

English Language Arts 4

Curriculum Guide 2017



Education and Early Childhood Development

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

The Department of Education and Early Childhood Development will improve 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

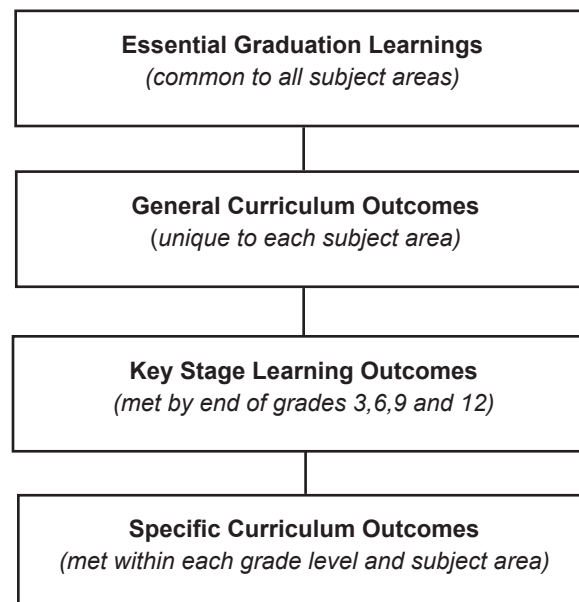
There are multiple factors that impact education: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education students receive.

The Newfoundland and Labrador Department of Education and Early Childhood Development 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

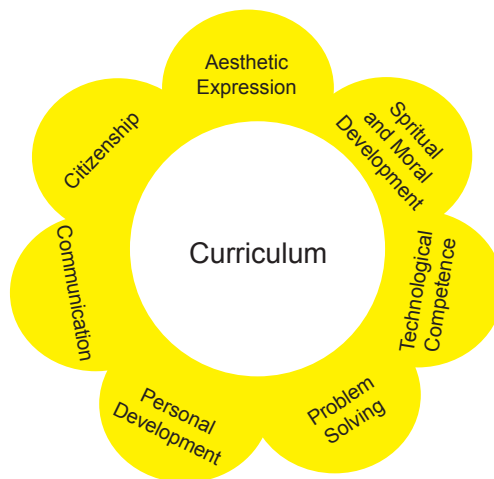
The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learnings in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes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



Essential Graduation Learnings

EGLs provide vision for the development of a coherent and relevant curriculum. They 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 K-12 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 use the listening, viewing, speaking, reading and writing modes of language(s), and mathematical and scientific concepts and symbols, to think, learn and communicate effectively.

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.

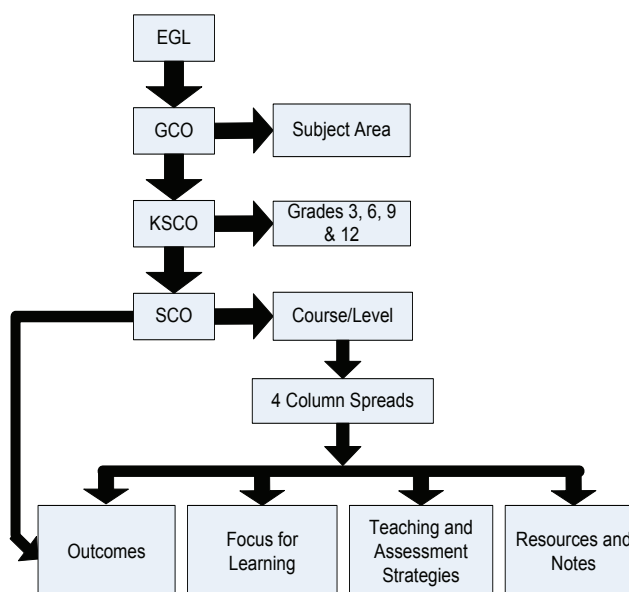
Key Stage Curriculum Outcomes (KSCOs)

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. Several factors 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 and abilities as well as 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.



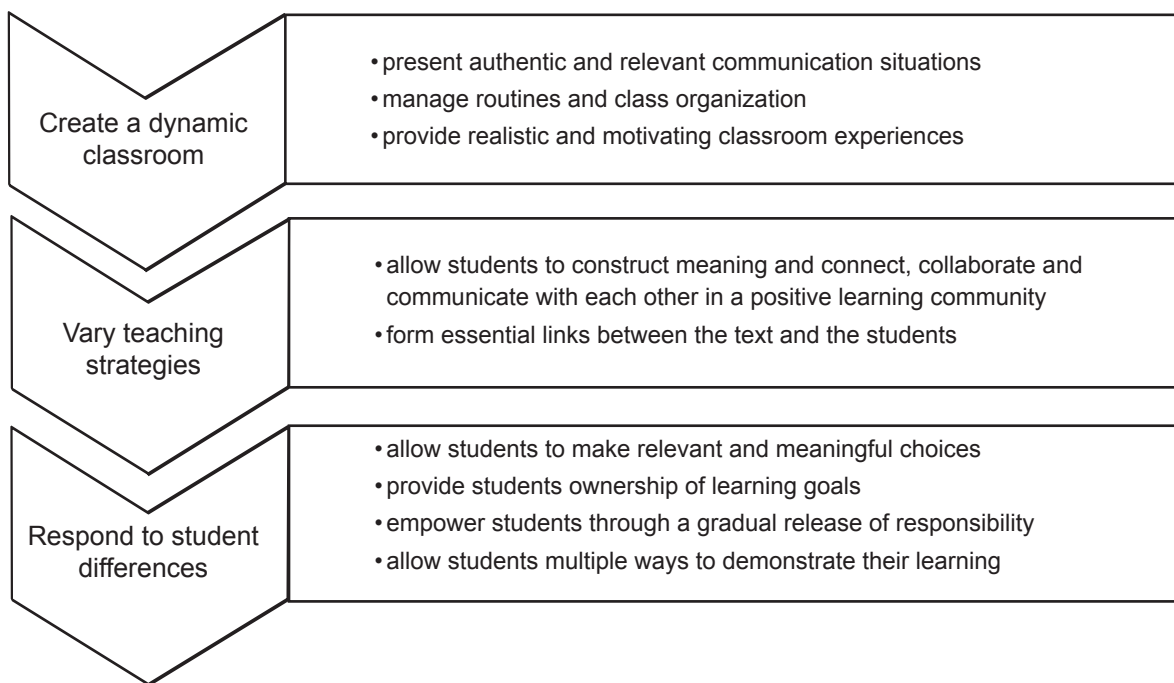
Differentiated Instruction

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, 2008)

Curriculum is designed and implemented to provide learning opportunities for all students according to 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 that provide all students with a safe and supportive place to learn and succeed.

Planning for Differentiation



Differentiating the Content

Differentiating content requires teachers to pre-assess students to identify those who require prerequisite instruction, as well as those who have already mastered the concept and may therefore apply strategies learned to new situations. Another way to differentiate content is to permit students to adjust the pace at which they progress through the material. Some students may require additional time while others will 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 reteach 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, websites, 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., presenting to peers) but the process students use to create the presentation may differ. Some students could work in groups while others meet with the teacher individually. The same assessment criteria can be used for all students.

Teachers should consider flexible grouping 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/or 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.
- Provide activities and resources that encourage students to further explore a topic of particular interest.
- 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 give students options to demonstrate their learning (e.g., create an online presentation, write a letter, or develop a mural). This will lead to an increase in student engagement.

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 and 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 and Early Childhood Development) which impact their learning. The majority of students with exceptionalities access the prescribed curriculum. For details of these exceptionalities see 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/

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.

Teachers may

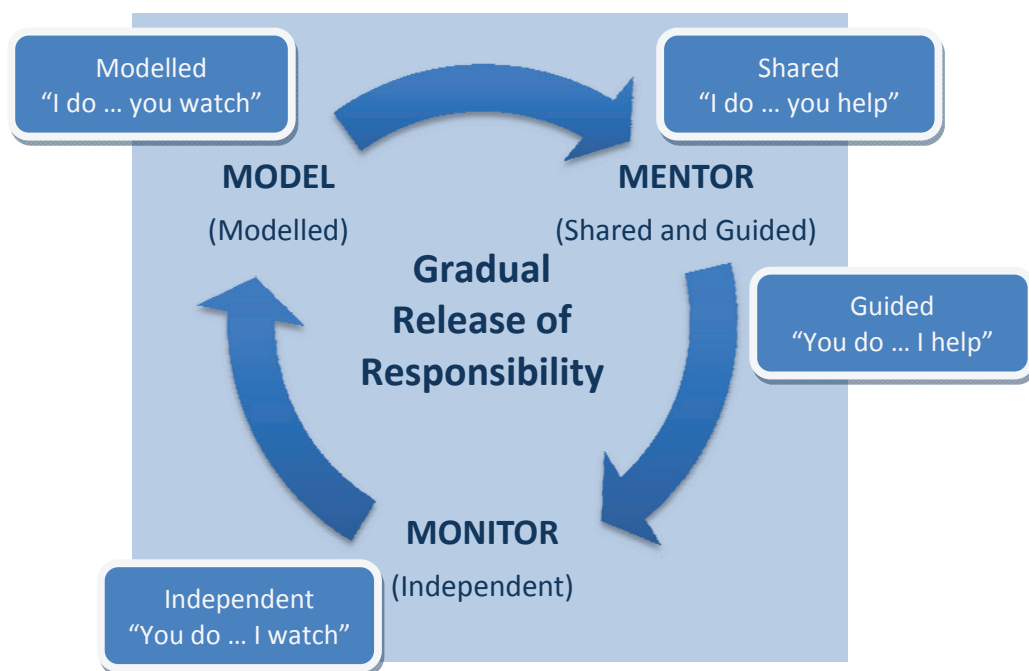
- assign independent study to increase depth of exploration in an area of particular interest;
- compact curriculum to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge;
- group students with similar abilities to provide the opportunity for students to work with their intellectual peers and elevate discussion and thinking, or delve deeper into a particular topic; and
- tier 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 to 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

“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)

Literacy is

- a process of receiving information and making meaning from it; and
- 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. Individuals use literacy skills in paper, digital, and live interactions to engage in a variety of activities:

- Analyze critically and solve problems.
- Comprehend and communicate meaning.
- Create a variety of texts.
- Make connections both personally and inter-textually.
- Participate in the socio-cultural world of the community.
- Read and view for enjoyment.
- 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.

Reading in the Content Areas

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

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

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, or 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:

- 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

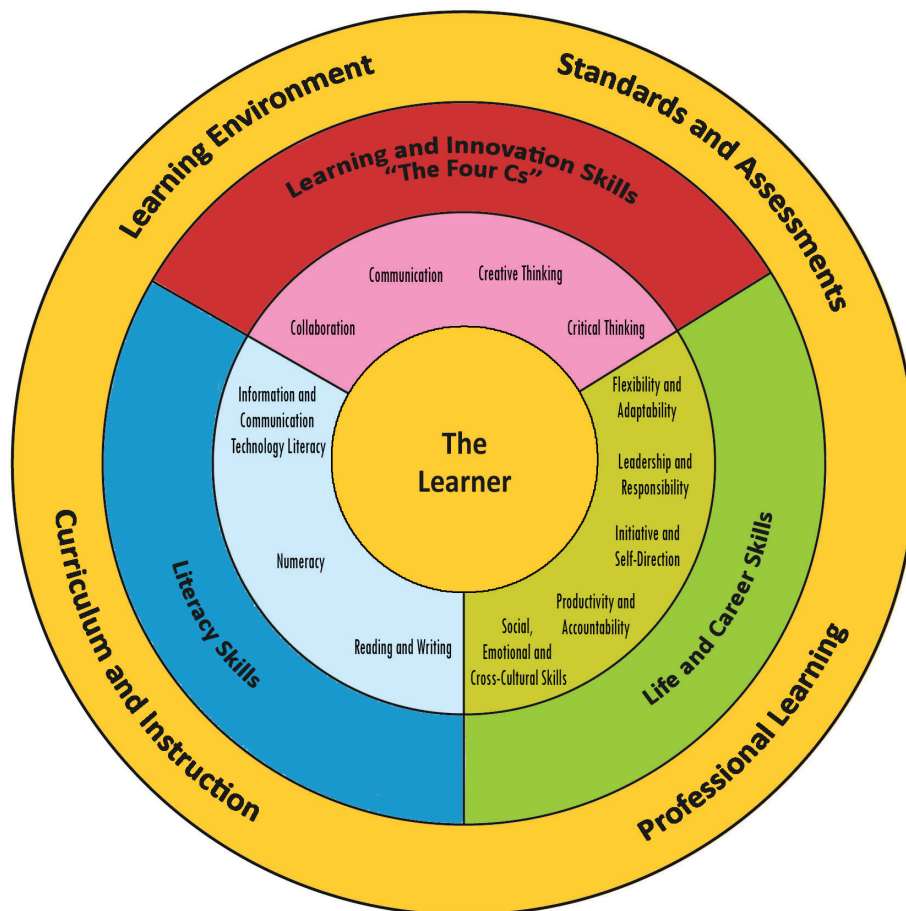
Generation Next is the group of students who have not known a world without personal computers, cell phones, and the Internet. They were born into this technology. They are digital natives.

