talk when describing personal experiences, storytelling, role playing, presenting book talks, show and tell, and oral reports, etc.
- informal talk during brainstorming, questioning, sharing, etc. with an adequate amount of time for thinking and responding
- participation in a variety of cooperative learning strategies for groupings such as shoulder partners, inside-out circles, or think-pair-share

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

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Promote active listening and talking through games, stories, explorations, singing, discussions, etc.
- Select read-alouds to encourage discussion about related personal experiences.
- Brainstorm a topic such as a family pet, favourite food, most memorable day, special relative, snow day activities, family celebrations, or weekend outings.
- Post a visual of sentence starters to support students during discussions. Sentence stems should encourage the use of supporting details and may include: I liked it when... because... , It reminded me of...because... , My favourite... is ...because... , If that happened, I would..., If I won...

Students may

- Select a discussion idea from a jar containing topics that may be used for impromptu oral retellings about personal experiences (e.g., sporting event, after school activities, a special gift). At least two supporting details should be included. An alternative to impromptus may be to select topics in advance to allow extra time to develop details and support.

### Connection

Teachers may

- Model descriptions of personal experiences supported with details.

Students may

- Connect new information gained from texts, discussions, oral presentations, etc., to discussions about personal experiences. After a presentation about fire safety, for example, connections to fire evacuation plans and safety practices at home may be made.
- Participate in a *Monday Mingle* session to share descriptions of personal experiences and practise giving supporting details. Partnering cards may be used to pair students. This ensures that all students have the opportunity to participate.

### Consolidation

Students may

- Interact with a shoulder partner while taking turns describing, listening, and responding to each others' personal experiences and probing for supporting details if they are not included.
- Use visuals or silent video clips to role play a newscaster describing an event using details based on what they see.

## Resources and Notes

### Authorized

*English Language Arts 3 Curriculum Guide 2015*

- Appendix D: Rubrics
  - Appendix D1: Speaking Rubric
  - Appendix D2: Listening Rubric

*Literacy Place for the Early Years Grade 3*

- *Synthesizing Unit Teacher Guide*
  - Oral Language Game, *Newscaster*, page 18
- *Active Learning Kit*
  - Conversation Kit Media Key: Divided Image Activities

*First Steps Oral Language Resource Book*

- Developing Communication Skills, page 43

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

## Outcomes

*Students will be expected to*

- 2.0 demonstrate listening strategies for different situations and purposes

## Focus for Learning

Students need explicit instruction to develop listening skills. Authentic opportunities are required to participate as listeners by watching, hearing, responding, and thinking about the message sent by a speaker. Respectful listening behaviors are established at the beginning of the year, when routines are introduced, and they need to be revisited throughout the year. They are also addressed in GCO 3. Students learn to adjust their communicative behavior to fit the context they are in and build the necessary skills for positive social interactions. Effective communicators incorporate both verbal and non-verbal components when communicating or responding to a message. Listening strategies should focus on the following verbal and non-verbal cues:

- avoiding distractive behaviours
- avoiding interruptions but knowing how to interrupt respectfully
- interpreting the tone, intonation, and volume of the speaker when receiving messages
- knowing when a speaker requires an audience to listen
- making eye contact with the speaker or the audience
- noticing the body language and facial expressions of other people and reacting in an appropriate manner
- responding at appropriate times
- responding to speaking cues
- standing and sitting in appropriate proximity to the speaker
- using gestures appropriately to listen actively, e.g., tracking the speaker with eye movement, arm positioning, nodding in agreement, facial expressions

Students require authentic purposes for different types of listening. Their ability to interpret the situation, audience, and purpose promotes understanding between the speaker and those whom they are addressing. The intent is to expose students to different types of listening rather than identifying them.

Types of Listening	Purpose
Discriminative: listening and comprehending oral communication	to discriminate sounds and to develop sensitivity to non verbal communication
Appreciative: listening to enjoy	to be entertained
Efferent: listening to understand and remember information	to gain information from new situations
Critical: listening to evaluate, or to make a judgement	to develop and provide a personal or specific response to a question

## Sample Performance Indicator

Students will choose one of four cards stating the different purposes for listening and connect the purpose to a selected text (e.g., song, advertisement, guest speaker). Students think about and discuss the different listening strategies required for different purposes and texts.

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

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Discuss the different purposes for listening.
- Create an anchor chart with students displaying the listening strategies to follow in the classroom. A possible template, entitled *A Good Listener*, may include the following subheadings in four quadrants: has..., thinks..., listens for..., and does not...
- Introduce the acronym *SLANT* as a reminder to use listening strategies (*S*- sit up tall, *L*-lean forward and look at the speaker, *A*- ask and answer questions, *N*-nod your head, *T*-take turns talking and track the speaker).
- Use audio texts such as audio books, clips of ads, television programs, and podcasts. Ask how the tone used by the speaker clarifies the message and evokes feelings in the listener.

### Connection

Teachers may

- Identify a clear purpose for a specific listening activity. Ask different students to listen for different purposes. For example, students may listen to a song for enjoyment, to inform others of the message, or to give a personal or critical response.

Students may

- Demonstrate listening strategies in specific situations.
- Listen to an engaging talk or a sound story from the *Conversation Kit Media Key* for a specific purpose.
- Listen attentively to clues when playing games such as *What's My Word*.

### Consolidation

Teachers may

- Use a checklist to monitor listening habits observed for a variety of purposes and in various situations over a period of time (e.g., independently, with a partner, in a small group, as a whole class).

Students may

- Self-assess listening strategies in various situations by reflecting in a journal or recording on a checklist.
- Practise critical listening strategies by playing a game such as *Twenty Questions* where an item is identified by eliminating possible alternatives.

## Resources and Notes

### Authorized

*English Language Arts 3 Curriculum Guide 2015*

- Appendix B: Anchor Charts
  - Appendix B1: A Good Listener

*Literacy Place for the Early Years Grade 3*

- *K-3 Planning Guide*
  - Oral Language Development Checklist (Grade Three), pages 90-92
- *Conversation Kit Media Key*
  - Engaging Talks and Sound Stories
- *Sequencing Unit Teacher Guide*
  - *Camping at Night*, page 13
- *Predicting Unit Teacher Guide*
  - *Ready to Leave*, page 16
  - *Sun Safety PSA*, page 20
- *Making Connections Unit Teacher Guide*
  - *Movie Time*, page 17
  - *A Night at The Zoo*, page 21
  - *What's My Word*, page 30
- *Analyzing Unit Teacher Guide*
  - *Snapshot*, page 18
- *Evaluating Unit Teacher Guide*
  - *Galaxy Park*, page 18
  - *The Page Turner*, page 22
- *Self-Monitoring Unit Teacher Guide*
  - *Twenty Questions*, page 20
- *First Steps Oral Language Resource Book*
  - *Developing Communication Skills*, page 46

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

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**Outcomes**

*Students will be expected to*

- 3.0 use various types of questions to clarify information and ideas
- 4.0 support responses to questions

**Focus for Learning**

Questioning and responding should be integral parts of teacher modelling as it enables teachers and students to bring clarity to what is being discussed. It is important to challenge students to ask and answer a variety of questions at different levels to clarify information and ideas and to support their responses. The distinction between a question and a statement was explicitly taught in grade two and it will require further reinforcement in grade three. Students will require teacher modelling to distinguish between the different types of questions and how effective they are when asked to seek and clarify information. Opportunities for students to ask and respond to varying levels of questions about a variety of texts, topics, objects, etc. should occur daily. Refer to the *Questioning Chart* on the following two page spread for types and levels of questions, question cues, and question stems.

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

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Discuss the difference between a question and a response.
- Model the word choice used in question stems and discuss the meanings of the words. For example, question stems used for analyzing may begin with the words *differentiate* or *compare*.
- Respond to questions to model the language included in question stems. For example, *What would you predict/infer from the first frame that was revealed in the divided image, Mountain Rescue?* A modelled response might include: *I can infer that there is a force pulling on the rope.*

Students may

- Find punctuation marks in texts used to distinguish a question from a response.
- Ask and respond to questions using the language in question cues/stems included in the *Questioning Chart* on the following page.

### Connection

Teachers may

- Identify the types of responses that may be provided when different types of questions are asked.
- Record question stems, such as those in the *Questioning Chart*, on a beach ball, sticky note, colour-coded slip, move cube, or a random selector on an interactive white board.
- Demonstrate how to use a *Q-Matrix* chart to generate questions that seek more information on a particular topic.

Students may

- Design questions and responses on an online template for a Jeopardy Game. Questions and responses should be designed to clarify information on a specific topic.
- Take turns with a partner asking questions and responding to a conversation video, visual, etc.

## Resources and Notes

### Authorized

*English Language Arts 3 Curriculum Guide 2015*

- Appendix B: Anchor Charts
  - Appendix B2: Q Matrix Chart

*Literacy Place for the Early Years Grade 3*

- *Analyzing Unit Teacher Guide*
  - Divided Image Activity: *Mountain Rescue*, pages 15-17
  - Media Lesson on Video: *Snail Racing*, page 52
- *Self-Monitoring Unit Teacher Guide*
  - Media Lesson on Conversation Video: *Sprout*, page 50
- *Inferring Unit Teacher Guide*
  - Media Lesson on Video: *Kayak*, page 48
- *Evaluating Unit Teacher Guide*
  - Media Lesson on Video: *Making Stuff: Prosthetic Limbs*, page 66
- *Making Connections Unit Teacher Guide*
  - Media Lesson on Video: *Banana Fuel*, page 60
- *Active Learning Kit*
  - *Conversation Kit Media Key: Divided Image: Mountain Rescue*
  - *Conversation Videos: Snail Racing, Sprout, Kayak, Making Stuff: Prosthetic Limbs*

### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/spl.html>

- online *Jeopardy* game template



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

## Outcomes

*Students will be expected to*

3.0 *use various types of questions to clarify information and ideas*

4.0 *support responses to questions*

## Focus for Learning

Questioning Chart			
Types and Levels of Questions		Question Cues	Question Stems
Level 1: Knowledge	identifying and recalling information	list, define, tell, name, label, fill in the blank, identify, locate, match, memorize, recall, spell, state, underline	When... ?, Where... ?, Who... ?, What... ?, How... ?, What is... ?
Level 2: Comprehension	organizing and selecting facts and ideas	convert, describe, tell in your own words, explain, interpret, paraphrase, put in order, restate, rewrite, summarize, trace, translate	Retell ____ in your own words, What is the main idea of ____ ?, Can you write a brief outline?
Level 3: Application	using facts, rules, and principles	apply, compute, use, conclude, construct, demonstrate, determine, draw, find out, give an example, illustrate, make, operate, show, solve, state a rule or principle	How is ____ an example of ____ ?, How is ____ related to ____ ?, Why is ____ significant ?, Do you know of another instance where ____ ?, Could this have happened in ____ ?
Level 4: Analysis	separating a whole into component parts	analyze, categorize, classify, compare, contrast, debate, deduct, determine the factors, differentiate, dissect, distinguish	What are the parts or features of ____ ? Classify ____ according to ____ . Outline/ diagram/web/map ____ . How does ____ compare/contrast with ? What evidence can you present for ____ ?
Level 5: Synthesis	combining ideas to form a new whole	change, combine, write, compose, construct, create, design, find an unusual way, formulate, generate, invent, originate, plan, predict, pretend, produce, rearrange, reconstruct, reorganize, revise, suggest, suppose, visualize	What would you predict/ infer from ____ ? What ideas can you add to ____ ? How would you create/design a new ____ ? What solutions would you suggest for ____ ? What might happen if you combined ____ with ____ ?
Level 6: Evaluation	developing opinions, judgements, or decisions	appraise, choose, conclude, decide, defend, evaluate, give your opinion	Do you agree that ____ ? Explain. What do you think about ____ ? Explain. What is most important? Why?



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

### Sample Teaching and Assessment Strategies

#### Consolidation

Teachers may

- Provide students with a graphic organizer of the Five Ws. The chart is used to sequence information prior to an oral retelling.

Students may

- Take turns conducting interviews in the roles of a reporter and interviewee while playing *Reporting Live*.
- Play the oral language game, *Chatty Countdown* to ask and respond to open-ended questions.
- Play the game, *What Am I?* Players ask probing questions to determine the unknown name of the object attached to a headband. Students listen with focused attention, ask meaningful questions, demonstrate auditory memory, and evaluate the information they receive to determine the name of the object.

### Resources and Notes

#### Authorized

*English Language Arts 3 Curriculum Guide 2015*

- Appendix B: Anchor Charts
  - Appendix B2: Q Matrix Chart
  - Appendix B3: Five Ws

*Literacy Place for the Early Years Grade 3*

- *Analyzing Unit Teacher Guide*
  - Oral Language Game: *Chatty Countdown*, page 25
- *Sequencing Unit Teacher Guide*
  - *Reporting Live*, page 22

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3.html>

- Video Clip: *Developing Inquiry Skills*

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

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**Outcomes**

*Students will be expected to*

- 5.0 communicate concisely and sequentially

**Focus for Learning**

Students have had many opportunities to talk about familiar stories and experiences in previous grades. They relied on prior experiences to retell events with a beginning, middle, and end. They were introduced to transition/signal/linking words such as *first*, *next*, *then*, and *finally* and they were encouraged to apply them in retellings. Transitions are phrases or words used to connect one idea to the next. They are used by the speaker to help the listener transition from one significant idea to the other. In grade three, these skills should not be limited to stories. Instead, students will learn to apply these skills to other curriculum areas. The focus should be on concise and sequential communication. For example, they will communicate oral procedures in science, provide directions for location in social studies, provide steps applied to mathematical computations, and follow instructions in an art project.

**Sample Performance Indicator**

Use procedural texts in other curriculum areas to clearly communicate thoughts, ideas, feelings, and experiences in a logical sequence. Students will select deliberate word choices that show evidence of transitions in their dialogue.

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

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Model the importance of communicating sequentially and concisely in cross-curricular areas.
- Create an anchor chart displaying transition words.
- Make the connection between transition/signal/linking words and ordinal numbers used in mathematics and procedures in science.
- Communicate a “mixed-up” text to highlight the importance of sequencing. For example, instructions for a Lego® structure may be shared in a scrambled order.
- Use mentor texts such as *How to Throw a Frisbee* to demonstrate how photos can be used to communicate concisely and sequentially.

Students may

- Create a retelling bracelet using a green bead for the beginning, a red bead for the ending and one or more different coloured beads for the middle. Students retell a story by sliding a bead from left to right for the beginning and then another bead for each story component afterwards. The number of beads in the middle may increase with an understanding of sequential retellings.

### Connection

Students may

- Discuss events from a story in small groups. Each student will share an event and arrange themselves according to the sequence of events for the retelling.
- Use digital photos or drawings to capture the sequential steps involved in an activity that interests them and present it to a small group using language that references sequential order. Activities may include: how to draw an object, how to build a structure, how to build a snowman, etc.
- Listen to a sound story such as *Camping at Night* and discuss the sequence of sounds heard.
- Fold a piece of paper twice to make four frames. Each frame will be used to make notes while listening to a sound story on the *Conversation Media Key*. The notes will be used to retell the sound story orally to a partner in an inside/outside circle.
- Capture sequential retellings of events such as a class field trip using a digital camera/drawings.

### Extension

Students may

- Create a procedural “how to” video. Examples may include: tying shoe laces, carving a pumpkin, or making a paper airplane.

## Resources and Notes

### Authorized

*Literacy Place for the Early Years Grade 3*

- *Active Learning Kit*
  - From the text, *Be a Sport: How to Throw a Frisbee*, page 8-9
  - *Conversation Media Key: Camping at Night Sound Story*
- *Sequencing Strategy Teacher Guide*
  - Shared Reading Lessons in Teacher Guide: *How to Throw a Frisbee*, pages 42-45 and *Camping at Night*, pages 13-17

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3.html>

- Video Clip: *Integrating Curriculum Outcomes Within the Strands of English Language Arts and Other Curriculum Areas*

### Suggested

Resource Links: [www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/spl.html](http://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/spl.html)

- Literacy Place Shared eReading title: *Be a Sport!*

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

## Outcomes

*Students will be expected to*

- 6.0 apply knowledge of sounds to spoken language

## Focus for Learning

Knowledge of sounds acknowledges that language is made up of words, syllables, rhymes and sounds. Speaking and listening activities focus on isolating, blending, segmenting, and substituting sounds. Regional dialect may influence students' responses on phonological awareness tasks and must be considered.

Most children easily develop knowledge of sounds in literacy rich environments where they have many opportunities to engage in word play activities that involve rhyme, counting syllables in words, blending sounds, etc.

Instruction in phonological awareness should be embedded in daily literacy activities including the following instructional reading and writing approaches: read-aloud, shared reading, guided reading, word work, literacy centres, interactive writing, shared writing, and guided writing. A variety of groupings should be used to accommodate the various developmental levels of phonological awareness.

Students in grade 3 continue to develop oral language skills by manipulating phonemes to create new words. Phonological awareness allows students to think about the sound structure of a word without focusing solely on its meaning. These are skills which must be taught. Teaching children the concept that words which share common sounds often share spellings is a powerful tool to help them on their way to literacy. The key concepts included in phonological awareness are indicated in the chart below:

Key Concepts to include in Instructional Activities for Phonological Awareness	
Phonemic Awareness	<ul style="list-style-type: none"> <li>segment, blend and manipulate individual word sounds</li> <li>recognize and generate rhymes</li> </ul>
Phonics	<ul style="list-style-type: none"> <li>sound/letter relationship in a language</li> </ul>
Segmenting	<ul style="list-style-type: none"> <li>recognize individual words in a sentence breaking words apart by:               <ul style="list-style-type: none"> <li>syllables (val/en/tine)</li> <li>onset (<b>sp</b>/oon)</li> <li>rime (sp/<b>oon</b>)</li> <li>sounds (/d/ /o/ /g/)</li> </ul> </li> </ul>
Blending	<ul style="list-style-type: none"> <li>say word segments together (/str/ /eet/) (street)</li> </ul>
Manipulating	<ul style="list-style-type: none"> <li>delete, add and substitute sounds and/or word parts</li> </ul>
Onset/Rime	<ul style="list-style-type: none"> <li>describe phonological units of a spoken syllable</li> <li>divide a syllable into two parts: the onset, which consists of the initial consonant or consonant blend, and the rime which consists of the vowel and any final consonants. For example, in the word <b>strap</b>, /str/ is the onset and /ap/ is the rime. Most words which share the same rime /ight/ may also rhyme // /ight/ and /n/ /ight/. The spelling will be constant and not vary as it does with rhyme, i.e. night and bite.</li> </ul>

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

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Model and give specific instruction on blending, manipulating parts of words, segmenting syllables in words, onset/rime, and individual sounds.
- Distinguish the sounds in words using rhymes, chants, and songs.

#### Connection

Teachers may

- Focus on phonological awareness using a shared reading text, such as the poem *Fred* in the text, *I Swallowed A Gnat!*
- Connect the sound-letter relationships (heard and spoken), to reading and writing. A chart outlining the various components of graphophonic knowledge to be assessed is included in Appendix C.
- Clap, chant, or sing the syllables in words during shared language experiences using rhythmic poems and songs.
- Manipulate and blend phonemes into words.
- Segment and recognize phonemes at the beginning, middle and ending positions in words.
- Engage in word building activities; adding and deleting prefixes and suffixes, creating compound words, possessives, and contractions.
- Identify consonant digraphs and blends in initial, medial, and final positions.

Students may

- Build words from a selected word in a text using a combination of the letters. From the created list of new words, sort the word patterns. A demonstration lesson can be found in the *Working with Words Guide*.
- Create and share jokes such as the ones in *Just for Fun*.

#### Consolidation

Teachers may

- Use reading records to assess letter sound knowledge.

Students may

- Read the poem *Red*. Identify and substitute rhyming words with other rime patterns and encourage students to chime in.
- Read and identify the rhyming words in *The Smellies*. Brainstorm rhyming words that begin with two consonants (onset).
- Read and identify rhyming words in the poem, *Booktime*. Record additional words that could belong to each word family.
- Play games like *Wordo* and *Scrabble®*.
- Play the oral language game, *Sound Waves*.

### Resources and Notes

#### Authorized

*English Language Arts 3 Curriculum Guide 2015*

- Appendix C: Charts
  - Appendix C1: Graphophonics Knowledge Chart

*Literacy Place for the Early Years Grade 3*

- *Working With Words Guide*
  - List of Onsets and Rimes, pages 173-177
  - Demonstration Lesson, pages 43-46
- *Active Learning Kit*
  - *A Curious Case of Poetry: Red*, page 2,
  - *The Smellies*, page 10,
  - *Booktime*, page 6
  - *Be a Sport: Just for Fun*, page 20
  - *Fred* from the shared reading text, *I Swallowed A Gnat!*, pages 4-5,
- *Predicting Unit Teacher Guide*
  - Poetry Lesson for *Red*, page 6
  - Game: *Sound Waves*, page 26
  - Lesson on *Fred*, pages 44-48
- *Analyzing Unit Teacher Guide*
  - Poetry Lesson for *The Smellies*, page 10
  - Poetry Lesson for *Booktime*, page 6

#### Suggested

Resource Links: [www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/spl.html](http://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/spl.html)

- Literacy Place Shared eReading titles: *A Curious Case of Poetry*, *Be a Sport!*, and *I Swallowed a Gnat!*

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

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**Outcomes**

*Students will be expected to*

7.0 reflect upon a variety of oral texts

**Focus for Learning**

Students require time to reflect on and share their ideas about the messages presented in oral texts. These texts need to be interpreted critically and they require the listener to reflect on the text for a specific purpose. The idea of revisiting texts to find evidence to support opinions, confirm predictions, and discuss authors' word choices must be encouraged. Students should reflect on their own thinking (metacognition) in the context of hearing others' ideas and talk about how their thinking is impacted. This connection between thinking and listening may:

- affirm ideas or opinions
- change thinking
- help when learning about a topic

Oral texts to consider for reflection may include: podcasts, music with and without lyrics, audio recordings, sound clips, weather and school announcements, children's literature such as poetry, stories, rhymes and chants, advertisements, news broadcasts, audio books, etc. Media texts often provide opportunities to reflect and think critically. Critical responses are explored further in GCO 2.

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

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Encourage reflection during listening activities.
- Allocate time to talk about reflective thoughts.
- Think-aloud to model reflective thoughts using stems such as:
  - So far, I've learned...
  - This made me think of...
  - That didn't make sense.
  - I think \_\_\_\_ will happen next.
  - I listened to that part again because...
  - I was confused by...
  - I think the most important part was...
  - That is interesting because...
  - I wonder why...
  - I realized I was right about...
  - I used to think... but now...
  - I changed my mind because ...
  - I learned that...
  - I didn't know...until I heard that ...
  - When I listened, I learned more about ...

### Connection

Teachers may

- Use oral texts as a springboard to share thoughts, ideas, feelings, and experiences in a sharing circle.

Students may

- Share reflective thoughts on a graffiti wall by writing responses to prompts posted on charts using symbols, words, sketches, etc. The graffiti wall strategy provides a space and time to help students "hear" each other's ideas and reflect on their own thoughts as well as the thoughts of others. Responses are written to prompts.
- Revisit and reflect on oral texts for one or two specific reasons such as finding evidence of voice in the text or descriptive word choice.
- Meet with a partner to discuss texts and new learnings about a topic or question.

### Extension

Students may

- Share learning by creating a news program for an audio or video podcast.

## Resources and Notes

### Authorized

*English Language Arts 3 Curriculum Guide 2015*

- Appendix B: Anchor Charts
  - Appendix B4: Reflective Prompts

*First Steps Oral Language Resource Book*

- Reflecting on Partner Work Skills, page 145

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3.html>

- Video Clip: *Making the Conversations Happen*

*GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.*

**Outcomes**

*Students will be expected to*

- 8.0 participate actively in conversations
- 9.0 demonstrate effective presentation skills

**Focus for Learning**

Oral language development involves knowing what to say, how to say it in different social contexts, and how to listen attentively to make meaning from language that is heard in various social situations. It helps people connect with one another.

GCO 2 focuses on the meaning in messages that students communicate orally to one another as they make connections to what they hear and justify their responses. There should be multiple opportunities for students to communicate, interpret, and respond to messages within an authentic context throughout the school day.

In grade two, the formality of a presentation was developed and it focused on clear communication. Grade three students frequently participate in oral presentations. These opportunities should include spontaneous conversations and planned presentations. The intention is for all students to develop effective presentation skills and participate actively as a speaker and a listener.

Expectations for interacting and participating with partners, small groups, and/or large groups in a safe classroom environment must be established. Talk is often most productive when it is scaffolded and supported through instructional structures. The most authentic conversations occur while students are engaged with one another during small group activities. Some students may need more time to become comfortable speaking in larger groups. Teachers may consider the use of flexible groupings to ensure all students have opportunities to interact with one another.

**Sample Performance Indicator**

Students will converse with a partner on a topic of interest and orally present the information to an audience.



## Resources and Notes

**Authorized**

English Language Arts 3  
Curriculum Guide 2015

- Appendix B: Anchor Charts
  - Appendix B5: Conversation Prompts

- *Active Learning Kit*
  - Conversation Kit Media Key:  
Conversation  
Video: *Sprout*  
Divided Image: *Unicyclists*

- *Self-Monitoring Unit Teacher Guide*
  - Media Lesson for the Conversation Video, *Sprout*
- *Synthesizing Unit Teacher Guide*
  - Lesson for Divided Image, *Unicyclists* on pages 11-14
- *Predicting Unit Teacher Guide*
  - Grade Three Oral Language Assessment Scale, pages 88-89
- *Analyzing Unit Teacher Guide*
  - Oral Language Game, *Stand Up Actors Game*, page 24

- Video Clip: *Cross-Curricular Connections*

Resource Links: [www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/spl.html](http://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/spl.html)

- A short and simple video of bad and good presentations

Students may

- Participate in conversations or presentations about familiar topics that may include: a holiday, video game, after school activity, etc.
- Show and share a story using an object, photograph, etc.
- Provide two stars and a wish (i.e., two compliments and one suggestion) to a peer following a presentation. This activity should occur frequently throughout the year.

Teachers may

- Observe and record conversation and presentation skills on the *Grade Three Oral Language Assessment Scale*.

- Play the game *Stand Up Actors*.
- Present favourite books or new information learned.
- Deliver a speech. (e.g., Why I Should be the Class President).
- Role play poems or short stories, sing songs, tell jokes, etc.
- View the conversation video, *Sprout*, and discuss ideas in a sharing circle.
- Reflect on oral presentation skills. Reflective prompts may include: *The next time that I present in a small group I will..., I think my presentation went well because..., The next time I speak to others, I will..., The next time I work with a partner, I will..., etc.*

*GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.*

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>10.0 respond personally to information, ideas, and opinions</p> <p>11.0 respond critically to information, ideas, and opinions</p>	<p>It is more natural for students to make personal responses about familiar information, ideas, and opinions than to respond critically. Students make personal responses by making connections to their prior knowledge. Their responses are influenced by what they already know and feel comfortable speaking about. Often, students depend on literacy experiences such as read alouds to make connections and respond personally. SCO 10.0 can be easily integrated with GCO 6 in the reading and viewing strand where personal responses are also an expectation.</p> <p>When critical thinking is encouraged, students learn to consider new ideas or ways of thinking and evaluate them to determine the validity of their initial thoughts. In discussions with others, students become creative and critical thinkers who question, explore, and investigate. They use thought processes that actively evaluate and analyze information that is received. Literacy activities in GCO 7 also focus on the development of critical response skills that help students develop habits which encourage them to think critically and form responses. Refer to SCO 28.0 in the reading and viewing strand for additional prompts that encourage critical responses.</p> <p>Students may receive messages in the media through dialogue, music, and images. These mediums can be used to explicitly show how to interpret a message and provide a critical response. Guiding questions and prompts may be required to support students in their initial attempts to respond critically. Questions to consider may include:</p> <ul style="list-style-type: none"> <li>• Who is sending this message?</li> <li>• Who benefits from this message?</li> <li>• Who is this message intended for ?</li> <li>• Whose voices are not being heard in this message ?</li> </ul> <p>Building a classroom environment of mutual respect and reassurance is essential to students learning how to respond personally and critically to information and ideas from differing points of view. Critical thinking is evident when students:</p> <ul style="list-style-type: none"> <li>• add or remove ideas</li> <li>• compare and contrast ideas/events</li> <li>• consider information in alternative ways</li> <li>• analyze and evaluate evidence effectively</li> <li>• examine perspectives and alternate points of view</li> <li>• explore possibilities for different events in stories</li> <li>• synthesize and make connections between information</li> </ul> <p><b>Sample Performance Indicator</b></p> <p>Students will participate as listeners and speakers in a classroom discussion panel on topics such as poverty, racism, or bullying. Students will express their personal and critical views on their selected topic and respond to topics presented by classmates.</p>

*GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.*

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Provide opportunities to model what critical responses look and sound like when an oral message is received.
- Include the following when modelling personal and critical responses:
  - act on ideas instead of reacting
  - ask important questions about things that are interesting
  - connect new information to prior knowledge
  - create and share new understanding of ideas and issues
  - recognize possibilities
  - reflect and include personal responses
  - try things out and revise thinking

### Connection

Teachers may

- Read aloud, *Just a Dream*. Ask students probing questions to encourage critical responses based on the illustrations: *Do you think that members of your household value the importance of minimizing the amount of garbage that travels to the landfill each week?*, *Do you think that cutting down trees to make toothpicks is worthwhile?*, *How could you reduce the emissions in the air from pollution caused by vehicles?*, etc.
- Show a video or read an article that focuses on a social justice issue, such as discrimination, and discuss the role played by individuals in challenging or helping to perpetuate this injustice in our world, e.g., Martin Luther King.

Students may

- Evaluate the manners displayed by the monsters in the shared reading text, *Keep Your Elbows on the Table*. Personal and critical responses to the following prompts may be made: *What manners do you respect at the table during meals?*, *Do you prefer to follow the manners outlined by the monsters or the ones encouraged during lunchtime at school?*, *Why?*, and *Are there any monster manners that you find acceptable in particular situations?*

### Consolidation

Teachers may

- Observe personal responses to information and note evidence of critical thinking.

Students may

- Respond personally and critically to messages associated with DVDs/videos, characters, toys, or games.

## Resources and Notes

### Authorized

*Literacy Place for the Early Years Grade 3*

- *Active Learning Kit*
  - *Keep Your Elbows on the Table* in *A Curious Case of Poetry*, pages 12 & 13
- *Evaluating Unit Teacher Guide*
  - Shared Reading Lesson for *Keep Your Elbows on the Table*, pages 7-10
- *Nature Watch Inquiry Unit*
  - Read Aloud: *Just a Dream*
  - Teacher Guide, Read Aloud Lesson for *Just a Dream*, pages 24-30

### Religious Education

- *Many Friends, One World*

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-2.html>

- Video Clip: *The Messages in Texts*

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*GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.*

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**Outcomes**

*Students will be expected to*

12.0 communicate complex directions

13.0 follow complex directions

**Focus for Learning**

Communicating and following directions are skills that may or may not develop simultaneously. Each skill may challenge students differently. Communicating and following directions, therefore, are presented separately in specific curriculum outcomes 12.0 and 13.0. It may be helpful to address these outcomes together.

Grade three students have prior experiences communicating and following directions using more than two steps. They will build on these skills and increase the number of steps by participating in classroom routines and engaging in activities with obvious cross-curricular connections in science and mathematics.

**Sample Performance Indicator**

Students will engage in barrier games to communicate and follow directions. Two or more players will use a barrier such as a file folder to hide the same set of materials in front of them. The players will take turns communicating and following very specific directions on the arrangement of the materials without any visual cues. At the end of the activity, both players' materials will look the same if complex directions are communicated and followed.

*GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.*

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Read a text such as *How to Throw a Frisbee* and discuss what happens when the directions are not clear, detailed or in a sequential order.
- Model how to give directions clearly and in a sequential order.
- Demonstrate how to follow a procedure with steps such as building a snowman or preparing a healthy sandwich.
- Provide a transitional word chart for reference when communicating directions, *first, next, then, last, finally*, etc.

Students may

- Listen to the *Bandit* in *A Curious Case of Poetry* to determine actions to include with the song.
- Work in pairs to create a multiple step procedure on a topic of interest to teach one another.

### Connection

Teachers may

- Use seasonal glyphs to practice following legends and assembling patterns.
- Observe and note the number of steps communicated and followed and determine if directions are clear and sequential.
- Assess procedural language used in conversations that occur in other curriculum areas such as mathematics and science.

Students may

- Teach others how to play a game, build a model, give steps to draw an object or directions on how to assemble a toy.
- Communicate directions using action songs, found items to create art, manipulatives to create patterns with three or more elements, obstacle courses, recipes, etc.
- Play a game of Battleship®.

### Consolidation

Teachers may

- Use *Magnetic Racetrack* to examine how important it is to give and follow directions in the right order.

Students may

- Describe how to extend an increasing or decreasing pattern.
- Communicate and follow multiple steps such as washing hands, dressing to play outside in the snow, carving a pumpkin, preparing for bedtime, etc. and reflect with a partner how clearly directions were communicated.

## Resources and Notes

### Authorized

*Literacy Place for the Early Years Grade 3*

- *Active Learning Kit*
  - *Bandit* found in *A Curious Case of Poetry*, page 3
- *Self-Monitoring Unit Teacher Guide*
  - Oral Language Lesson for *Bandit*, pages 6-9
- *Sequencing Unit Teacher Guide*
  - *Magnetic Racetrack* on CD
  - *How to Throw a Frisbee* pages 8-9 from *Be a Sport*
  - Shared Reading Lessons for *Magnetic Racetrack*, pages 32-39 and *How to Throw a Frisbee*, pages 42-45

### Suggested

Resource Links: [www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/spl.html](http://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/spl.html)

- Literacy Place Shared eReading titles: *A Curious Case of Poetry*, *Magnetic Racetrack*, and *Be a Sport!*

*GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.*

## Outcomes

*Students will be expected to*

14.0 demonstrate respect and sensitivity in oral communications

## Focus for Learning

It is important to establish a caring classroom environment at the beginning of the year. Students need to be aware of acceptable expectations and how to practise them in authentic contexts. Respect and sensitivity towards people and situations are demonstrated through verbal and non-verbal language. Depending on the way that these cues are used, communication between a speaker and a listener may be encouraged or discouraged.

**Verbal language cues** include:

- words; spoken or signed
- volume of the speaker's voice – quiet, moderate, or loud
- tone of voice – interest, care, concern, anger, nervous, believable, sarcastic, soft, rough, harsh, etc.
- word choice – encouraging, insulting, praising, offensive, kind, mean, etc.
- interjections (words that have no grammatical meaning but signify emotions) such as, huffs, uhs, er, ums, ah, oh, sighs
- periods of silence

When people talk to each other, they also give and receive wordless signals referred to as non-verbal communication. Non-verbal communication sometimes interferes with the intended message. Students need to learn how to evaluate their non-verbal cues and signals to improve their ability to communicate.

**Non-verbal language cues** include:

- body language - gestures, facial expressions, eye contact, and posture
- touch - physical contact such as a handshake or a pat on the back

Through modelling and discussions, teachers need to help students become more sensitive to their own verbal and non-verbal expressions and those of others. Positive social interactions amongst students may be encouraged using strategies such as *Pause and Think*. This strategy teaches students to take the time to think before speaking. The slogan, *Before you Speak, Pause and Think* may be used to remember five of the key ideas suggested in column three for each letter in the *THINK acronym*.

Explicit teaching and modelling of social conventions are addressed in SCO 2. When planning activities to address social conventions, teachers should focus on the following:

- asking questions that are on topic
- clarifying a confusing situation
- disagreeing politely
- initiating and ending a message clearly
- knowing how to interrupt respectfully
- taking turns speaking and listening
- using appropriate manners (e.g., please, thank you, excuse me)



*GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.*

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Model the Pause and Think strategy when engaged in conversations, discussions, and activities and highlight the THINK acronym: T – *Is it True?*, H – *Is it Helpful?*, I – *Is it Inspiring?*, N – *Is it Necessary?* and K – *Is it Kind?*
- Use the toothpaste analogy to compare words to toothpaste; once it is squeezed out of the tube, you can't put it back.
- Create an anchor chart highlighting words and actions that show respect and sensitivity. For example, say *good job* or *I like the way you look at the speaker*.
- Listen to a TumbleBook such as *Suki's Kimono*, a clip of an ad, and a television program. Ask how the tone, word choice, facial expressions, etc., clarifies the messages and evokes feelings.

Students may

- Role play *What If* situations for conflict resolution. For example, *What would you say/do if your friend came to school without recess?*
- Read *Pirate Lee* and discuss how word choices and actions impact others.
- Walk through the pictures in the read aloud *Chalk*. Ask students to note and interpret the message in the facial expressions.

#### Connection

Teachers may

- Define personal spaces using an object such as a hula hoop.
- Reinforce the examples of respectful behaviours shown towards people and things as discussed in *Thank You, Mr. T!* View and discuss a video about respect.

Students may

- Use flexible groupings to discuss personal experiences of using fair play strategies (i.e., showing respect when winning and losing, cooperating, interrupting politely, and listening respectfully).
- Read and discuss situational behaviours in a poem, such as *My Talented Friend*, found in *I Swallowed a Gnat!*

#### Consolidation

Teachers may

- Present students with situations and role play socially acceptable responses (e.g., how to respond when someone burps in class, when someone falls, loses a game, scores a goal).

Students may

- Create a video, rap, or skit demonstrating conflict resolution skills.

### Resources and Notes

#### Authorized

*Literacy Place for the Early Years Grade 3*

- *Making Connections Unit Teacher Guide*
  - Shared Reading Lesson for *Pirate Lee*, pages 40-47
  - Shared Reading Lesson for the wordless text, *Chalk*, pages 10-16
- *Inferring Unit Teacher Guide*
  - Shared Reading Lesson for *Thank You, Mr. T!*, pages 25-32
- *Active Learning Kit*
  - *My Talented Friend* in *I Swallowed a Gnat!*, page 7
  - *Chalk*

#### Suggested

Resource Links: [www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/spl.html](http://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/spl.html)

- Literacy Place Shared eReading titles: *Pirate Lee*, *Thank You, Mr. T!* and *I Swallowed a Gnat!*
- Free Access to *TumbleBooks™* is available from Newfoundland and Labrador Public Libraries eResources





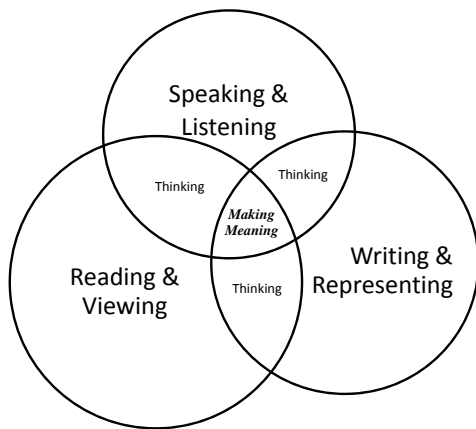
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## Section Three: Specific Curriculum Outcomes

### Reading and Viewing

# Reading and Viewing

## Focus



Reading and viewing provides students with opportunities to interact with a variety of media and diverse texts. Reading and viewing are complex cognitive processes that involve making meaning of digital and paper texts. Making meaning requires multiple, simultaneous processes, including but not limited to:

- activating and connecting to prior knowledge, ideas and experiences
- navigating through texts
- using cueing systems (pragmatic, syntactic, graphophonic, and semantic) to comprehend content

In reading and viewing, students must decode, understand, evaluate, navigate and reflect on all available forms of texts.

## Outcomes Framework

**GCO 4:** Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual text.

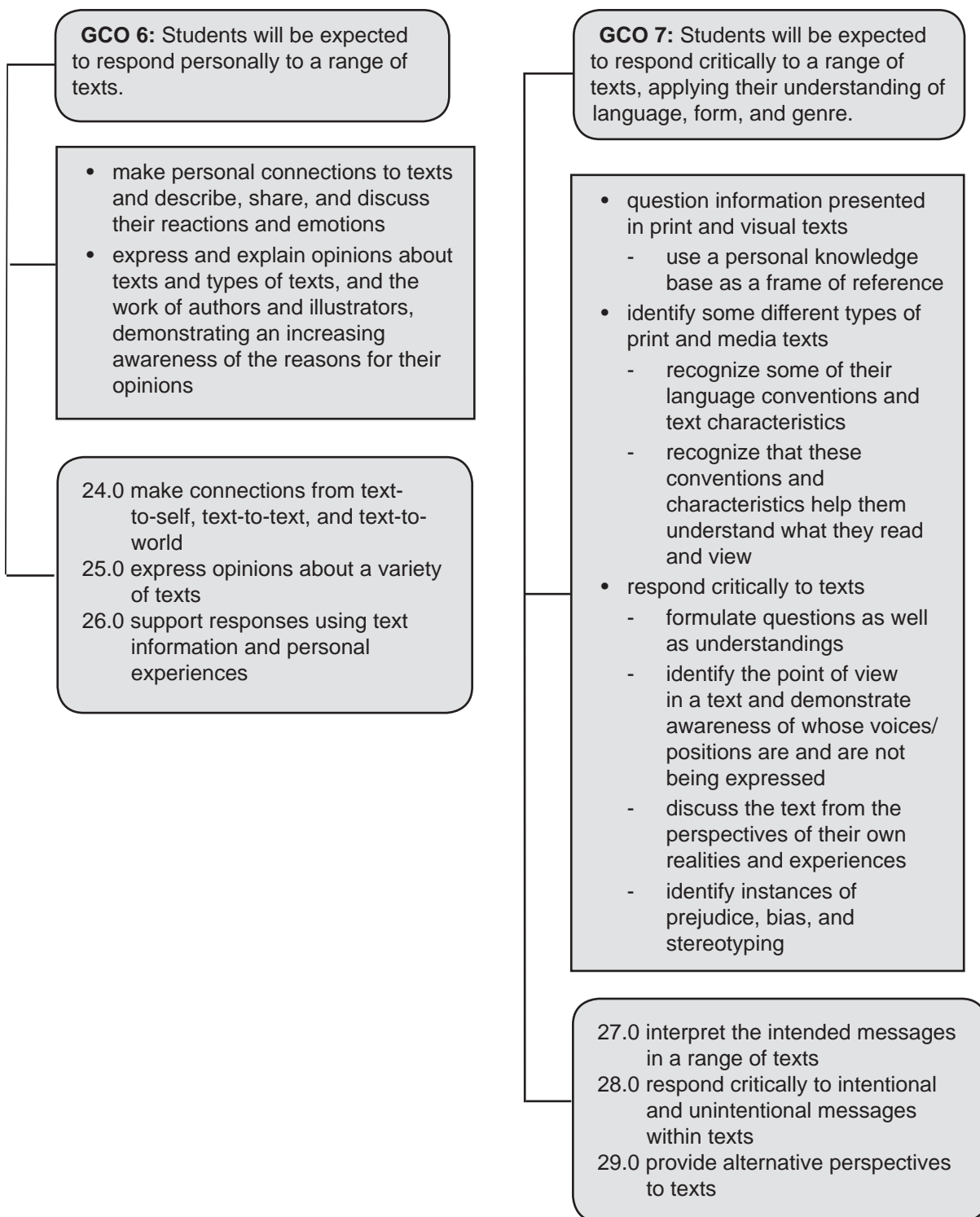
- select, independently and with teacher assistance, texts appropriate to their interests and learning needs
- read widely and experience a variety of children's literature
- use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information
- use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning
- describe their own reading and viewing processes and strategies

- 16.0 select a variety of text types, forms, and genres appropriate for specific purposes
- 17.0 use text features before, during, and after reading to help construct meaning
- 18.0 use strategies to make sense of texts
- 19.0 reflect on their development in reading and viewing

**GCO 5:** Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

- answer, with assistance, their questions and those of others by seeking information from a variety of texts
  - identify their own personal and learning needs for information
  - generate their own questions as a guide for research
  - use a range of print and non-print materials to meet their needs
  - use basic reference materials and a database or electronic search
  - reflect on their own research process

- 20.0 formulate questions that lead to inquiry
- 21.0 select relevant information from a variety of sources to seek answers to questions
- 22.0 organize information
- 23.0 share organized information



## SCO Continuum

A continuum provides valuable information about the expectations for students for the previous, current, and following grade.

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Grade 2	Grade 3	Grade 4
17.0 select a variety of texts, forms, and genres appropriate for specific purposes	16.0 select a variety of text types, forms, and genres appropriate for specific purposes	4.1 use cueing systems to construct meaning
18.0 use text features before, during, and after reading to help construct meaning	17.0 use text features before, during, and after reading to help construct meaning	4.2 identify and select appropriate texts
19.0 use strategies to make sense of texts	18.0 use strategies to make sense of texts	4.3 develop proficient reading and viewing skills
	19.0 reflect on their development in reading and viewing	4.4 use text structures to construct meaning
		4.5 use text features to construct meaning
		4.6 use a variety of comprehension strategies

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Grade 2	Grade 3	Grade 4
20.0 formulate questions that lead to inquiry	20.0 formulate questions that lead to inquiry	5.1 demonstrate an understanding that information can be organized for a specific purpose
21.0 combine information from a variety of sources to seek answers to questions	21.0 select relevant information from a variety of sources to seek answers to questions	5.2 select sources of information based on inquiry questions
22.0 share relevant information from selected sources	22.0 organize information	5.3 interpret relevant information from selected sources
	23.0 share organized information	5.4 organize relevant information from selected sources
		5.5 share relevant information from selected sources

GCO 6: Students will be expected to respond personally to a range of texts.

Grade 2	Grade 3	Grade 4
23.0 make connections from text-to-self, text-to-text, and text-to-world	24.0 make connections from text-to-self, text-to-text, and text-to-world	6.1 express, with support, opinions on texts
24.0 express opinions about a variety of texts	25.0 express opinions about a variety of texts	6.2 respond to texts to refine the process of making meaning
25.0 support responses using text information and personal experiences	26.0 support responses using text information and personal experiences	

GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Grade 2	Grade 3	Grade 4
26.0 identify the intended messages in a range of texts	27.0 interpret the intended messages in a range of texts	7.1 analyze ideas, information and perspectives in text
27.0 respond critically to intentional and unintentional messages within texts	28.0 respond critically to intentional and unintentional messages within texts	7.2 engage in critical literacy and inquiry
28.0 discuss alternative perspectives to texts	29.0 provide alternative perspectives to texts	

*GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.*

## Outcomes

*Students will be expected to*

16.0 select a variety of text types, forms, and genres appropriate for specific purposes

## Focus for Learning

In GCO 4, students make choices to read and view a range of texts with understanding. As students develop an appreciation for reading, understanding the purposes for reading is critical. As purposes change, so will the content. Different purposes are evident, for example, when texts are read for pleasure or research.

In previous grades, students had opportunities to explore who they are as readers through lessons that focused on choosing “just right” books. Subsequent lessons will be necessary as students’ interests change and reading develops. Text selection can be explored through mini-lessons using a variety of text types and genres. In addition to the *Genre Anchor Chart* below, a *Text Type Anchor Chart* may also be referenced in the writing and representing strand for SCO 32. During modelled, shared, guided, and independent reading, teachers should encourage conversations about text selection to build students’ confidence choosing texts. Provide access to a classroom library with a variety of topics, themes, and/or genres addressing various reading levels.

Genre Anchor Chart	
Genres	Examples
<b>Fiction</b> invented narratives with imaginary characters and events	mystery, realistic fiction, historical fiction, science fiction, fantasy, etc.
<b>Non-Fiction</b> accounts of real people, places, things, or events based on fact	information, reference, biography, autobiography, etc.
<b>Poetry</b> verse written to create a response of thought and feeling from the reader often using rhythm and rhyme to help convey its meaning	haiku, acrostic, songs, nursery rhymes, etc
<b>Traditional Literature</b> stories that are passed down from one group to another in history	fairy tale, folktale, fable, legend, myth, etc.
<b>Plays</b> scripts intended for performances	drama, musical, Readers’ Theatre, etc.

*GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.*

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Determine student interests using interest inventories.
- Use a read aloud, such as *Goldie Socks and the Three Libearians*, to introduce the importance of appropriate text selection.
- View the website for Newfoundland & Labrador Public Libraries to explore the categorization of genres and texts with students.
- Develop mini-lessons focused on making appropriate text selections for different purposes.
- Invite the school's learning resources teacher or local librarian to visit and discuss the categorization of literature into genres.
- Gather a selection of literature including a variety of text types and genres. View the books with the students and ask questions about the categorization of texts according to content, style, characteristics or purpose. Questions may include:
  - *Do you notice any similarities/differences among these texts?*
  - *Based on what you know about the text, can you make a prediction? What led you to make the prediction?*
  - *For what purpose would you choose this text?*
  - *Which text best fits the genre?*

#### Connection

Teachers may

- Monitor student text selections and interests by using reading logs. Logs should include: title, genre, date, and a rating scale indicating personal preference.
- Invite students to complete a book challenge during independent reading using a recording chart such as the one below. This can be customized based on individual need/purpose.

Free Choice	Informational Text
1.	1.
2.	2.
3.	
Realistic Fiction	Poetry
1.	1.
2.	2.
	3.

*Continued*

### Resources and Notes

#### Authorized

*English Language Arts 3 Curriculum Guide 2015*

- Appendix C: Charts
  - Appendix C2: Text Shopping Inventory
  - Appendix C6: Survey of Interests
  - Appendix C7: Literary Genres
- Appendix B: Anchor Charts
  - Appendix B6: Five Finger Rule

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/rv.html>

- *Goldie Socks and the Three Libearians* by Jackie Mims Hopkins
- Newfoundland & Labrador Public Libraries website

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*GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.*

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**Outcomes**

*Students will be expected to*

*16.0 select a variety of text types, forms, and genres appropriate for specific purposes*

**Focus for Learning**

In grade two, students had opportunities to explore a variety of text types, forms, and genres. The focus for grade three students is to use the elements and characteristics of text and genre to strengthen independence and enhance understanding. Consider creating a classroom chart for students to record texts as they are viewed according to text type, form, and genre. By understanding that texts have certain characteristics based on type, form and genre, students are better equipped to:

- broaden writing experiences
- develop an awareness of how texts are organized and presented in real world settings such as public libraries, bookstores, school libraries, and magazine displays
- identify additional texts they want to read
- make text connections
- think about text organization
- use specific language to talk about texts

**Sample Performance Indicator**

Invite students to contribute to a classroom text display entitled, *Is This Text For You?* Reviews are created after texts are read independently and comments on form, genre, purpose, rating and/or their opinion are expressed. The display develops over a period of time and students are expected to make a minimum number of contributions. Text reviews may be presented using bookmarks, articles, brochures, posters, book ads, oral presentations, blog posts, etc.



*GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.*

### Sample Teaching and Assessment Strategies

Students may

- Engage in weekly text shopping to self-select texts for independent reading. Students practice using the rules of selecting “just right books” and talk about the selected texts using the language of form and genre.
- Use the I PICK acronym and/or I PICK chant on YouTube to choose a book prior to weekly book shopping.
  - I choose a book
  - Purpose: Why do I want to read it?
  - Interest: Does it interest me?
  - Comprehend: Do I understand what I am reading?
  - Know: Do I know most of the words?
- Use the *Five Finger Rule*, criteria to self-select texts by tracking difficult words using fingers. The readability of a text is too challenging when five or more difficult words are encountered on any page.
- Create a bookmark as a visual reminder for appropriate self-selection.

### Consolidation

Students may

- Select texts for a variety of purposes while demonstrating awareness of interest and ability.
- Engage in reflective activities about text selection including: reading response tasks, book talks, book reviews, etc.
- Use flyers from book catalogues to sort pictures of texts by genre and explain their sorting rules.
- Choose a favourite and least favourite genre and compare/contrast using a Venn Diagram.

### Extension

Students may

- Create a movie or online poster using *Movie Maker* or *Glogster™* to showcase a variety of text types, forms, and genres read.

### Resources and Notes

#### Authorized

*English Language Arts 3 Curriculum Guide 2015*

- Appendix B: Anchor Charts
  - Appendix B6: Five Finger Rule

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/teaching-and-learning-strategies.html>

- Video Clip: *Reading from a Variety of Texts, Forms, and Genres*

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/rv.html>

- *I PICK Chant* and/or acronym
- Power Point: *If the Book Fits, Read It!*
- *Language Arts Graphic Organizers Daily Teaching Tools* website includes twenty-five PDF documents with language arts graphic organizers
- *Glogster™* is an online platform to create digital posters
- videos and photos can be turned into movies with *Movie Maker*, a free download in *Windows Essentials*

*GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.*

## Outcomes

*Students will be expected to*

17.0 use text features before, during, and after reading to help construct meaning

## Focus for Learning

Meaning in texts is not communicated by the body of the text alone. Texts also include features that provide valuable information regarding the topic/subject presented. Students require explicit instruction to utilize text features before, during and after reading engagements. It is important that students understand that text features can help readers:

- activate prior knowledge
- anticipate what's to come
- identify important ideas
- locate information
- understand important/challenging concepts

In grade two, students learned to use text features to construct meaning through experiences that involved locating, identifying, and determining the purpose of text features. In grade three, students will continue using text features in texts that they encounter. The emphasis should be on how the text features presented in a text can help the reader understand the information. As the readability of texts increase, the examples of text features will become more complex. An anchor chart like the example below may be used for student learning. It categorizes the text features into organizational, visual, and print.

Text Features		
Organizational Features	Visual Features	Print Features
<ul style="list-style-type: none"> <li>• title</li> <li>• author and illustrator information</li> <li>• headings and sub-headings</li> <li>• navigation buttons</li> <li>• hyperlink</li> <li>• login and password</li> <li>• page numbers</li> <li>• spatial layout</li> <li>• table of contents</li> <li>• text box</li> <li>• copyright page</li> <li>• cast list/character list</li> <li>• glossary and index</li> <li>• partial/cut-out pages</li> <li>• question and answer</li> <li>• timelines</li> <li>• appendix</li> <li>• column</li> </ul>	<ul style="list-style-type: none"> <li>• photographs</li> <li>• captions</li> <li>• word art/shape</li> <li>• irregular placement &amp; orientation of text</li> <li>• labels</li> <li>• map keys</li> <li>• speech/thought balloons</li> <li>• diagrams</li> <li>• graphs</li> <li>• charts</li> <li>• illustrations</li> </ul>	<ul style="list-style-type: none"> <li>• bullets</li> <li>• font (size, italics, bold, colour, design, etc.)</li> <li>• punctuation</li> </ul>

*GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.*

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Present text features using an online slideshow presentation.
- Pre-assess student knowledge of text features by participating in a “text feature” scavenger hunt to find and highlight specific examples of text features. This activity may be adapted for a centre by capturing examples digitally.
- Use mentor texts to highlight or review text features indicated on an anchor chart.
- View the online video, *Reading Non-Fiction* and discuss how particular text features in a shared reading text help to construct meaning.

### Connection

Teachers may

- Encourage students to share their findings from a text feature scavenger hunt.
- Ask questions about text features to emphasize how they help the reader construct meaning. Questions may include: *How did the bolded text/diagram/subheading/or other specific feature help you as a reader?*
- Encourage predictions about texts prior to reading. After reading, revisit the predictions and ask, *How did the text features help you understand the text? Explain.*
- Download non-fiction text feature posters for student reference.

Students may

- View a text projected onto an interactive whiteboard and highlight, label, or underline text features.

### Consolidation

Students may

- Find examples of text features in self-selected non-fiction texts that help construct meaning. Place sticky notes next to the text features identified and share why the feature is important.
- Use an online template to create individual booklets displaying text features. The template follows the same format as the pdf file for non-fiction text feature posters.
- Create visual representations such as posters, foldables, or brochures on a topic to demonstrate how text features help to convey the main ideas or messages in texts.

## Resources and Notes

### Authorized

*English Language Arts 3 Curriculum Guide 2015*

- Appendix B: Anchor Charts
  - Appendix B8: Text Features
- Appendix C: Charts
  - Appendix C8: Features of Informational Text

### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/rv.html>

- text features slideshow presentation
- posters of non-fiction text features (PDF) and text features scavenger hunt templates
- text features template booklet
- *Scholastic NEWS for Your Classroom*®
- *National Geographic Kids*® magazine

*GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.*

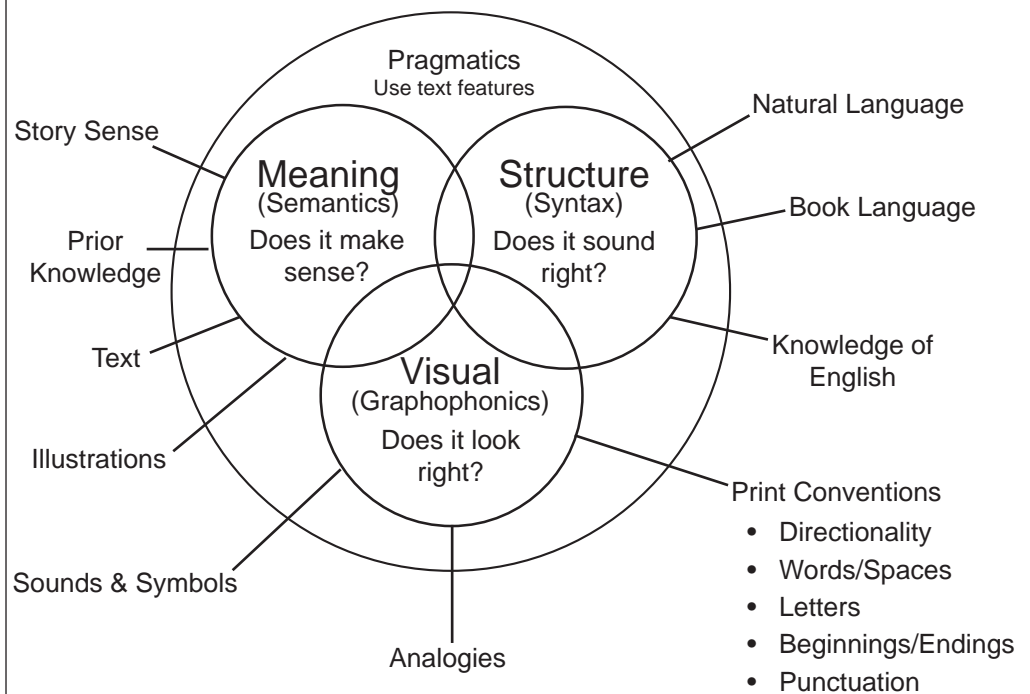
## Outcomes

*Students will be expected to*

18.0 use strategies to make sense of texts

## Focus for Learning

By grade three, most students have developed in the process of reading but are still refining their strategies as the text type, range and features become more challenging. As readers/viewers interact with text, they use various strategies requiring the integration and coordination of the four cueing systems. In addition to the graphic below, a *Cueing System Chart* may be referenced in Appendix C4.



Word recognition strategies are integral in the continual development of the cueing systems and are grouped into five categories: *Phonological and Phonemic Awareness, Letter Knowledge, High Frequency Words, Word Solving and Building, and Language Predictability*. Phonological and Phonemic Awareness and Letter Knowledge have been explicitly taught in previous grades (some students may require further support in these areas) but the focus for grade three will be in the remaining three areas. A chart referencing high frequency words, word solving and building, and language predictability can be found in Appendix C3.

Word recognition strategies are embedded in SCO 18.0 and are taught in various contexts (whole group, small group, and individually). When students build and solve words, for example, they are using word patterns to help create new words by generalizing visual-sound patterns and transferring these skills to reading and writing. When reading unknown words they may ask, *Which pattern will help me read this word?* They also learn the **read ahead** strategy to get clues to read unknown words and ask, *What word can I predict that begins with the letter \_ ?*

*GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.*

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Assess student interactions with texts to determine which strategies are being used effectively and which ones should be the focus for instruction.

### Connection

Teachers may

- Use oral and written cloze activities to develop students' cueing system skills.
- Provide practice using word ladders to transform a word into another by using clues to change a single letter to make a valid word. For example, if the word *more* is on the first step of the ladder, it may be changed to *lore*, *lose*, *loss*, and *less* on the subsequent steps of the ladder depending on the given clues.
- Read aloud from texts such as *Donavan's Word Jar*, *The Word Collector*, *Max's Words*, etc. to emphasize the importance of developing word knowledge.
- Use a class container or jar to collect new words. The students can sort, illustrate, or find patterns in the words.
- Create choice board activities that require the integration and coordination of the four cueing systems. For example, an activity may be created by changing common words into nonsensical terms. Flying saucer may read "sighing flosser". Mentor texts such as *Baloney*, by Jon Scieszka, may be used to model nonsensical words and phrases.
- Assess comprehension strategies by observing and noting student reading behaviors on a checklist.