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 enhance a person's ability to learn, create new ideas, problem solve, and collaborate.
- Life and Career Skills address leadership, and interpersonal and affective domains.
- Literacy Skills develop reading, writing, and numeracy, and enhance the use of information and communication technology.

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.



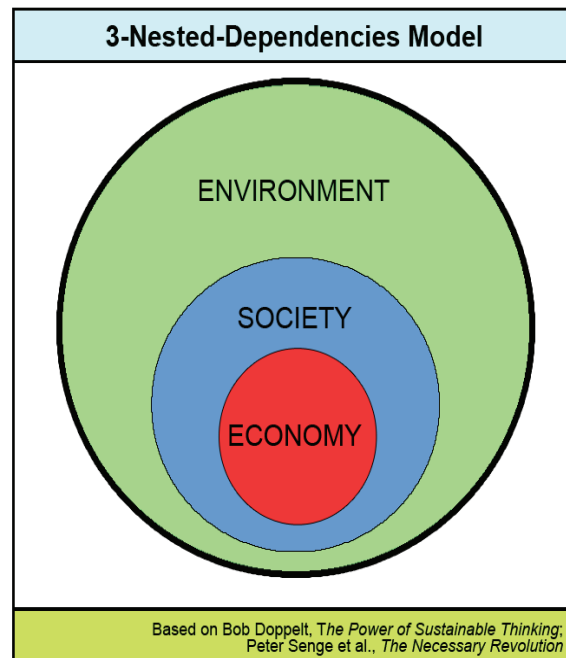
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support 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 that supports environmental integrity and economic viability, resulting in a just society for all generations.

ESD involves teaching *for* rather than teaching *about* sustainable development. In this way 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.

Assessment *for* learning is not about a score or mark; it is an ongoing process of teaching and learning:

- Pre-assessments provide teachers with information about what students already know and can do.
- Self-assessments allow students to set goals for their own learning.
- Assessment *for* learning provides descriptive and specific feedback to students and parents regarding the next stage of learning.
- Data collected during the learning process from a range of tools enables teachers 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 their own progress. It focuses on the role of the student in developing metacognition and enhances engagement in their own learning. Students can

- analyze their learning in relation to learning outcomes,
- assess themselves and understand how to improve performance,
- consider how they can continue to improve their learning, and
- use information gathered to make adaptations to their learning processes and to develop new understandings.

3. Assessment of Learning

Assessment of learning involves strategies designed to confirm what students know in terms of curriculum outcomes. It also assists teachers in determining student proficiency and future learning needs. *Assessment of learning* occurs at the end of a learning experience and 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, *assessment of learning* is strengthened. Teachers can

- confirm what students know and can do;
- report evidence to parents/guardians, and other stakeholders, of student achievement in relation to learning outcomes; and
- report on student learning accurately and fairly using 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:

- 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 tools teachers will choose:

Anecdotal Records	Photographic Documentation
Audio/Video Clips	Podcasts
Case Studies	Portfolios
Checklists	Presentations
Conferences	Projects
Debates	Questions
Demonstrations	Quizzes
Exemplars	Role Plays
Graphic Organizers	Rubrics
Journals	Self-assessments
Literacy Profiles	Tests
Observations	Wikis

Assessment Guidelines

Assessments should measure what they intend to measure. It is important that students know the purpose, type, and potential marking scheme of an assessment. The following guidelines should be considered:

- Collect evidence of student learning through a variety of methods; do not rely solely on tests and paper and pencil activities.
- Develop a rationale for using a particular assessment of learning at a specific point in time.
- Provide descriptive and individualized feedback to students.
- Provide students with the opportunity to demonstrate the extent and depth of their learning.
- Set clear targets for student success using learning outcomes and assessment criteria.
- Share assessment criteria with students so that they know the expectations.

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, makes judgements about student progress, and makes decisions about student learning programs.

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, and
- 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 6 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 4 are presented in each strand overview, beginning on page 30.

Strand	General Curriculum Outcomes	Key Stage Outcomes
<i>Speaking and Listening</i>	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"> contribute thoughts, ideas and questions to discussion and compare their own ideas with those of peers and others ask and respond to questions to seek clarification or explanation of ideas and concepts defend and/or support their opinions with evidence listen critically to other's ideas or opinions and points of view
	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"> contribute to and respond constructively in conversation, small group and whole group discussion use word choice and emphasis, making a conscious attempt to produce a desired effect give and follow instructions and respond to a variety of questions and instructions engage in, respond to and evaluate a variety of oral presentation and other texts listen attentively and demonstrate awareness of the needs, rights and feelings of others
	3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.	<ul style="list-style-type: none"> detect examples of prejudice, stereotyping or bias in oral language, recognize their negative effect on individuals and cultures and attempt to use bias-free language make a conscious attempt to consider the needs and expectations of their audience
<i>Reading and Viewing</i>	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"> select, independently, texts appropriate to their range of interests and learning needs read widely and experience a variety of children's literature with an emphasis on genre and authors use a wider range of pictorial, typographical and organizational features of written texts to obtain, verify and reinforce their understanding of information use and integrate the various cueing systems and a variety of strategies with increasing independence to construct meaning reflect on and discuss their own processes and strategies in reading and viewing
	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"> demonstrate understanding of the purpose of classification systems and basic reference materials use a range of reference texts and a data base or electronic search to facilitate the selection process

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"> • explain why a particular text matters to them and demonstrate an increasing ability to make connections among texts • reflect on and give reasons for their interpretations of a variety of texts
	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"> • recognize that facts can be presented to suit an author's purpose and point of view <ul style="list-style-type: none"> - consider information from alternative perspectives • identify the conventions and structure of a variety of print and media texts and genres <ul style="list-style-type: none"> - make connections with the purpose of each text or genre • respond critically to texts <ul style="list-style-type: none"> - apply a growing range of strategies to analyze and evaluate a text - demonstrate growing awareness that all texts reflect a purpose and a perspective
<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"> • use a range of strategies in writing and other ways of representing to <ul style="list-style-type: none"> - frame questions and design investigations to answer their questions - find topics of personal importance - record, develop and reflect on ideas - compare their own thoughts and beliefs to those of others - describe feelings, reactions, values and attitudes - practice and apply strategies for monitoring learning - formulate goals for learning • select appropriate note-making strategies from a growing repertoire • make language choices to enhance meaning and achieve interesting effect in imaginative writing and other ways of representing
	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"> • create written and media texts using an increasing variety of forms <ul style="list-style-type: none"> - demonstrate understanding that particular forms require the use of specific features, structures and patterns • address the demands of an increasing variety of purposes and audiences <ul style="list-style-type: none"> - make informed choices of form, style and content for specific audiences and purposes

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">• invite responses to earlier drafts of their writing/media productions<ul style="list-style-type: none">- use audience reaction to help shape subsequent drafts- reflect on their final drafts from a reader's/viewer's/listener's point of view

Elementary English Language Arts

The Elementary English language arts curriculum is designed to equip students with tools to help them meet the demands of interacting with and creating increasingly longer and more complex texts. Students are encouraged to reflect on themselves as creators and consumers of texts to identify their strengths and areas for improvement.

The curriculum supports student engagement in a range of experiences which encourages them to become reflective, articulate and critically literate individuals who successfully use language for learning and communicating in personal and public contexts.

Elementary English language arts is designed to enhance students' ability to

- analyze issues and messages in texts related to fairness, equity and social justice;
- analyze the structures and features of a variety of texts;
- apply knowledge of language conventions in creating texts;
- be creative in generating and developing ideas for texts;
- create increasingly complex texts, using a variety of text forms;
- extend endurance for independent listening, reading and viewing;
- navigate appropriate texts fluently with expression and confidence; and
- use cognitive strategies to make meaning of more complex texts.

Suggested Yearly Plan

Given the range of developmental levels in a grade four 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"> Read Aloud/Mini-lesson - The teacher demonstrates while thinking the process ahead (Reader's Workshop) Modelled Writing/Mini-lesson (Writer's Workshop) Shared Reading/Writing - The teacher provides direction and invites students to participate (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:

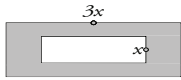
- references to prior knowledge
- clarity in terms of scope
- depth of treatment
- common misconceptions
- cautionary notes
- what teachers need to know to scaffold and challenge student's learning


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
<p>Students will be expected to</p> <p>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]</p> <p>1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.</p> <p>1.3 apply a personal strategy for multiplication and division of a given polynomial expression</p>	<p>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.</p> <p>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.</p> <p>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.</p>
	<p>Sample Performance Indicator</p> <p>Write an expression for the missing dimensions of each rectangle and determine the area of the walkway in the following problem:</p> <ul style="list-style-type: none"> 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 $2x^2 + 4x$ and the area of the large rectangle, including the walkway and the flower garden, is $3x^2 + 6x$. 

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, $\frac{3x+12}{3} = \frac{3x}{3} + \frac{12}{3}$. 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, $x + 4$ tiles will be a part of each group, so the quotient is $x + 4$.</p> <p>Activation</p> <p>Students may</p> <ul style="list-style-type: none"> Model division of a polynomial by a monomial by creating a rectangle using four x^2-tiles and eight x-tiles, where $4x$ is one of the dimensions. <p>Teachers may</p> <ul style="list-style-type: none"> Ask students what the other dimension is and connect this to the symbolic representation. <p>Connection</p> <p>Students may</p> <ul style="list-style-type: none"> Model division of polynomials and determine the quotient <p>(i) $(6x^2 + 12x - 3) \div 3$</p> <p>(ii) $(4x^2 - 12x) \div 4x$</p> <p>Consolidation</p> <p>Students may</p> <ul style="list-style-type: none"> Draw a rectangle with an area of $36a^2 + 12a$ and determine as many different dimensions as possible. <p>Teachers may</p> <ul style="list-style-type: none"> Discuss why there are so many different possible dimensions. <p>Extension</p> <p>Students may</p> <ul style="list-style-type: none"> Determine the area of one face of a cube whose surface area is represented by the polynomial $24s^2$. Determine the length of an edge of the cube. 	<p>Authorized</p> <ul style="list-style-type: none"> <i>Math Makes Sense</i> 9 Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial ProGuide: pp. 35-42, 43-51 CD-ROM: Master 5.23, 5.24 See It Videos and Animations: Multiplying and Dividing a Polynomial by a Constant, Dividing Multiplying and Dividing a Polynomial by a Monomial, Dividing SB: pp. 241-248, 249-257 PB: pp. 206-213, 214-219

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.

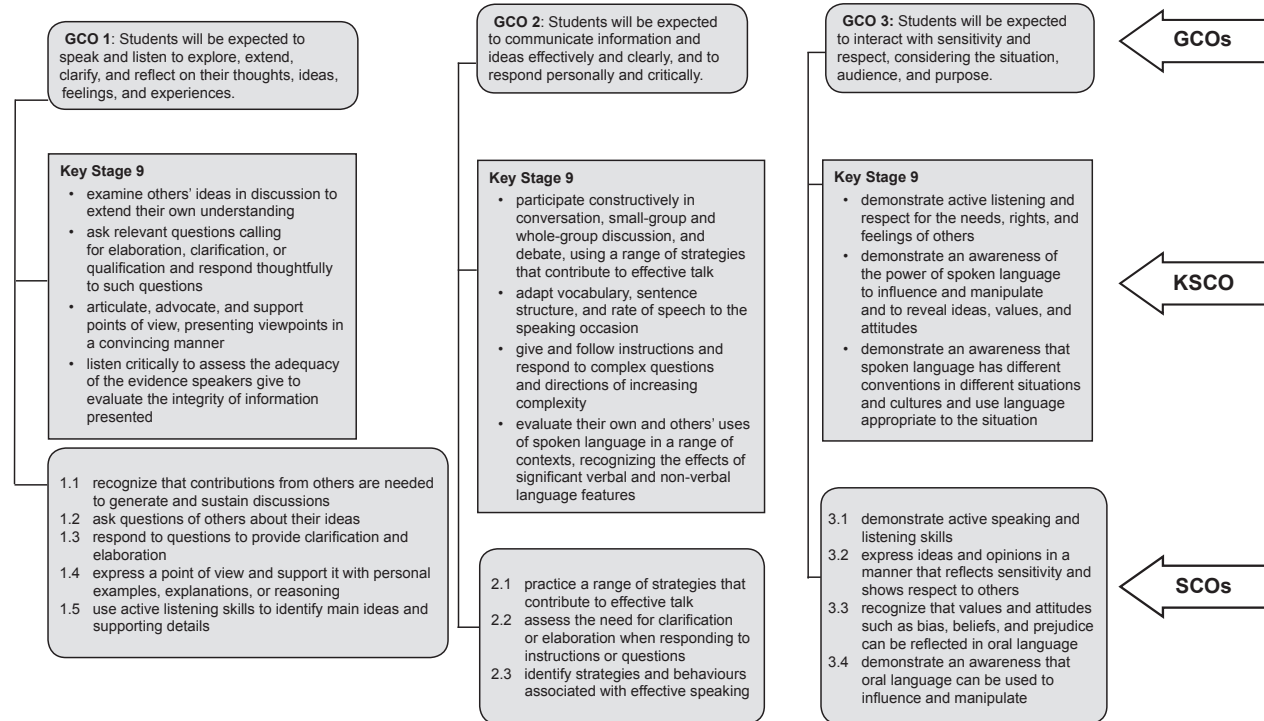
Suggestions for instruction and assessment are organized sequentially:

- 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.