Students may

- Play a word search game such as Boggle®.
- Play "I Spy" using a classroom word wall. For example, "I spy a word that has 8 letters and it has a silent 'E'".
- Use paint chip cards as a visual to build words. A word is selected and associated with a shade on the paint chip card. Synonyms are associated and recorded to the other shades. For example, a paint card with four shades of yellow from lightest to darkest may include the following words in the space for each shade: *happy*, *glad*, *excited*, and *elated*.
- Create small words such as *bib* and *art* from big words like *unbelievable* or *dictionary*.

## Resources and Notes

### Authorized

*English Language Arts 3 Curriculum Guide 2015*

- Appendix C: Charts
  - Appendix C3: Word Recognition Strategies
  - Appendix C4: Cueing Systems Chart

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3.html>

- Video Clip: *Guided Reading Happens Here*

### Suggested

- *Donavan's Word Jar* by Monalisa Degross
- *The Word Collector* by Sonja Wimmer
- *Max's Words* by Kate Banks
- *Baloney*, by Jon Scieszka
- *Sparkle and Spin* by Ann and Paul Rand

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/rv.html>

- PDF of a *Word Ladder* activity that may be used to create new words by changing a letter and using suggested hints

*GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.*

## Outcomes

*Students will be expected to 18.0 use strategies to make sense of texts*

## Focus for Learning

In previous grades, comprehension and word strategies were modelled for students using various instructional approaches. In grade three, modelling will continue as students interact with texts to build on their prior knowledge of these strategies.

Comprehension Strategies	
<b>Self-monitoring</b>	requires readers to adjust and integrate their thought processes and to choose the most effective strategy as they read various texts
<b>Analyzing</b>	is used to find information located in illustrations, charts, and texts
<b>Sequencing</b>	teaches readers to think about information in an organized way. It is most important when reading directions, narratives, and maps since these require information to be recalled in linear sequence.
<b>Making Connections</b>	is enhanced when readers make connections between the text and their background knowledge. These connections may be in the form of a personal experience, an event, or experiences of others. Making connections may also lead to making comparisons.
<b>Predicting</b>	increases anticipation and involvement in a story
<b>Inferring</b>	requires readers to connect their background knowledge with information from the text to discover the author's intent
<b>Evaluating</b>	is a critical thinking strategy that requires readers to actively form, modify, and confirm opinions as they read
<b>Synthesizing</b>	involves filtering out the important details to decide on the relative importance of ideas. Readers need to link details with the underlying key concepts in a text and create a new understanding of the content. Young readers will need a great deal of modelling and support to learn how to use this strategy.

*GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.*

### Sample Teaching and Assessment Strategies

#### Consolidation

Teachers may

- Analyze reading record results to reflect on evidence of strategies used and to inform further instruction.
- Refer to the *Continuum of Literacy Learning* in the *Benchmark Assessment Kit* for teaching suggestions based on student miscues.
- Use the following reading activities after a guided reading session:
  - ask a range of questions to determine depth of comprehension
  - ask students to describe what reading strategies they used to help them understand the text
  - discuss understanding of texts and the purposes for reading
  - revisit texts for a specific reason; finding evidence to support an opinion, confirming predictions, discussing author's word choice, etc.
- Conference with individual students to determine strategies used when word solving and building.

Students may

- Discuss cueing strategies used when reading texts.
- Use their cueing system skills to complete cloze passages.
- Observe how word recognition strategies are used.

### Resources and Notes

#### Authorized

*Literacy Place for the Early Years Grade 3*

- *Strategy Units*
  - Analyzing
  - Self-Monitoring
  - Sequencing
  - Making Connections
  - Predicting
  - Inferring
  - Evaluating
  - Synthesizing

#### Suggested

*Literacy Place for the Early Years Grade 3*

- *Benchmark Assessment System*
  - *The Continuum of Literacy Learning* by Gay Su Pinnell and Irene Fountas



*GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.*

## Outcomes

*Students will be expected to*  
19.0 reflect on their development  
in reading and viewing

## Focus for Learning

Self-reflection is essential for growth as a reader. It is a personal process since individuals read and view in different ways. In SCO19.0 students are required to reflect on how they read and view rather than focusing solely on what they read and view. Reflection should be embedded throughout the reading and viewing strand. As students think about their reading processes, their emphasis changes from simply decoding a text to making meaning of the text. Students should reflect on their roles as readers and viewers as referenced in the *Four Resources Model* developed by Luke and Freebody in 1990. The four basic roles go beyond breaking the code and making meaning to evaluating how well the creator of the text achieved their purpose.

Four Resources Model	
<b>Code Breaker</b> How do I decipher the codes in this text? <ul style="list-style-type: none"> <li>• use of picture cues, fluency, sight vocabulary, graphophonic cues, etc.</li> </ul>	<b>Text Participant</b> How do I make meaning from the text? <ul style="list-style-type: none"> <li>• use of comprehension strategies such as making connections, synthesizing, inferring, etc.</li> </ul>
<b>Text User</b> What is the purpose for reading a text based on the genre? <ul style="list-style-type: none"> <li>• information, entertainment, inspiration, etc.</li> </ul>	<b>Text Analyzer</b> How can I evaluate this text to see how the information affects me and others? Has my opinion changed after reading the text? or How has this text changed my thinking? <ul style="list-style-type: none"> <li>• consider point of view, social and cultural fairness or bias</li> </ul>

As students consciously monitor themselves in each one of these roles, they become responsible, confident readers. Self-monitoring involves metacognition; readers thinking about their own reading processes. When routines are established on a daily, weekly, and monthly basis the necessary time is allocated for students to examine how they are growing as readers.

Fostering self-reflection will require teachers to think about:

- allowing for a gradual release of responsibility by modeling think-alouds and teaching explicit strategies in whole, small, and individual groups
- building a community of learners by creating a classroom where inquiry and risk-taking are valued and students are encouraged to share thoughts, opinions and ideas
- supporting reflection and awareness by providing time for students to set and meet reading goals



*GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.*

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Create expectations with students to reflect on their reading.
- Lead discussions about what readers do.
- Use mentor texts to model how to be a reflective reader by questioning, thinking aloud and/or using a reader's notebook.

### Connection

Teachers may

- Ask reflective questions in both oral and written engagements such as:
  - *What have you discovered about yourself as a reader?*
  - *What do you know how to do well as a reader?*
  - *How do you think you can improve as a reader?*
  - *What are you proud of in your reading today?*
  - *What are your reading goals for today, this week, this month, etc.? How will you reach your goal?*
  - *What is the title of the best /worst book you have read? Why?*
  - *What are your favourite genres to read and why?*
  - *How and why was your reading of \_\_\_\_\_ different from \_\_\_\_\_?*
  - *Do you always use the same reading strategies, even though the genre/type/form may be different?*
  - *Would you recommend this book? Why/Why not?*

Students may

- Practice asking reflective questions in pairs. Questions may include: *What strategies work for me?* or *Can you think of other strategies that would work better for you?*

### Consolidation

Teachers may

- Observe and conference with students as they reflect on how they are growing as a reader (i.e., through journal prompts, reader's notebooks, reading logs, questions and discussions).
- Monitor student selection of texts for appropriate purposes.
- Model how to record self reflections using tools such as index cards, coloured stickies, or bookmark templates.

Students may

- Write in a reader's notebook or a reflection journal. Prompts may include: *This week I was successful at...*, *Next week I want...*, and *Here is what I think...*
- Record reflections on an exit card, coloured sticky, or bookmark template. Assess strategies that are working well or need improvement and place them inside independent reading materials.

## Resources and Notes

### Authorized

*English Language Arts 3 Curriculum Guide 2015*

- Appendix B: Anchor Charts
  - Appendix B7: Four Resources Model by Luke and Freebody

### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/rv.html>

- *The New Literacies* webcast by Dr. Allan Luke

*GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.*

## Outcomes

*Students will be expected to*  
20.0 formulate questions that  
lead to inquiry

## Focus for Learning

A supportive learning environment encourages students to ask questions and share new learnings. Students have varying levels of experience with inquiry activities and benefit from collaborating with peers to discuss their thinking and personal interests. In GCO 5, teachers use student-generated questions to guide inquiry-based learning. Through this process, students select and organize relevant information to seek answers to their questions. While outcomes address these skills separately, opportunities to engage students in inquiry activities should be integrated within the context of all curriculum areas for students to follow their natural curiosity and make connections to their world.

In previous grades, students learned to generate their own questions using references such as a Q-Matrix chart. They use information from a variety of sources to find answers and share relevant information from selected sources. In grade three, students develop inquiry skills with less dependence on teacher support. Determining whether information is relevant and adequate is an important focus prior to organizing and sharing the new information.

Prior knowledge or schema that is specific to a topic needs to be activated for students to ask a good question. Students learn how to write specific and relevant questions that guide research through multiple experiences modelled by the teacher.

Conversations in collaborative groups encourage students to share what they know and develop questions that may lead to an independent inquiry. They will be most interested in talking about questions that really matter to them. Mini-lessons may be required to review how to choose a good question.

Inquiry questions are open-ended and help students develop a true understanding of the topic by:

- asking new questions
- seeking possible answers
- weighing options
- problem solving to determine the best solutions
- leading to a deeper level inquiry

The RAN Strategy (Reading and Analyzing Non-fiction) may be used to help students form questions. Questions are based on their wonderings and recorded in the fifth column for future inquiries.

RAN Strategy				
What I Think I Know	Confirmed	Misconceptions	New Information	Wonderings

*GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.*

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- View a *Wonder of the Day* on the *Wonderopolis®* website.
- Create a *Classroom Wonder Wall* for inquiry possibilities.
- Brainstorm cross-curricular topics of interest for inquiry.
- Use read alouds as a springboard to formulate questions.
- Think aloud when deciding if a question is inquiry based:
  - *Could I find information on this question? Where?*
  - *Would I need to look in more than one place for information?*
  - *Is my inquiry question focused?*

Students may

- Complete an interest survey to determine topics for inquiry.
- View the online clip, *Ways We Wonder*.

### Connection

Teachers may

- Model how to write specific and relevant questions that guide an inquiry using a topic explored in the curriculum or one of high interest (e.g., superheroes, magnets, soccer, animals).

Students may

- Evaluate questions submitted on the *Classroom Wonder Wall* to determine suitability for inquiry.
- Select a topic from their interest survey results to formulate questions individually, with a partner, or in a small group.
- Review questions in the “wonderings” column of a class RAN chart (Reading and Analyzing Non-fiction Strategy) to select questions that are suitable for further inquiry.

### Consolidation

Teachers may

- Observe students as they generate specific questions about their research topic and note:
  - the types of questions asked
  - if questions are on topic
  - if questions lead to inquiry
  - if questions are formed independently
  - if prompting is required such as, *I wonder why...? I wonder how...? Why do you think...? I wonder if...?*

## Resources and Notes

### Authorized

*English Language Arts 3 Curriculum Guide 2015*

- Appendix B: Anchor Charts
  - Appendix B2: Q-Matrix Chart
- Appendix C: Charts
  - Appendix C5: RAN Chart

*Literacy Place for the Early Years Grade 3*

- *Reading Guide*
  - Graphic Organizers, pages 240-250
- *Nature Watch Inquiry Unit Guide*
  - RAN Chart, page 109

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-2.html>

- Video Clip: *Using the RAN Strategy*

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3.html>

- Video Clip: *Developing Inquiry Skills*

### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/rv.html>

- *Wonderopolis®* is a virtual bulletin board that poses an intriguing question daily and explores it in a variety of ways. The site also encourages new wonders of the day.

*GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.*

## Outcomes

*Students will be expected to*

21.0 select relevant information from a variety of sources to seek answers to questions

## Focus for Learning

In grade three, there is a focus on self-selection of relevant resources and information to answer inquiry questions. Student research experiences in previous grades were guided by the teacher. Determining relevance will require teacher modelling and support in small groups. The independent selection of research sources can be introduced using pre-selected resources focused on specific topics. To foster independence in the self-selection of relevant resources and information, it is necessary for students to incorporate their knowledge of text features such as a table of contents or an index. In GCO 4, students gain experiences in the selection of texts, use of text features, and strategies to make sense of texts. The Reading and Analyzing Non-fiction Strategy may be used to help students confirm prior knowledge, determine misconceptions, and record new learnings.

Information should be selected from each of the following categories:

- digital texts (e.g., the Internet, e-books, podcasts, television, videos, images)
- in person texts (e.g., guest speakers, family members, community helpers, presenters, interviews, field trip presentations)
- paper texts (e.g., magazines, charts, posters, newspapers, books)

It is a natural preference for students to retrieve information electronically. It is necessary for teachers to put structures in place to ensure Internet safety. Internet sites should be pre-selected to ensure age appropriateness and the relevance of the content. In GCO 7, students will focus on critically interpreting and responding to messages in texts. Students will require repeated opportunities throughout the year to learn how to explore, question, and view information online. These experiences will help them become aware of the reliability of the source.

When self-selecting resources, students may consider the following:

- illustrations and pictures
- publication date for current information
- readability of text
- relation to topic
- reliability of the source
- text features (table of contents, index, glossary, etc.)

Teachers will need to model how to view resources and record information in a variety of ways that may include:

- audio/video clips
- coloured highlighters
- graphic organizers
- index cards
- jot notes
- pictures/drawings/diagrams
- sticky notes/flags

*GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.*

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- View and/or read a digital text such as *Wonderopolis®* and highlight relevant information to answer a specific question.
- Model how to take/use jot notes.
- Review features of texts to retrieve information.
- Create a matching game using cards with questions and corresponding cards with information. For example, a student holding a card with a table of contents from a book about whales may find another student with a card displaying the question, *Where do whales live?* An online version of this game may be created using *Flip Quiz™*.
- Compare examples and non-examples of credible and reliable media sources to develop student awareness. For example, websites that encourage postings without monitoring accuracy of the information may be unreliable and not credible.

#### Connection

Teachers may

- Model how to design a text search using an index or table of contents and ask questions such as, *On what page would you find information about the life cycle of a frog? Do frogs eat spiders?*
- Model how to choose relevant information from an online article using an interactive whiteboard.
- Use a *THINK* acronym to remind students to ask themselves the following questions about online information: Is it **T** rue? Is it **H** elpful? Is it **I** nspiring? Is it **N** ecessary? Is it **K** ind?

Students may

- Use a graphic organizer to record information.
- Create a text search based on an information source. Questions may include: On what page, can you find information about \_\_\_\_? Where can you find the meaning of a word in bolded text?, etc.
- Use Vortex games on a *SmartBoard®* to sort relevant and irrelevant information.
- Focus on a particular question by displaying it on a sticky note.

#### Consolidation

Students may

- Identify and use various sources to seek answers to questions.
- Use highlighters to identify relevant information to answer questions provided by the teacher based on articles from various sources such as *Teaching Kids News®*, *Time for Kids®*, and *National Geographic Kids®*.

### Resources and Notes

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/rv.html>

- *FlipQuiz™* provides a quick way to create gameshow-style boards to review new information in the classroom
- *Kahoot®* is a free game-based platform
- *SpiderScribe®* is a mind mapping application that can be used to visualize ideas by connecting various pieces of information together
- *Teaching Kids News®* is a website with relevant news articles written for kids, educators in the classroom, and parents at home
- *Scholastic NEWS for Your Classroom®*
- *TIME For Kids®* is a weekly classroom digital news magazine for children
- *National Geographic Kids®* magazine
- Vortex Game in *SMART Notebook*
- *Animoto®* provides an array of tools for teachers creating videos in their classrooms
- *MediaSmarts®*' website includes comprehensive collections of digital and media literacy resources
- *Wonderopolis®* is a virtual bulletin board that poses an intriguing question daily and explores it in a variety of ways. The site also encourages new wonders of the day.

*GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.*

Outcomes	Focus for Learning
<p><i>Students will be expected to</i> 22.0 organize information</p>	<p>Students need to be taught how to organize their information in a logical and effective way. Organization refers to the order and/or grouping of ideas and how the student arranges these ideas in a way that makes sense.</p> <p>After students have gathered their information, they will need to learn a variety of organizational structures to present their new learnings. Students should begin by rereading their inquiry question and reviewing the information gathered. By eliminating irrelevant information, they learn to select the parts that answer their questions. When students record their findings, GCO 5 is easily integrated with GCOs 8, 9, and 10 in the writing and representing strand.</p> <p>Throughout the year, it is important to model how to organize research notes using a variety of organizational tools. Experience using tools such as graphic organizers will enable students to make choices that suit their inquiry as well as develop their individual organizational styles. Graphic organizers combine words and visuals, making it easier for students to see how the information is linked together. Sticky notes or index cards may be sorted according to the purpose of the content being organized.</p>

*GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.*

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Model how to organize information collected using different tools.
- Create sentence strips using information from an article on a specific topic. Ask students to group themselves using the information on their sentence strip and determine a sub-heading for their information. An adaptation of this activity may be created on an interactive whiteboard.

Students may

- Work in partners or small groups to organize sticky notes or colour-coded index cards according to topic.

#### Connection

Teachers may

- Use the groupings created during the activation sentence strip activity to discuss possible ways to reconstruct the content of the article. Compare the organization of the groupings to the original article.

Students may

- Organize a timeline of events for an influential figure such as Terry Fox or Martin Luther King Jr.
- Create a flow chart for the life cycle of a plant.
- Create an animation of a timeline using the app, *Flip Boom Cartoon*.
- Peer conference to share organizational structures and seek feedback.

#### Consolidation

Students may

- Choose an organizational tool to organize information on a self-selected topic.

#### Extension

Students may

- Explain their choice of organizational tool used to organize information on a chosen topic.
- Reflect on the effectiveness of the organizational tools selected and make suggestions for change if necessary.

### Resources and Notes

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/rv.html>

- *Flip Boom Cartoon* is a fun and easy-to-use app to create animated cartoons



*GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.*

**Outcomes**

*Students will be expected to*  
23.0 share organized information

**Focus for Learning**

Throughout the year, it is important for students to engage in opportunities to share their research findings. Students benefit from sharing their new understandings and learn new information from each other. They may share individually, with a partner, or as part of a group. Information may be presented formally or informally depending on the nature of the inquiry. In grade three, sharing is an ongoing process and should not be limited to a final product.

Students should be encouraged to invite and provide feedback from peers as they work towards final products. During this process they will use the feedback to decide the best possible way to organize and formally share their information. SCO 23.0 lends itself to integrating SCOs from the other two strands in English language arts since sharing often includes a spoken or written medium. Regardless of the medium selected, it is important to promote a risk-free sharing environment that is conducive to student learning. Some students may integrate all three strands or a combination of two. Possible ways to integrate GCOs 8,9, and 10 with this outcome may include:

- multi-media texts: blogs, web pages, digital stories, power point presentations, etc.
- newspaper articles, written reports, booklets
- posters, jingles, pamphlets, comic strips, commercials
- scrapbooks, collages, dioramas, games, murals, timelines
- short plays or skits, drama, speeches

**Sample Performance Indicator**

Students will create a visual display to share information from an inquiry in a curriculum area. A variety of visuals such as pictures, models, maps, charts, and audio or visual clips should be used to share information. For example, a heritage interview may be shared from a Social Studies assignment.



*GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.*

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Share an individual work sample or group presentation from a previous school year to demonstrate connections made between the inquiry question, the organization of the information gathered, and the format chosen for the new learnings.

Students may

- Share an interesting piece of new information retrieved from a resource using the inside-outside circle strategy. The information should be connected to an inquiry question.
- Engage in a *Think-Pair-Share* activity and link ideas in a text to an inquiry question.

### Connection

Teachers may

- Demonstrate how to give constructive feedback at various stages of the inquiry process using student work samples. For example, feedback forms may be used such as: *Two Stars and a Wish* (make two positive comments and one wish), *TAG* (Tell something you like, ask a question, and give positive feedback).

Students may

- Engage in a partner activity to practice giving constructive feedback at various stages of the inquiry.

### Consolidation

Teachers may

- Provide students with an opportunity to share what they have learned, discovered, or created with a variety of audiences that may include a partner, small group, whole class, school community, etc.

Students may

- Be an expert on a research inquiry and present to an intended audience using a format of their choice.

### Extension

Students may

- Select a sharing activity from a choice board, for example, a *Wordle*™ may be created online using key words learned from research. These words may act as prompts in the sharing of the new information.

## Resources and Notes

### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/rv.html>

- The *Inside-Outside Circle* is a strategy that holds all students accountable for having something to say. It provides a way to get students who normally would not talk to interact with others. The teacher can use this activity as a formative assessment by standing in the center of the circle and listening to the conversations that take place.
- The *Think-Pair-Share* strategy is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. Students' ideas become more refined through the following three-step process.
  - independently thinking about a posed question and forming ideas
  - grouping pairs of students to discuss their thoughts and consider those of others
  - pairs sharing their ideas within a larger group with the support of a partner
- *Wordle*™ is a website that generates "word clouds" from text that is provided. The clouds give greater prominence to words that appear more frequently in the source text. Clouds can be created with different fonts, layouts, and color schemes. Images created with *Wordle*™ can be printed or saved.

*GCO 6: Students will be expected to respond personally to a range of texts.*

## Outcomes

*Students will be expected to*

24.0 make connections from text-to-self, text-to-text, and text-to-world

## Focus for Learning

While specific curriculum outcomes 24.0, 25.0, and 26.0 are presented in this guide separately, they are inter-connected and should be taught using an integrated approach.

Personal connections made to texts should be relevant, meaningful, and support comprehension. Good readers use their schema, based on background knowledge and personal experiences to think about and make sense of texts. Reference the chart below to note the key points and prompts for each connection.

		Key Points	Prompts
Connections	Text-to-self	<ul style="list-style-type: none"> <li>the reader thinks about what is known from personal experiences similar to those described in the text, experiences others have told them about, or events and information obtained from other texts</li> <li>connects text with a memory, an experience or prior knowledge</li> <li>encourages personal connections before, during, and after a text is shared</li> </ul>	<ul style="list-style-type: none"> <li><i>Based on your own similar experiences, what do you think will happen next?</i></li> <li><i>Can you remember a time when..?</i></li> <li><i>Have you ever felt the same way as ...?</i></li> <li><i>How are the events in your own life similar to or different from the text?</i></li> <li><i>What do you know about this activity?</i></li> <li><i>What does this picture/video/story/website remind you of?</i></li> </ul>
	Text-to-text	<ul style="list-style-type: none"> <li>refers to connections made between and among any other texts read, viewed, or heard</li> <li>may include the content, genre, author, illustrator, illustrations, characters, setting, plot, etc.</li> </ul>	<ul style="list-style-type: none"> <li><i>I read another book where...</i></li> <li><i>That reminds me of...</i></li> <li><i>These illustrations/pictures are like/remind me of the ones in...</i></li> <li><i>This author always...</i></li> <li><i>This book is funny/sad like...</i></li> <li><i>This character was in...</i></li> <li><i>This is a story/part like...</i></li> <li><i>This is similar to...</i></li> </ul>
	Text-to-world	<ul style="list-style-type: none"> <li>refers to a connection between the text and something which is occurring or occurred in the community, world, or history</li> <li>relates what we read to local, national, or world news, current events, and historical events</li> <li>uses prompts during the reading to recall what is already known</li> </ul>	<ul style="list-style-type: none"> <li><i>How can you do your part?</i></li> <li><i>What do you already do?</i></li> <li><i>What did you learn?</i></li> <li><i>What do you already know about...?</i></li> <li><i>What does it remind you of in the real world?</i></li> <li><i>Where did you see/hear about something like this?</i></li> </ul>

*GCO 6: Students will be expected to respond personally to a range of texts.*

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Develop an anchor chart displaying the three different connections to texts: text-to-self (T-S), text-to-text (T-T), and text-to-world (T-W). Examples of connections may be displayed.
- Model connections to texts that are experienced during read alouds, shared, guided, and independent reading.

### Connection

Teachers may

- Model text-to-self connections using conversation videos.
- Use guiding questions for text-to-text connections such as: *What other picture/video/story/website does this remind you of?*
- Model text-to-world connections using selections from shared reading texts.

Students may

- Refer to prompts on a bookmark or an anchor chart to help make and share connections from texts.
- Create a text connection flip booklet using a foldable pattern. Each connection may be written and illustrated on the page of each fold.
- Identify, compare, and share connections on sticky notes during guided, shared, and/or independent reading and display connection codes: T-S, T-T, and T-W.
- Use three different coloured paper strips to represent the three text connections. Record a text connection on one of the strips. Create a paper chain for each colour and attach it to one of the three columns on an anchor chart displaying the three text connections.

### Consolidation

Teachers may

- Use the connection chains to encourage student reflection and discussion about the reasons for the varying lengths of the chains.
- Use the chains as a visual reminder for students to make connections in all three areas.

Students may

- Add extra connection chains to the anchor chart throughout the year.
- Select and share three favourite texts to model each of the three different text connections: text-to-self (T-S), text-to-text (T-T), and text-to-world (T-W).

## Resources and Notes

### Authorized

*English Language Arts 3 Curriculum Guide 2015*

- Appendix C: Charts
  - Appendix C9: Making Connections to Texts

*Literacy Place for the Early Years Grade 3*

- *Conversation Kit Media Key*

### Suggested

*The Great Kapok Tree: A Tale of the Amazon Rain Forest* (1990) by Lynn Cherry is a great mentor text for a text-to-world connection.

*River Ran Wild* by Lynn Cherry is a true story of environmental destruction and rebirth. Readers will be moved to consider their personal impact on the environment and what they can do to make a difference.

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/rv.html>

- Movie Clip of Dr. Seuss' *The Lorax*
- Video demonstration on how to create a stapleless book

*GCO 6: Students will be expected to respond personally to a range of texts.*

## Outcomes

*Students will be expected to*  
25.0 express opinions about a variety of texts

## Focus for Learning

When students make personal connections to texts, they are in a better position to form and express opinions about the various texts they encounter. Exposure to a wide variety of text types, authors, and illustrators provide opportunities for students to express opinions. Student connections are strengthened when they consider the thoughts, feelings, and emotions evoked by texts. They will require help expressing opinions and disagreeing respectfully with the opinions of others. A positive classroom environment values and supports the opinions of all members. Sharing of opinions should be encouraged throughout daily activities and within the context of natural conversations. In GCO 2, there is an expectation for students to respond personally and critically to information, ideas, and opinions. In GCO 8, feelings and imaginative ideas are expressed through writing and representing.

Personal responses to texts may be explored further in each strand of the English language arts curriculum. Oral responses may include discussions about texts, drama, readers' theatre, role-play, puppet plays, etc. Written responses and other representations may include drawings, graphic organizers, response journals, paintings, models, etc.

Students will be more comfortable expressing opinions about familiar texts rather than texts with unfamiliar information. Use of open-ended questions and visual prompts may encourage students to express their opinions on:

- how each text makes them feel
- how the beginning, middle, or end is different than expected
- how the opinions expressed by others helped to form their own
- how their thinking changed or stayed the same after hearing the opinions of others
- how to disagree with another opinion in a respectful way
- what each text reminds them of
- what they like best and least about each text
- what they think about the text
- what they would like to see different in the text
- why they would or would not recommend the text to a friend

## Sample Performance Indicator

Students will post opinions about texts read or viewed during read alouds, independent, shared, or guided reading. Opinions about texts are posted for classmates to read. Students should be encouraged to challenge the differing opinions of others in their postings to a classroom blog or an electronic corkboard such as Padlet™.

*GCO 6: Students will be expected to respond personally to a range of texts.*

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Use open-ended questions to elicit opinions about texts.
- Observe student conversations as they are interacting with one another about the different types of texts read.
- Model how to express opinions politely and disagree respectfully in a variety of situations using role-play.
- Read aloud from texts that lend themselves to forming opinions. Encourage students to share their opinions.

#### Connection

Teachers may

- Stop at pre-determined words, sentences, pages, etc. during read-alouds, shared and/or guided reading sessions to encourage responses. Ask students to express their thoughts about how the text will develop, and how each new word, sentence, or page confirms, modifies, or alters their previous opinions.
- Use an object such as a cube to display the following prompts after reading/viewing texts: a surprising part, a funny part, an exciting part, a puzzling part, a part that made me think, and a part that made me feel a certain way. Toss the cube to a student and ask them to respond to the prompt on the upward face of the cube. Encourage students to express opinions that differ from the ones shared.

Students may

- Use an opinion box to express opinions and provide written feedback on events/topics such as field trips, assemblies, guest speakers, cafeteria menus, etc.

#### Consolidation

Teachers may

- Share a favourite and/or least favourite website, electronic or print text, song, or video. Encourage students to express opinions about how each text makes them feel, how each text relates to their world, and what they like best and least about each one.

Students may

- Participate in concerts, field trips, or guest speaker presentations to form and express opinions in writing about these types of texts.

### Resources and Notes

#### Authorized

*English Language Arts 3 Curriculum Guide 2015*

- Appendix C: Charts
  - Appendix C10: Specific Areas of Text Inquiry

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/rv.html>

- *Padlet™* can be used for: personal note taking, to-do lists, party Invitations, feedback collection, making wishes to people on occasions like birthdays, anniversaries, and anything that might need input from a lot of people
- The lesson plan for *Read, Relate, Respond* is excerpted from *Differentiated Literacy Centers* by Margo Southall. It is from the *Making Connections/Self-Monitoring: A Differentiated Learning Centers Unit Plan*. In the plan, students contemplate how text makes them think or feel.

*GCO 6: Students will be expected to respond personally to a range of texts.*

## Outcomes

*Students will be expected to*

26.0 support responses using text information and personal experiences

## Focus for Learning

In previous grades, students were expected to express personal experiences and/or opinions and support their responses using information from texts. Supporting responses using text information is more challenging than expressing personal experiences. Explicit teaching and modelling will be required throughout the year. Many opportunities should be provided to practice supporting responses in speaking and listening, reading and viewing, and writing and representing in English language arts and other curriculum areas.

Prompts to encourage support when responding to texts may include:

- *On page \_\_\_\_ , I noticed ...*
- *The author said...*
- *According to the text...*
- *In the \_\_\_\_ stanza...*
- *From the reading, I know that...*
- *The graphic showed...*
- *Based on the visual clues in the illustration...*

The following strategies may help students support their responses by looking beyond the literal meaning to understand texts:

- confirm predictions
- find supportive details
- gain information from visual sources
- locate specific information
- locate specific text features
- recognize main idea
- retell information
- summarize
- understand problem/solution

## Sample Performance Indicator

Students will give a “Book Talk” providing evidence from a text they are reading to support their opinions. Encourage prompts such as the following:

- *A piece of information that supports my opinion is \_\_\_\_*
- *I believe \_\_\_\_ because it said \_\_\_\_*
- *I know that \_\_\_\_ is not true because the text includes pictures that show \_\_\_\_*
- *I think \_\_\_\_ because on page \_\_\_\_ it says \_\_\_\_*



*GCO 6: Students will be expected to respond personally to a range of texts.*

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Model responses that reword the question, provide evidence support from the text, and demonstrate a personal connection/opinion.
- Create an anchor chart displaying prompts that help students formulate a supported constructed response.
- Use an acronym to support responses. Examples of acronyms may include REST (restate, explain, support with examples, ta-dah end with a final thought) or SASA (state your answer, answer the question, support your answer, and add an opinion).

### Connection

Teachers may

- Select a TumbleBook such as a graphic reader from the *Max Finder Mystery Series* to provide students with opportunities to share opinions or responses with a partner or whole class.
- Present a range of constructed responses from work samples of former students/another class, ask them to rank the responses on a scale of one to four, and provide reasons for their ranking.

Students may

- Use a double entry journal to record supported responses.
- Discuss their ideas/responses with a partner to strengthen their responses.

### Consolidation

Students may

- Write a letter to an author stating their opinion of a book. The letter should introduce the book, and provide three reasons for liking or disliking the book. Reasons should be supported using facts and details from the text. Provide a concluding statement related to the opinion.

## Resources and Notes

### Authorized

*English Language Arts 3 Curriculum Guide 2015*

- Appendix D: Rubrics
  - Appendix D3: Reading Response Rubric

### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/rv.html>

- free Access to *Max Finder Graphic Readers* is available in the online collection of *TumbleBooks* from Newfoundland and Labrador Public Libraries

*GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.*

## Outcomes

*Students will be expected to*

27.0 interpret the intended messages in a range of texts

## Focus for Learning

A message is what the reader takes away from a text. In grade two, students develop skills to identify the intent of messages in a variety of texts. In grade three, there is an expectation to interpret the messages that they identify by making connections, expressing opinions, and supporting their responses. While GCOs 6 and 7 are presented separately in this guide, they are inter-connected and should be taught using an integrated approach. In GCO 7, there is an expectation that student interpretations of messages will be critical. Critical literacy involves questioning assumptions that readers often take for granted. They need to learn how to deconstruct the texts in their lives and learn how to think, act, and be when interacting with the many texts in their world. A combination of reading approaches: shared, independent, guided, and read alouds instruct students through the process of critically interpreting the messages in texts.

In GCO 4, a range of texts is explained in detail in SCO 16.0. Using a range of texts, the following questions may be asked to help students interpret the intended messages:

- *What is the message?*
- *What is the purpose for sending the message?*
- *Who is the target audience?*
- *What is being used to send the message (e.g., sound effects, music, catchy slogans, jingles, colour, design, jokes, famous people)?*
- *Has repeated exposure to the text changed your interpretation of the message? How? Why?*
- *Why do you think the author wanted you to think this way?*
- *How will you think about and read texts differently?*

## Sample Performance Indicator

Students will select a digital, audio, and print text from a collection and interpret the message presented in each one. Texts may have similar or different messages.



*GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.*

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Share a YouTube commercial, *Smart As You*. Ask, “What message is the animated television sending to the viewer?”
- Interpret the author’s intended message in a read aloud, such as *Have I Got a Book for You?*
- Brainstorm places where messages can be viewed (e.g., cereal boxes, retail shopping bags, toy packages, clothing, road signs, advertising billboards). Record responses on whiteboards.

Students may

- Participate in a guided scavenger hunt in search of messages displayed in and around the school, (e.g., bumper stickers on vehicles, posters in classrooms and hallways, advertising on school television monitors, decals on t-shirts)

### Connection

Teachers may

- Read or view the phrases from food or toy advertisements and identify the product and the slogan represented by a business. For example, *I’m lovin’ it!* (McDonald’s), *Always fresh!* (Tim Horton’s), *Just Imagine!* (Lego), *If you can dream it, you can be it!* (Barbie). Discuss student interpretations of the message by asking, *What message do you interpret from the phrase?*

Students may

- Design a digital ad using “Create Your Own Ads”.
- View and discuss media messages with a partner in a center activity. Centers may contain google images of a variety of cereal boxes, lyrics of popular children’s songs, advertisements for toys, commercials, movie posters, online ads, etc.
- Read and interpret poetry or lyrics of songs.
- Play the advertising game on the *Admongo®* website to discover: Who is responsible for the ad?, What is the ad actually saying? and What does the ad want me to do?

### Consolidation

Teachers may

- Provide students with a range of text forms and brainstorm messages that could be interpreted in addition to those intended.

Students may

- Create and share paper or digital texts to determine if the intended message is interpreted.

## Resources and Notes

### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/rv.html>

- *Have I Got a Book for You* by Melanie Watt
- *Media Monkey* is a thirty second public service announcement created by the *Concerned Children’s Advertisers* to motivate and empower kids to develop the self-confidence to think for themselves and make media choices that are right for them
- Teaching Kids News© provides relevant news articles written for kids, educators in the classroom, and parents at home
- *Don’t Buy It: Get Media Smart!* is a media literacy website for young people that encourages users to think critically about media and become smart consumers
- *Don’t Buy It: Get Media Smart! Create Your Own AD* is a media literacy website for young people to follow step by step procedures to create an ad by selecting a slogan, image, and words
- Google images of cereal boxes
- *Admongo®* website includes a game that highlights advertisements found online, outside, and on television. Players will ask themselves: *Who is responsible for the ad?*, *What is the ad actually saying?*, and *What does the ad want me to do?*

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-2.html>

- Video Clip: *The Messages in Texts*

*GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.*

## Outcomes

*Students will be expected to*

28.0 respond critically  
to intentional and  
unintentional  
messages within texts

## Focus for Learning

Questioning the messages in texts should be an integral part of daily teaching and learning practices. In grade three, students begin to critique what they see or hear in texts rather than accepting it to be the absolute truth. Whether watching a television program or listening to a new song students need to understand how to effectively receive and respond to this information. They are learning to evaluate and challenge the various messages they encounter on a daily basis. They differentiate between a source that is reputable, and one that is not. Students also learn that texts are constructed by individuals who have particular points of view. Being critically literate involves questioning assumptions that are often taken for granted.

Guiding questions must be modelled and asked to help students analyze texts beyond the literal level. These conversations may evolve by asking the following questions about texts (posters, digital conversation cards, books, videos, etc.):

- *Are the facts and opinions realistic?*
- *Are the ideas and content supported with details and examples?*
- *Does the text include facts or opinions?*
- *Does this represent/reflect your experiences in the world?*
- *Has my opinion changed after critically analyzing this topic?*
- *How could you improve this text?*
- *How could you take action in response to the message?*
- *Is the subject shown in a real-life manner?*
- *What do you like or dislike?*
- *What does it tell you about how other people live and believe?*
- *What does the author want you to think?*
- *What has been included and what has been omitted?*
- *What makes it believable?*
- *What might other people think and feel?*
- *Who else would/would not like it? Why or Why not?*
- *Who is represented/not represented here and why?*
- *Who is the intended audience (gender, race, age, interests, etc.)? How do you know?*

## Sample Performance Indicator

Students will select a prompt card displaying a question to consider when responding critically to the messages in texts. Questions from the list above may be used on the prompt cards. Responses are shared after think time.

*GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.*

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Show the Best Ad of 2014, The Best Toy, Car, etc., and discuss why it was chosen to be the best.
- Share a collection of texts and discuss how the advertisements are created for a purpose and to appeal to a specific audience.

Students may

- Analyze visuals to determine the intended and unintended messages. Use Google Images to search for visuals to project during a group discussion. Use examples such as, Water vs Gatorade and Got Milk?

### Connection

Teachers may

- Discuss the techniques that advertisers use to appeal to audiences using videos such as, *Lights, Action, Burger!* and *Fast Food Ads vs. Reality Experiment*.
- Show a variety of children's commercials and generate a list of intentional actions that creators include when sending messages to intended audiences. For example, the toys may or may not be life-like, include music, feature celebrities, or provide free items.
- Play a song or show a piece of art and ask students to identify the intended/unintended messages. Write a letter or an e-mail to the artist to confirm the intended message.
- Read a fractured fairytale, such as *Cinder Edna*, where the main character does not engage in stereotypical behaviors that are evident in other fairy tales.

Students may

- Use online resources, such as the website for *Buying Smart*, to develop an awareness of media influence on buying habits.
- Work in small groups to analyze a variety of products and compare them to their advertisements.
- Include intentional and unintentional messages in an advertisement created for a food item, toy, or product of choice.

### Consolidation

Teachers may

- Show authentic examples of critical responses such as the letter written to Lego® by a seven year old female offering suggestions to create exciting female Lego® characters.

Students may

- Create a collage of visuals that attempt to persuade the audience to see things from their perspective.
- Show and share products (food, clothing, toy, etc.) that do not meet their expectations based on an advertisement.

## Resources and Notes

### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/rv.html>

- Best Advertisement Ever-Winner of *Best Ad 2014*
- Google images of beverages such as water, gatorade, and milk
- In the video, *Lights, Action, Burger!*, a food makeup artist explains what she does to a hamburger to get it ready for an advertisement
- In the video, *Fast Food Ads vs Reality Experiment*, a customer at a fast food restaurant asks the server to make a food item the way that it appears on the ad
- *Buy Me That Too: A Kid's Survival Guide to TV Advertising* from *Consumer Reports*
- *What's in an Ad?* From the website: *Don't Buy It, Get Media Smart!*
- *Don't Buy It, Get Media Smart!* Buying Smart is an interactive website to help students see through the sales pitch used to sell a product.
- *Cinder Edna* by Ellen Jackson
- letter to Lego® from 7 year old girl regarding the lack of adventures promoted in their product for girls

*GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.*

## Outcomes

*Students will be expected to*

29.0 provide alternative perspectives to texts

## Focus for Learning

Through discussions, students in grade two were introduced to point of view by examining a range of texts. Texts depicting ethnic, gender, social, and cultural diversity act as springboards to encourage students to think about and respond to the world around them. They learn to recognize that what they perceive is not necessarily the way it is intended. They are challenged to recognize the points of view in texts other than those of text creators.

In grade three, they will build upon these prior experiences gained through discussions and provide alternative perspectives. It is important to enhance alternative perspectives by modelling thought-provoking questions that activate student thinking. After reading fractured fairytales consider asking such questions as:

- *Can you make a personal connection to the story?*
- *How is this similar to the original story?*
- *How might the story change if it's told from another character's perspective?*
- *If you could change the ending what would you do?*
- *To Whom would you recommend this story?*
- *What changes would you recommend?*
- *What might have happened if...?*
- *Which character do you best relate to, and how?*
- *Whose perspective is this story told from?*

## Sample Performance Indicator

Students will select a familiar fairy tale to create a fractured fairy tale using a representation of their choice.

*GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.*

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Read aloud or view videos of fractured fairy tales such as *Red Riding Hood and The Sweet Little Wolf*, *The Paper Bag Princess*, *Ballerino Nate*, and *Hey Little Ant*.
- Ask thought provoking questions for students to take a stand and discuss differing points of view. Model responses.
- Discuss point of view by sharing the text, *A Fine, Fine School*. In this story, the principal is so pleased with the students in the school that he wants to extend school time. Discuss student opinions (pros and cons) about extended school time.
- View art images to discuss different perspectives. Samples from resources in the art curriculum may be used.

Students may

- Read a variety of fractured fairy tales in a reading centre. A selection of question prompts such as the ones suggested in column two may be used to discuss alternative perspectives.
- Illustrate an object that has been placed in the classroom based on their perspective. The different drawings may be used as an analogy to explain perspectives.

### Connection

Teachers may

- Compare a traditional fairy tale and the fractured version by recording the similarities and differences on a Venn diagram.

Students may

- Create an advertisement for the lead role of one of the characters in a fractured fairy tale.
- Retell and role-play a story such as *Paper Bag Princess* or *Ballerino Nate* where students take on alternate roles.
- Design a book cover that is different than the one selected by the publisher.

### Consolidation

Teachers may

- Share an alternative perspective to a familiar text.

Students may

- Write a letter to an author offering an alternative perspective to the ending of a text.

## Resources and Notes

### Authorized

Art

- *Explorations in Art: Teacher Guide*, 2008
- *Explorations in Art: Student Text*, 2008
- *Explorations in Art: Large Art Reproductions*, 2008
- *Explorations in Art: Big Art Book*, 2008

### Suggested

- *Red Riding Hood and The Sweet Little Wolf* by Racheal Mortimer
- *The Paper Bag Princess* by Robert Munsch
- *Ballerino Nate* by Kimberly Bradley
- *A Fine, Fine School* by Sharon Creech



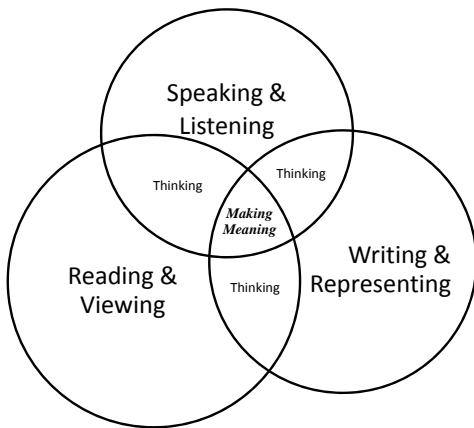
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## Section Three: Specific Curriculum Outcomes

### Writing and Representing

# Writing and Representing

## Focus



Writing and representing allows students to express themselves and communicate ideas by creating a variety of media and diverse texts. Representing language graphically to communicate a message is a complex cognitive process. It involves multiple, simultaneous processes, including but not limited to:

- activating and connecting to prior knowledge, ideas and experiences
- generating and composing imagined ideas
- recreating and consolidating information from a variety of sources

In writing and representing, students must decode, understand, evaluate and create a variety of forms and reflect on the creation process.

## Outcomes Framework

**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.

- use writing and other forms of representation to
  - formulate questions
  - generate and organize language and ideas
  - discover and express personal attitudes and opinions
  - express feelings and imaginative ideas
  - record experiences
  - explore how and what they learn
- explore, with assistance, ways for making their own notes
- experiment with language choices in imaginative writing and other ways of representing

30.0 express feelings and imaginative ideas through writing and representing  
31.0 reflect on their learning through writing and representing



**GCO 9:** Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

- create written and media texts using a variety of forms
  - experiment with the combination of writing with other media to increase the impact of their presentations
- demonstrate some awareness of purpose and audience
  - make choices about form for a specific purpose/audience
- consider their readers'/ listeners'/viewers' questions, comments, and other responses in assessing their work and extending their learning

32.0 use various text types and forms in writing and representations  
 33.0 create text types and forms for specific purposes and audiences  
 34.0 seek feedback in the creation and further development of texts

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

- experiment with a range of prewriting, drafting, editing, proofreading and presentation strategies
- use some conventions of written language
- experiment with technology in writing and other forms of representing
- demonstrate engagement with the creation of pieces of writing and other representations
- select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning

35.0 use a variety of strategies to write and represent effectively  
 36.0 reflect on their development in writing and representing

# SCO Continuum

A continuum provides valuable information about the expectations for students for the previous, current, and following grade.

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.

Grade 2	Grade 3	Grade 4
29.0 express feelings and imaginative ideas through writing and representing	30.0 express feelings and imaginative ideas through writing and representing	8.1 develop proficient writing and representing skills
30.0 reflect on learning through writing and representing	31.0 reflect on their learning through writing and representing	8.2 create texts that are imaginative and used for self-expression and enjoyment

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Grade 2	Grade 3	Grade 4
31.0 use various text types and forms in writing and representations	32.0 use various text types and forms in writing and representations	9.1 demonstrate an awareness of audience and purpose
32.0 understand that texts are created for a purpose and an audience	33.0 create text types and forms for specific purposes and audiences	9.2 create a variety of texts using text structures and features
33.0 create text types and forms for specific purposes and audiences	34.0 seek feedback in the creation and further development of texts	
34.0 seek feedback in the creation and further development of texts		

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

Grade 2	Grade 3	Grade 4
35.0 use the traits of writing to communicate ideas effectively in the processes of writing and representing	35.0 use a variety of strategies to write and represent effectively	10.1 create texts using the processes of writing and representing
	36.0 reflect on their development in writing and representing	

*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.*

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>30.0 express feelings and imaginative ideas through writing and representing</p>	<p>Students require support and encouragement to use their imaginations as they explore and take risks daily when writing and representing. Individual needs are addressed through the following instructional approaches:</p> <p><b>Modelled writing</b> provides scaffolds through demonstration. Students observe while the teacher talks aloud and models writing. This is sometimes referred to as a “think aloud approach.” This allows teachers to highlight strategies used by good writers and make connections between reading and writing.</p> <p><b>Shared writing</b> provides opportunities for teachers and students to work collaboratively on the creation of a common text. Together, they contribute ideas for the text which are mostly scribed by the teacher. Individual students are encouraged to participate in the writing. This is often referred to as “sharing the pen”. Shared writing can be taught in large or small group settings for all areas of the curriculum.</p> <p><b>Guided writing</b> provides opportunities for identifying and addressing common individual language needs in a small group learning context. Students are brought together for a mini-lesson to practice a particular strategy in a small group setting or independently.</p> <p><b>Independent writing</b> encourages students to apply new writing skills and strategies. When self-selecting topics, they use their imaginations to compose and construct texts at their own level. Daily routines should include opportunities for students to write independently with minimal teacher support. This can occur during guided reading and writing groups.</p> <p>Samples from guided and independent writing will be collected and dated and placed in a portfolio. These samples may be further developed when the different stages of the writing process are taught.</p> <p>Learners express themselves in many ways. It is important to represent information using a variety of forms rather than relying solely on written text. Various writing and representations encourage students to use their imagination and may include:</p> <ul style="list-style-type: none"> <li>• audio/video clip</li> <li>• collage</li> <li>• comic</li> <li>• dancing/dramatizing</li> <li>• drawing/painting</li> <li>• foldable</li> <li>• media production</li> <li>• model</li> <li>• photograph/animation</li> <li>• reflection notebook/journal</li> <li>• table, chart, map, diagram</li> <li>• text innovation</li> </ul>

*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.*

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Share suggested YouTube videos related to curriculum topics such as photosynthesis, 3-D shapes, Ruby Bridges, etc.
- Use a variety of instructional approaches to writing: modelled, shared, guided, and independent.
- Brainstorm a list of writing topics and collect them in a jar labelled, *Students' Wildest Imagination Creations*, to use for writing prompts.
- Model text innovations. For example, key words, phrases, or sentences may be substituted to create new texts.
- Collect a variety of visuals from magazines, calendars, online images, etc. for students to use as springboards for their creations (e.g., poem, skit, narrative, puppet show).

Students may

- Substitute the lyrics of a popular song, jingle, etc. to express emotions and ideas on a particular topic (i.e., 3-D Shapes, photosynthesis, human rights).

### Connection

Teachers may

- Model how story elements may be substituted in a narrative.

Students may

- Use the alternative perspectives to texts explored in outcome 29.0 to role-play/write a story from a different character's perspective or create an alternate ending.
- Choose topics, text types, and forms to create digital texts using applications such as *Smilebox*®, *Storybird*®, and *Storyjumper*™.

### Consolidation

Teachers may

- Assess writing samples in portfolios and other representations collected throughout the year.

Students may

- Use graphic organizers prior to writing to record imaginative ideas in a specific story structure.
- Represent the ideas of an imaginative text using a foldable that may be divided into three sections for the beginning, middle and end. Different styles of foldables may be created using suggestions outlined in *Foldable Basics*.

## Resources and Notes

### Authorized

*Literacy Place for the Early Years Grade 3*

- *Writing Guide*
  - *Instructional Approaches for Writing*, pages 22-35
  - *Written Literature Responses*, pages 143-157

### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/wrp.html>

- *SafeShare TV* is the safest way to watch and share YouTube videos
- *Photosynthesis Song* on YouTube
- *3-D Shapes I Know Song* on YouTube
- *Ruby Bridges Shoes Song* on YouTube
- *Storybird*® is a website used to make stories using interesting images provided by a variety of artists
- *Storyjumper*™ is a website used to build a book using cover pages, text, drawings, photos, or clip art. Professionally published hardback books can be ordered.
- *Smilebox*® is a website to create cards, invitations, collages, slideshows, and more using photos, text, and music. Creations can be shared via e-mail, posted to a social media site or printed.

*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.*

## Outcomes

*Students will be expected to*

31.0 reflect on their learning through writing and representing

## Focus for Learning

Students are introduced to reflecting on their learning in grade two. They do this by thinking about new information presented and making connections to what they already know. In grade three, this should become a daily practice and integrated throughout all curriculum areas using ideas such as acceptance of differences, healthy practices, problem solving strategies, designs for structures, etc.

Through reflection:

- assumptions or existing beliefs are challenged when learning from a situation
- experiences make sense
- learning is active rather than passive

The three phase model, *What? So What? Now What?* promotes reflection in learners. This can be used as an activity that supports and encourages students to become reflective learners. Reflective learners think about what and how they learn and how their understanding has changed as a result of the new learning.

	Phases		
	The “What” Phase	The “So What” Phase	The “Now What” Phase
Purpose	<i>presenting the facts of what was experienced or observed</i>	<i>analyzing the event, presentation, or activity to find meaning</i>	<i>taking lessons learned and looking at how understanding has changed as a result of the new learning</i>
Guiding Questions	<i>What happened?</i> <i>What did you do?</i> <i>What problem did you solve?</i> <i>What were the results of the event?</i> <i>What were the speaker’s main points?</i>	<i>What did you learn?</i> <i>What does this new learning mean to you?</i> <i>How is your new learning different than what you expected?</i> <i>How can you relate this new information in your life?</i>	<i>How can you use your new learnings to make a difference in the future?</i> <i>What can you do to help this situation?</i> <i>What would you like to learn more about?</i> <i>What information can you share to help make a difference?</i>

Students experience the most success communicating their knowledge when their representations and written attempts are based on authentic learning experiences. Refer to the bulleted list included in SCO 30.0 for examples of representations and SCO 32.0 for charts on text types and forms.

*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.*

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Define reflection as a practice that helps individuals become active learners by solving problems, learning from experiences, and taking control of individual learning.

#### Connection

Students may

- Record food choices, physical activity, screen time, and/or sleep patterns in a diary for one week to reflect on the data. Students determine which choices and decisions were healthy and if changes are warranted based on *Canada's Food Guide, and/or Guidelines for Physical Activity, and Recommended Sleep*.
- Make a collection of objects/visuals that represent information learned on a particular topic to share with classmates during a show and share session. For example, when students explore the concept of discrimination in religion they may use or create objects such as a miniature bus to represent Rosa Parks, a microphone for Martin Luther King Jr., or a suitcase for Hanna Brady.

#### Consolidation

Teachers may

- Evaluate student reflections communicated through reflection journals, blogs, exit cards, sticky notes, foldables, etc.

Students may

- Make a list of the top three things learned in a week and share why they were chosen.
- Write a letter to themselves that would travel back in time so that they would receive it at the start of the school year in kindergarten. Knowing what they know now, it should include advice for their younger self.

### Resources and Notes

#### Authorized

Religious Education

- *One World, Many Friends*

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/wrp.html>

- Presentation on YouTube: *What is Reflective Learning?*
- *Eating Well with Canada's Food Guide*
- Canadian Physical Activity Guidelines

*GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.*

**Outcomes**

*Students will be expected to*  
32.0 use various text types  
and forms in writing and  
representations

**Focus for Learning**

Students require opportunities to interact with various text types and forms to develop confidence and writing skills that represent their thoughts and ideas. There is no specific order to present the text types. However, it is important to provide explicit instructional approaches using modelled, shared, guided, and independent writing.

In grade three, students will use their prior knowledge to support continued experiences with the various text types throughout the reading and viewing, and writing and representing strands of the English language arts curriculum. By encouraging students to read, write, draw, and discuss the different types of text throughout the year, the use of language and text features will be more evident in their writing.

A summary of the text types are referenced in the table on the following page of this guide. The table highlights the six different text types to include in grade three. A variety of mentor texts are suggested when writing in each of the six text types. Students should have opportunities to create print and digital texts.



*GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.*

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Use mentor texts to make reading and writing connections to text types.

Text Type	Examples	Features
Procedural	<i>Magnetic Racetrack, How to Throw a Frisbee</i>	<ul style="list-style-type: none"> <li>• the importance of sequential steps</li> </ul>
Retell	<i>Thank You, Mr. T!, The Librarian of Basra, Terry Fox: A Story of Hope</i>	<ul style="list-style-type: none"> <li>• texts retell events, past experiences, or accounts of someone's life</li> </ul>
Narrative	<i>Fire on the Mountain, Perfect Man, Pirate Lee, Solomon's Tree, The Good Dog, Plantzilla, Big Bad Bertha, Just a Dream</i>	<ul style="list-style-type: none"> <li>• texts share stories, teach lessons, entertain, or comment on life</li> </ul>
Persuasive	<i>Three Easy Steps to Getting a Dog, Have Your Say, The Librarian of Basra</i>	<ul style="list-style-type: none"> <li>• discussions of more than one side of an issue</li> <li>• inspiring behaviours or actions in the reader</li> </ul>
Description	<i>Pigs Aren't Dirty, Bears Aren't Slow, Salmon Creek, Terry Fox: A Story of Hope, I Live in the North, Be a Sport: I'm Running, The Hoop and Me, Lacrosse: the Sport of a Nation</i>	<ul style="list-style-type: none"> <li>• information and descriptions</li> </ul>
Explanation	<i>Be a Sport: The Science of Sport,</i> Guided Reading Titles: <i>Felicity Discovers Electricity, How Do Fish Swim?, Creature Cleaning</i>	<ul style="list-style-type: none"> <li>• explanations of how something comes to be and/or why it is a certain way; how it works</li> </ul>

- Create anchor charts for each text type highlighting their specific purposes and features.

*Continued*

### Resources and Notes

#### Authorized

*English Language Arts 3 Curriculum Guide 2015*

- Appendix C: Charts
  - Appendix C7: Literary Genres

*Literacy Place for the Early Years Grade 3*

- *Writing Guide*
  - Text Types, pp. 43-127
  - Types of Writing, pp. 36-157
  - Text Organizers: Procedural, page 112  
Retell, page 126  
Narrative, page 85  
Descriptive, page 58  
Persuasive, page 99  
Explanatory, pages 72
- Guided Reading Selections
  - *Felicity Discovers Electricity*
  - *How Do Fish Swim?*
  - *Creature Cleaning*
  - *Have Your Say*
  - *Pigs Aren't Dirty*
  - *Bears Aren't Slow*
- *Active Learning Kit*
  - Selections from the magazine, *Be a Sport*
- *Sequencing Strategy Unit*
  - *Magnetic Racetrack*
  - *Salmon Creek*
- *Evaluating Strategy Unit*
  - *The Librarian of Basra*
  - *Three Easy Steps to Getting a Dog*
- *Inferring Strategy Unit*
  - *Terry Fox: A Story of Hope*
  - *I Live in the North*
  - *Thank You, Mr. T!*
- *Self Monitoring Strategy Unit*
  - *Fire on the Mountain*
  - *Perfect Man*

*GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.*

## Outcomes

*Students will be expected to  
32.0 use various text types  
and forms in writing and  
representations*

## Focus for Learning

Text Type Anchor Chart				
Text Type	Purpose	Writing Guide	Examples of Forms (print and digital texts)	
Description	provides information about a topic	Pages 43-59	<ul style="list-style-type: none"> <li>• poster/flyer</li> <li>• account</li> <li>• report</li> <li>• speech</li> <li>• letter</li> <li>• comparison</li> </ul>	<ul style="list-style-type: none"> <li>• question and answer text</li> <li>• article</li> <li>• poem</li> <li>• amazing fact</li> </ul>
Explanation	informs the reader how an object/ process works, how it was developed, and/or its relationship to the world	Pages 60-73	<ul style="list-style-type: none"> <li>• question and answer</li> <li>• report</li> <li>• foldable</li> <li>• magazine</li> <li>• diary</li> <li>• speech</li> <li>• definition</li> </ul>	<ul style="list-style-type: none"> <li>• pamphlet/ brochure</li> <li>• newspaper</li> <li>• poster/ visual</li> <li>• email/text message</li> <li>• poem</li> <li>• journal</li> </ul>
Narration	tells a story, entertains, instructs, or comments on life	Pages 74-86	<ul style="list-style-type: none"> <li>• graphic novel</li> <li>• comic</li> <li>• diary</li> <li>• journal entry</li> <li>• letter</li> <li>• play</li> </ul>	<ul style="list-style-type: none"> <li>• poem, chant, song, rhyme</li> <li>• short story</li> <li>• email/text message</li> </ul>

*GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.*

### Sample Teaching and Assessment Strategies

Students may

- Use templates of particular writing forms when creating texts. For example, a postcard template may be used to write about an event, place, or retell an experience.
- Use the following graphic organizers to plan writing: *Procedural, Retell, Narrative, Explanatory, Descriptive, and Persuasive Graphic Organizers*.
- Use Post-Its® in an After Reading activity to highlight the features of texts read.

### Connection

Teachers may

- Invite students to share texts collected in their book boxes and identify the text types and features.
- Model how to transfer the information gathered in a graphic organizer during shared writing.

Students may

- Create a checklist of each text type and their identifying features that can be used for reference to determine the type of text.
- Participate in a scavenger hunt around the school or online to find different examples of text types. Age-appropriate news articles can be found online at *Teaching Kids News*®.
- Use an interactive website from *learnalberta* to create different text types in the following forms: posters, newspapers, and comics.