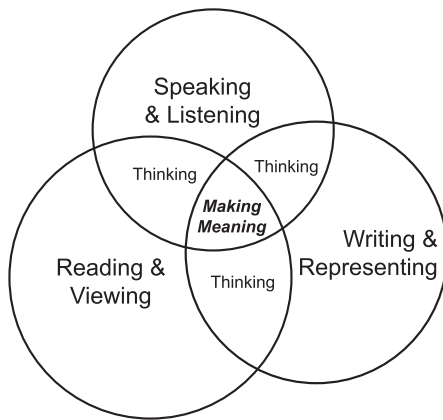
	Previous Grade	Current Grade	Next Grade
GCO	GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.		
SCOs	Grade 6	Grade 7	Grade 8
	1.0 examine how sharing experiences, explanations or reasoning with others clarifies and extends thinking	1.1 recognize that contributions from others are needed to generate and sustain discussions	1.1 reflect upon the contribution of others' ideas during discussion
	2.0 use active listening strategies for a variety of purposes	1.2 ask questions of others about their ideas	1.2 ask questions of others for clarification
	3.0 assess how thinking may be affected as a result of listening to others	1.3 respond to questions to provide clarification and elaboration	1.3 respond to questions to provide accuracy, relevancy, and validity
		1.4 express a point of view and support it with personal examples, explanations, or reasoning	1.4 express a point of view and support it with personal examples and evidence from various sources
		1.5 use active listening skills to identify main ideas and supporting details	1.5 use active listening skills to interpret main ideas and the relevancy of supporting details

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); and
- reflect on experiences, ideas and beliefs.

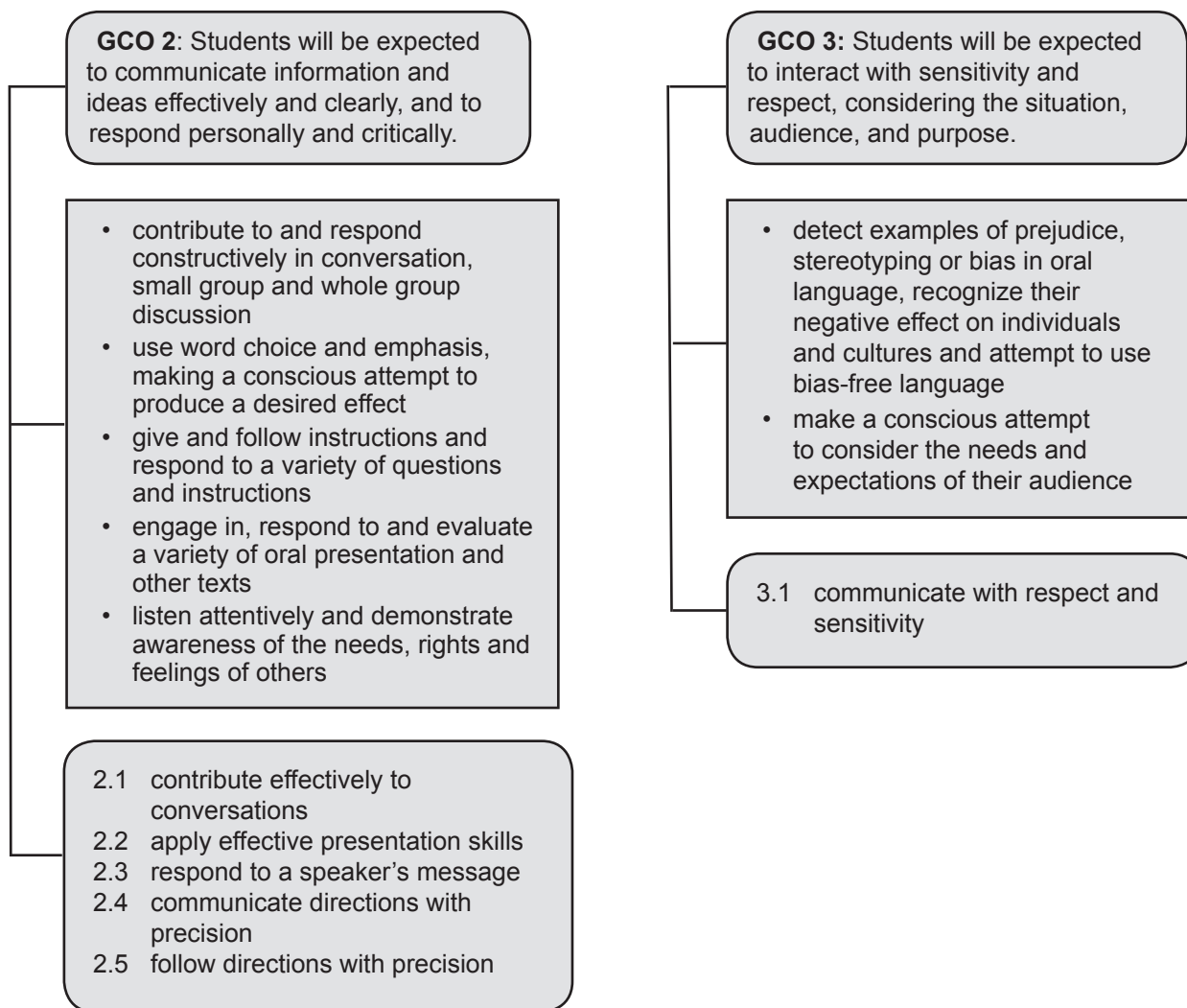
Students are more likely to share ideas and actively listen in a classroom environment that supports risk-taking in open conversations and discussions. They should make connections between what they hear, read or view and what they create through speaking, writing and representing. The triple Venn diagram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

Outcomes Framework

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

- contribute thoughts, ideas and questions to discussion and compare their own ideas with those of peers and others
- ask and respond to questions to seek clarification or explanation of ideas and concepts
- defend and/or support their opinions with evidence
- listen critically to other’s ideas or opinions and points of view

- 1.1 discuss personal experiences with supporting details
- 1.2 use active listening strategies for a variety of purposes
- 1.3 use various types of questions to explore information and ideas
- 1.4 apply knowledge of word formations to spoken language
- 1.5 reflect upon a variety of oral texts to share personal perspectives



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 3	Grade 4	Grade 5 (Interim Edition 2013)
1.0 describe personal experiences with supporting details	1.1 discuss personal experiences with supporting details	1.1 express ideas with supporting evidence
2.0 demonstrate listening strategies for different situations and purposes	1.2 use active listening strategies for a variety of purposes	1.2 use active listening strategies for a variety of purposes
3.0 use various types of questions to clarify information and ideas	1.3 use various types of questions to explore information and ideas	1.3 ask and respond to questions to extend personal thinking
4.0 support responses to questions	1.4 apply knowledge of word formations to spoken language	
5.0 communicate concisely and sequentially	1.5 reflect upon a variety of oral texts to share personal perspectives	
6.0 apply knowledge of sounds to spoken language		
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 3	Grade 4	Grade 5 ((Interim Edition 2013))
8.0 participate actively in conversations	2.1 contribute effectively to conversations	2.1 engage in a range of collaborative discussions
9.0 demonstrate effective presentation skills	2.2 apply effective presentation skills	2.2 use effective presentation skills
10.0 respond personally to information, ideas, and opinions	2.3 respond to a speaker's message	2.3 analyze the impact of the presentation on the audience
11.0 respond critically to information, ideas, and opinions	2.4 communicate directions with precision	2.4 determine whether they agree or disagree with the speaker's perspective
12.0 communicate complex directions	2.5 follow directions with precision	
13.0 follow complex directions		

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

Grade 3	Grade 4	Grade 5 (Interim Edition 2013)
14.0 demonstrate respect and sensitivity in oral communications	3.1 communicate with respect and sensitivity	3.1 use non-verbal communication that is sensitive to others
		3.2 use inclusive oral language to communicate to the intended audience

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

- 1.1 discuss personal experiences with supporting details

Focus for Learning

Oral language development is the foundation for all literacy learning. Student learning is both supported and extended through talking, listening, observing and interacting with others. Most oral language experiences can be thought of as

- informal (brainstorming, asking questions, sharing, etc.);
- formal (storytelling, role plays, book talks, oral reports, etc.);
- goal-oriented (cooperative learning; shoulder partners, inside-out circles, think-pair-share, etc.) or
- discussion-based (classroom or community issues, concepts in subjects areas, etc.).

Teachers should provide daily opportunities for students to share and clarify their feelings, thoughts, opinions and ideas with their peers in large groups, small groups, or pairs. Students who are uncomfortable speaking in class groups may begin building their confidence and oral language skills by sharing one-on-one with a teacher or a peer.

Modelled Talk is an effective instructional strategy which provides an opportunity for students to gain insight into their own thought processes by listening to the teacher using conversational starters that elicit discussions with one another. Early in the year students may require more support with oral language skill development. Restating or paraphrasing what students say (e.g., “Here’s what I think you are saying …”) provides them with the opportunity to clarify ideas and provide further details. Students develop the ability to begin and maintain talk when teachers provide visual prompts such as

- I wonder why…?
- When you mentioned that, I was thinking…
- That reminds me of…
- I would like to know more about…
- What did you notice when …?
- To add to what you said …
- I think differently. I think that …

Sample Performance Indicator

You will participate in a “sticky talk” with a small group. Each group member will use four sticky notes. One of the notes is used to record your personal topic for discussion and the others are used to record one supporting detail on each note. Each group member takes a turn displaying their notes and referring to them to discuss their personal experience within your group. The notes are used to help you remember all the details and stay focused on your discussion topic. It is important to practice good listening skills while your group members are sharing their topics for discussion. The “sticky talk” is complete after all group members share their sticky notes.

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

- Share a personal collection of objects to model supporting details about why the collection began and the importance of each object in the collection.
- Co-create an anchor chart of conversation prompts.

Students may

- Make a connection about a personal experience by selecting a question from a teacher-made jar entitled *Would You Rather...?* Include at least one supporting detail in the discussion. A possible question from the jar may ask, *Would you rather give up your electronics or give up your pet?*

Connection

Teachers may

- Model conversations about personal experiences by *thinking aloud* using a statement such as *I remember when...I felt... because...*
- Use a guided reading text such as *Puppy in Training* to initiate conversations about personal connections during guided reading sessions. Use prompts such as those suggested on the teaching card.
- Use visuals to prompt discussions about similar and differing personal experiences. For example, visuals of children engaged in sports and activities may be used from the text *Kids in Canada* and cultural diversity may be included in the topic of discussion.

Students may

- Listen to a read aloud such as *Catching the Moon* or a shared reading selection such as *Chendra's Journal* to encourage discussions about related personal experiences such as goal setting, sightseeing, travelling, journaling, outings, artifacts, etc.
- Show and share details about personal collections with a partner. Collections may include rocks in science, explorations in social studies, books in English language arts, etc.

Consolidation

Teachers may

- Conference with students to set individual goals for effective discussions describing personal experiences. This may include topic selection, maintaining focus and including sufficient details.

Students may

- Recall a favourite childhood experience to share orally. A photograph may be used to prompt supporting details about the place, the people and the feelings experienced.

Resources and Notes

Authorized

Appendices

- Appendix B1: Conversation Prompts

Moving Up With Literacy Place 4 (Teacher Resource [TR])

- Program and Planning Guide
 - pp. 33-38
 - Analyzing Strategy Unit
 - Shared Reading: *Chendra's Journal*
 - Shared Reading Teaching Plan: pp. 23-34
 - Self-Monitoring Strategy Unit
 - Read Aloud: *Catching the Moon*
 - Teacher's Guide: Read Aloud Teaching Plan: *Catching the Moon*, pp. 14-20
 - Guided Reading and Teaching Plan Cards
 - *Puppy in Training*, Level O
 - *Kids in Canada*, Level S
- First Steps Oral Language Resource Book (TR)*
- p. 43

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-4/links/rv.html

- *Catching the Moon* read by Kevin Costner and Jillian Estell

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

- 1.2 use active listening strategies for a variety of purposes

Focus for Learning

Hearing and listening are not synonymous. Hearing involves the physical act of receiving sound, whereas listening involves attending to and making meaning. Students require authentic opportunities to learn and practice listening strategies by watching, responding and thinking about the message being sent by a speaker. Respectful listening behaviours must be established at the beginning of the year when routines are introduced and they need to be revisited often. Effective communicators incorporate both verbal and non-verbal components when communicating or responding to a message. Listening strategies should focus on the following cues:

- Know when a speaker requires an audience to listen.
- Avoid distractive behaviours.
- Avoid interruptions but know how to interrupt respectfully.
- Interpret the tone, intonation, and volume of the speaker.
- Make eye contact with the speaker or the audience.
- Notice the body language and facial expressions of other people and react in an appropriate manner.
- Respond to speaking cues at appropriate times.
- Stand and sit in appropriate proximity to the speaker.

In addition to GCO 1, GCO 3 also provides opportunities for students to listen with respect and sensitivity. It is important for students to learn how to adjust their communicative behaviour to fit the context they are in and build the necessary skills for positive social interactions.

Teachers should set the purpose for listening or help students to set their own 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 of this outcome is to expose students to different types of listening and opportunities to practice active listening skills for a variety of purposes.

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

Be an active listening detective in a large group assembly. Determine the purpose for listening based on the topic of the assembly, presentation, entertainment, etc. Afterwards, be prepared to discuss the listening behaviours that you observed. Self-assess the listening strategies that you used based on your purpose for listening and how the behaviours of those around you affected your listening.

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 various purposes for listening.
- Model how body language may be interpreted by others.
- Co-construct an anchor chart as a visual reminder of active listening strategies, cues and purposes for listening.
- Use a “talking stick” to model turn-taking.
- Model a visualization activity to highlight active listening strategies required to create a mental image about a familiar event.

Students may

- Discuss the difference between listening and hearing.
- Suggest possible distractions that may interfere with speaking and listening.
- Brainstorm a list of ways to visualize while listening.

Connection

Teachers may

- Acknowledge students who display effective listening strategies.
- Use an oral language strategy such as the formation of an *Inside-Outside Circle* for students to take turns engaging in authentic roles as listeners and speakers.
- Identify a purpose prior to a specific listening activity.

Students may

- Recognize a distraction that may interfere with personal listening skills and try a strategy to remain engaged.
- Provide feedback to peers to improve listening strategies.
- Mute and view a short video such as *Up!* Identify various body language gestures that help define the character’s personality.
- Share mental pictures created while listening to various texts.
- Practice active listening strategies in different groupings.

Consolidation

Teachers may

- Observe and record listening strategies on checklists such as the *Read Aloud* and *Shared Reading Observations Checklists*.

Students may

- Interpret non-verbal cues during role play.
- Visit a graffiti wall in small groups and brainstorm appropriate listening behaviors for different listening situations presented.
- Self-assess listening strategies after a listening activity to reflect on their own listening behaviours and those of others. Use a checklist such as *My Book Club - How Did I Do?*

Resources and Notes

Authorized

Appendices

- Appendix B2: A Good Listener

Moving Up With Literacy Place 4 (TR)

- Literacy Support Guide
 - *Inside - Outside Circle*, p. 40
 - *Grafitti*, p. 38
 - *Read Aloud Observations Checklist*, p. 194
 - *Shared Reading Observations Checklist*, p. 195
 - *Oral Language Development Checklist - Grade 4*, pp. 6 - 10
 - Presenting a Text Orally, pp. 305 - 306
- Book Club Teacher Guides
 - *My Book Club - How Did I Do?*

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-4/links/rv.html

- Stephen Covey: Indian Talking Stick
- UP! Carl & Ellie
- Scholastic Education Website
 - Teaching Guides and Tools: *What is an Anchor Chart?*
 - *How to Implement Think-Aloud Strategies in Your Class* by Jeff Wilhelm

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

- 1.3 use various types of questions to explore information and ideas

Focus for Learning

It is very important to encourage students to ask all types of questions to stimulate thinking and drive their learning.

Students ask questions to

- find information;
- investigate, explore, and problem-solve;
- clarify information;
- brainstorm ideas;
- seek advice or opinions; or
- debate, argue, or dispute information.

The types of questions students ask are an indication of their level of understanding and language development. To determine the complexity of a question the student's purpose and their thinking behind the question must be considered. Authentic learning opportunities are essential for students to move beyond basic factual and predictive questions to questions that synthesize, infer, evaluate and analyze information.

Teachers may empower students to use open-ended questions which are sometimes referred to as *thick* or *powerful questions* by asking students to reflect on the types of questions they ask. Students need to be reminded that questions posed should keep a conversation moving and foster continuous learning.

An acronym such as **RESPONSE** may be used to help students form and respond to questions.

Respect the audience/situation (e.g., telling a joke vs. debate)

Eye contact - Show the speaker you are listening.

Stay on topic - Answer the question that is asked.

Prepare - Organize your thoughts before answering.

Openness - It's okay when you don't know the answer.

Need - Constructive criticism helps us grow.

Seek clarification if you don't understand the question.

Evidence - Support your answers.

Sample Performance Indicator

Design a *paper fortune teller* to display open-ended questions that can be used as prompts during a questioning session with a guest speaker.

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 higher order questions using a Q-Matrix or the Explore & Investigate Chart. Questions may include: *What does that remind you of? What happened when you...? How did you...? Why do you think ...? and Have you ever...?*

Students may

- Use comprehension spinners as a model to form open-ended questions.
- Turn closed-ended questions into open-ended questions using an object such as a beach ball. Closed-ended questions are written on each section of the ball. When the ball is caught the question closest to a thumb must be changed into an open-ended question.

Connection

Teachers may

- Pose open-ended questions in curriculum areas such as social studies. Questions may include: *What characteristics would an explorer have? Why might people explore? What are the most challenging obstacles explorers face? How would the viewpoints of a European explorer and an Indigenous person differ and whose perspective is missing?*

Students may

- Use “I Wonder” questions from other curriculum areas to develop inquiries.
- Use an online Jeopardy template to create a jeopardy game on a topic of choice using open-ended questions.

Consolidation

Teachers may

- Use a shared reading selection such as *Canada’s Ice Hotel* to probe higher order questions.

Students may

- Probe for further information by asking open-ended questions after a short presentation, student of the week, show and tell, shared reading lesson, book club conversation, etc.
- Design a question spinner for a self-selected text to encourage open-ended questions during discussions.

Resources and Notes

Authorized

Appendices

- Appendix B3: *Q-Matrix Chart*
- Appendix B4: *The 5 Ws*

Moving Up With Literacy Place 4 (TR)

- Literacy Support Guide
 - Reading Buddies, p. 48
- Book Club Unit - *Sounds Like Music*
 - Non-fiction Comprehension Spinners
- Book Club Unit - *Ready, Set, Adventure!*
 - Fiction Comprehension Spinners
- Evaluating Strategy Unit
 - Teacher’s Guide: Shared Reading Teaching Plan: *Canada’s Ice Hotel*, pp. 29-36
 - Shared Reading: *Canada’s Ice Hotel*

Suggested

- *Explore & Investigate Chart* from *Let’s Talk Science*

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-4/links/rv.html

- Jeopardy Game Template
- How to Make a Paper Fortune Teller
- How to Make a Question Spinner

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

- 1.4 apply knowledge of word formations to spoken language

Focus for Learning

Students in grade 4 continue to develop oral language skills by manipulating phonemes to create new words. To develop phonemic awareness skills students need to practice manipulating these phonemes either by segmenting, blending or changing individual phonemes within words to create, build and pronounce new words. There is a misconception that the teaching of these skills is limited to the primary grades only.

Phonological awareness allows students to think about the sound structure of a word without focusing solely on communicating for meaning. 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.

Word building activities help students develop knowledge of word patterns, inflected endings, prefixes, suffixes, plurals, compound words, possessives, comparative adjectives and adverbs. When students understand the connection between words which share common sounds and their spellings they can use this oral strategy in their reading and writing development.

Sample Performance Indicator

Work on words with a partner while playing the game *What's in my Mind?* Take turns selecting a mystery word and recording it on a mini whiteboard. Do not let your partner see the word. Instead, provide verbal clues that focus on the structure of the word to help name the word. Verbal clues may start with the stem *My word has* . The stem may be completed with clues such as the following:

- *My word has _____ letters.*
- *My word has a specific vowel such as the vowel 'i'.*
- *My word has a silent 'e'.*
- *My word has a rhyming pattern with _____.*
- *My word has the letter _____ at the beginning or end.*
- *My word has the prefix "un-", etc.*

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

- Use reference lists of spelling patterns, affixes, prefixes and suffixes to support work on words.
- Co-create an anchor chart of commonly used prefixes (un-, re-, in-, and dis-) and words using these prefixes. Discuss how prefixes change the meaning of words.
- Model how to deconstruct large words into smaller words.
- Work on words that students hear in context. For example, adverbs are evident in the guided reading text *Kahukura and the Net*. Multi-syllabic words are included in *Glaciers Rivers of Ice* and *Clever Manka*.
- Discuss the importance of letter order in words for meaning and pronunciation. For example, if the letters “i” and “r” in “girl” are reversed the word is mispronounced and the meaning is lost.
- Deliver mini-lessons on word building and word patterns such as root words, prefixes, suffixes, plural, irregular past tense, comparative adjectives and adverbs, compound words, subject-verb agreement and contractions.
- Use texts to find comparative words such as those on the map included in the brochure *Our Canada*. It uses green text boxes to highlight words such as highest, longest, sunniest, oldest, etc.

Students may

- Brainstorm lists of comparative adjectives and adverbs that emerge from a topic of study or accompany the illustrations in a picture book such as *Heroes of Isle aux Morts*.

Resources and Notes

Authorized

Appendices

- Appendix C1: Graphophonics Knowledge Chart

Moving Up With Literacy Place 4 (TR)

- Literacy Support Guide
 - *List of Affixes*, pp. 369-371
 - *Words to Demonstrate Prefixes and Suffixes*, p. 372
 - *List of Spelling Patterns*, pp. 380-384
 - *What's in my Mind?*, p. 334
- Program and Planning Guide
 - *Independent Practice*, p. 195
 - *Introduction to Working with Words*, pp. 184-192
 - *Approaches to Working with Words Instruction*, pp. 193-195
- Analyzing Strategy Unit
 - Shared Reading: *Our Canada*, pp. 35-43
- Guided Reading
 - *Kahukura and the Net*, Level N
 - *Glaciers Rivers of Ice*, Level R
 - *Clever Manka*, Level N
- Book Club Unit - Ready, Set, Adventure!
 - Read Aloud: *Heroes of Isle aux Morts*
 - Teacher's Guide

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

Outcomes

Students will be expected to

- 1.4 *apply knowledge of word formations to spoken language*

Focus for Learning

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"> segment, blend and manipulate individual word sounds recognize and generate rhymes
Phonics	<ul style="list-style-type: none"> sound/letter relationship in a language
Segmenting	<ul style="list-style-type: none"> recognize individual words in a sentence breaking words apart by: <ul style="list-style-type: none"> syllables (val/en/tine) onset (sp/oon) rime (sp/oon) sounds (/d/ /o/ /g/)
Blending	<ul style="list-style-type: none"> say word segments together (/str/ /eet/) (street)
Manipulating	<ul style="list-style-type: none"> delete, add and substitute sounds and/or word parts
Onset/Rime	<ul style="list-style-type: none"> describe phonological units of a spoken syllable 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 strap, /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, e.g., night and bite.

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

Connection

Teachers may

- Demonstrate how to build words using spelling patterns.
- Introduce compound words using objects such as toothpaste, basketball, cupcake, postcard, flashlight, newspaper, teaspoon, necklace, eyeliner, etc.