### Resources and Notes

#### Authorized

*Literacy Place for the Early Years Grade 3*

- *Making Connections Strategy Unit*
  - *Pirate Lee*
  - *Soloman's Tree*
- *Predicting Strategy Unit*
  - *The Good Dog*
- *Synthesizing Strategy Unit*
  - *Plantzilla*
  - *Big Bad Bertha*
- *Nature Watch Inquiry Unit*
  - *Just a Dream*

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/wrp.html>

- *Big Huge Labs*® is a website that may be used to create magazine covers and posters using photographs
- twenty-five language arts graphic organizers are available on the *Daily Teaching Tools* website
- *How It's Made* can be viewed on *The Science Channel*® website. It explores how many of the everyday objects or products are made. The show visits dozens of assembly lines where raw materials become finished products right before the viewers' eyes.
- *Teaching Kids News*® provides relevant news articles online. They are written for kids, educators in the classroom, and parents at home.
- create posters, newspapers, or comics on the website *LearnAlberta*®

*GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.*

## Outcomes

*Students will be expected to  
32.0 use various text types  
and forms in writing and  
representations*

## Focus for Learning

Text Type Anchor Chart				
Text Type	Purpose	Writing Guide	Examples of Forms (print and digital texts)	
Persuasion	persuades others to change their thinking, beliefs, and/or take action to promote change	Pages 87-100	<ul style="list-style-type: none"> <li>• signs and posters</li> <li>• movie trailer</li> <li>• book jacket</li> <li>• advertisement</li> </ul>	<ul style="list-style-type: none"> <li>• interview</li> <li>• postcards</li> <li>• letter</li> <li>• poem</li> <li>• review</li> <li>• brochure</li> </ul>
Procedure	describes how to do something	Pages 101-113	<ul style="list-style-type: none"> <li>• recipe</li> <li>• map</li> <li>• rules</li> <li>• fire evacuation procedure</li> <li>• lists(grocery, to-do, etc.)</li> <li>• directions</li> <li>• schedule</li> </ul>	<ul style="list-style-type: none"> <li>• architectural designs/ plans</li> <li>• game instructions</li> <li>• invitation</li> <li>• diagrams</li> <li>• graphic organizer</li> <li>• science experiment</li> </ul>
Retell	recounts experiences and events in the lives of specific people or characters in fiction or informational texts	Pages 114-127	<ul style="list-style-type: none"> <li>• anecdote</li> <li>• biography/ autobiography</li> <li>• diary/journal</li> <li>• timeline</li> <li>• website/blog</li> <li>• magazine/ newspaper article</li> </ul>	<ul style="list-style-type: none"> <li>• personal account</li> <li>• photo story</li> <li>• storyboard</li> <li>• digital book</li> <li>• poem</li> <li>• interview</li> <li>• letter</li> </ul>

*GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.*

### Sample Teaching and Assessment Strategies

#### Consolidation

Teachers may

- Discuss how the suggestions from partners may be used to revise written texts and encourage reflective dialogue.

Students may

- Record and categorize personal interest topics in their writing folders.
- Create a book using folded paper bags to showcase each text type. Examples of each type of writing may be placed in the pockets.
- Choose any two texts from the scavenger hunt and complete a Venn Diagram to compare and contrast the text types.

### Resources and Notes

#### Authorized

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3/teaching-and-learning-strategies.html>

- A demonstration of how to make a folded paper bag book is included in the video clip, *Integrating Curriculum Outcomes*. It is located on the K-12 Professional Learning Newfoundland and Labrador website.

*GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.*

## Outcomes

*Students will be expected to*

33.0 create text types and forms for specific purposes and audiences

## Focus for Learning

Authors may write to entertain people and make them laugh. They may also write to persuade or convince their readers to believe in something. Sometimes authors write to inform or teach the audience about a particular topic. Students develop a sense of audience by writing for audiences they know. The use of mentor texts to teach the various forms of writing strengthens both receptive and expressive language. Students develop an understanding of audience and purpose when they rely on associations they make between forms and purposes and write for a specific audience that they know. Examples of forms are included in SCO 32.0.

To get a true understanding of an author's purpose, students need frequent opportunities to explore various texts and analyze how writers choose text forms to suit their purpose for writing. Rich language experiences and instructional approaches to writing: modelled, shared, guided, and independent, will help students build confidence in choosing and creating the language form which matches the purpose and audience for their own writing. This requires daily opportunities to apply this knowledge in the creation of their own texts.

Whether engaged in collaborative or individual writing, students need opportunities to write for authentic purposes. Cross-curricular instruction effectively provides these experiences, encouraging students to use the text types which most effectively express their learning. For example, a learning activity in social studies may include a text to persuade a person to live in either a rural or urban community or a procedural text may be created in science, teaching classmates how to make a magnet.

## Sample Performance Indicator

Students will compile a writing portfolio including examples of different forms for each text type, written for specific purposes and audiences.

*GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.*

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Show the film, *The Girl Who Hated Books*, to illustrate how characters belong to different books, in the same way that text types suit different purposes.
- Introduce the term audience and match a collection of texts to an audience written on a teacher made card.
- Give examples of different purposes for writing and ask what form of writing would best support the purpose. Possibilities may include: Retell - Telling a friend about a favourite Christmas morning. Persuasive - Persuading a neighbour that their use of pesticides impacts humanity or convincing a parent of the importance of recycling. Procedure - How to build a structure.
- Provide examples of text types and forms used for different purposes in cross-curricular areas. For example, art resources often include simple, step-by-step procedures to create art.

Students may

- Sort through a selection of texts to record the intended audience, purpose, title, and author.

Title	Author	Purpose	Audience
Grocery Flyer	Local grocery store	to advertise specials and attract customers	adults who shop for the household

### Connection

Teachers may

- Provide opportunities for students to generate their own writing; e.g., an explanatory text may be created in a math journal.
- Design writing prompt cards with two categories representing different purposes and audiences. Students will select a card with a specific purpose (to inform, to entertain, to persuade, to describe, to retell) and another card with a specific audience (parent, principal, friend, etc.). The topic and text form are chosen by the student. For example, a letter to a parent explaining the benefits of purchasing an iPad may be created after the prompt cards with persuade and parent are selected.
- Discuss the characteristics of commercials and the techniques advertisers use to attract their audience (e.g., catchy slogan, colour, voice, characters, sound effects and a promise).

Students may

- View the video, *Buy Me That Too: A Kid's Survival Guide to TV Advertising from Consumer Reports*.
- Contribute to a class web page or blog about a topic of interest
- Create an ad or a commercial targeting a specific audience using advertising techniques.

## Resources and Notes

### Authorized

*Literacy Place for the Early Years Grade 3*

- Writing Guide
  - Types of Writing, pages 36-157
  - Writing Development Checklist, page 244-257

### Supplementary

Religion

- *Talespinners Collection* (2-disc DVD set) National Film Board

### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/wrp.html>

- *Determining Audience* is an interactive lesson that is explored on the *Study Zone* website
- Video: *Buy Me That Too: A Kid's Survival Guide to TV Advertising from Consumer Reports*
- *Glogster™* is an online platform to create digital posters
- *Kidblog®* is a student-friendly blogging website
- *Edublog®* is a student-friendly blogging website
- *Microsoft Photo Story 3*
- Video: Blogging clips from kindergarten English language arts on the Professional Learning Site for Newfoundland and Labrador
- *Storyjumper™* is a publishing tool that uses props, scenes, photos, and text to publish a storybook
- *WritingFix*
- *The Girl Who Hated Books*



*GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.*

## Outcomes

*Students will be expected to*

34.0 seek feedback in the creation and further development of texts

## Focus for Learning

For young students to write naturally, it is important to provide an environment with rich opportunities to interact with peers and resources. Taking the time to elicit feedback is an important part of this process and it should not be overlooked or underestimated. Students have many ideas to share with one another to help in the creation and further development of texts. It is important to vary groupings to ensure that feedback is not limited.

Sharing of ideas should be encouraged during pre-writing, writing, and post-writing activities. This time is very valuable in the development of texts for young writers. Young students feel a strong sense of ownership of their writing and sometimes show reluctance to begin or change their writing. Therefore, they need to be supported with prompting, encouragement, and instruction to develop their writing skills. It is important to provide feedback that acknowledges and celebrates progress throughout all stages of a writer's development.

During peer feedback, encourage students to discuss their writing and provide feedback with one another using the language of a writer. A developed list of sentence starters may be used when eliciting feedback and may include:

Sentence Starters for Eliciting Feedback
<i>I think your title is a good one because ...</i>
<i>You should use different font sizes to emphasize the voice of the character.</i>
<i>I can easily determine the audience for this advertisement.</i>
<i>I like how your story started/ended because ...</i>
<i>Did your purpose for this writing help you select this form?</i>
<i>Have you thought about using a different ending?</i>
<i>I think it was interesting when you used dialogue because ...</i>
<i>Can you tell me more about ...?</i>
<i>Maybe you could add more detail in the beginning/ending.</i>
<i>I think that you really explained ____ well.</i>
<i>I liked how you used the word ____ because ...</i>
<i>I wonder if this would work better in a different form.</i>
<i>Can you think of another argument to support your point of view?</i>
<i>Can you add another example, visual, fact, or text feature to support your writing?</i>
<i>Maybe, you could add a personal connection to help the audience relate.</i>
<i>Did you include all of the important information?</i>
<i>Did you use signal words (e.g., first, next) to sequence your ideas?</i>



*GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.*

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Read a text, such as, *Steven Writes a Story*, to show how questions and suggestions can generate ideas, improve word choice, change the text form, etc. to create the best text. Share similar experiences when giving or receiving feedback.
- *Pass the Pen* during shared writing. Use divided images as writing prompts to begin writing a title and/or first sentence of a story. The pen is passed to each student to write a sentence and build the story. Feedback from the group is encouraged before writing.

Students may

- Form teams to write sentence “makeovers” from simple sentences using feedback from team members. Teams present their sentence makeovers for constructive feedback.

### Connection

Teachers may

- Elicit reflective feedback by conferencing with students and asking questions such as the following: *What do you like about your text so far? What are you doing well? What is your plan? What do you think you need help with?*
- Use mentor texts to introduce mini lessons. For example, a persuasive humorous story, *Three Easy Steps to Getting a Dog* or *Have Your Say* from the magazine, *Be a Sport*, may be used for a lesson on providing opinions and persuasive arguments.
- Introduce a *Comic Jam* activity using a blank nine panel comic page. Model how to complete the first panel with a picture and text. Get volunteers throughout the day to take turns completing the next blank panel until the comic is completed. Share the completed page with the students and discuss how the collaborative effort shaped their contribution. A digital comic may be created using a *Bitstrips*® app or online.
- Record sentence starters on craft sticks for student use during peer feedback. See prompts in the Focus for Learning column.

Students may

- Share their writing with peers for feedback by forming two lines. One line is stationary and the other line moves and stops to music. When the music stops, students take turns sharing writing and providing constructive feedback with the classmate facing them. The process repeats. Writing is revised using feedback.

### Consolidation

Students may

- Collaborate with a peer, using a checklist, to further develop a text from their writing portfolio.

## Resources and Notes

### Authorized

*Literacy Place for the Early Years Grade 3*

- Writing Guide
  - *My Beginning Editing Checklist*, page 219
  - *My Beginning Revising Checklist*, page 196
- Guided Reading Selection
  - *Steven Writes a Story* by Myrna Neuringer Levy
- Active Learning Kit
  - *Have Your Say* from the magazine, *Be a Sport*
  - *Conversation Kit Media Key: Divided Images*
- *Evaluating Strategy Unit*
  - Shared Reading Text, *Three Easy Steps to Getting a Dog*

### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/wrp.html>

- Create photo comic strips and cartoons using the *Bitstrips*® app

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

## Outcomes

*Students will be expected to*

35.0 use a variety of strategies to write and represent effectively

## Focus for Learning

The writing process approach encourages instruction in writing that is based on thinking, collaboration, and feedback. Effective writing instruction connects the six traits of writing: *ideas, organization, voice, word choice, sentence fluency, and conventions* to the five stages of writing: *pre-writing, drafting, revising, editing, and publishing and sharing*. The different stages of writing and the traits support each other. While the stages are often presented sequentially, they are flexible and recursive. The traits are embedded within the stages of writing and are not taught in isolation. Although students will write daily, each piece of writing will not necessarily go through the complete writing process and certain traits are predominant to specific stages. For example, the ideas trait is predominant in the prewriting, drafting, and revising stages and conventions is the predominant trait in the editing stage. The revising stage will likely include: ideas, organization, voice, word choice, and sentence fluency.

Varying levels of support is used within the writing process to help students develop their writing and personalize the process to meet their own needs. For example, some students will not hesitate to begin writing immediately, and combine the pre-writing and drafting stages. Others, may require explicit teaching on the trait for ideas and require an extended amount of time in the prewriting stage. Mini-lessons target the specific needs of individuals or groups of students, depending on the stage of the writing process they are in and the traits that need to be developed.

**Each stage of the writing process informs the final product and it is important to monitor student progress in all stages of the process rather than focusing on the piece of writing produced at the end.** Writing experiences in all stages can inform instruction. On-the-Spot Conferences, anecdotal reports, formal teacher-student writing conferences, drafts, student checklists, and published work provide many opportunities to document student growth and identify developmental readiness for further strategies.

Students gained multiple writing and representing experiences in previous grades. They focus mainly on the pre-writing and drafting stages in grade one. They are introduced to the revising stage in grade two when they can generate written texts. The traits are applied to support their understanding of the stages as they are introduced in their writing development. Later, in grade two, there is an increased focus on the revision, editing and publishing stages. This focus is reinforced and further developed in grade three.

## Sample Performance Indicator

Students will engage in process writing and select a topic of interest from a curriculum area. Their understanding of the traits throughout each stage of the writing process should be applied.

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

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Model examples of the traits that are evident in the authorized resources and children's literature selections referenced in the appendix. For example, to develop sentence fluency, students need to hear the rhythm and flow of writing in texts. This auditory component can be emphasized by reading texts aloud with expression. Poetry selections, choral readings, chants, rhymes, and songs have a poetic flow and demonstrate sentence fluency.
- Use mentor texts such as *What Do Authors Do?* by Eileen Christelow, or *The Best Story* by Eileen Spinelli, to demonstrate the writing process authors use to create texts.
- Model the use of a prewriting tool to record ideas and use them to write sentences in a first draft.
- Revisit a writing sample and discuss the meaning of revising. Elicit suggestions for possible revisions by modelling the feedback strategy, *Two Stars and a Wish*. The stars represent two positive things and the wish is a suggested change.
- Use writing samples of modelled and shared writing to demonstrate mini-lessons in the editing stage: the use of capital letters, underlining and checking questionable spellings, use of dialogue in stories and punctuation usage, etc.
- Discuss what authors do to prepare their writing for publishing and sharing.
- Consider possible presentation formats and review ideas for publishing. Examples may include a *Photostory*, a book created on *Story Jumper*, a poster, or a letter.
- Collect student writing samples from former students that highlight effective use of strategies.

Students may

- Discuss prior knowledge or personal experiences for writing ideas with a partner.
- Ask prewriting questions: *What do I want to write about? What does the reader need to know?* and *What is the purpose of my writing?*
- Use text organizers that include the features of particular writing forms.
- Use prompts to ask questions about a specific trait in a piece of writing. Sample questions for specific traits may include: *Ideas* - *How did you think of that idea?*, *Organization* - *Which amazing fact should come first?* *Voice* - *Whose voice do you hear when I read it aloud?* *Word Choice* - *Can you tell me your favourite words?* *Sentence Fluency* - *Which sentences flow together?*

## Resources and Notes

### Authorized

*English Language Arts 3 Curriculum Guide 2015*

- Appendix E: *Writing*
  - Appendix E1: *Key Points for the Traits of Writing*
  - Appendix E2: *Literature to Illustrate the Traits of Writing*

*Literacy Place for the Early Years Grade 3 Writing Guide:*

- *Craft and Convention Lessons*, pages 158-241
- *Text Organizers*: pages 58, 72, 85, 99, 112, and 126

*Write Traits® Teacher's Guide*

- Sample Papers, pp.113-187
- Units on each trait include:
  - *Teacher and Student Rubrics*
  - *Recommended Children's Literature*
  - *Unit Summary*
  - *Lessons*
- *Ideas*, pages 2-19
- *Organization*, pages 20-37
- *Voice*, pages 38-55
- *Word Choice*, pages 56-73
- *Sentence Fluency*, pages 74-91
- *Conventions*, pages 92-109
- "Wrap Up" of 6 traits, pages 110-112
- Appendix: Using 5 and 6 Point Rubrics for each trait, pages 188-201

### Suggested

- *6+1 Traits of Writing: The Complete Guide for the Primary Grades* by Ruth Culham
- *The Best Story* by Eileen Spinelli
- *What Do Authors Do?* by Eileen Christelow

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

## Outcomes

*Students will be expected to  
35.0 use a variety of strategies  
to write and represent  
effectively*

## Focus for Learning

The Writing Process		
Stages	Tasks	Possible Mini-lessons
Prewriting	<ul style="list-style-type: none"> <li>thinking, discussing, and selecting a topic</li> <li>collecting information and organizing ideas</li> <li>selecting a specific purpose and an audience</li> <li>integrating the ideas trait</li> </ul>	<ul style="list-style-type: none"> <li>brainstorming writing ideas from books, games, movies, web sites, etc.</li> <li>jotting down ideas on idea cards or sticky notes</li> <li>sorting and sequencing ideas</li> <li>making a personal topic list</li> <li>narrowing down a topic</li> <li>using sources for research</li> <li>using a graphic organizer</li> <li>sketching a visual or written plan</li> <li>planning a specific form</li> <li>accessing prior knowledge or personal experiences</li> <li>converting sketched ideas into sentences</li> </ul>
Drafting	<ul style="list-style-type: none"> <li>pouring out ideas into writing without focusing on mechanics</li> </ul>	<ul style="list-style-type: none"> <li>lessons on all traits of writing are applicable throughout this stage</li> <li>converting a plan into a first draft, making changes to ideas, and possibly redrafting</li> <li>changing jot notes into sentences</li> <li>staying on topic</li> <li>spelling unknown words</li> <li>using signal words and creative word choices</li> <li>sequencing and linking ideas</li> <li>providing details</li> <li>writing in different forms and referencing anchor charts that model different forms of writing such as a letter or a recipe</li> <li>skipping lines for later revisions and edits</li> <li>accessing writing aids such as word walls, charts, and word lists in writing folders</li> <li>writing leads and good conclusions</li> </ul>
Revising	<ul style="list-style-type: none"> <li>seeking feedback</li> <li>revising writing by adding to or changing the content as drafts are written</li> <li>revisiting drafts with a critical eye</li> </ul>	<ul style="list-style-type: none"> <li>explicit instruction in the revising process</li> <li>further developing the traits of writing</li> <li>how to share your writing for feedback</li> <li>adding, deleting, grouping and/or rearranging ideas</li> <li>questioning the suitability of the form</li> <li>combining and stretching sentences</li> <li>changing word choices</li> <li>using a revising checklist</li> </ul>

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

## Sample Teaching and Assessment Strategies

### Connection

Teachers may

- Conduct mini-lessons in all stages of the writing process that focus on trait development during modelled, shared, or guided reading. For example, colourful word substitutions may be the focus of a lesson on words that are overused and frequently seen in student writing such as said, good, like, and nice. These words may be edited during Writer's Workshop.
- Create individual mini offices for independent writing using double-sided writing folders. Include individual word wall lists, descriptive words, interesting leads, alpha chart, similes, etc.
- Discuss topics of interest and create a personal topic list for a writer's notebook similar to the chart in the *Writing Guide*.
- Read a writing sample where ideas and organization are not evident or only partially developed. Next, introduce a graphic organizer, such as one for a persuasive text, to demonstrate how it can improve a draft.
- Model how a lead may be improved by moving a story event to the beginning, or substituting with dialogue, action, or thoughts.
- Introduce the ARMS revision strategy; *add, remove, move, and substitute*.
- Use sample papers from Write Traits® to compare and contrast the use of particular traits.
- Model how revising and editing checklists guide the stages of writing.
- Use the acronymn, COPS, to check the following edits: capitalization, overall appearance, punctuation, and spelling.
- Use different coloured markers or revision marks for proofreading such as carets to insert words, lines to delete words, circles and arrows to move sections, etc.
- Underline questionable spellings and check the correct spelling using the word wall, personal dictionaries, a writing buddy, etc.

Students may

- Analyze sample papers using a student rubric, included in the *Write Traits® Teacher's Guide*, for the use of specific traits.
- Participate in a shared writing experience to draft a writing sample using a completed organizer.
- Draft a piece of writing from a pre-writing plan.
- Revise a writing sample in their writing folder using one of the three types of leads: dialogue, thought, or action.
- Revise a short piece of writing by: adding one detail, removing one unnecessary part, moving one event or detail, or substituting one word, phrase or sentence.
- Use revising and editing checklists to focus on the traits of writing.
- Select a piece of writing for sharing and publishing.

## Resources and Notes

### Authorized

*English Language Arts 3 Curriculum Guide 2015*

- Appendix E: *Writing*
  - Appendix E3: *The Writing Process*
  - Appendix E5: *Scoring Guide - Writing*

*Literacy Place for the Early Years Grade 3*

- *Writing Guide*
  - *The Writing Process*, pages 14-21
  - *Writing Development Checklist - Grade Three*, pages 244-257
  - *Craft Lessons for Sharing and Publishing*, pages 158-241
  - *Making a Personal Topic List*, pages 161-162

*Write Traits® Teacher's Guide*

- Sample Papers of student writing samples, pages 113-187

### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/wrp.html>

- *Storyjumper™* is a publishing tool that uses props, scenes, photos, and text to publish a storybook
- *Microsoft Photo Story 3* is a free download used to drag photos onto a window, arrange them as needed, then provide custom narration, transitions, zooms, pans, audio soundtracks and/or custom auto-generated music, then export the result as a WMV file



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

## Outcomes

*Students will be expected to 35.0 use a variety of strategies to write and represent effectively*

## Focus for Learning

The Writing Process		
Stages	Tasks	Possible Mini-lessons
Editing	<ul style="list-style-type: none"> <li>putting the piece of writing in its final form</li> <li>making the writing optimally readable and focusing on the mechanics</li> <li>polishing writing by reading it aloud to correct spelling and other mechanical errors</li> <li>becoming independent editors</li> </ul>	<ul style="list-style-type: none"> <li>creating and using an editing checklist independently and with a partner</li> <li>using capitalization at the beginning of sentences and proper nouns</li> <li>using proper punctuation at the end of sentences (period, question mark, and exclamation mark)</li> <li>using apostrophes to show contractions and possessives</li> <li>using commas</li> <li>using quotation marks in dialogue</li> <li>checking subject and verb agreement</li> <li>checking the spellings of words and fixing misspelled words using spelling strategies</li> </ul>
Publishing and Sharing	<ul style="list-style-type: none"> <li>choosing a favourite text for publishing and sharing, in print or digital form</li> <li>publishing and sharing writing with a real audience in whole or small groups</li> <li>using legible penmanship displaying published writing on class webpages, school newsletters, classroom blogs, big books, etc.</li> </ul>	<ul style="list-style-type: none"> <li>selecting a writing sample for publishing and sharing</li> <li>determining the text type and form</li> <li>designing the features and layout of the text type e.g., table of contents, map or other illustrations, index/picture glossary, etc.</li> <li>speaking skills: looking at the audience, speaking clearly, loudly, and at a good pace, answering questions from the audience, standing or sitting up tall, etc.</li> <li>using materials for publication: variety of paper, metal rings, wallpaper, book pockets, duotangs, borders, clear plastic sleeves, binding materials, templates for lettering, writing tools, glitter glue, etc.</li> <li>improving legibility by clustering patterns of letters with similar strokes (i.e., letters with an under curve: b, e, f, h, i, k, l, r, s, t, u, w; letters with an over curve or hump letters: m, n, v, x, y, z; letters with a downward curve: a, c, d, g, o; and letters with a lower loop: j, y, g)</li> <li>making the connection with upper-case letters formed similarly to lower-case counterparts: C, K, O, P, S, T, U, V, W, X, Z and those formed differently: A, B, D, E, F, G, H, I, J, L, M, N, Q, R, Y</li> </ul>

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

## Sample Teaching and Assessment Strategies

### Consolidation

Teachers may

- Model the creation of an *About the Author* page during shared writing.
- Share different examples of published writing.
- Display charts with various fonts.
- Provide templates for manuscript and cursive writing in a writing centre as guides to improve legibility.

Students may

- Create a publishing checklist to see if the following may be included in the publishing stage: a table of contents, dedication page, a map or other illustrations, an index/picture glossary, *About the Author* page, etc.
- Share their writing with peers, or in a local/school newspaper, letter, class website, etc.

### Extension

Teachers may

- Provide opportunities for students to share their writing in an oral presentation by hosting a class, school, or community *Open House*.

Students may

- Use different publishing formats during mini-lessons. For example, book binding, digital programs such as *Bitstrips*®, *Storyjumper*™, *Student Treasures*™, and cursive writing.

## Resources and Notes

### Authorized

*English Language Arts 3 Curriculum Guide 2015*

- Appendix D: *Rubrics*
  - Appendix D4: *Process Writing Rubric*
- Appendix E: *Writing*
  - Appendix E4: *Revision Marks*

*Literacy Place for the Early Years Grade 3*

- Writing Guide
  - *The Writing Process*, pages 14-21
  - *My Final Revising Checklist*, page 197
  - *My Final Editing Checklist*, page 220
  - *Craft Lessons for Sharing and Publishing*, pages 232-241
- *Working with Words Guide Grade 3*

### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/wrp.html>

- Free student publishing programs: *Student Treasures*™, *Bitstrips*®, and *Storyjumper*™

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

## Outcomes

*Students will be expected to*

36.0 reflect on their development in writing and representing

## Focus for Learning

Self-reflection is essential for growth as a writer. It is a personal process since individuals write and represent in different ways. In SCO 36.0 students are required to reflect on their development in writing and representing. Reflection should be embedded throughout the writing and representing strand. As students think about their writing, their emphasis changes from simply writing a text to creating a text for a specific audience and purpose. Students should reflect on their role as a writer. The Four Resources Model (Luke & Freebody '90) focuses on four basic roles that include being able to decode written text, understanding and composing meaningful texts, using texts functionally and analyzing texts critically. All four resources are of equal importance as literacy learners engage in several practices together. This model is also referenced in the reading and viewing strand and can be applied to the writing and representing strand.

Four Resources Model			
Code Breaker	How do I decipher the codes in this text?	Text Participant	How do I make meaning from the text?
	Recognizing and using features such as text organization, language features, text features, spelling, conventions and patterns of the text, etc.		Understanding and composing meaningful written, visual and spoken texts and drawing on existing schemas
Text User	What is the purpose for writing a text type and form based on a particular purpose and audience?	Text Analyser	How can I evaluate this text to see how the information affects me and others? How can I express my thinking in writing and representations? Will someone's opinion change after reading my text? or Should I change my text based on feedback and self reflection?

As students consciously monitor themselves in each one of these roles, they become responsible, confident writers. Self-monitoring involves metacognition; writers thinking about their own writing processes. When routines are established on a daily, weekly, and monthly basis, the necessary time is allocated for students to examine how they are growing as writers.

Fostering self-reflection will require teachers to think about:

- building a community of learners by creating a classroom where inquiry and risk-taking are valued and students are encouraged to share thoughts, opinions and ideas
- allowing for a gradual release of responsibility by modeling think-alouds and teaching explicit strategies in whole, small, and individual groups
- supporting reflection and awareness by providing time for students to set and meet writing goals



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

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Create expectations with students to reflect on their writing.
- Lead discussions about what we do as writers.
- Use mentor texts to model how to be a reflective writer by questioning, thinking aloud and/or using a writer's notebook.

### Connection

Teachers may

- Ask reflective questions such as:
  - *What have you discovered about yourself as a writer today, this month, or year?*
  - *What are you proud of as a writer?*
  - *How do you think you can improve as a writer?*
  - *What are your writing goals for today, this week, this month etc...? How will you reach your goal?*
  - *Can you show me the strongest text in your writing portfolio? What makes it the strongest?*
  - *What are your favourite text types and forms to write? Why?*
  - *Do you always use the same strategies, even though the text type/form may be different?*
  - *What audience might be interested in reading your text?*
  - *Name three important things you learned about writing.*
  - *In what area of writing did you make your biggest improvements?*
  - *What was your best piece of writing this year? Why?*
  - *What are six adjectives that best describe you as a writer?*

Students may

- Practice asking reflective questions to each other, in pairs, or small groups.

### Consolidation

Teachers may

- Observe and conference with individual students as they reflect on how they are growing as writers.
- Monitor student choices for text creation.

Students may

- Write in a writer's notebook or a reflection journal. Reflective questions or prompts may be used.
- Record reflections on an exit card, coloured sticky, or bookmark template to assess strategies that work well or need improvement. They may be placed in writing portfolios.