Students may

- Participate in a cooperative learning game with prefixes and/or suffixes and root words cards. Students may be given 3-4 cards to find possible matching partners.
- Build words using a selection of letters. For example, **Newspaper**, a keyword from *The Bell Clapper Caper* in *Zero's Math Adventures*, may be used to build 3, 4, 5, 6, 7 and 8 letter words.
- Play a listening game by finishing a sentence stem using a compound word, a word with a particular spelling pattern, a particular prefix/suffix, etc. The game may begin with the stem, *I went on a trip around the world and I saw a birdhouse.*

Consolidation

Teachers may

- Observe strategies used to form new words using phonetic patterns.

Students may

- Play a matching game using pictures of singular and plural objects using both regular and irregular plurals. Words are pronounced by the player as cards are turned. Examples may include box-boxes, house-houses, mouse-mice, deer-deer, goose-geese.

Extension

Students may

- Work in small groups to determine which group can create the largest compound word chain. Chains are formed using the last part of the compound word to form the beginning of the next compound word. For example, with**out** - out**side** - side**walk** - walk**way** - way**ward**.

Resources and Notes

Authorized

Moving Up With Literacy Place 4 (TR)

- Literacy Support Guide
 - *Building Words Demonstration Lesson*, pp. 309-312
 - *List of Affixes*, pp. 369-371
 - *List of Plurals*, p. 377
 - *List of Compound Words*, p. 373
- *Self-Monitoring Strategy Unit*
 - Shared Reading Teaching Plan: *The Bell Clapper Caper*, pp. 21-38
 - *The Bell Clapper Caper* from *Zero's Math Adventures*, pp. 8-9

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

- 1.5 reflect upon a variety of oral texts to share personal perspectives

Focus for Learning

Students require time to reflect on and share their perspectives 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, and
- 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.

Sample Performance Indicator

Select a familiar song to reflect on and form a response about the messaging. Share your response with your classmates and invite them to reflect on your thoughts about the song and discuss other reflective thoughts.

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 reflection time when forming a response to a message heard.
- Display the sentence *Think before you speak* and brainstorm how think time can help create a clear response to a message.

Students may

- Listen to a variety of audio texts such as a commercial or a song. Practice “wait time” to reflect on the message received before forming a response.

Connection

Teachers may

- Play the audio CD and listen to the poem *Zeke, An Old Farm Dog* or the song, *Later*. Model ways to respond to oral texts using sentence starters on an anchor chart that prompt reflection and responses to messages in texts that include personal feelings and experiences.

Students may

- Participate in an *Inside-Outside Circle* and form responses to share with others about an audio text such as a radio advertisement. Responses about the text should include thoughts, ideas, feelings and experiences. Students practice using conversation starters suggested in the appendices when forming responses about the message being sent from their text.

Consolidation

Students may

- Listen to a song from *Sounds Like Music* and share opinions about the song with a partner using the *think-pair-share strategy*. Students should be encouraged to use the conversation starters in the appendix and include two supporting details.

Extension

Teachers may

- Use the *four corners strategy* and pose a question on a debatable topic.

Students may

- Use the *value line strategy* to discuss opinions, listen to opposing views, and make decisions.

Resources and Notes

Authorized

Appendices

- Appendix B1: Conversation Prompts

Moving Up With Literacy Place 4 (TR)

- Literacy Support Guide
 - *Say Something Strategy*, p. 44
 - *Inside-Outside Circle Strategy*, p. 40
 - *Think-Pair-Share Strategy*, p. 45
 - *Four Corners Strategy*, p. 38
 - *Value Line Strategy*, p. 46
- Book Club Unit - *Sounds Like Music*
 - *The Beat Audio CD*
 - *Your Song Audio CD*
 - *Music Forever Audio CD*
- Inferring Strategy Unit
 - Audio CD: *Later* from *Poems to Set You Free* and *Zeke, An Old Farm Dog*

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-4/links/rv.html

- Commercial: *Everyone Loves Marineland*
- Song: *A Pittance of Time* by Terry Kelly

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

- 2.1 contribute effectively to conversations

Focus for Learning

There should be multiple opportunities for grade four students to communicate, interpret and respond to messages within an authentic context throughout the school day. The most authentic conversations occur while students interact with one another during small group activities that are integrated throughout all areas of the curriculum.

Talk is often most productive when it is scaffolded and supported through instructional structures. Expectations for interacting and participating with partners, small groups and/or large groups in a safe classroom environment must be established. The use of flexible groupings must be considered to ensure that there is an opportunity to interact with different students of varying abilities. It is important to give consideration to students who are reluctant to speak and may need some time to develop a comfort level speaking in groups.

GCO 2 focuses on the meaning in messages that students communicate orally to one another as they make connections to what they hear and form their responses. Intentional teaching of conversational skills focuses on knowing what to say, how to say it in different social contexts, how to listen attentively to make meaning from language that is heard in various social situations and ways to appropriately interrupt a conversation. These skills help students connect with and learn from each other.

Sample Performance Indicator

Share a conversation about an activity that you participated in over the weekend during a “Monday Mingle”. You will participate in an *Inside-Outside Circle* and meet two or three conversation partners at different times. You will form the two circles by dividing your class into two groups to form two circles with the same number of people in each one. One group (minimum 3 students) forms an inside circle and the second group forms a circle around them (the outside circle). This strategy encourages conversation and changes up the conversations with different partners. The mingle begins by asking the outside circle to move two spaces to the right and then stopping for a one minute conversation with the person facing them. The person on the outside circle who faces the person on the inside circle is his/her partner. After the minute is up the outside circle moves two spaces to the right to find their next partner. The people in the inside circle do not move. Additional movements may be added to extend the activity and add additional conversations with partners. Afterwards, self-assess your conversational skills by asking:

- How did I contribute to the conversation?
- Was my message understood?
- Did I put my ideas in order?
- How did I look/sound?
- Did I answer questions well and explain my ideas?
- Did I give the speaker my full attention?
- Did I ask questions to speakers requiring them to explain their ideas more fully?
- Did I focus on understanding what people are saying?

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

- Co-create an anchor chart for effective conversations.
- Model responses to open-ended questions using details.
- Discuss how effective group conversations sound during book clubs or literature circles.

Students may

- Brainstorm effective conversational behaviours with a partner during a *Think-Pair-Share* activity.

Connection

Teachers may

- Acknowledge effective behaviours used during communication.
- Discuss and assign roles to members of book clubs or literature circles to encourage effective conversations. Roles may include: *Discussion Director, Passage Picker, Artful Artist, Word Wizard* and *Connector*.

Students may

- Demonstrate appropriate ways of interrupting a conversation.
- Conduct a debate in a cross-curricular area. For example, in social studies, students may debate the positive and negative consequences of continuing an exploration.

Consolidation

Teachers may

- Discuss issues about a curriculum related topic using the oral language strategy, *Group Anticipation Guide*. Statements are provided to focus on important concepts raised in a text that will likely encourage thought and discussion and challenge students' beliefs and experiences. Statements to promote conversation in Religious Education may include:
 - *Good Samaritans help others in need.*
 - *You should always stop and help someone in trouble.*
 - *Some people are not accepting of others' beliefs and practices. It is important to keep a promise.*

Students may

- Use the "I" Message strategy to engage in conversations posed through real-life scenarios. For example, in the health curriculum complimentary comments and their positive impact on self-esteem and general emotional well-being are highlighted.
- Self-assess personal contributions to conversations using a checklist such as *My Book Club - How Did I Do?*

Resources and Notes

Authorized

Appendices

- Appendix B1: Conversation Prompts

Moving Up With Literacy Place 4 (TR)

- Literacy Support Guide
 - *Oral Language Strategies*, pp. 37-46
 - *Group Anticipation Guide*, p. 39
 - *"I" Message*, p. 39
 - *Sample Anchor Chart: "Say Something" Stem Starters*, p. 44
 - *Think-Pair-Share*, p. 45
- Program and Planning Guide
 - *Approaches to Reading Instruction*, pp. 60-140
 - *Encouraging Productive Group Communications*, pp. 125-126
- Book Club Teacher Guides
 - Checklist: *My Book Club*
 - *How Did I Do?*

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

2.2 apply effective presentation skills

Focus for Learning

Throughout the primary grades students were active participants in the roles of speaker and listener as they frequently engaged in informal presentations that focused on clear communication. These experiences included spontaneous conversations and planned presentations to develop effective presentation skills.

In grade four, students need authentic opportunities to practice using presentation skills and explicitly learn effective presentation skills. Oral presentations can range from being spontaneous and unrehearsed to a formal style with preparation time. A gradual release of responsibility model should be used to help students move from informal to formal presentations.

There are various speaking and listening opportunities, both formal and informal, that may be provided throughout the year for students to identify and begin to use effective presentation skills. It is not necessary to work on all presentation formats. It is important; however, to introduce a presentation format if there is an expectation for students to use a particular format as a means to apply effective presentation skills. For example, *Book Talks* or *Debates* may become part of regular classroom activities and revisited many times in different situations and contexts once students are familiar with this type of presentation format. The intent of this outcome is to provide opportunities for students to apply effective presentation skills in front of an audience. An audience may refer to a partner, small group or large group. The speaker should apply the following effective presentation skills:

- Answer questions posed by a member of the audience.
- Avoid distractions such as presentation materials near the presenter's face.
- Know the presentation content.
- Make eye contact.
- Speak clearly and at a good pace.
- Use an appropriate volume.
- Speak with expression.
- Stand with good posture.
- Avoid distracting movements (e.g., twitching fingers, shaking foot).
- Use facial expressions and gestures to communicate appropriately.

Sample Performance Indicator

Present a favourite story, information about a topic of interest or a memorable event to an audience. Include items in a prop box to engage the audience and peak their interest in your presentation. Prop box items may include any object that pertains to your topic. Be prepared to discuss each item at an appropriate time during the presentation and provide time to answer questions about the items.

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

- Discuss effective presentation skills and storytelling practices, i.e., be prepared, keep papers away from your face, know your content, make eye contact, speak at a good pace, use expression, stand with good posture, use an appropriate volume, and use facial expressions and gestures appropriately.

Students may

- Choose an impromptu topic and speak about it for two minutes. Topics may include: boys playing in a girls hockey league, boys registered in Girl Guides, cell phones used in school, banning of field trips, eating during class, outdoor learning spaces, etc.

Connection

Teachers may

- Follow the steps outlined in a *Book Buzz* to model a book talk.
- Invite a storyteller to visit the class or use recorded stories to help students appreciate effective storytelling techniques.
- Model a reader's theatre by creating teams of readers and providing copies of a script to rehearse for sharing with other groups. First, the story is read silently and roles in the story are identified and divided amongst the group. The group reviews the story and decides what each student will read from the script.

Students may

- Role-play a guest and a host on a talk show and discuss a recently read book. Questions may be prepared for the talk show host to ask about the text and possible answers to each question may be explored for the guest. Practice asking and answering the prepared questions and present the interview to the class.

Consolidation

Students may

- Do oral/dramatic reader response presentations, such as a puppet show based on a text such as *Kahukura and the Net* or a shadow puppet show using light.
- Self-assess presentation skills using the following statements: *I was prepared because...I connected with my audience by...I think my presentation was Next time, I would like to try...*

Extension

Students may

- Use the *One Person Show* format to create and share a monologue about a familiar text read.

Resources and Notes

Authorized

Moving Up With Literacy Place 4 (TR)

- Guided Reading Selection
 - *Kahukura and the Net*, Level N
- Literacy Support Guide
 - *How to Share What you Have Read: Book Buzzes* p. 173
 - *One Person Show*, pp. 103-104
 - *Reader's Theatre*, pp. 93-94
 - *Prop Box*, pp. 115-116
 - *What do the Shadows Tell Us?*, pp. 107-108
 - *How to Share What you Have Read: Book Conversations*, pp. 174
 - *How to Share What you Have Read: Book Recommendations*, pp. 77-78, 175
 - *Reader Response Activities: Book Talk*, pp. 113-114
 - *Reader Response Activities: Prop Box*, p. 115
 - *Reader Response Activities: Late Night Talk Show*, pp. 105-106
 - *Reader Response Activities: One Person Show*, pp. 103-104
 - *Fluency Activities*, pp. 349-360
 - *Playing*, pp. 47-48

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

- 2.3 respond to a speaker's message

Focus for Learning

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. 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.

Students receive messages on a daily basis from speakers, songs, read-alouds, advertisements, movies, announcements, etc. Scaffolding and supporting the development of critical literacy skills helps students to effectively interpret and question these messages. 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.

Critical literacy skills develop over time through rich class discussions and the use of a wide variety of oral texts (news reports, announcements, guest speakers, advertisements, read alouds, commercials, etc.). Students demonstrate growth in this area when they compare and contrast ideas/events, consider information in alternative ways, analyze and evaluate information effectively, examine perspectives and alternate points of view, add or remove ideas, explore possibilities for different events in stories, synthesize and make connections between information.