## Resources and Notes

### Authorized

*English Language Arts 3 Curriculum Guide 2015*

- Appendix B: *Anchor Charts*
  - Appendix B4: *Reflective Prompts*
  - Appendix B7: *Four Resources Model*

### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/k-6/ela/grade-3/links/wrp.html>

- *The New Literacies*, a webcast by Dr. Allan Luke

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## Appendix A: Authorized Resource List

The following resources are authorized to support the teaching and learning of prescribed outcomes outlined in the English Language Arts 3 Curriculum Guide:

- Scholastic *Literacy Place for the Early Years*: 8 Strategy Units and 1 Inquiry Unit including a minimum of 1 Read Aloud, 1 shared reading text and 1 teacher guide per unit
  - *Self-Monitoring Strategy Unit*
  - *Analyzing Strategy Unit*
  - *Sequencing Strategy Unit*
  - *Making Connections Strategy Unit*
  - *Predicting Strategy Unit*
  - *Inferring Strategy Unit*
  - *Evaluating Strategy Unit*
  - *Synthesizing Strategy Unit*
  - *Nature Watch Inquiry Unit*
- 12 Read Alouds:
  - *Fire on the Mountain* (Self-Monitoring Strategy Unit)
  - *Perfect Man* (Self-Monitoring Strategy Unit)
  - *Winter's Tail* (Analyzing Strategy Unit)
  - *Salmon Creek* (Sequencing Strategy Unit)
  - *Solomon's Tree* (Making Connections Strategy Unit)
  - *The Good Dog* (Predicting Strategy Unit)
  - *Terry Fox: A Story of Hope* (Inferring Strategy Unit)
  - *The Librarian of Basra* (Evaluating Strategy Unit)
  - *Plantzilla* (Synthesizing Strategy Unit)
  - *Just a Dream* (Nature Watch Inquiry Unit)
- Shared Reading Texts for Strategy Units and Inquiry Unit: all titles available digitally through Literacy Place Shared eReading
  - *I Swallowed a Gnat!* (Self-Monitoring and Predicting Strategy Units and Active Learning Kit)
  - *Icebergs* (Analyzing Strategy Unit)
  - *Magnetic Racetrack* - PDF files of reproducible pages on CD (Sequencing Strategy Unit)
  - *Pirate Lee* (Making Connections Strategy Unit)
  - *I Live in the North* (Inferring Strategy Unit)
  - *Thank You, Mr. T!* (Inferring Strategy Unit)
  - *Three Easy Steps to Getting a Dog* (Evaluating Strategy Unit)
  - *Summer Camping in Nova Scotia* (Evaluating Strategy Unit)
  - *Big Bad Bertha* - PDF Files on CD (Synthesizing Strategy Unit)
  - *Explore! Magazine: Nature Up Close* (16 copies in Nature Watch Inquiry Unit)
- Active Learning Kit components to be integrated throughout units:
  - 2 Wordless Texts: *Chalk* and *Off to School*
  - 1 Conversation Media Key: videos, divided images, sound stories and engaging talks
  - 10 interactive eBooks for Shared Reading
  - 2 Poetry Books: *A Curious Case of Poetry* and *I Swallowed a Gnat!*
  - 1 *Explore! Magazine: Be a Sport!*

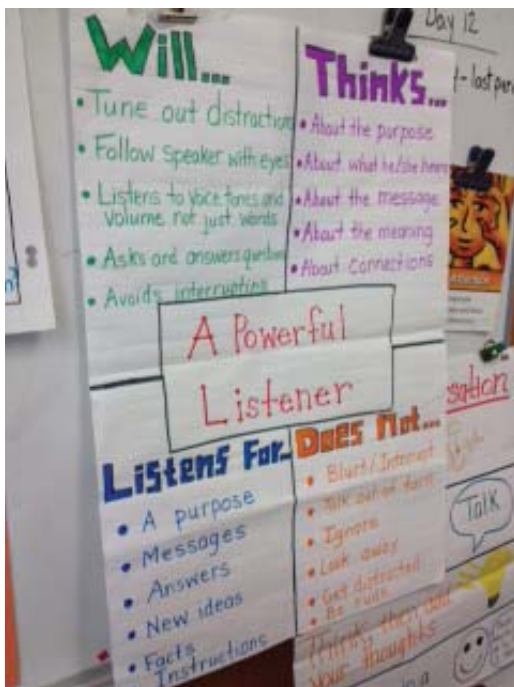
- Guided Reading Kit
  - 50 Guided Reading Titles from Levels I to R including 6 copies of each title
  - 50 Lesson Plan Cards
  
- Independent Readers  
(30 Titles from Boldprint Graphic Readers, Levels I to R)
 

- <i>Yikes! Bikes!</i>	- <i>Whiz Kid</i>
- <i>Maysa and the Missing Shoes</i>	- <i>Now You See Me</i>
- <i>The Junkyard</i>	- <i>Tiger's Challenge</i>
- <i>The Lion and the Mouse</i>	- <i>Charlie's Choice</i>
- <i>Agent Alex</i>	- <i>Growing Tall</i>
- <i>The Double Dog Dare</i>	- <i>Pet Vet</i>
- <i>The Creepy Clubhouse</i>	- <i>Robo Buddy</i>
- <i>The Soccer Game</i>	- <i>Penguin Pranks</i>
- <i>Susie's Bad Day Blues</i>	- <i>Shaping Up</i>
- <i>The Secret Cove</i>	- <i>Rock Paper Scissors</i>
- <i>Lemonade Stand</i>	- <i>Detective Dean</i>
- <i>Town and Country</i>	- <i>The Gamers</i>
- <i>A Dangerous Move</i>	- <i>What's the Problem?</i>
- <i>Giant Trouble</i>	- <i>The Trouble with Treasure</i>
- <i>Everyday Alice</i>	- <i>Camp Kinawata</i>
  
- (14 Titles from Boldprint Anthologies Levels H-R)
 

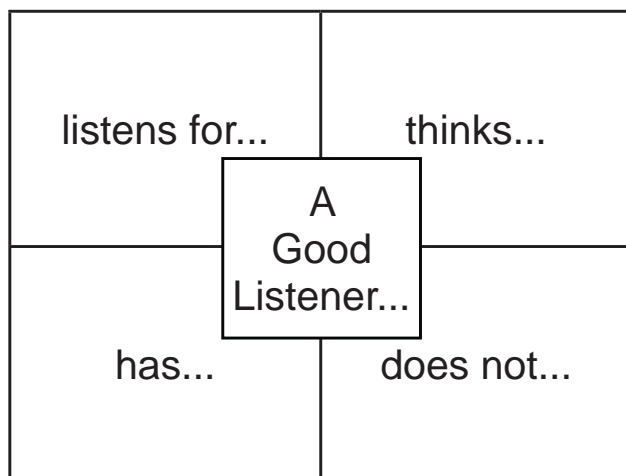
- <i>Crocs and Gators H-H</i>	- <i>Stand Tall K-M</i>
- <i>Keeping Score H-J</i>	- <i>Tigerr! K-M</i>
- <i>Storm I-K</i>	- <i>Off the Wall K-M</i>
- <i>Take a Trip I-K 1.</i>	- <i>Danger Ahead! L-N</i>
- <i>B-Ball J-L</i>	- <i>That's Incredible L-N</i>
- <i>Castles and Dragons J-L</i>	- <i>Seals M-O</i>
- <i>Yuck! K-M</i>	- <i>Kid Power P-R</i>
  
- Professional Support:
  - Teacher Support Website for *Literacy Place for the Early Years*: [www.scholastic.ca/education/lpeynl](http://www.scholastic.ca/education/lpeynl)  
(passwords can be found on the inside cover of each unit guide)
  - K-3 Planning Guide
  - Reading Guide 3
  - Writing Guide 3
  - Working with Words Guide 3

## Appendix B: Anchor Charts

### Appendix B1: A Good Listener



Sample Anchor Chart



Template for Anchor Chart

## Appendix B2: Q-Matrix Chart

	is	did	can	would	will	might	should
Who							
What		LEVEL 1			LEVEL 3		
Where							
When							
How		LEVEL 2			LEVEL 4		
Why							

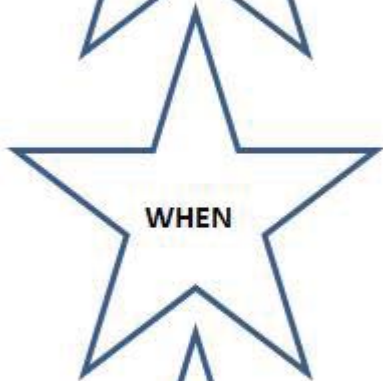
## Appendix B3: The 5Ws



What happened first?  
What happened next?  
What finally happened?



Who was there?  
Who joined you?  
Who left?



When did it happen?  
When did you arrive?  
When did you leave?  
When would you like to go again?  
Where did it happen?



Where did you go?  
Where would you like to go next?



Why did you like it?  
Why didn't you like it?  
Why do you /don't you do that?



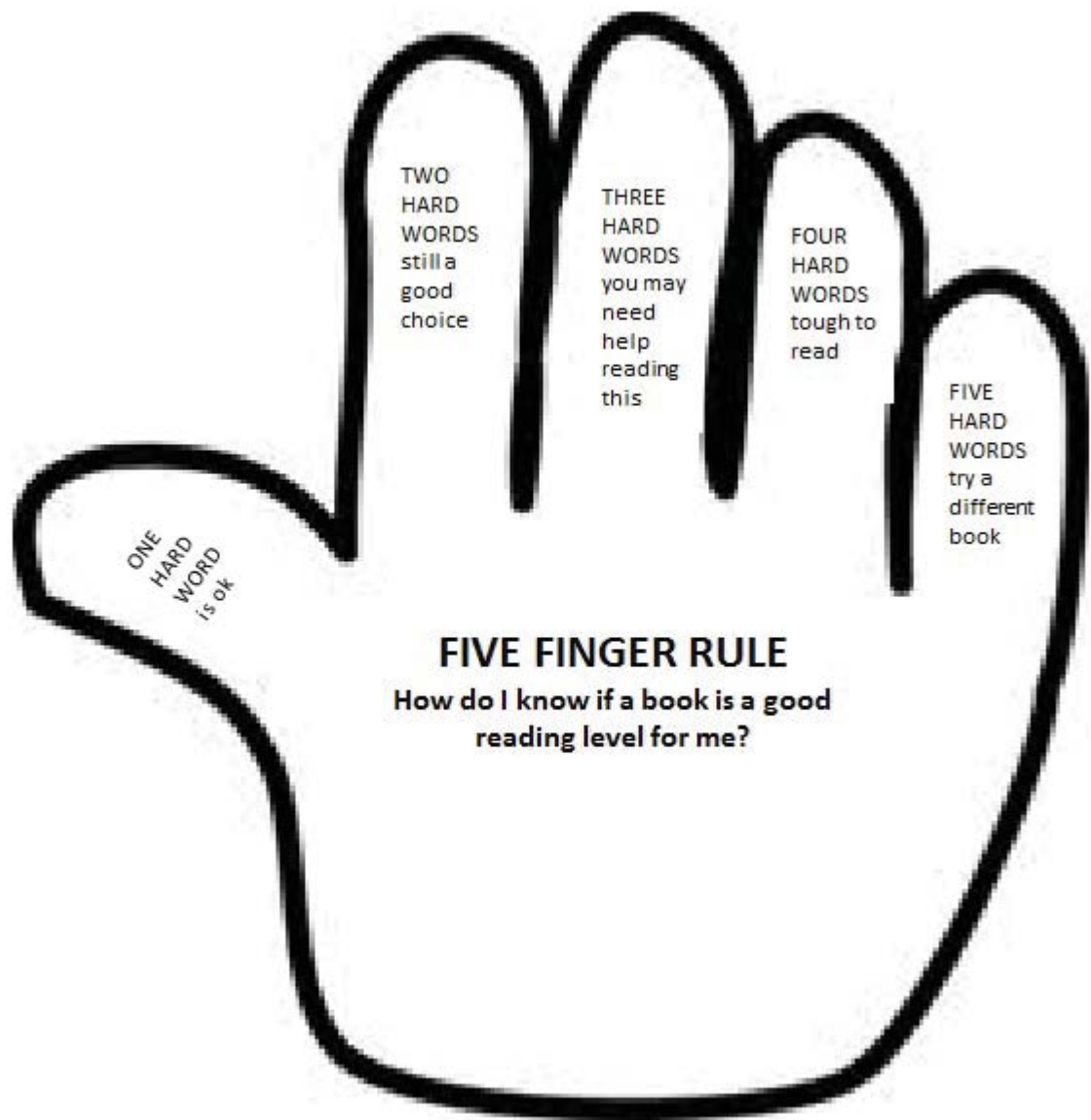
## Appendix B4: Reflective Prompts

Conversation Prompts for Reflection
• So far, I've learned...
• This made me think of...
• That didn't make sense.
• I think ____ will happen next.
• I listened to that part again because...
• I was confused by...
• I think the most important part was...
• That is interesting because...
• I wonder why...
• I realized I was right about...
• I used to think... but now...
• I changed my mind because ...
• I learned that...
• I didn't know...until I heard that ...
• When I listened, I learned more about ...

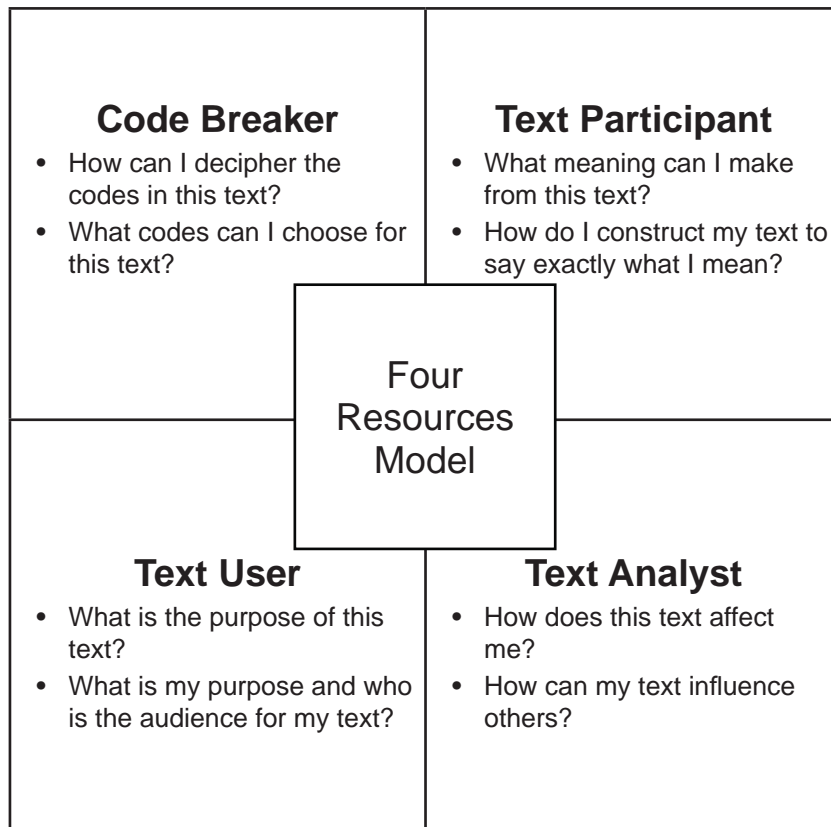
## Appendix B5: Conversation Prompts

Conversation Prompts
• I wonder if...
• This makes me think of...
• I don't understand how...
• The author used ... to ...
• I agree/disagree with ... because ...
• (The character) is really (sad/happy/angry, etc.) because...
• I am puzzled about...
• This reminds me of...
• I predict that...
• I just discovered that ....





## Appendix B6: Five Finger Rule



## Appendix B7: Four Resources Model



## Appendix B8: Text Features

Text Features		
Text Guide	What it Looks Like	What it Tells Us to Do
Ellipses	...	Slow down like you're waiting for something, or fade out
Dashes	- - -	Cut your sentences short, or slow down like you are waiting for something
Onomatopoeia	SMASH	Make the sound
Broken Speech Bubble		Whisper
Tiny Speech Bubble		Use a small voice
Wiggly Speech Bubble		Use a scared voice
Jagged Speech Bubble		Yell or use a robot voice

## Appendix B9: Informational Text Features

### Informational Text Features

*Informational text features help the reader more easily navigate the text and often provide additional information to help students comprehend the content.*

<b>Print Features</b> <i>Guide readers through the organizational structure</i>		<b>Organizational Aids</b> <i>Help readers find key information</i>		<b>Graphic Aids</b> <i>Represent information in a distinct way</i>	
<b>Feature</b>	<b>Helps the Reader...</b>	<b>Feature</b>	<b>Helps the Reader...</b>	<b>Feature</b>	<b>Helps the Reader...</b>
Table of Contents	Identify key topics in the book and the order they are presented in	Bold Print	By signaling the word is important and/or found in the glossary	Diagrams	Understand a more detailed or simplified view of information.
Index	See everything in the text listed alphabetically, with page numbers	Colored Print	Understand the word is important	Flow Diagram	Understand a complex sequence of movements or actions
Glossary	Define words contained in the text	Italics	Understand the word is important	Sketches	Visualize an important concept
Preface	Set a purpose for reading, get an overview of the content	Bullets	Emphasize key points/concepts	Comparisons	Understand the size of one thing by comparing it to the size of something familiar
Pronunciation Guide	Say the words	Titles	Locate different categories in the text	Graphs	Understand relativity between elements
Appendix	By offering additional information	Headings	Identify topics throughout the book as they skim and scan	Figures	Combine text information with graphical aids
<b>Illustrations</b> <i>Extend the meaning of the text</i>		Subheadings	Navigate through sections of text	Maps	Understand where things are in the world
<b>Feature</b>	<b>Helps the Reader...</b>	Captions	Understand a picture or photograph	Charts/Tables	Summarize/Compare information
Photos	Understand exactly what something looks like	Labels	Identify a picture or photograph and/or its parts	Cross-Sections	Understand something by looking at it from the inside
Drawings	Understand what something could or might have looked like	Sidebars	Gather additional or explanatory information.	Overlays	Understand additional information
Magnification	See details in something small			Time-lines	Understand the sequence of time

*Document created by Laurie Larsen*

*Revised 2012*

## Appendix C: Charts

### Appendix C1: Graphophonics Knowledge Chart

The following chart may be useful to guide students as they develop knowledge about the graphophonic system and learn to apply this knowledge when reading and writing. Graphophonics knowledge is learned best in reading and writing contexts as students engage in authentic reading and writing language experiences. It is not the intent to teach these sound-letter relationships in isolation, or use of the chart as a checklist.

Graphophonic Knowledge	Example
Initial Consonants	/s/ sing, /h/ hen, /j/ giant, /kw/ queen
Consonants in Final Positions	/s/ bus, /t/ sit, /ks/ fox
Initial Consonant Digraphs	/sh/ she, /wh/ when, /ch/ chair
Initial Consonant Blends	r, s, and l blends ( <b>cr</b> y, <b>sp</b> ot, <b>pl</b> ay)
Final Consonant Blends	/nt/ plant, /sk/ ask, /lt/ melt, /ft/soft
Three Letter “s” Blends	scr- scream, squ-squash,
Consonants in Medial Positions	/g/ wagon, /k/ breakfast, /n/ ranch
Consonant Digraphs in Medial and Final Positions	/th/ mother, math, /ck/ chicken, truck
Long Vowels	/a/ came, /i/ sky, /u/ new
Short Vowels	/e/ pet, /o/ saw,
R-Influenced Vowels	/er/ her, girl, /ar/ hair, care
Vowel Diphthongs	/oi/ boil, boy /ou/ cow, house
Silent Letter Patterns	climb, through, walk, listen
Double Consonants	/d/ puddle, /f/ sniff,
Other Letter Combinations	/f/ phone, dolphin, cough, laugh

## Appendix C2: Text Shopping Inventory

Text Shopping Inventory for the Month of: _____								
19								
18								
17								
16								
15								
14								
13								
12								
11								
10								
9								
8								
7								
6								
5								
4								
3								
2								
1								
	Mystery	Realistic Fiction	Historical Fiction	Fairy Tale	Poetry	Fantasy	Biography	Information



## Appendix C3: Word Recognition Strategies

<b>Phonological and Phonemic Awareness</b>
<ul style="list-style-type: none"> <li>recognizing and generating rhymes</li> <li>identifying the syllables in words by clapping, chanting or singing</li> <li>segmenting onset (single consonants, consonant blends “br,” “sl,” “str”, digraphs “ch,” “ph,” “sh,” “th,” “wh”, and rime)</li> <li>segmenting sentences into words, dividing words into phonemes, blending phonemes, manipulating phonemes and recognizing medial phonemes</li> </ul>
<b>Letter Knowledge</b>
<ul style="list-style-type: none"> <li>recognizing all upper and lower case letters in a variety of contexts has been emphasized in kindergarten and grade one</li> <li>further support may be required for individual students</li> </ul>
<b>High-Frequency Words</b>
<ul style="list-style-type: none"> <li>involves recognizing words in literature, poems, and on labels, charts, and high frequency word lists</li> </ul>
<b>Word Solving and Building</b>
<ul style="list-style-type: none"> <li>associates sounds with single consonants and blends</li> <li>associates sounds with vowels</li> <li>reads words with silent letters</li> <li>uses word patterns to solve unfamiliar words</li> <li>reads words with inflected endings and r-controlled vowels</li> <li>notices that words sound the same, but have different meanings and spellings (homophones)</li> <li>reads contractions, compound words, and some two or three syllable words</li> </ul>
<b>Language Predictability</b>
<ul style="list-style-type: none"> <li>uses context and picture cues</li> <li>predicts meaningful and grammatically appropriate words</li> <li>integrates meaning and grammatical cues with visual-sound cues</li> <li>uses language strategies to support predictions</li> </ul>

## Appendix C4: Cueing Systems Chart

Cueing System	Definition	Strategies
Pragmatic	Pragmatic cues deal with the social and cultural aspects of language use such as background experiences with things, people, texts, and oral language. It is important to expose children to a variety of genres and forms, with a focus on features such as italic and bold texts, to highlight cultural differences, key words, etc.	<ul style="list-style-type: none"> <li>identify the text feature(s) presented in the text and its purpose</li> </ul>
Semantic	Semantic cues refer to the meaning which has become associated with language through prior knowledge and experience. Semantic cues are used when students use their background knowledge, the meaning contained in illustrations, and words and their relationships. For example, students may reread a sentence containing an unfamiliar word to help clarify its meaning.	<ul style="list-style-type: none"> <li>clarify and extend meaning by responding in a variety of ways</li> <li>emphasize and model the use of semantic cues as they are reading aloud</li> <li>use predictions before, during, and after reading</li> </ul>
Syntactic	Syntactic cues refer to the structure of language or how language works. Readers who use information such as sentence structure, word order, function words, and word endings are making use of syntactic cues. A student who discovers that language does not sound right and self-corrects the miscue is applying a syntactic cue.	<ul style="list-style-type: none"> <li>self-correct a miscue to determine if the language sounds right</li> <li>use the read ahead strategy to predict a word based on sentence structure</li> </ul>
Graphophonic	<p>Graphophonics is the study of the relationship between the symbols and sounds of a language and includes letter or sound relationships and patterns. While this knowledge of the phonological system is necessary to learn to read and write, reading instruction cannot rely solely on phonics.</p> <p>Use phonics to spell more difficult words (e.g., words ending in “ing”; words with more than one syllable); use long and short vowel patterns; use “es” to form plural of certain words; understand that the same sound may be represented by different spellings (e.g., find, phone).</p>	<ul style="list-style-type: none"> <li>use phonics to decode individual words; segment all sounds of a word (including sound clusters such as “sk,” “ch,” “sh”) into individual sounds</li> <li>delete beginning or ending sounds and tell the remaining word; decode individual words and sounds heard in multi-syllabic words</li> <li>recognize features of words including possessives, double vowels, multi-syllabic words</li> <li>recognize long vowel sounds, contractions, “y” as a vowel sound, consonant clusters, consonant digraphs, double vowels</li> </ul>

## Appendix C5: RAN Chart

**R.A.N Chart – Reading and Analyzing Non-fiction**

<b>What I Think I Know</b>	<b>What I Know Is True</b>	<b>New Facts</b>	<b>I Don't Think This Anymore</b>	<b>Wonderings</b>

from Tony Stead, Reading for the Love of It Conference, 2012  
 Used with Permission from Tony Stead, 2015

## Appendix C6: Survey of Interests

<b>Name:</b> _____ <b>Grade:</b> _____					
<b>Put an X next to your favorite topics.</b>					
<b>Animals</b>		<b>Insects</b>		<b>Space</b>	
<b>Dinosaurs</b>		<b>Sports</b>		<b>Reptiles</b>	
<b>The Sea</b>		<b>The Ocean</b>		<b>Countries</b>	
<b>Experiments</b>		<b>Making Things</b>		<b>Famous People</b>	
<b>Adventure Stories</b>		<b>Science Fiction</b>		<b>Mysteries</b>	
<b>Weather</b>		<b>Plants</b>		<b>Scary Stories</b>	
<b>Birds</b>		<b>Sports Biographies</b>		<b>Music</b>	
<b>Creepy Crawlies</b>		<b>Legends</b>		<b>Fables</b>	
<b>Games and Puzzles</b>		<b>Fairy Tales</b>		<b>Food</b>	
<b>What other topics do you like to read about?</b>					

## Appendix C7: Literary Genres

The following chart lists selected types of literary genres, both fiction and non-fiction, with a description for each.

Literary Genres	
Genre	Description
Adventure	Adventure provides the reader with the opportunity to explore circumstances in which the characters experience new situations, overcome adversity, and grow as individuals.
Autobiography	A story of one's life as written by oneself
Biography	A written account of the series of events that make up a person's life
Cross-genre	Includes books that fall into more than one category (mystery/fantasy book, or historical fiction/time travel story)
Drama	Stories composed in verse or prose, written in dramatic form. Books can include collections of short plays or book-length plays.
Essay	A short literary composition that reflects the author's outlook or point of view
Expository Text	Expository text explains or provides direction.
Fable	Narration demonstrating a moral lesson which often features animals given human qualities such as verbal communication
Fairy Tale	Story about fairies or other magical creatures, usually for children
Fantasy	Fiction with strange or other worldly settings or characters; fiction which invites suspension of reality (fantasy animal stories, ghost stories, supernatural fiction, time fantasy, space fiction)
Fiction	Narrative literary works whose content is produced by the imagination and is not necessarily based on fact
Fiction in Verse	Full-length novels with plot, subplot(s), theme(s), and major and minor characters in which the narrative is presented in verse form
Folklore	The songs, stories, myths, and proverbs of a people or "folk" as handed down by word of mouth
Historical Fiction	Story with fictional characters and events in a historical setting (war stories, biographical fiction)
Horror	Fiction in which events evoke a feeling of dread in both the characters and the reader
Humour	Fiction full of fun, fancy, and excitement, meant to entertain, but can be contained in all genres
Informational Text	Provides information, facts, and principles related to physical, natural, or social topics or ideas
Legend	Story, sometimes of a national or folk hero, which has a basis in fact but also includes imaginative material
Memoir	An account or reflection of a particular event, time, or period in a person's life

Literary Genres	
Genre	Description
Messaging Text	Computer-mediated language presented in a range of text messaging formats and resembles typed speech
Mystery	Fiction dealing with the solution of a crime or the unraveling of secrets
Mythology	Legend or traditional narrative, often based in part on historical events, that reveals human behaviour and natural phenomena by its symbolism; often pertaining to the actions of the gods
Narrative Non-fiction	Factual information presented in a format which tells a story
Non-fiction	Informational text dealing with an actual, real-life subject
Poetry	Verse and rhythmic writing with imagery that creates emotional responses
Realistic Fiction	Stories that often focus on universal human problems and issues. Although it comes from the writer's imagination, it is realistic.
Science Fiction	Story based on impact of actual, imagined, or potential science, usually set in the future or on other planets
Short Story	Brief fictional narrative that usually presents a single significant scene involving a limited number of characters
Speech	Public address or discourse
Tall Tale	Humorous story with exaggerations and heroes who do the impossible

## Appendix C8: Features of Informational Text

### **Features of Informational Text**

#### Print Features

- Bold print
- Colored print
- Italics
- Titles
- Headings
- Labels
- Captions
- Bullets
- Font
- Subheading



#### Organizational Aids

- Table of contents
- Introductions
- Index
- Glossary
- Preface
- Appendix
- Pronunciation Guide



#### Illustrations

- ❖ Colored drawings
- ❖ Colored photos
- ❖ Labeled drawings
- ❖ Black and white drawings
- ❖ Black and white photos
- ❖ Acrylic, watercolor, oil paintings



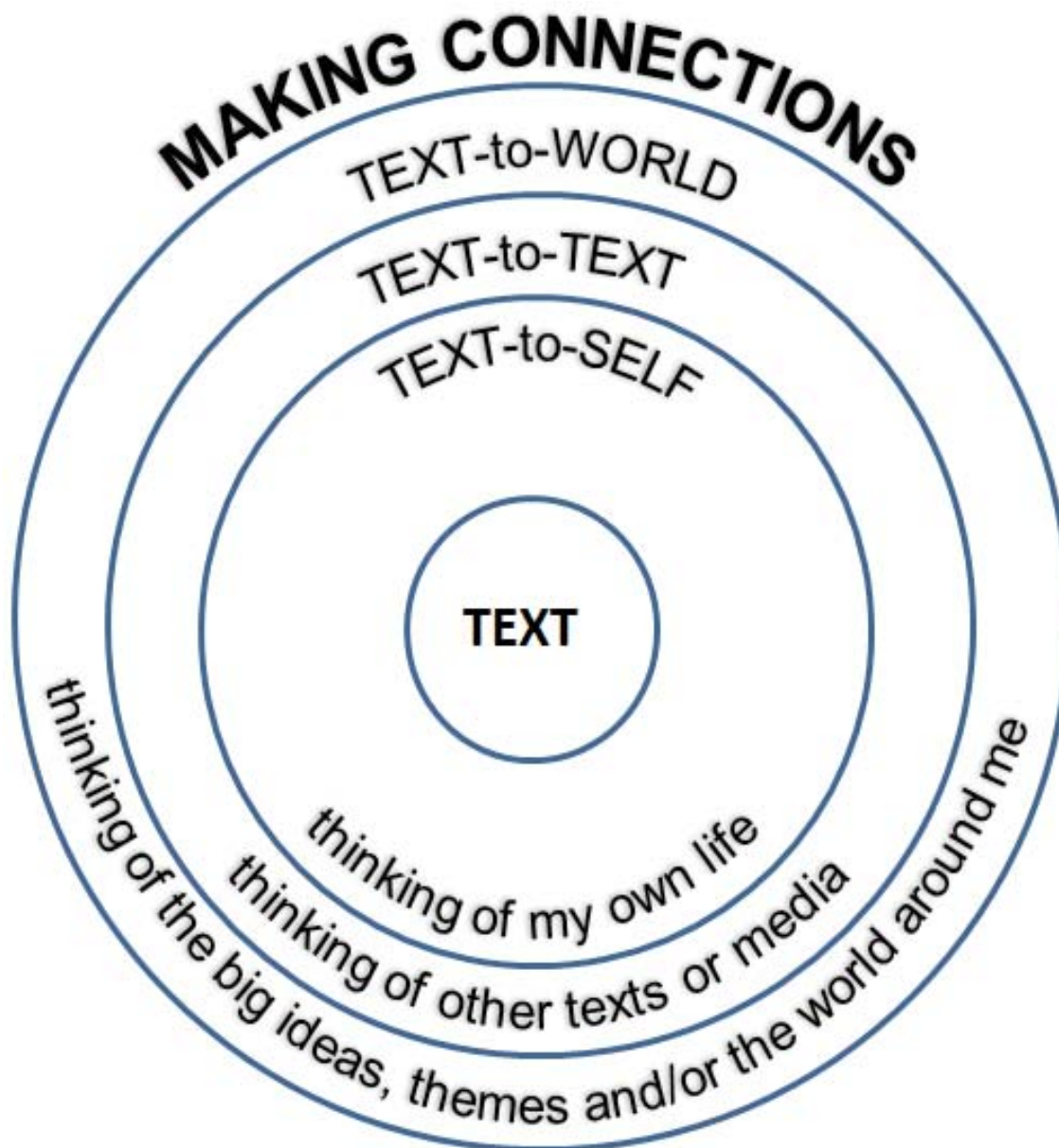
#### Graphic Aids

- Fact boxes
- Diagrams
- Size Comparisons
- Magnifications
- Cross-sections
- Tables
- Graphs
- Charts
- Timelines
- Maps
- Sketches
- Figures
- Overlays
- Photographs





## Appendix C9: Making Connections to Texts





## Appendix C10: Specific Areas of Text Inquiry

Specific Areas of Text Inquiry in English Language Arts	
<i>Purpose of the Text</i>	<ul style="list-style-type: none"> <li>• <i>Why has this text been created?</i></li> <li>• To plan, inform, explain, entertain, express attitude/emotion, compare and contrast, persuade, describe experience imaginatively, and formulate hypotheses</li> </ul>
<i>Genre of the Text</i>	<ul style="list-style-type: none"> <li>• <i>How does the choice of genre serve the author's purpose?</i></li> <li>• Magazines, graphic novels, newspapers, online blogs, novels, novellas, poetry, plays, short stories, myths, essays, biographies, fables, legends, comics, documentaries, and films</li> </ul>
<i>Form of the Text</i>	<ul style="list-style-type: none"> <li>• <i>How is the text organized, arranged and presented?</i></li> <li>• Encyclopedia entries, instruction manuals, news reporting, advertising copy, feature articles, appeals, campaign brochures, memos, résumés, tributes, eulogies, obituaries, political speeches, debates, video, audio recordings/presentations, spreadsheets, database, images, and web pages</li> </ul>
<i>Structure of the Text</i>	<ul style="list-style-type: none"> <li>• <i>What is the pattern or organization of the information?</i></li> <li>• Approaches to organizing text, particular structural patterns, how specific genres and forms are shaped and crafted, and what characteristics and conventions they share (e.g., a narrative text and information text have distinct structures). A narrative text has a beginning, middle and end, while an information text can be a description, a sequence, a compare and contrast, a cause and effect, a problem/solution, or a question/answer</li> </ul>
<i>Features of the Text</i>	<ul style="list-style-type: none"> <li>• <i>What characteristics of a text give support to its meaning?</i></li> <li>• Print (font, underlining), visual supports (diagrams), organizational supports (index, headings, figures, references), and vocabulary supports (verbal cues such as “for example”, “in fact”, or “on the other hand”)</li> </ul>

## Appendix D: Rubrics

### Appendix D1: Speaking Rubric

	Excellent	Proficient	Satisfactory	Developing
Physical Delivery	I always speak... <ul style="list-style-type: none"> <li>• using verbal and non-verbal cues.</li> </ul>	I often speak... <ul style="list-style-type: none"> <li>• using verbal and non-verbal cues</li> </ul>	I sometimes speak... <ul style="list-style-type: none"> <li>• using verbal and non-verbal cues</li> </ul>	I seldom speak... <ul style="list-style-type: none"> <li>• using verbal and non-verbal cues</li> </ul>
Ideas	I always speak... <ul style="list-style-type: none"> <li>• coherently and sequentially</li> <li>• with supporting details</li> <li>• using descriptive words to share my personal experiences</li> <li>• using reliable and accurate information</li> </ul>	I often speak... <ul style="list-style-type: none"> <li>• coherently and sequentially</li> <li>• with supporting details</li> <li>• using descriptive words to share my personal experiences</li> <li>• using reliable and accurate information</li> </ul>	I sometimes speak... <ul style="list-style-type: none"> <li>• coherently and sequentially I</li> <li>• with supporting details</li> <li>• using descriptive words to share my personal experiences</li> <li>• using reliable and accurate information</li> </ul>	I seldom speak... <ul style="list-style-type: none"> <li>• coherently and sequentially</li> <li>• with supporting details</li> <li>• using descriptive words to share my personal experiences</li> <li>• using reliable and accurate information</li> </ul>
Language	I always speak... <ul style="list-style-type: none"> <li>• using words that create a picture for the listener</li> <li>• using a variety of vocabulary and sentence types</li> <li>• and communicate complex directions</li> </ul>	I often speak... <ul style="list-style-type: none"> <li>• using words that create a picture for the listener</li> <li>• using a variety of vocabulary and sentence types</li> <li>• and communicate complex directions</li> </ul>	I sometimes speak... <ul style="list-style-type: none"> <li>• using words that create a picture for the listener</li> <li>• using a variety of vocabulary and sentence types</li> <li>• and communicate complex directions</li> </ul>	I seldom speak... <ul style="list-style-type: none"> <li>• using words that create a picture for the listener</li> <li>• using a variety of vocabulary and sentence types</li> <li>• and communicate complex directions</li> </ul>
Engagement	I always speak... <ul style="list-style-type: none"> <li>• attending to the verbal and non-verbal cues of the audience</li> <li>• seeking feedback from the audience when appropriate</li> <li>• showing respect and sensitivity to the audience</li> <li>• using expression</li> </ul>	I often speak... <ul style="list-style-type: none"> <li>• attending to the verbal and non-verbal cues of the audience</li> <li>• seeking feedback from the audience when appropriate</li> <li>• showing respect and sensitivity to the audience</li> <li>• using expression</li> </ul>	I sometimes speak... <ul style="list-style-type: none"> <li>• attending to the verbal and non-verbal cues of the audience</li> <li>• seeking feedback from the audience when appropriate</li> <li>• showing respect and sensitivity to the audience</li> <li>• using expression</li> </ul>	I seldom speak... <ul style="list-style-type: none"> <li>• attending to the verbal and non-verbal cues of the audience</li> <li>• seeking feedback from the audience when appropriate</li> <li>• showing respect and sensitivity to the audience</li> <li>• using expression</li> </ul>

## Appendix D2: Listening Rubric

	Excellent	Proficient	Satisfactory	Developing
<b>Etiquette Delivery</b>	I always listen... <ul style="list-style-type: none"> <li>• using verbal and non-verbal cues.</li> <li>• respectfully and with sensitivity</li> <li>• and respond at an appropriate time</li> </ul>	I often listen... <ul style="list-style-type: none"> <li>• using verbal and non-verbal cues</li> <li>• respectfully and with sensitivity</li> <li>• and respond at an appropriate time</li> </ul>	I sometimes listen... <ul style="list-style-type: none"> <li>• using verbal and non-verbal cues</li> <li>• respectfully and with sensitivity</li> <li>• and respond at an appropriate time</li> </ul>	I seldom listen... <ul style="list-style-type: none"> <li>• using verbal and non-verbal cues</li> <li>• respectfully and with sensitivity</li> <li>• and respond at an appropriate time</li> </ul>
<b>Strategies</b>	I always listen... <ul style="list-style-type: none"> <li>• for a purpose</li> <li>• using strategies that work for me</li> </ul>	I often listen... <ul style="list-style-type: none"> <li>• for a purpose</li> <li>• using strategies that work for me</li> </ul>	I sometimes listen... <ul style="list-style-type: none"> <li>• for a purpose</li> <li>• using strategies that work for me</li> </ul>	I seldom listen... <ul style="list-style-type: none"> <li>• for a purpose</li> <li>• using strategies that work for me</li> </ul>
<b>Responsess</b>	I always listen... <ul style="list-style-type: none"> <li>• to respond personally to information, ideas, and opinions</li> <li>• to respond critically to information, ideas, and opinions</li> <li>• to follow complex directions</li> </ul>	I often listen... <ul style="list-style-type: none"> <li>• to respond personally to information, ideas, and opinions</li> <li>• to respond critically to information, ideas, and opinions</li> <li>• to follow complex directions</li> </ul>	I sometimes listen... <ul style="list-style-type: none"> <li>• to respond personally to information, ideas, and opinions</li> <li>• to respond critically to information, ideas, and opinions</li> <li>• to follow complex directions</li> </ul>	I seldom listen... <ul style="list-style-type: none"> <li>• to respond personally to information, ideas, and opinions</li> <li>• to respond critically to information, ideas, and opinions</li> <li>• to follow complex directions</li> </ul>
<b>Engagement</b>	I always listen... <ul style="list-style-type: none"> <li>• and use various types of questions to clarify information and ideas that I hear</li> <li>• and reflect on the ideas and information presented</li> <li>• and provide feedback to the speaker when appropriate</li> </ul>	I often listen... <ul style="list-style-type: none"> <li>• and use various types of questions to clarify information and ideas that I hear</li> <li>• and reflect on the ideas and information presented</li> <li>• and provide feedback to the speaker when appropriate</li> </ul>	I sometimes listen... <ul style="list-style-type: none"> <li>• and use various types of questions to clarify information and ideas that I hear</li> <li>• and reflect on the ideas and information presented</li> <li>• and provide feedback to the speaker when appropriate</li> </ul>	I seldom listen... <ul style="list-style-type: none"> <li>• and use various types of questions to clarify information and ideas that I hear</li> <li>• and reflect on the ideas and information presented</li> <li>• and provide feedback to the speaker when appropriate</li> </ul>

## Appendix D3: Reading Response Rubric

	Meeting Outcomes			Working Towards Outcomes	
	Excellent	Proficient	Satisfactory	Developing	Beginning
<b>Comprehension Delivery</b>	<ul style="list-style-type: none"> <li>My responses are supported precisely and use details from the text which show that I completely understand the meaning of what I read/view.</li> <li>I consistently locate and use features of text, figurative language, and point of view to help me understand the purpose and meaning of what I read/view.</li> </ul>	<ul style="list-style-type: none"> <li>My responses are well supported and use details from the text which show a clear understanding of what I read/view.</li> <li>I often locate and use features of text, figurative language, and point of view to help me understand the purpose and meaning of what I read/view.</li> </ul>	<ul style="list-style-type: none"> <li>My responses aren't supported consistently and don't always use details from the text but show I understand a lot of what I read/view.</li> <li>I sometimes use features of text, figurative language, and point of view to help me understand what I read/view.</li> </ul>	<ul style="list-style-type: none"> <li>My responses are vague or inappropriate, lack support, and do not use details from the text but show a basic understanding of what I read/view.</li> <li>I am unsure of how to effectively use features of text, figurative language, and point of view to help me understand what I read/view.</li> </ul>	<ul style="list-style-type: none"> <li>My responses do not use support or include details from the text and show I'm having difficulty understanding what I read/view.</li> <li>I am not familiar with the use of features of text, figurative language, and point of view to help me understand what I read/view.</li> </ul>
<b>Personal Connections</b>	<ul style="list-style-type: none"> <li>When I read, I am always able to make a personal connection with something I have read, seen, or experienced.</li> <li>I consistently use connections to prove and support my opinion and make connections to texts and the world.</li> </ul>	<ul style="list-style-type: none"> <li>When I read, I am often able to make a personal connection with something I have read, seen, or experienced.</li> <li>I often use connections to prove and support my opinion and make connections to texts and the world.</li> </ul>	<ul style="list-style-type: none"> <li>When I read, I am sometimes able to make a personal connection with something I have read, seen, or experienced.</li> <li>I sometimes use connections to prove and support my opinion and make connections to texts and the world.</li> </ul>	<ul style="list-style-type: none"> <li>When I read, I recognize that a text affects me but I seldom make relevant personal connections with it.</li> <li>I seldom use connections to prove and support my opinion and make connections to texts and the world.</li> </ul>	<ul style="list-style-type: none"> <li>When I read, I don't show any evidence of making a personal connection to the text.</li> <li>I never use connections to prove and support my opinion and make connections to texts and the world.</li> </ul>
<b>Critical Response</b>	<ul style="list-style-type: none"> <li>I easily make sense of the text to determine its purpose and message.</li> <li>My responses about the text are insightful and show how I am able to question the message and consistently explain how it impacts my thinking</li> </ul>	<ul style="list-style-type: none"> <li>I often make sense of the text to determine its purpose and message.</li> <li>My responses about the text often show how I am able to reflect on and question the message and usually explain how it impacts my thinking</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes make sense of the text to determine its purpose and message.</li> <li>My responses about the text are often predictable and sometimes explain how it impacts my thinking</li> </ul>	<ul style="list-style-type: none"> <li>I interpret the literal meaning of a text but seldom determine its purpose and message.</li> <li>My responses about the text do not show any evidence that it has impacted my thinking</li> </ul>	<ul style="list-style-type: none"> <li>I cannot determine the literal meaning of a text or its purpose and message.</li> <li>I cannot form a critical response.</li> </ul>

## Appendix D4: Process Writing Rubric

Writing experiences in all stages can inform instruction in daily teaching practices. Each stage of the writing process informs the final product and it is important to monitor student progress in all stages of the process rather than solely focusing on the piece of writing produced at the end. While the purpose of this rubric is to inform each stage of the writing process, the Scoring Guide-Writing in Appendix E5 is used to assess a final piece of writing in provincial assessments.

Descriptors for Stages of the Writing Process				
When assessing the <b>Prewriting</b> Stage consider how effectively the writer...	When assessing the <b>Drafting</b> Stage consider how effectively the writer...	When assessing the <b>Revising</b> Stage consider how effectively the writer...	When assessing the <b>Editing</b> Stage consider how effectively the writer...	When assessing the <b>Sharing/ Publishing</b> Stage consider how effectively the writer...
<ul style="list-style-type: none"> <li>brainstorms ideas</li> <li>selects and narrows down a topic</li> <li>decides on the purpose and audience</li> <li>formulates ideas and collects/sorts/organizes information</li> </ul>	<ul style="list-style-type: none"> <li>converts ideas from a plan into text</li> <li>sequentially organizes ideas into sentences</li> <li>stays on topic</li> <li>maintains a focus on the content rather than the mechanics</li> </ul>	<ul style="list-style-type: none"> <li>rereads ideas</li> <li>shares ideas and invites feedback</li> <li>changes content by adding, deleting, or changing the order of ideas</li> <li>uses a revision checklist</li> </ul>	<ul style="list-style-type: none"> <li>polishing the writing by reading it aloud to correct spelling and other mechanical errors</li> <li>creates and uses an editing checklist to become independent editors</li> </ul>	<ul style="list-style-type: none"> <li>chooses a digital/print format which appeals to the audience</li> <li>publishes legibly</li> <li>shares the writing with the audience</li> <li>includes text features appropriate for the written text</li> </ul>
PRE WRITING				
Excellent	Excellent	Excellent	Excellent	Excellent
<ul style="list-style-type: none"> <li>independently chooses a topic for writing based on interest and experiences</li> <li>strong awareness of purpose and audience</li> <li>effectively selects and organizes ideas on a graphic organizer</li> <li>easily converts ideas into purposeful jot notes</li> </ul>	<ul style="list-style-type: none"> <li>consistently focuses on creatively converting ideas from a plan to text</li> <li>consistently develops detail for chosen topic</li> <li>consistently incorporates aspects of all traits of writing</li> </ul>	<ul style="list-style-type: none"> <li>consistently rereads to ensure the writing is clear and engaging to the audience</li> <li>consistently seeks feedback and shares ideas to further develop the traits of writing</li> <li>effectively applies feedback to add/delete/change the order of ideas</li> <li>always uses a revision checklist effectively</li> </ul>	<ul style="list-style-type: none"> <li>polishes writing independently with a strong emphasis on all writing conventions</li> <li>always uses an editing checklist effectively</li> </ul>	<ul style="list-style-type: none"> <li>independently chooses an appropriate digital/print format suitable to the audience</li> <li>effective use of relevant text features</li> <li>consistently publishes legibly</li> <li>effectively engages the audience during sharing</li> </ul>

DRAFTING				
Proficient	Proficient	Proficient	Proficient	Proficient
<ul style="list-style-type: none"> <li>independently chooses topic for writing based on interest and experiences</li> <li>clear awareness of purpose and audience</li> <li>usually selects and organizes ideas on a graphic organizer</li> <li>often converts ideas into purposeful jot notes</li> </ul>	<ul style="list-style-type: none"> <li>usually focuses on creatively converting ideas from a plan to text</li> <li>usually develops detail for chosen topic</li> <li>usually incorporates aspects of all traits of writing</li> </ul>	<ul style="list-style-type: none"> <li>usually rereads to ensure the writing is clear</li> <li>usually seeks feedback and may share ideas to further develop the traits of writing in their work and that of others</li> <li>usually applies feedback to add/delete/change the order of ideas</li> <li>usually uses a revision checklist effectively</li> </ul>	<ul style="list-style-type: none"> <li>polishes writing through peer editing with a strong emphasis on all writing conventions</li> <li>usually uses an editing checklist effectively</li> </ul>	<ul style="list-style-type: none"> <li>usually chooses an appropriate digital/print format suitable to the audience</li> <li>effective use of most text features</li> <li>usually publishes legibly</li> <li>usually engages the audience during sharing</li> </ul>
REVISING				
Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory
<ul style="list-style-type: none"> <li>independently chooses a topic for writing from a class list</li> <li>general awareness of purpose and audience</li> <li>sometimes selects and organizes ideas on a graphic organizer</li> <li>converts ideas into jot notes with some assistance</li> </ul>	<ul style="list-style-type: none"> <li>generally focuses on creatively converting ideas from a plan to text</li> <li>sometimes develops detail for chosen topic</li> <li>sometimes incorporates aspects of all traits of writing</li> </ul>	<ul style="list-style-type: none"> <li>generally rereads to ensure the writing is clear</li> <li>sometimes seeks feedback and shares ideas to further develop the traits of writing in their work and that of others</li> <li>sometimes applies feedback to add/delete/change the order of ideas</li> <li>sometimes uses a revision checklist effectively</li> </ul>	<ul style="list-style-type: none"> <li>polishes writing through peer editing with an emphasis on some writing conventions</li> <li>sometimes uses an editing checklist effectively</li> </ul>	<ul style="list-style-type: none"> <li>sometimes chooses an appropriate digital/print format suitable to the audience</li> <li>effective use of some text features</li> <li>sometimes publishes legibly</li> <li>sometimes engages the audience during sharing</li> </ul>

EDITING				
Developing	Developing	Developing	Developing	Developing
<ul style="list-style-type: none"> <li>chooses a topic for writing from a class list</li> <li>with support</li> <li>vague awareness of purpose and audience</li> <li>organizes ideas on a teacher-selected graphic organizer</li> <li>assistance needed to convert ideas into jot notes</li> </ul>	<ul style="list-style-type: none"> <li>requires support to focus on converting ideas from a plan to text</li> <li>seldom develops detail for topic</li> <li>seldom incorporates traits of writing</li> </ul>	<ul style="list-style-type: none"> <li>support needed to reread to ensure the writing is clear</li> <li>seldom seeks feedback or shares ideas to further develop the traits of writing in their work</li> <li>requires prompting to apply feedback to add/delete/change the order of ideas</li> <li>ineffectively uses a revision checklist</li> </ul>	<ul style="list-style-type: none"> <li>polishes writing with support through peer editing with an emphasis on some writing conventions</li> <li>ineffectively uses an editing checklist</li> </ul>	<ul style="list-style-type: none"> <li>requires support to choose an appropriate digital/print format suitable to the audience</li> <li>requires support to effectively use some text features</li> <li>requires support to publish legibly</li> <li>sometimes shares with an audience</li> </ul>
SHARING/PUBLISHING				
Beginning	Beginning	Beginning	Beginning	Beginning
<ul style="list-style-type: none"> <li>chooses a topic for writing from a class list</li> <li>with significant support</li> <li>purpose and audience</li> <li>limited understanding of how to organize ideas on a teacher-selected graphic organizer</li> <li>has difficulty converting ideas into jot notes</li> </ul>	<ul style="list-style-type: none"> <li>significant support required to focus on converting ideas from a plan to text</li> <li>no evidence of details for topic</li> <li>no evidence of incorporating traits of writing</li> </ul>	<ul style="list-style-type: none"> <li>significant support needed to reread to ensure the writing is clear</li> <li>no evidence of seeking feedback and sharing ideas to further develop the traits of writing in their work</li> <li>significant support required to add/delete/change the order of ideas</li> <li>unaware of the purpose and ineffectively uses a revision checklist</li> </ul>	<ul style="list-style-type: none"> <li>significant support needed to polish writing with an emphasis on a specific writing convention</li> <li>unaware of the purpose and ineffectively uses an editing checklist</li> </ul>	<ul style="list-style-type: none"> <li>requires significant support to choose an appropriate digital/print format suitable to the audience</li> <li>requires support to recognize and apply some text features</li> <li>requires significant support to publish legibly</li> <li>requires support to share with an audience</li> </ul>

## Appendix D5: Observation Record for Comprehension Strategies in Grade 3

Comprehension Strategy	Reading Behaviours	Date	Date	Date
Self-Monitoring	• uses self-questioning strategies to check on text meaning			
	• changes strategy use			
Analyzing	• finds main idea (if stated)			
	• finds key ideas with supporting details			
Sequencing	• retells in sequence providing details (events, facts)			
Making Connections	• compares and contrasts facts, events, or ideas			
Predicting	• confirms or changes predictions			
Inferring	• visualizes to make inferences			
	• infers characters' emotions			
	• reads between the lines			
	• understands cause and effect			
Evaluating	• evaluates the author's craft and bias			
	• reflects on content, and provides opinions that are supported with evidence from the text or other sources			
Synthesizing	• integrates information with prior knowledge to create new understanding			
	• identifies supporting information for synthesis			



## Appendix E: Writing

### Appendix E1: Key Points for the Traits of Writing

	The Traits of Writing	
Ideas	<ul style="list-style-type: none"> <li>• choosing a main idea</li> <li>• sticking with a topic</li> <li>• selecting interesting details</li> <li>• making the message clear</li> <li>• focusing on strong ideas that move from general to specific</li> <li>• ordering, grouping, deleting, and adding ideas</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>• writing an interesting lead</li> <li>• use of connecting and sequencing words to connect thoughts and ideas</li> <li>• focusing on the importance of order and sequence</li> <li>• staying on topic</li> <li>• ending with a good conclusion</li> <li>• use of graphic organizers</li> </ul>	
Sentence Fluency	<ul style="list-style-type: none"> <li>• making sentences interesting by beginning them in different ways</li> <li>• writing complete sentences</li> <li>• experimenting with sentences to vary the lengths</li> <li>• joining sentences to make ideas flow by using transitional words</li> </ul>	
Voice	<ul style="list-style-type: none"> <li>• using expressive sentences, words, and phrases</li> <li>• connecting the writing to the author's voice</li> <li>• using imaginative thoughts and creativity</li> <li>• connecting the writing to a specific audience</li> </ul>	
Word Choice	<ul style="list-style-type: none"> <li>• varying word choices to include descriptive words</li> <li>• changing words to avoid repetition</li> <li>• choosing words that make ideas clear</li> <li>• using action, sensory, linking (<i>and</i>, <i>but</i> and <i>so</i>) and sequencing words (<i>first</i>, <i>then</i>, <i>next</i>, <i>later</i>, <i>after that</i>, <i>finally</i>, <i>the end</i>, etc.)</li> </ul>	
Conventions	<ul style="list-style-type: none"> <li>• spacing words</li> <li>• correcting misspelled words</li> <li>• punctuating sentence endings</li> <li>• starting sentences using capitals</li> </ul>	

## Appendix E2: Literature to Illustrate the Traits of Writing

### Literature to Illustrate the Ideas Trait

- *Corduroy* by Don Freeman
- *Whoever You Are* by Mem Fox
- *A Bedtime Story* by Mem Fox
- *Miss Nelson is Back* by Harry G. Allard
- *Animals in Winter* by Henrietta Bancroft
- *Everybody Needs a Rock* by Byrd Baylor
- *Arthur Writes a Story* by Marc Brown
- *The Important Book* by Margaret Wise Brown
- *Take Time to Relax* by Nancy Carlson
- *My Cat Jack* by Patricia Casey
- *Miss Rumphius* by Barbara Cooney
- *Home Place* by Crescent Dragonwagon
- *If You Walk Down This Road* by Kate Duke
- *Li'l Sis and Uncle Willie* by Gwen Everett
- *On The Day You Were Born* by Debra Frasier
- *Sophie and Lou* by Petra Mathers
- *A Prairie Alphabet* by Yvette Moore
- *The Flag We Love* by Pan Munoz Ryan
- *The Kissing Hand* by Andrey Penn
- *The Seashore Book* by Charlotte Zolotow
- *Valentine's Day* by Gail Gibbons
- *I Love Guinea Pigs* by Dick King-Smith
- *A Bold Carnivore* by Consie Powell
- *Motel of the Mysteries* by David Macaulay
- *The Honey Makers* by Gail Gibbons
- *Leopold's Dream* by Francisco Melendez
- *A Northern Alphabet* by Ted Harrison
- *The Gift of Christmas* by Philemon Sturges
- *Red Dancing Shoes* by Denise Lewis Patrick
- *I'm in Charge of Celebrations* by Byrd Baylor
- *The Magic School Bus (series)* by Joanna Cole
- *Animal, Vegetable, or Mineral?* by Tana Hoban
- *All The Places To Love* by Patricia MacLachlan
- *The Teacher from the Black Lagoon* by Mike Thaler
- *Here is the Southwestern Desert* by Madeleine Dunphy
- *Yeh-Shen: A Cinderella Story from China* by Ai-Ling Louie
- *Dear Rebecca, Winter is Here* by Jean Craighead George
- *In the Snow: Who's Been Here?* by Lindsay Barrett George
- *Panther Dream: A Story of the African Rainforest* by Bob and Wendy Weir
- *Water* by Frank Asch
- *Secret Place* by Eve Bunting
- *Rebel* by John Schoenherr
- *Homeplace* by Anne Shelby
- *Say Something* by Mary Stolz
- *People* by Philip Yenawine
- *Bears at Work* by Gage Taylor
- *Ragtime Tumpie* by Alan Schroeder
- *Jumanji* by Chris Van Allsburg
- *Only a Pigeon* by Jane Kurtz
- *Fables* by Arnold Lobel
- *Pirates* by Gail Gibbons
- *Lightning* by Stephen P. Kramer
- *Over Back* by Beverly Major
- *Roxaboxen* by Alice McLerran
- *Alison's Zinnia* by Anita Lobel
- *Ish* by Peter H. Reynolds
- *Worksong* by Gary Paulsen
- *The Perfect Pet* by Margie Palatini
- *Nurse Lugton's Curtain* by Virginia Woolf
- *And So They Build* by Bert Kitchen
- *O is for Orca* by Andrea Helman
- *The Polar Express* by Chris Van Allsburg
- *Dear Mr. Blueberry* by Simon James
- *It's Okay to Be Different* by Todd Parr
- *Little Blue and Little Yellow* by Leo Lionni
- *Read for Me, Mama* by Vashanti Rahaman
- *Benito's Dream Bottle* by Naomi Shihab Nye
- *Rain Forest Nature Search* by Dr. Paul Sterry
- *If Days Were Dinosaurs* by David M. Schwartz
- *Wilfrid Gordon McDonald Partridge* by Mem Fox
- *Mrs. Merriwether's Musical Cat* by Carol Purdy
- *In the Children's Garden* by Carole Lexa Schaefer
- *Errata: A Book of Historical Errors* by A. J. Wood
- *Three Stories You Can Read to Your Cat* by Sara Swan Miller
- *I Spy Extreme Challenger! A Book of Picture Riddles* by Jean Marzollo
- *Tree of Life: The World of the African Baobab* by Barbara Bash
- *What They Don't Teach You About History* by Tim Wood and Ian Dicks
- *A Short Walk Around the Pyramids & Through the World of Art* by Philip M. Isaacson

## Literature to Illustrate the Organization Trait

- *It was a Dark and Stormy Night* by Janet Ahlberg
- *Comet's Nine Lives* by Jan Brett
- *Sunflower House* by Eve Bunting
- *The Snowman* by Raymond Briggs
- *On Christmas Eve* by Margaret Wise Brown
- *Where's that Bus?* by Eileen Browne
- *Trouble on the T-Ball Team* by Eve Bunting
- *The Little House: Her Story* by Virginia Lee Burton
- *Don't Wake Up Mama!* by Eileen Christelow
- *The Dog Who Cried Woof* by Nancy Coffel
- *The Dumb Bunnies Go to the Zoo* by Sue Denim
- *The Legend of the Blue Bonnet* by Tomie DePaola
- *Under the Sea From A to Z* by Anne Doubilet
- *Aunt Isabel Makes Trouble* by Kate Duke
- *Aunt Isabel Tells a Good One* by Kate Duke
- *The Favershams* by Roy Gerrard
- *A Very Important Day* by Maggie Rugg Herold
- *Dear Mr. Blueberry* by Simon James
- *The Baker's Dozen* by Heather Forest
- *How to Think Like a Scientist* by Stephen Kramer
- *Black and White* by David Macaulay
- *Coming to America* by Betsy Maestro
- *The Bookshop Dog* by Cynthia Rylan
- *The Amazing Felix* by Emily Arnold McCully
- *Waterman's Child* by Barbara Mitchell
- *Five Little Ducks* by Pamela Paparone
- *A Promise is a Promise* by Robert Munsch
- *Edward and the Pirates* by David McPhail
- *This Way Home* by Lisa Westberg Peters
- *The Sunday Outing* by Gloria Jean Pinkney
- *Boomer Goes to School* by Constance W. McGeorge
- *Waiting for the Evening Star* by Rosemary Wells
- *Click, Clack, Moo: Cows That Type* by Doreen Cronin
- *The Old Woman Who Named Things* by Cynthia Rylant
- *The Amazing Christmas Extravaganza* by David Shannon
- *The Great Gracie Chase: Stop That Dog!* by Cynthia Rylant
- *The Grey Lady and the Strawberry Snatcher* by Molly Bang
- *It Could Always b Worse* by Margot Zemach
- *Tuesday* by David Wiesner
- *Santa Calls* by William Joyce
- *Bear Snores On* by Karma Wilson
- *Tulips* by Jay O'Callahan
- *Chestnut Cove* by Tim Egan
- *Rotten Ralph* by Jack Gantos
- *Red-Eyed Tree Frog* by Joy Cowley
- *Smart Dog* by Ralph Leemis
- *Swimmer* by Shelley Gill
- *The Wagon* by Tony Johnston
- *Maisie* by Alice Schertle
- *Author* by Helen Lester
- *The Paperboy* by Dav Pilkey
- *Sky Tree* by Thomas Locker
- *Listen Buddy* by Helen Lester
- *Owl Babies* by Martin Waddell
- *A Color of His Own* by Leo Lionn
- *Scaredy Squirrel* by Melanie Watt
- *The Red Book* by Barbara Lehman
- *Hog-Eye* by Susan Meddaugh
- *Cyrano the Bear* by Nicole Rubel
- *Bunny Cakes* by Rosemary Wells
- *The Money Tree* by Sarah Stewart
- *Down the Road* by Alice Schertle
- *Mouse Around* by Pat Schories
- *Old Henry* by Joan W. Blos
- *The Toll-Bridge Troll* by Patricia Rae Wolff
- *June 29, 1999* by David Wiesner
- *The Rain Came Down* by David Shannon
- *I Wanna Iguana* by Karen Kaufman Orloff
- *A Chair for my Mother* by Vera B. Williams
- *No Dear, Not Here* by Jean Davies Okimoto
- *The Mysteries of Harris Burdick* by Chris Van Allsburg
- *Meanwhile Back at the Ranch* by Trinka Hakes Noble
- *Aunt Chip and the Great Triple Creek Dam Affair* by Patricia Polacco
- *Blumpoe the Grumpoe Meets Arnold the Cat* by Jean Davies Okimoto
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- *Christina Katerina and Fats and the Great Neighborhood War* by Patricia L. Gauch\