The messages received from the media through dialogue, music, and images can be used as an example of how to explicitly evaluate a message and provide a critical response. Consider the following questions when determining the author's point of view, purpose and credibility:

- Who is sending this message and to whom?
- Who benefits from this message?
- Whose voices are not being heard in this message?
- Do you agree or disagree with the message?
- Did the speaker achieve their goal to inform, persuade, or entertain?
- How does it compare to my own experiences?
- Is the speaker telling the truth?

Sample Performance Indicator

Participate in a classroom discussion panel on a topic such as poverty, racism or bullying. Express your personal and critical views on the selected topic and respond to topics presented by your classmates.

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

- Model personal and critical responses to a variety of messages such as flyers advertising gender specific toys for a gift giving list, book suggestions on a reading list, food items to include or exclude in school lunches, etc.
- Respond to a familiar commercial by discussing point of view, target audience, misleading statements, marketing effectiveness, clarity, purpose, etc.
- Read aloud a text such as *Catching the Moon* and respond to messages being sent about gender stereotyping and prejudice.
- Co-create an anchor chart on ways to respond to peers.

Students may

- View the messages on different cereal boxes such as those on *Breaking Down Breakfast Cards*. Through discussion, respond to the message being sent, the intended audience and information that may be misleading.
- View a toy advertisement and respond to its effectiveness or accuracy of claim.

Connection

Teachers may

- Make a text connection to a story in a curriculum area such as social studies. Discuss why the sherpa is often not credited with being the first person to climb Mount Everest even though he was present with Sir Edmund Hillary.

Students may

- Listen to a news report such as *Game On* from the Synthesizing Unit. Discuss responses to the message heard about the effect of video games and their link to poor behaviour and health.

Consolidation

Students may

- Market their own product and create a message about it to present to the the class. Make responses to speakers about products being presented.
- Work in small groups to create an ad or poster for an object of choice and share it with another group.
- Create a consumer response to an advertisement selling a particular product.

Resources and Notes

Authorized

Moving Up With Literacy Place 4 (TR)

- Evaluating Strategy Unit
 - *Breaking Down Breakfast Cards*, p. 39
 - Checklist, p. 43
- Self-Monitoring Unit
 - Read Aloud: *Catching the Moon*
- Synthesizing Unit
 - *Game On* (PDF file on CD)
- Literacy Support Guide
 - *Listening to and Learning from my Peers*, p. 41

Suggested

Other curriculum resources

- Explorations 4 (Social Studies)

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

- 2.4 communicate directions with precision
- 2.5 follow directions with precision

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 2.4 and 2.5. It may be helpful to address these outcomes together.

Grade four students have prior experiences communicating and following complex directions. They are expected to build on these skills and become more precise while communicating and following directions. Authentic opportunities to apply these skills can occur while making cross-curricular connections in science, art, health, social studies, mathematics, etc. For example, directions used in a design challenge may be communicated at the end of a science unit, a diagram may be drawn in a math journal to help communicate and represent how an equation can be solved using a pan balance and steps may be communicated and followed to create an artwork.

Sample Performance Indicator

Choose a “how to activity” to present to a small group. Examples may include an everyday task such as teeth brushing, handwashing, etc. It may include drawing a picture of a particular object, playing a game, using a toy or assembling a simple model. Provide precise and clear “how to” directions. You will be assessed by your peers to help you reflect on the effectiveness of your instructions. Afterwards, follow and assess directions given by another classmate.

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 texts that provide examples of precise directions such as *How to Make a Mobius Loop* from *Zero's Math Adventures*.
- Using a barrier game, model how to communicate and follow directions in a sequential order.
- Discuss the importance of giving and following precise directions.
- Co-construct a transitional word chart (i.e., first, next, then, last).

Students may

- Discuss how oral and written directions are similar or different.
- Listen and perform the actions described in the *Cha Cha Slide*.

Connection

Teachers may

- Provide a set of vague art directions to construct a picture. Step by step art instructions can be found on a website such as KinderArt®. Discuss how the instructions can be more specific.

Students may

- Play a game of *Simon Says* or *Guess Who?*
- Blindfold a partner and provide directions on how to get from one area of the classroom to another.
- Draw a simple picture and communicate instructions to a partner to reproduce it using only the instructions provided.
- Play the game *What's in My Mind?* to identify a selected word by communicating and following directions.
- Use math manipulatives to model and describe increasing or decreasing patterns to a partner.

Consolidation

Teachers may

- Assess procedural language used within the context of conversations on specific topics in curriculum areas.

Students may

- Hide a small object at a predetermined end point. Provide a starting point and give step-by-step directions to arrive and sketch a map of the area where it is hidden for a partner to retrieve it by following the map directions.

Extension

Students may

- Use the *Explain Everything* app to communicate directions.

Resources and Notes

Authorized

Moving Up With Literacy Place 4 (TR)

- Literacy Support Guide
 - *What's in My Mind?*, p. 334
 - *Sequencing Organizer*, p. 390
- Self-Monitoring Unit
 - Shared Reading: *How to Make a Mobius Loop* from *Zero's Math Adventures*
- Guided Reading
 - *The Game of Mancala*, Level N

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-4/links/rv.html

- Dance: *Cha Cha Slide*
- KinderArt® *Art directions*: KinderArt.com (Lesson: A Unique Drawing Experience)
- *Explain Everything™* app

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

Outcomes

Students will be expected to

- 3.1 communicate with respect and sensitivity

Focus for Learning

It is important to establish a respectful classroom environment. Opportunities to demonstrate respect and sensitivity towards people and situations in authentic contexts arise when communicating using 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) huffs, uhs, er, ums, ah, oh, sighs, etc.; and
- 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 evaluate their non-verbal cues and signals to communicate effectively as listeners and speakers.

Non-verbal language cues include

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

Explicit teaching and modelling of social conventions are addressed in SCO 2. Focus on the following social conventions when planning activities:

- Ask questions that are on topic.
- Clarify a confusing situation.
- Disagree politely.
- Initiate and end a message clearly.
- Know how to interrupt respectfully.
- Take turns speaking and listening.
- Use appropriate manners (e.g., please, thank you, excuse me).

Sample Performance Indicator

Find a short excerpt from a television program, commercial, video or online advertisement highlighting communication that requires improvements in respect and sensitivity. Reenact the excerpt with suggestions for appropriate verbal and non-verbal communication.

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

- Create an anchor chart of positive words and actions that show respect and sensitivity.
- Model the *Pause and Think* strategy by encouraging students to take a few seconds to consider their views and the evidence they have to support them before responding.
- Model appropriate ways to interrupt a conversation, politely disagree, clarify a confusing situation, etc.

Students may

- Discuss how word choice, actions or expressions can affect how a person feels.

Connection

Teachers may

- Read excerpts from a text such as *Varjak Paw* as discussion starters on the importance of communicating with respect and sensitivity and the negative effect it has on characters who engage in negative communication. Excerpts may include the topics of teasing, bullying, insulting jokes, caring, diversity of social standing, gossip/rumours, etc.
- Create situational cards depicting scenes involving conflicts between friends, sarcastic and/or insulting comments, negative body gestures such as eye rolling while someone speaks, etc. Invite students to change the situation by role playing the scene with respect and sensitivity.

Students may

- Role play scenes from texts such as *Varjak Paw* using more appropriate ways to communicate feelings or thoughts.
- Become detectives and find insensitive or disrespectful words or actions in other texts such as songs or novels and share with the class or in small groups.
- Role play scenes on how they could be affected by verbal/non-verbal communication using situational cards.
- Use a readers theatre selection and change the tone of voice or include non-verbal language to change the context of the story.

Consolidation

Students may

- Find an excerpt from a text such as *Evangeline Mudd* that shows insensitive communication. Suggest changes to the dialogue to make it more sensitive to the situation.

Resources and Notes

Authorized

Moving Up With Literacy Place 4 (TR)

- Inferring Strategy Unit
 - Read Aloud: *Varjak Paw* (p. 11-12 teasing, p. 28-29 bullying, p. 186-187 insulting jokes, p. 184 caring, p. 208-211 diversity of social standing, p. 24-28 gossip/rumours)
- Synthesizing Strategy Unit
 - Read Aloud: *Evangeline Mudd*, pp. 182-183

Resource Links

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-4/links/rv.html

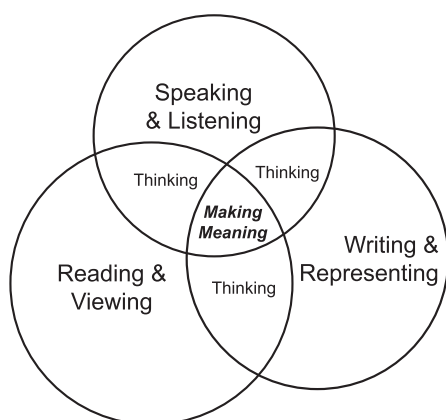
- What is an Anchor Chart?
- Social Situation Cards
- Pause and Think Strategy

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; and
- 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 texts.

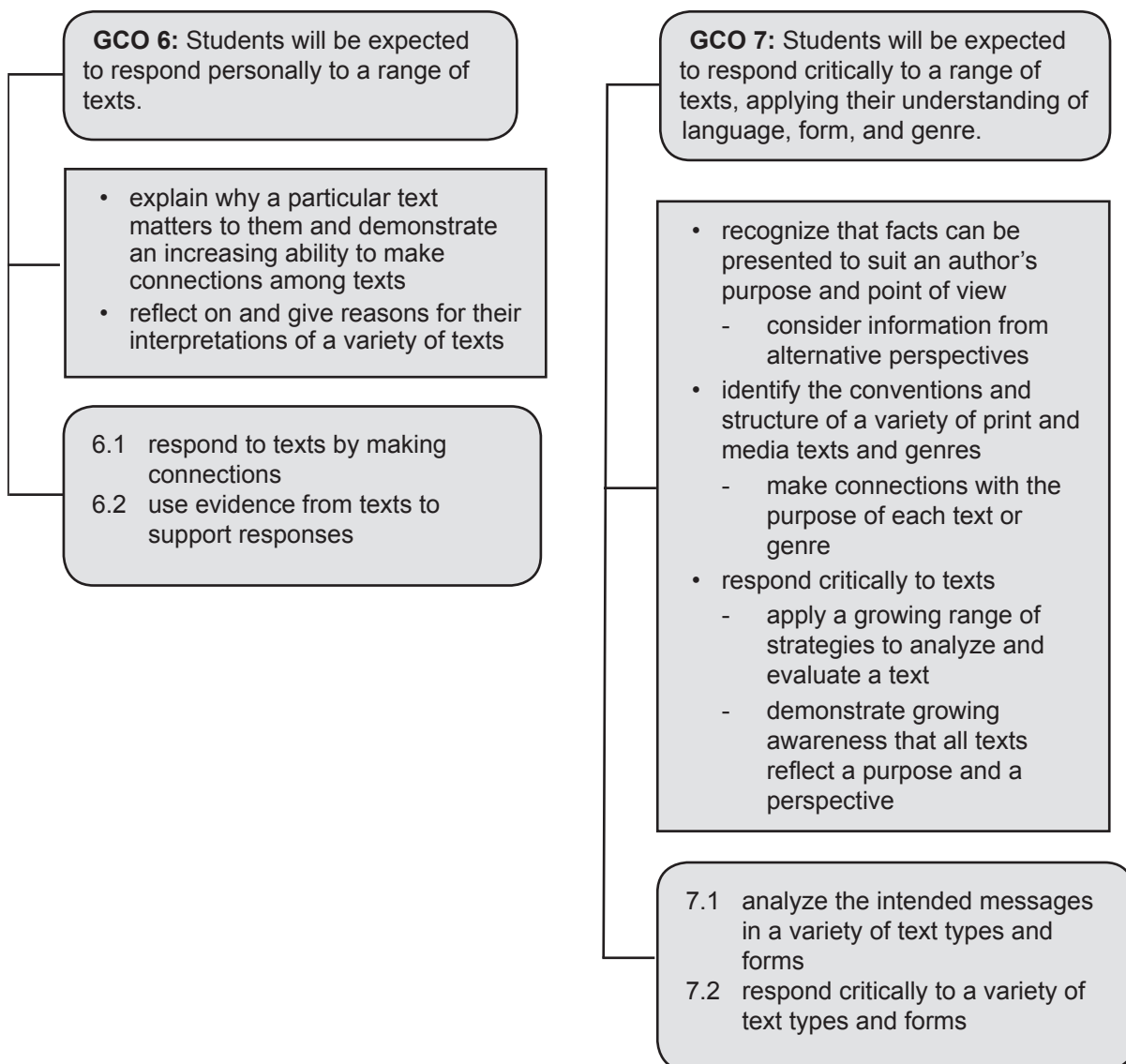
- select, independently, texts appropriate to their range of interests and learning needs
- read widely and experience a variety of children's literature with an emphasis on genre and authors
- use a wider range of pictorial, typographical and organizational features of written texts to obtain, verify and reinforce their understanding of information
- use and integrate the various cueing systems and a variety of strategies with increasing independence to construct meaning
- reflect on and discuss their own processes and strategies in reading and viewing

- 4.1 select and read a variety of texts, forms, and genres appropriate for specific purposes
- 4.2 use text structures to construct meaning
- 4.3 use text features to construct meaning
- 4.4 use strategies to make sense of texts
- 4.5 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.