## Literature to Illustrate the Sentence Fluency Trait

- *Worksong* by Gary Paulsen
- *Slugs* by David Greenberg
- *My Backpack* by Eve Bunting
- *Whales Passing* by Eve Bunting
- *The Great Migration* by Jacob Lawrence
- *Chicka Chicka Boom Boom* by Bill Martin
- *Cinderella Chant* by Orin Cochrane
- *The Seashore Book* by Charlotte Zolotow
- *Dogteam* by Gary Paulsen
- *Time for Bed* by Mem Fox
- *The Web Files* by Margie Palatini
- *Catwings* by Ursula K. Le Guin
- *The Whales* by Cynthia Rylant
- *Mississippi Mud* by Ann Turner
- *Growltiger's Last Stand* by T. S. Eliot
- *Flower Garden* by Eve Bunting
- *Bat Loves The Night* by Nicola Davies
- *The Condor's Egg* by Jonathan London
- *The Cozy Book* by Mary Ann Hoberman
- *I Live in Music* by Ntozake Shange
- *The Sign of the Seahorse* by Graeme Base
- *Consider the Lemming* by Jeanne Steig
- *A Chair for My Mother* by Vera B. Williams
- *Amber on the Mountain* by Tony Johnston
- *Rum-A-Tum-Tum* by Angela Shelf Medearis
- *The Important Book* by Margaret Wise Brown
- *I Love You As Much* by Laura Krauss Melmed
- *A Visit to William Blake's Inn* by Nancy Willard
- *Possum Come A-Knockin'* by Nancy Van Laan
- *Scary Poems for Rotten Kids* by Sean O'Huigin
- *The Seven Silly Eaters* by Mary Ann Hoberman
- *If I Were In Charge of the World* by Judith Viorst
- *The Night Before Christmas* by Clement C. Moore
- *Celebrate America: In Poetry and Art* by Nora Panzer
- *Joyful Noise: Poems for Two Voices* by Paul Fleishman
- *Stopping by Woods on a Snowy Evening* by Robert Frost
- *My Painted House, My Friendly Chicken and Me* by Maya Angelou

## Literature to Illustrate the Voice Trait

- *The Paper Bag Princess* by Robert N. Munsch
- *Loop the Loop* by Barbara Dugan
- *Dear Oklahoma City Get Well Soon* by Jim Ross
- *Our New Puppy* by Isabelle Harper
- *Guess How Much I Love You* by Sam McBratney
- *The Gift of the Sacred Dog* by Paul Goble
- *The Best School Year Ever* by Barbara Robinson
- *Oliver All Alone* by Christine Harris
- *The Teacher From the Black Lagoon* by Mike Thaler
- *Brother Eagle, Sister Sky* by Chief Seattle
- *A Snow Story* by Melvin J. Leavitt
- *Alexander, Who's Not Going to Move* by Judith Viorst
- *Peef the Christmas Bear* by Tom Hegg
- *Caves* by Stephen Kramer
- *The Ledgerbook of Thomas Blue Eagle* by Gay Matthaei
- *Littlejim's Gift* by Gloria Houston
- *I am the Dog, I am the Cat* by Donald Hall
- *Benjamin Brody's Backyard Bag* by Phyllis Vos Wezeman
- *Mick Harte Was Here* by Barbara Park
- *Mrs. Katz and Tush and Pink* by Patricia Polacco
- *Toby* by Margaret Wild
- *Koko's Kitten* by Dr. Francine Patterson
- *We Are All in the Dumps with Jack and Guy* by Maurice Sendak
- *The Christmas Miracle of Jonathan Toomey* by Susan Wojciechowski
- *I Dream of Peace: Images of War* by Children of Former Yugoslavia by UNICEF
- *Christmas in the Big House, Christmas in the Quarters* by Patricia C. McKissack
- *The Cat Next Door* by Betty Ren Wright
- *The Morning Chair* by Barbara M. Joosse
- *Way Home* by Libby Hathorn
- *The Language of Doves* by Rosemary Wells
- *Reach for the Moon* by Samantha Abeel
- *More Than Anything Else* by Marie Bradby
- *Life Doesn't Frighten Me* by Maya Angelou
- *Seeing Eye Willie* by Dale Gottlieb
- *I Don't Want to Go to Camp, Fly Away Home, Dandelions, Smoky Night, Train to Somewhere, The Wall, A Day's Work, and The Wednesday Surprise* by Eve Bunting
- *The Christmas House* by Ann Turner
- *In My Pocket* by Dorrieth M. Sim
- *Emma's Rug* by Allen Say
- *Wish You Were Here* by Martina Selway
- *The Relatives Came* by Cynthia Rylant
- *Ish* by Peter H. Reynolds
- *Calvin's Christmas Wish* by Calvin Miles
- *Tar Beach* by Faith Ringgold
- *This Land is My Land* by George Littlechild
- *The Winter Fox* by Jennifer Brutschy
- *The Children of Topaz* by Michael O. Tunnell
- *Stellaluna* by Janell Cannon
- *Soul Looks Back in Wonder* by Tom Feelings
- *A Visit to Grandma's* by Nancy Carlson
- *What You Know First and All the Places to Love* by Patricia MacLachlan
- *Sadako* by Eleanor Coerr
- *Earthquack!* by Margie Palatini
- *The Watsons Go to Birmingham* by Christopher Paul Curtis
- *The Story of Ruby Bridges* by Robert Coles
- *Thanksgiving Treat* by Catherine Stock
- *The Private Notebook of Katie Roberts, Age 11* by Amy Hest
- *The Twits* by Roald Dahl
- *Leo the Magnificat* by Ann M. Martin
- *The Jolly Postman or Other People's Letters* by Janet & Allan Ahlberg
- *Diary of a Worm* by Doreen Cronin
- *Hey World, Here I am!* by Jean Little



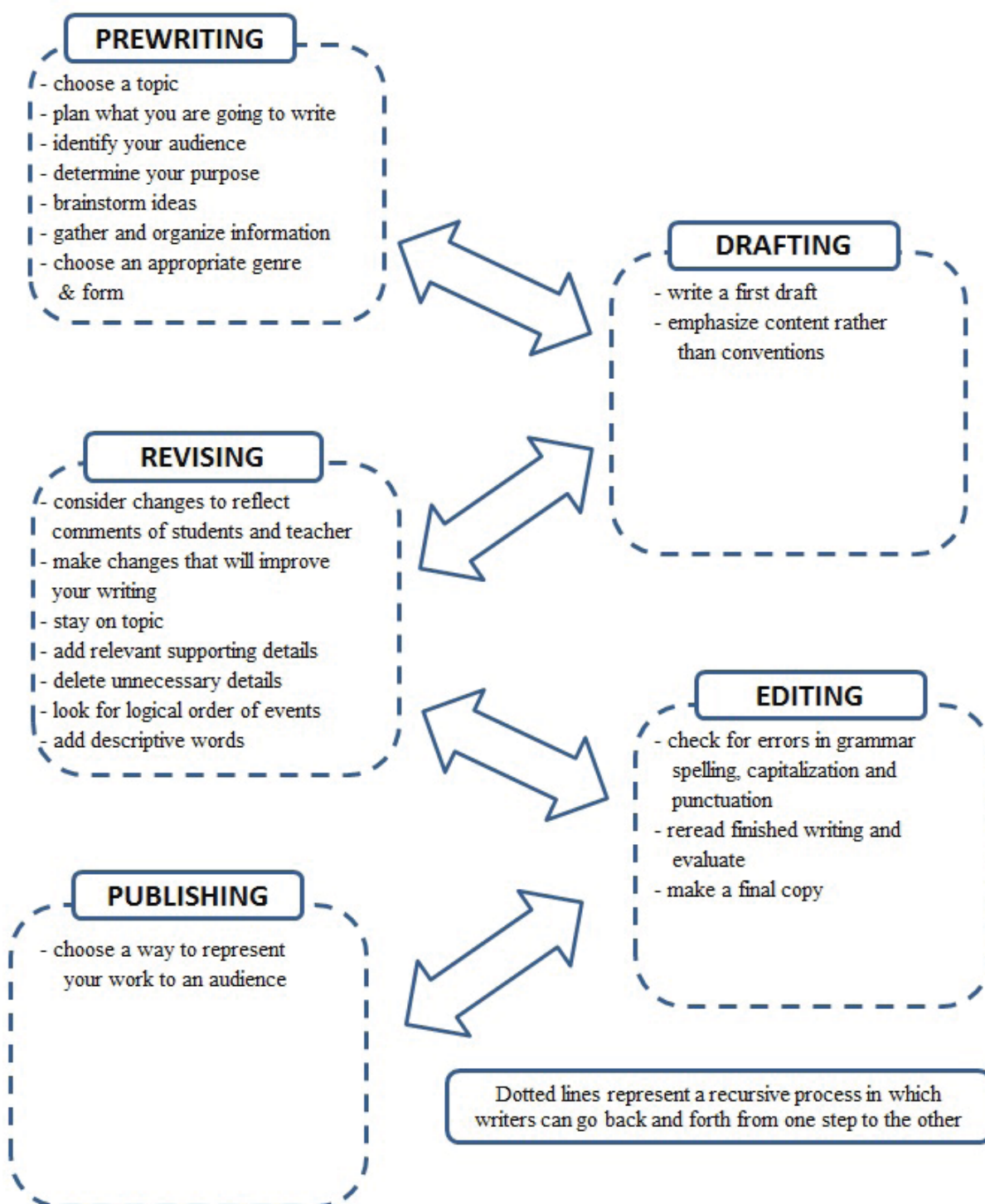
## Literature to Illustrate the Word Choice Trait

- *Sports Pages* by Arnold Adoff
- *Snowballs* by Lois Ehlert
- *Rabbits & Raindrops* by Jim Arnosky
- *Water* by Frank Asch
- *Hen Lake* by Mary Jane Auch
- *Tough Boris* by Mem Fox
- *Shhh!* by Julie Syke
- *Max's Words* by Kate Banks
- *My Cat Jack* by Patricia Casey
- *Possum Magic* by Mem Fox
- *Kipper's Snowy Day* by Mick Inkpen
- *The Dog Who Cried Woof* by Nancy Coffelt
- *Spring is Here* by Taro Gom
- *That's Good! That's Bad!* by Margery Cuyler
- *Dogzilla* by Dav Pilkey
- *The Lotus Seed* by Sherry Garland
- *Muddigush* by Kimberly Knutson
- *The Summer Sands* by Sherry Garland
- *Chrysanthemum* by Kevin Henkes
- *The Accidental Zucchini* by Max Grover
- *Kat Kong* by Dav Pilkey
- *Kites Sail High* by Ruth Heller
- *Little Wild Parrot* by Tony Johnston
- *Fancy Nancy* by Jane O'Connor
- *Many Luscious Lollipops* by Ruth Heller
- *Today is Monday* by Eric Carle
- *The Cozy Book* by Mary Ann Hoberman
- *Earth* by Ken Robbins
- *The Hallo-Wiener* by Dav Pilkey
- *Piggie Pie!* by Margie Palatini
- *Yo! Yes?* by Chris Raschka
- *Brave Irene* by William Steig
- *The Whales* by Cynthia Rylant
- *Shrek!* by William Steig
- *Away From Home* by Anita Lobel
- *Storm on the Desert* by Carolyn Lesser
- *Snow Riders* by Constance W. McGeorge
- *Jazz: My Music, My People* by Morgan Monceaux
- *Grandfather's Christmas Camp* by Marc McCutcheon
- *Ashanti to Zulu: African Traditions* by Margaret Musgrove
- *A Job For Wittilda* by Caralyn & Mark Buehner
- *My Grandma Lives in Gooligulch* by Graeme Base
- *Some Smug Slug* by Pamela Duncan Edwards
- *Where Once There Was a Wood* by Denise Fleming
- *Goldilocks and the Three Hares* by Heidi Petach
- *Four Famished Foxes and Fosdyke* by Pamela Duncan Edwards
- *Things That Are Most in the World* by Judi Barrett
- *Three Kind Mice* by Vivian Sathre
- *A Color of His Own* by Leo Lionni
- *Mouse Chase* by Vivian Sathre
- *Amos and Boris* by William Steig
- *An Island Grows* by Lola M. Schaefer
- *Henny-Penny* by Jane Wattenberg
- *Halloween Mice* by Bethany Roberts
- *No, David!* by David Shannon
- *The Moonglow Roll-O-Rama* by Dav Pilkey
- *Caleb and Kate* by William Steig
- *Lilly's Purple Plastic Purse* by Kevin Henkes
- *Some Sleep Standing Up* by Susan Stockdale
- *Solomon: The Rusty Nail* by William Steig
- *Fighting Words* by Eve Merriam
- *The Old Woman Who Named Things* by Cynthia Rylant

## Literature to Illustrate the Conventions Trait






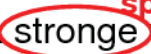








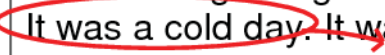

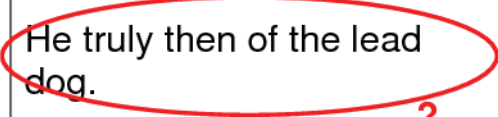



- *Come Away From the Water* by John Burningham
- *Aunt Isabel Tells a Good One* by Kate Duke
- *Where Are You Going? To See My Friend!* by Eric Carle
- *The Great Fuzz Frenzy* by Janet Stevens and Susan Stevens Crummel
- *Ten in the Bed* by Penny Dale
- *Write Up a Storm with the Polk Street School* by Patricia Reilly Giff
- *Is Your Momma A Llama?* by Deborah Guarino
- *Behind the Mask* by Ruth Heller
- *When I Am Old With You* by Angela Johnson
- *You Are the Editor* by Eric Johnson
- *A Book Takes Root* by Michael Kehoe
- *If You Were a Writer* by Joan Lowery Nixon
- *Beatrice Don't Want To* by Laura Numeroff
- *If You Give A Mouse A Cookie* by Laura Numeroff
- *Punctuation Takes A Vacation* by Robin Pulver
- *Fumblerules: A Lighthearted Guide to Grammar and Good Usage* by William Safire
- *From Pictures to Words* by Janet Stevens
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- *Don't Let the Pigeon Drive the Bus* by Mo Willems
- *The Napping House* by Don and Audrey Wood

## Appendix E3: The Writing Process

**THE WRITING PROCESS**



## Appendix E4: Revision Marks

Symbol	Meaning	Example
	Insert here.	Jack London wrote <i>Call of Wild</i> . <sup>the</sup> 
	Capitalize a letter.	 buck is the hard-working dog in the novel.
	Correct spelling.	This dog had a  stronge will to live.
	Make a capital letter lowercase.	He would not be defeated by his life of <del>Toil</del> .
	Indent.	If Buck were not so strong, he would have died.  One summer, Buck...
	Insert a period.	Dave, the wheeler dog, nipped and snarled at Buck- 
	Delete (take out something).	Spitz  he was Buck's main threat.
	Move.	The two dogs fought hard.  It was a cold day. It was a dramatic struggle.
	Unclear.	 He truly then of the lead dog. 
	Switch words or letters	Buck's strength and courage had him  served well.

## Appendix E5: Scoring Guide - Writing

<p><b>IDEAS*</b></p> <p>When marking IDEAS, the scorer should consider how effectively the writer</p> <ul style="list-style-type: none"> <li>establishes the relationship between events, actions, and the context (focus)</li> <li>uses specific details (content)</li> </ul>	<p><b>ORGANIZATION*</b></p> <p>When marking ORGANIZATION, the scorer should consider how effectively the writer</p> <ul style="list-style-type: none"> <li>creates an opening</li> <li>orders and arranges events and/or details within</li> <li>brings closure to the writing</li> </ul>	<p><b>SENTENCE STRUCTURE</b></p> <p>When marking SENTENCE STRUCTURE, the scorer should consider how effectively the writer</p> <ul style="list-style-type: none"> <li>controls sentence structure</li> <li>uses different sentence patterns and lengths</li> </ul> <p>* The length and complexity of responses must be considered.</p>
<p><b>EXCELLENT</b></p> <ul style="list-style-type: none"> <li>events, actions, and/or ideas are creative and consistent with the context established by the writer</li> <li>details are precise and very effective</li> </ul>	<p><b>EXCELLENT</b></p> <ul style="list-style-type: none"> <li>the beginning is purposeful and effectively establishes events, characters, and/or setting, and provides direction for the writing</li> <li>connection between events and/or details are developed and effectively maintained</li> <li>the ending effectively ties events and/or actions together</li> </ul>	<p><b>EXCELLENT</b></p> <ul style="list-style-type: none"> <li>sentence structure is effectively controlled</li> <li>sentence type and length are varied and effective</li> </ul>
<p><b>PROFICIENT</b></p> <ul style="list-style-type: none"> <li>events, actions, and/or ideas are purposeful and are appropriate for the context established by the writer</li> <li>details are specific and effective</li> </ul>	<p><b>PROFICIENT</b></p> <ul style="list-style-type: none"> <li>the beginning clearly establishes events, characters, and/or setting, and provides direction for the writing</li> <li>connections between events and/or details are clear and maintained</li> <li>the ending clearly provides an appropriate finish for events and/or actions</li> </ul>	<p><b>PROFICIENT</b></p> <ul style="list-style-type: none"> <li>sentence structure is controlled</li> <li>sentence type and length are usually varied and effective</li> </ul>
<p><b>SATISFACTORY</b></p> <ul style="list-style-type: none"> <li>events, actions, and/or ideas are general but appropriate for the context established by the writer</li> <li>details are general and may be predictable, but are appropriate</li> </ul>	<p><b>SATISFACTORY</b></p> <ul style="list-style-type: none"> <li>the beginning directly presents information about events, characters, and/or setting</li> <li>connections between events and/or details are mechanical</li> <li>the ending is predictable and/or may be contrived but is connected to events and/or actions</li> </ul>	<p><b>SATISFACTORY</b></p> <ul style="list-style-type: none"> <li>sentence structure is predictable and demonstrates a general control</li> <li>sentence may vary in type and length</li> </ul>
<p><b>DEVELOPING</b></p> <ul style="list-style-type: none"> <li>events, actions, and/or ideas are vague and may not be appropriate for the context established by the writer</li> <li>details are few and/or may be repetitive</li> </ul>	<p><b>DEVELOPING</b></p> <ul style="list-style-type: none"> <li>the beginning presents information about events, characters, and/or setting but lacks direction</li> <li>connections between events and/or details are unclear or inconsistent</li> <li>the ending is vague and connection to events and/or details may be unclear</li> </ul>	<p><b>DEVELOPING</b></p> <ul style="list-style-type: none"> <li>sentence structure is lacking control and this impedes meaning</li> <li>there is little variation in sentence type and/or length</li> </ul>
<p><b>BEGINNING</b></p> <ul style="list-style-type: none"> <li>events, actions, and/or ideas are undeveloped and/or inappropriate</li> <li>details are scant</li> </ul>	<p><b>BEGINNING</b></p> <ul style="list-style-type: none"> <li>the beginning provides little information and/or is ineffective</li> <li>connections between events and/or details are missing</li> <li>the ending, if present, is unconnected to the events and/or actions</li> </ul>	<p><b>BEGINNING</b></p> <ul style="list-style-type: none"> <li>sentence structure is difficult to recognize and meaning is unclear</li> <li>there is no variation in sentence type and/or length</li> </ul>

<p><b><u>VOICE</u></b></p> <p>When marking VOICE, the scorer should consider how effectively the writer</p> <ul style="list-style-type: none"> <li>communicates in a manner that shows the writer's conviction and brings the subject to life</li> </ul>	<p><b><u>VOCABULARY</u></b></p> <p>When marking VOCABULARY, the scorer should consider the extent to which the writer uses</p> <ul style="list-style-type: none"> <li>appropriate words and effective expressions to enhance the writing</li> </ul>	<p><b><u>CONVENTIONS</u></b></p> <p>When marking CONVENTIONS, the scorer should consider the extent to which the writer</p> <ul style="list-style-type: none"> <li>uses punctuation and capitalization</li> <li>controls spelling</li> <li>uses language structures (grammar)</li> </ul>
<p><b>EXCELLENT</b></p> <ul style="list-style-type: none"> <li>writing is expressive, engaging, and captures the reader's interest</li> </ul>	<p><b>EXCELLENT</b></p> <ul style="list-style-type: none"> <li>words and expressions are effective and precise which are used to create vivid images</li> </ul>	<p><b>EXCELLENT</b></p> <ul style="list-style-type: none"> <li>punctuation and capitalization are essentially correct</li> <li>most words, familiar and unfamiliar, are spelled correctly</li> <li>grammatical errors that are present do not affect the clarity or effectiveness of communication</li> </ul>
<p><b>PROFICIENT</b></p> <ul style="list-style-type: none"> <li>writing is sincere and holds the reader's interest</li> </ul>	<p><b>PROFICIENT</b></p> <ul style="list-style-type: none"> <li>words and expressions are well-chosen and deliberate</li> </ul>	<p><b>PROFICIENT</b></p> <ul style="list-style-type: none"> <li>punctuation and capitalization is mostly correct</li> <li>familiar words are spelled correctly; unfamiliar words may be spelled phonetically</li> <li>grammatical errors are present but rarely affect the clarity of communication</li> </ul>
<p><b>SATISFACTORY</b></p> <ul style="list-style-type: none"> <li>writing is functional and draws the reader's interest</li> </ul>	<p><b>SATISFACTORY</b></p> <ul style="list-style-type: none"> <li>words and expressions are common or ordinary</li> </ul>	<p><b>SATISFACTORY</b></p> <ul style="list-style-type: none"> <li>punctuation and capitalization are usually correct</li> <li>many familiar words are spelled correctly; unfamiliar words are generally spelled phonetically</li> <li>grammatical errors are present and may affect the clarity of communication</li> </ul>
<p><b>DEVELOPING</b></p> <ul style="list-style-type: none"> <li>writing is ambiguous and does not draw the reader's interest</li> </ul>	<p><b>DEVELOPING</b></p> <ul style="list-style-type: none"> <li>words and expressions indicate a lack of vocabulary and are simplistic and/or ineffective</li> </ul>	<p><b>DEVELOPING</b></p> <ul style="list-style-type: none"> <li>punctuation and capitalization, when present, are inconsistent</li> <li>many familiar words are misspelled and/or spelled phonetically</li> <li>grammatical errors interfere with the clarity of communication</li> </ul>
<p><b>BEGINNING</b></p> <ul style="list-style-type: none"> <li>writing is ineffective and the reader's interest cannot be initiated</li> </ul>	<p><b>BEGINNING</b></p> <ul style="list-style-type: none"> <li>words and expressions are inappropriate and/or misused</li> </ul>	<p><b>BEGINNING</b></p> <ul style="list-style-type: none"> <li>little evidence of correct punctuation and capitalization</li> <li>words may be difficult to discern and are generally spelled phonetically</li> <li>communication is not clear</li> </ul>

**Note:** This scoring guide is used in the primary provincial assessments to score grade three student writing. In addition to this chart, a pdf version is also available on the provincial website at: <http://www.ed.gov.nl.ca/edu/k12/evaluation/crts/primary/index.html#english>.

\*ideas and organization are double weighted when marked on the provincial assessment scoring panel

## Appendix F: Glossary

Contexts are broad organizers for balancing an English language arts program by ensuring different perspectives and ways of knowing are included at each grade level. All instructional units should be related to one or more of the five contexts identified in the English language arts curriculum. The five contexts are (i) personal and philosophical, (ii) social, cultural, and historical, (iii) imaginative and literary, (iv) communicative, and (v) environmental and technological. These contexts also allow for interdisciplinary integration.

**Convention** is an accepted practice or agreed-upon rule in representational, spoken, or written language.

**Cueing Systems** are sets of cues or clues built into the structure or patterns of communication texts.

**Genre** is an identifiable category used to classify texts, usually by form, technique, or content (e.g., novel).

**Grade-appropriate Texts** are oral, visual, multimedia (including electronic), and print texts designated as being appropriate for shared, guided, and independent viewing, listening, and reading at a specific grade level. These texts are intended to reflect curriculum outcomes at different levels of difficulty, in different genres, and from different cultural and social perspectives.

**Graphic Organizer** is a visual means by which the relationships between and among ideas are portrayed (e.g., a Venn diagram).

**Graphophonic Cues and Conventions** refer to the sounds of speech (phonology) and how these sounds are organized in patterns, pronounced, and graphically represented (spelled).

**Inquiry** involves children in some type of exploration, investigation, or experimentation regarding a specific topic, problem, or issue for play, learning, and action. Inquiry is a way of opening up spaces for children's interests and involving them in as many different aspects of a topic, problem, or issue as children can find.

**Interactive Writing** is when the teacher and students create the text and share the pen to do the writing and talk about the conventions.

**Language Literacy**, in a contemporary view, is broader and more demanding than the traditional definitions that were limited to the ability to read and write. Literacy now includes the capacity to accomplish a wide range of viewing, listening, reading, representing, speaking, writing, and other language tasks associated with everyday life. It is multimodal in that meaning can be represented and communicated through multiple channels—linguistic (including print), visual, audio, and multimedia (including digital media).

**Listening** is attending to and getting meaning from what is heard using cognitive processing including associating ideas, organizing, imagining, and appreciating what is heard—the receptive form of oral language.

**Metacognition** is the ability to think about and reflect on one's own thinking and learning processes.

**Modelled Reading** is when the teacher or other fluent reader reads aloud to the students.

**Modelled Writing** is when the teacher demonstrates in front of students, creating the text and thinking aloud about the writing strategies and skills being used.

**Multimedia Texts** are texts that use a combination of two or more media (i.e., audio, images, video, animation, graphic, print text, digital applications). Multimedia texts can encompass interactive texts and complex interactive simulations.

**Multimodal** means that something can be represented and communicated through multiple channels—linguistic (including print), visual, audio, and multimedia (including digital media).

**New Literacies** refers to new forms of literacy made possible by digital technology developments including such practices as blogging, photo sharing, digital storytelling, etc.

**Onsets** are part of the single-syllable word that precedes the vowel.

**Other Cues and Conventions** associated with effective communication include printing, font choices, graphics, illustrations, layout, and additional enhancements such as colour, sound, and movement.

**Outcome** is a statement of what students are expected to know and be able to do by the end of a course in a particular area of study at a particular grade level.

**Phoneme** is the smallest unit of sound in the language.

**Phonemic Awareness** is to consciously attend to the sounds in the language.

**Portfolio Assessment** is a compilation of evidence collected over time of a student's learning. It demonstrates the student's efforts, progress, and achievement. A portfolio can be cumulative, working/developmental, or showcase in nature.

**Pragmatic Cues and Conventions** refer to the style of language that is used in a given context and take into consideration the communication purpose, situation, and audience. The pragmatic cueing system is often considered to be the social aspect of language.

**Questions for Deeper Understanding** are questions that are thought provoking, probe a matter of considerable importance, and require movement beyond present understanding and studying. They often lead to other questions posed by students.

**Reading** is an interactive-constructive process in which readers comprehend, interpret, and respond to print text using the cues and conventions of that text.

**Representing** is conveying information or expressing oneself using verbal or written means as well as non-verbal means such as drawings, models, graphics, photography, dramatization, video, or physical performance.

**Rimes** are part of the single syllable word that includes the vowel and all succeeding consonants.

**Rubrics** offer criteria that describe student performance at various levels of proficiency. They provide guidelines for judging quality and make expectations explicit. Holistic (yield a single score or rating) and analytic (yield feedback on specific dimensions or features) rubrics can be used to judge the degree, understanding, or proficiency revealed through students' products or presentations.

**Semantic, Lexical, and Morphological Cues and Conventions** refer to the meaning and structure of words.

**Shared Reading** is reading aloud by the teacher while the students follow along using individual copies, a class chart, or a big book.

**Shared Writing/Language Experience** is when the teacher and students create the text together; the teacher does the actual writing, and the students assist with spelling.

**Speaking** is the act of communicating through oral language. It is the act of transmitting and exchanging information, ideas, and experiences using oral language in formal and informal situations. Speech is the expressive form of oral language.

**Strand** is one of the core elements of an integrated English language arts program. The six language strands identified in this curriculum are viewing, listening, reading, representing, speaking, and writing.

**Strategy** is a systematic plan for solving a problem or executing a task.

**Syntactical Cues and Conventions** refer to the structure (word order) and parts of sentences, and the rules that govern the sentences (e.g., subject-verb agreement).

**Text** is any form of communication, whether visual, oral, written, or multimedia (including digital media), that constitutes a coherent, identifiable unit or artefact (e.g., poem, poster, conversation, model) with a definable communicative function. It refers to visual communications such as illustrations, video, and computer displays; oral communications, including conversations, speeches, dramatizations; and printed communications in their varied forms.

**Textual Cues and Conventions** refer to the type or kind of text and the features that are associated with its organization.

**Theme** is an overarching idea, question, or topic that is developed in a unit and provides a focus and frame for the unit. The theme acts as a unifying concept through which all the content, skills, strategies, materials, and actions for both teachers and students can be organized.

**Unit** (an instructional unit) is a focused and organized block of time that helps students through a variety of experiences, lessons, and texts. It is planned to help students achieve a set of curriculum outcomes. A multi-genre thematic or topical unit is built around a theme or topic and includes a range of visual, oral, print, and multimedia (including electronic) texts. A multi-genre inquiry unit is built around important questions or issues that students want to learn more about through research. A genre unit is focused on a specific genre of text (e.g., narrative) and an author unit is focused on the work of a particular author or illustrator.

**Viewing** is attending to and getting meaning from visual representation including pictures, signs, videos, charts, drawings, diagrams, sculptures, mime, tableaux, drama/dance, and other performances.

**Writing** is a recursive process of recording language graphically by hand or other means to explore and communicate ideas, information, and experiences. The writing process consists of many aspects including planning, drafting, revising, and publishing.

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