- demonstrate understanding of the purpose of classification systems and basic reference materials
- use a range of reference texts and a data base or electronic search to facilitate the selection process

- 5.1 create a question for an inquiry
- 5.2 analyze information from reliable and relevant sources
- 5.3 organize information in a meaningful way
- 5.4 share new learning from inquiry



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 3	Grade 4	Grade 5 (Interim Edition 2013)
16.0 select a variety of texts, forms, and genres appropriate for specific purposes	4.1 select and read a variety of texts, forms, and genres appropriate for specific purposes	4.1 use cueing systems to construct meaning
17.0 use text features before, during and after reading to help construct meaning	4.2 use text structures to construct meaning	4.2 select appropriate texts
18.0 use strategies to make sense of texts	4.3 use text features to construct meaning	4.3 develop proficient reading and viewing skills
19.0 reflect on their development in reading and viewing	4.4 use strategies to make sense of texts	4.4 explain how text structures help readers construct meaning
	4.5 reflect on their development in reading and viewing	4.5 explain how text features help readers construct meaning
		4.6 use a variety of comprehension strategies
		4.7 reflect on themselves as readers

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

Grade 3	Grade 4	Grade 5 (Interim Edition 2013)
20.0 formulate questions that lead to inquiry	5.1 create a question for an inquiry.	5.1 create an inquiry question to gather information for various purposes
21.0 select relevant information from a variety of sources to seek answers to questions	5.2 analyze information from reliable and relevant sources	5.2 select information from a variety of sources
22.0 organize information	5.3 organize information in a meaningful way	5.3 interpret relevant information from selected sources
23.0 share organized information	5.4 share new learning from inquiry	5.4 organize relevant information from selected sources
		5.5 evaluate information
		5.6 share relevant information from selected sources

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

Grade 3	Grade 4	Grade 5 (Interim Edition 2013)
24.0 make connections from text-to-self, text-to-text, and text-to-world	6.1 respond to texts by making connections	6.1 extend understanding of text by responding personally
25.0 express opinions about a variety of texts	6.2 use evidence from texts to support responses	6.2 quote from a text to support thinking
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 3	Grade 4	Grade 5 (Interim Edition 2013)
27.0 interpret the intended messages in a range of texts	7.1 analyze the intended messages in a variety of text types and forms	7.1 ask critical questions of texts
28.0 respond critically to intentional and unintentional messages within texts	7.2 respond critically to a variety of text types and forms	7.2 analyze intended message
29.0 provide alternative perspectives to texts		7.3 discuss alternative points of view
		7.4 analyze how language is used to influence ways of thinking
		7.5 recognize that social action can bring about changes in 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

- 4.1 select and read a variety of texts, forms, and genres appropriate for specific purposes

Focus for Learning

Genres are a classification system formed to provide a way of talking about the characteristics of texts, i.e. fiction and non-fiction. A *form* is a kind of text that is characterized by particular elements in a text. For example, a short story is a *form* in the fiction *genre*.

In GCO 4, students make choices to read and understand a variety of texts. There is not an expectation to categorize texts into genres and forms. Instead, students develop an appreciation and preference for reading from a variety of genres and forms and they learn language to talk about the categories of texts that engage them to make varied reading selections for specific purposes. When students have reading experiences using this organization and presentation of texts they are more capable of applying it in real world settings such as public libraries, bookstores and school libraries.

Students come to grade four with varied reading experiences from fiction and nonfiction genres. They are developing reading interests and they are eager to explore genres further through mini-lessons focusing on their interests in and exposure to specific text types. It is important to make connections from reading experiences in GCO 4 to writing experiences in GCO 9 that pertain to writing forms.

Sample Performance Indicator

Participate in weekly text shopping from the classroom, school, or public library by self-selecting a minimum of five texts from a variety of types, forms, and genres. Share text selections from your book box with a partner or your teacher and give reasons for choosing each selection.

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

- Use a variety of texts during the following instructional approaches to reading: read alouds, shared reading, guided reading and independent reading.
- Co-create a three column anchor chart for text types. List the text types, purposes and examples of print and digital forms. Develop the chart as text types are introduced throughout the year.
- Introduce a specific text type by examining shared and guided reading selections to help identify the similar features of the text type. For example, procedural texts may include: *Build Me a Castle*, *Picture It: Turning a Book into a Movie Script*, *The Game of Mancala*, and *How to Make a Mobius Loop* in *Zero's Math Adventures*.
- Make connections to text types encountered in cross-curricular areas. For example, the sections, entitled *Investigate!*, in the science resource includes explanatory texts.
- Model how to choose a "good fit" book using the analogy of various footwear styles, types and sizes. Examples of footwear may be used or visuals may be projected from a power point presentation on good fit books.
- Share a selection of books and discuss for whom they are a 'good fit'. For example, the text *Our Class Podcast* would not be a good fit for a person who doesn't have an interest in participating in a podcast but it would fit an individual who is interested in videography.
- Review and chant the **I PICK** acronym prior to book selection. **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? and **Know**: Do I know most of the words?
- Broaden awareness of text types and genres by discussing and comparing student reading interests and preferences.
- Preview front and back covers of a variety of books from different genres. Skim through the text to become familiar with the text type and determine if it may be of interest for independent reading. Ask questions such as, *Does this topic appeal to me?* and *Have I heard anything about this book from other students?*

Connection

Teachers may

- Review the *Five Finger Rule* criteria used when selecting books for independent reading. The readability of a text is too challenging when five or more difficult words are encountered on any given page. Students track difficult words using their fingers.
- Conduct mini-lessons during guided reading on book sharing and book recommendations.

Resources and Notes

Authorized

Appendices

- Appendix B5: Five Finger Rule
- Appendix C2: Text Shopping Inventory
- Appendix C7: Literary Genres

Moving Up with Literacy Place 4 (TR)

- Sequencing Unit
 - *Build Me a Castle* (PDF file on CD)
- Self-Monitoring
 - Shared Reading: *How to Make a Mobius Loop* in *Zero's Math Adventures Magazine*
- Guided Reading Selections
 - *Picture It: Turning a Book into a Movie Script*, Level U
 - *The Game of Mancala*, Level N
 - *Our Class Podcast*, Level P
- Literacy Support Guide
 - *Making a Book Recommendation*, p. 77
 - *How to Share What You Have Read*, pp. 173-175

Suggested

Other curriculum resources

- *NL Science 4: Investigate!* sections (e.g., Unit 2: Sound pp. 6-7 and 22-23)

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-4/links/spl.html

- Powerpoint presentation: *Good Fit Books*
- I PICK Chant

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

- 4.1 *select and read a variety of texts, forms, and genres appropriate for specific purposes*

Focus for Learning

Literature can be divided into two categories, *prose* and *poetry*. *Prose* includes writing such as a newspaper article which uses the ordinary form of written or spoken language with sentences that form paragraphs to express ideas, feelings and actions. *Poetry* uses rhythm and rhyme to convey meaning and it is written to create a response of thought and feeling by the reader. Examples of poetry include haiku, acrostic, songs, and nursery rhymes. The genres of *fiction* and *nonfiction* are created from prose and poetry. Invented narratives with imaginary characters and events describe fictional texts. Fiction includes either *realism* or *fantasy*. Realism sub-divides into *realistic fiction* or *historical fiction* and the subdivisions of fantasy include *traditional literature* and *modern fantasy*. Nonfiction texts are accounts of real people, places, things, or events based on fact. This genre includes *informational texts*. Informational texts are sub-divided into *biographical texts*, *narrative nonfiction*, *expository nonfiction*, *procedural texts*, and *persuasive texts*.

Genre Anchor Chart				
Literature Categories:	Prose and Poetry	Fiction	Realism	Realistic Fiction
			Realism	Historical Fiction
			Fantasy	Traditional Literature: <i>Folktales</i> <i>Fairytales</i> <i>Fables</i> <i>Legends/Epics/Ballads</i> <i>Myths</i>
				Modern Fantasy: <i>Animal Fantasy</i> <i>Low Fantasy</i> <i>High Fantasy</i> <i>Science Fiction</i>
		Nonfiction	Informational	Biography Autobiography Memoir
				Narrative Nonfiction
				Expository Nonfiction Procedural Texts Persuasive Texts

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

Connection

Students may

- Use the identified text type on the back covers of guided reading titles to sort texts according to genres and text types. Select one of the sorted text types to examine the features.
- Browse the NL Public Libraries website to compile a list of texts from various genres that are interesting for independent reading. Choices may be ranked and shared with a small group to compare different purposes, interests, good fit selections, etc.
- Set goals to increase stamina for independent reading.

Consolidation

Teachers may

- Use the *Reading Conference* form to document conversations with students about their reading choices. Their explanations may include purpose, interest, appropriate reading level, etc.
- Observe students as they make text selections to determine if good fit choices are made from a variety of text types, forms and genres.

Students may

- Include the *Reading Collections* chart in a reader's notebook to record books read and to indicate the genres being read from. A list of titles to read in the future and notes to include in book talks may also be included in the reader's notebook.
- Read to others and recommend a book based on independent reading selections.
- Choose a favourite poem to read, chant or recite to the class.

Extension

Teachers may

- Organize a text swap. Texts such as magazines, graphic novels, chapter books, and picture books, are donated and exchanged for gently used titles. Titles may be displayed according to interests, text type and genre.

Students may

- Use a "Types of Literature" BINGO card to track reading from a variety of genres.
- Participate in independent book clubs.
- Use a literary genres bingo card to broaden reading choices. Cards may be created using *Bingo Card Creator* and stored in a reader's notebook. Different categories of literature may be selected for each space on the card.

Resources and Notes

Authorized

Moving Up with Literacy Place 4 (TR)

- Guided Reading Selections
 - 30 titles with accompanying teaching plans
- Literacy Support Guide
 - *Reading Conference*, p. 217
 - Independent Reading Mini-Lessons for Choosing, pp. 148-154
 - *Reading Collections*, p. 216
 - *Making a Book Recommendation*, p. 77
 - *How to Share What You Have Read*, pp. 173-175

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-4/links/spl.html

- "Types of Literature" BINGO card
- Bingo Card Creator
- Newfoundland & Labrador Public Libraries Website

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

- 4.2 use text structures to construct meaning

Focus for Learning

Text structure is a method used to organize a text. Fiction and nonfiction texts are organized by a narrative or non-narrative text structure. Text structures are introduced in the elementary grades and the focus for reading and viewing instruction in grade four is Narrative, Compare and Contrast, and Sequential. Each structure will require explicit teaching. Teaching the structure of the text informs students of the various ways authors organize texts and it helps to develop their understanding of the text and apply the organizational structures to their own writing. Non-narrative text structures are used in nonfiction texts: expository, procedural, and persuasive texts. These texts have different purposes: inform, describe, and report. Patterns found in these text structures include: description, cause and effect, sequential, categorization, compare and contrast, problem and solution and question and answer. Exposure to text structures through reading experiences is necessary for students to build knowledge of the structure so that they can apply it to a particular writing focus. Narrative and persuasive texts are the focus for writing instruction in grade five and expository texts are the focus for grade six. Reading experiences in grade four, therefore, should focus on these text structures to develop a schema for writing in grades five and six. The focus for writing instruction in grade four includes: descriptive, procedural and recount writing. Previous reading experiences from the primary grades will help students apply these structures in their writing.

A **narrative text structure** is familiar since its main purpose is to tell a story by following a traditional sequence: a beginning, a problem, a series of events, a resolution of the problem and an ending. Narrative structures can also be used in nonfiction texts when factual information is shared in a narrative such as a biography or a memoir. Most students will have familiar experiences with narrative texts because they are generally the stories that they heard and read from a young age. It is important to model and communicate the language of the **narrative text structure**. Include:

- Setting: when and where the story takes place
- Character(s):
 - identifying the main character(s) in the story
 - showing ways in which the descriptions of the characters help to infer what the characters are thinking
 - reading to know what characters say or think, their physical appearance, what they do, or what others say about them
 - identifying how and why a character changes
 - identifying the goal for the main character
- Problem: the challenges experienced by the main character
- Goal: what the main character hopes to achieve
- Events (plot): what takes place in the story
- Rising Action: events leading up to the climax
- Climax: an event of high tension and suspense
- Resolution: how the problem is/is not resolved

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

- Model how to complete a *Fiction Organizer* after reading aloud from a narrative such as *Catching the Moon*.
- Introduce the following elements of fiction using children's literature: setting, characters, conflict, theme, point of view, style and language, plot and design of the text.
- Use authentic texts to introduce text structures. For example, *Thrills Across the Board* uses the comparison/contrast structure, *Killer Whales* is a descriptive report and *Best Canadian Inventions* is structured sequentially.
- Highlight signal words used in texts with a sequential structure such as *The Game of Mancala* and *Build Me a Castle*.
- Use a Venn Diagram to model how to compare and contrast characters, texts, animals, habitats, settings, etc.. *Canadian Owl Guide* may be used to compare and contrast different kinds of owls and *Thrills Across the Board* may be used to compare and contrast skateboarding and snowboarding.

Connection

Teachers may

- Model how to compare and contrast a book to a movie script using the guided reading text, *Picture It*.

Students may

- View visuals of the climate regions or the earth's vegetations to use the structure of comparing and contrasting in cross-curricular resources such as *Explorations*.
- Create a storyline for a picture book such as *Under a Prairie Sky*. The template *Visual Storyline* may be used to include setting, characters, conflict, plot, climax and resolution.
- Make predictions based on the structure of a text (i.e., event, setting, character, conflict). For example, the setting in the text *Heroes of Isle aux Morts* would affect predictions about the text.
- View a digital or print nonfiction text to find examples of sequential structures, such as digital recipes, timelines, etc.
- Design their own or choose an appropriate graphic organizer to highlight the structure of a specific text.
- Identify key events of a plot and discuss how the events influence each other.

Resources and Notes

Authorized

Moving Up with Literacy Place 4 (TR)

- Self-Monitoring Unit
 - Read Aloud: *Catching the Moon*
- Making Connections Unit
 - Shared Reading Text: *Thrills Across the Board* (PDF File on CD)
- Analyzing Unit
 - Read Aloud: *Killer Whales*
- Sequencing Unit
 - Shared Reading: *Best Canadian Inventions* and *Build Me a Castle* (PDF Files on CD)
- Guided Reading Selections
 - *The Game of Mancala*, Level N
 - *Picture It*, Level U
 - *Canadian Owl Guide*, Level S
- Book Club Unit - *Ready, Set, Adventure!*
 - *Heroes of Isle aux Morts*
 - *Under a Prairie Sky*
- Literacy Support Guide
 - *Fiction Organizer*, p. 386
 - *Comparison Organizer*, p. 385
 - *Visual Storyline*, pp. 99-100

Suggested

Other curriculum resources

- *Explorations* (Social Studies 4)

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

4.2 use text structures to construct meaning

Focus for Learning

Exposure to nonfiction texts is necessary for students to become familiar with nonfiction text structures. Cross-curricular resources provide excellent opportunities to provide these literary experiences. Reading experiences with nonfiction texts are not limited to specific structures but the focus for grade four students is on the text patterns for *sequencing* and *comparing and contrasting*.

Non-Narrative Text Structures		
Text Pattern	Definition	Key Words
Comparison and Contrast	A structural pattern used especially in nonfiction texts showing the similarities and differences between two ideas, events, or phenomena	Signal Words for similar: similarly, in common, likewise, resembles, also, too, as well as, etc. Signal Words for different: while, yet, but, rather, most, either, unlike, as opposed to, on the other hand, although, contrast, difference, however, instead of, more (than, like, etc.), rather, unless, etc.
	Features <ul style="list-style-type: none">• a topic sentence tells the reader what is being compared• sufficient details are provided to understand the comparison• a clincher sentence sums up the paragraph, restating the similarities or differences	
Sequential	Chronological Sequence and Temporal Sequence	A chronological sequence is a structural pattern used especially in nonfiction texts that describe a series of events in the order they happened in time.
		A temporal sequence is a structural pattern used especially in nonfiction texts to describe the way in which something always or usually occurs, such as the steps in a process.
		Signal Words: first, second, before, after, finally, then, next, earlier, later, last, meanwhile, not long after, while, etc. Features <ul style="list-style-type: none">• topic sentence tells the reader that something is going to be described sequentially• information needs to be presented in a sequence. This sequence may be a chronological telling of events, a step-by-step telling of how to do something, or a text that is placed in alphabetical or numerical order.• a clincher sentence sums up the paragraph

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

- Conduct a reading conference and ask questions about a selection of fiction and nonfiction texts to determine if the information presented in different text structures is understood.
- In a shared reading context, ask students to locate the topic and clincher sentences and the signal words indicating a compare and contrast structure.
- Complete a Venn Diagram, displaying the similarities and differences (in point form) of non-narrative text structures.

Students may

- Work in pairs to compare and contrast a cross-curricular topic and share the findings with a small group. Topics may include
 - two provinces in Canada,
 - two explorers,
 - the habitats of two different animals,
 - two 3-D figures, and
 - two newspaper articles on the same story.

Resources and Notes

Authorized

Moving Up with Literacy Place 4 (TR)

- Literacy Support Guide
 - *Reading Developmental Checklist - Grade 4*, pp. 11-15
 - *How to Think About the Author's Craft: Text Organization and Features*, p. 166

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

- 4.3 use text features to construct meaning

Focus for Learning

Text features help a reader navigate through a text to locate specific information. Features can be classified as organizational, visual and print. It is not the intention to identify text features by name. Instead, students should develop an understanding of how their familiarity of text features can help identify the most important ideas in a text, anticipate what's to come, understand challenging ideas and find specific information. Authentic practice using text features should be reinforced while students engage with resources and literacy activities in all curriculum areas.

Below is a suggested list of text features that students will encounter through various resources in grade 4. This list is not inclusive and teachers are encouraged to add more as text experiences arise. It is important to acknowledge that students will navigate digital texts differently than print. Therefore, it cannot be assumed that students will transfer and use text features that they learn through print while navigating a website, e-book, blog, or any other digital platform.

Nonfiction Text Features			
Organizational Features			
Table of Contents		Layout	
Author Information		Title	
Illustrator Information		Glossary	
Author Website		Index	
Numbered Steps		Headings	
Information Boxes		Subheadings	
Verses		Afterword	
Chapters		Timeline	
Author's note		Columns	
Sub headings		Appendix	
Lines to indicate changes in time or place		Verses	
Visual Features		Print Features	
Photos	Speech Boxes	Bold	Italics
Chart	Illustrations	Dash	Hyphen
Graphs	Labelled Diagrams	Ellipses	Font Style
Labels	Speech Balloons	Font Size	
Captions	Environmental Print	Use of capitalization for emphasis	
Maps	Black and White		
Color	Logos		

Sample Performance Indicator

Create a digital presentation summarizing the text features available in a specific text structure and how it helps the reader find and understand information more easily. Software such as Prezi© or Pic Collage© may be used.

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

- Initiate the creation of an anchor T-chart for *Text Features of Nonfiction Text*. Include *Text Feature* and *Purpose* in the sub-heading for each column of the chart. Begin by adding familiar features (i.e., titles, headings, graphs and table of contents) and add to it as other features of text are encountered within context.
- Highlight text features in a digital resource to model how the reader navigates through digital information differently.

Students may

- Discuss how visual, organizational and print text features impact understanding. A discussion prompt may include: "A picture is worth a thousand words".
- View a print or digital wordless text such as *The Flower Man* by Mark Ludy to construct meaning from the illustrations.

Connection

Teachers may

- Extract information from texts using written and visual features. For example, a map included in *The Arctic Tundra* may be interpreted to locate areas in the world where arctic tundra exists and comparisons of monthly temperatures and precipitation may be made using a combined line and bar graph.
- Discuss how text features help readers construct meaning by identifying the most important ideas in a text, anticipating what's to come, understanding challenging ideas and locating specific information.

Students may

- Do a text feature search in a guided reading session using a text such as *Discover Mongolia* or *A Dusty Life*. Place Post-its® on print features identified and discuss how the features help construct meaning.
- Do a picture walk with a partner prior to reading an informational text. Simply view visuals within the text for meaning. Discuss how text features such as a caption add textual clues.

Teachers may

- Use a checklist to document observations of how students use text features after a guided reading session.

Extension

Students may

- Find images on a topic of study in a curriculum area and create digital captions for the images.

Resources and Notes

Authorized

Appendices

- Appendix B8: Text Features
- Appendix B9: Informational Text Features
- Appendix C8: Features of Informational Text

Moving Up with Literacy Place 4 (TR)

- Guided Reading Selections
 - *Discover Mongolia*, Level T
 - *A Dusty Life*, Level O
 - *The Arctic Tundra*, Level P

Teaching and Learning Strategies

- www.k12pl.nl.ca/curr/k-6/ela/grade-3.html
 - *Guided Reading Happens Here*

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-4/links/spl.html

- *The Flower Man*: online wordless text
- Prezi©
- Pic Collage©
- Text Features Slideshow Presentation
- Posters of Non-fiction Text Features (PDF) and Text Features Scavenger Hunt Templates
- Text Features Template Booklet
- 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.

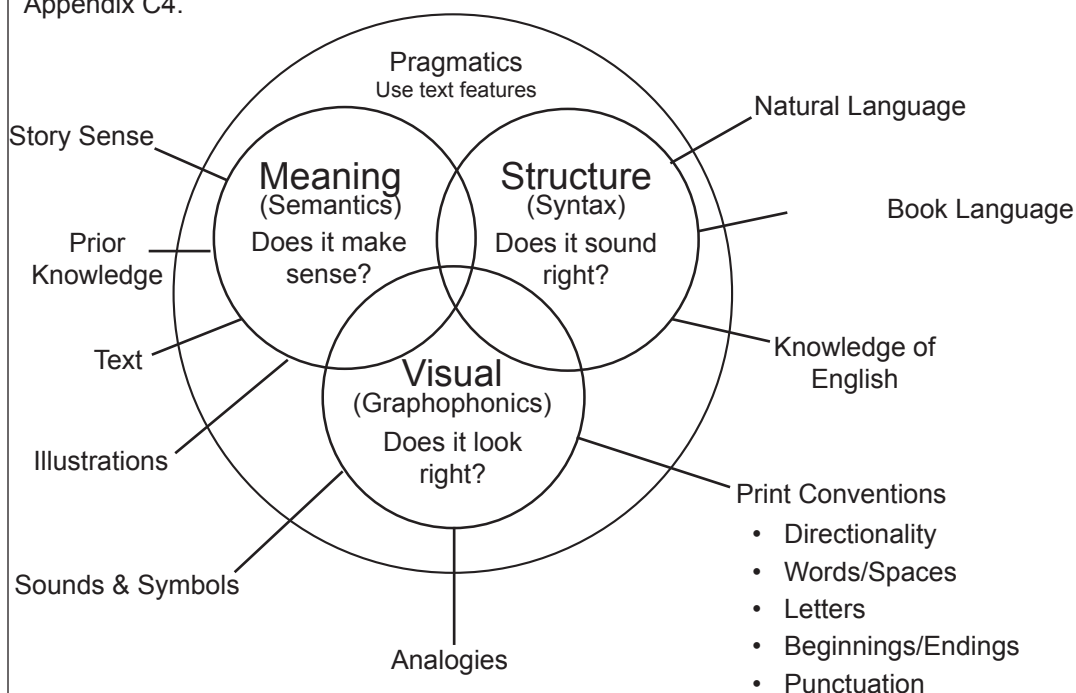
Outcomes

Students will be expected to

- 4.4 use strategies to make sense of texts

Focus for Learning

In grade four students continue to develop their reading skills by refining their strategies as they encounter a range of text types with different text features that 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 Systems Chart* may be referenced in Appendix C4.



In the elementary grades students continue to learn strategies for working with letters, sounds and words. They are integral in the continual development of the cueing systems and they may be grouped into the following categories:

Letter-Sound Relationships

- recognizing and using consonant letter(s) sound(s) at the beginning, in the middle and at the end of a word
- vowel combinations using letters that represent long vowels, unique vowel sounds, different vowel sounds that use the same letters, vowel sounds in syllables
- letter-sound representations

Spelling Patterns

- word solvers look for and find patterns in the way words and syllables are put together, i.e., in single-syllable words that use vowel combinations (VVCC) for words like *paint* and *reach*
- phonograms represent the sounds of rimes (the last part of words or syllables within words) and they are added to the onset (first part of the word or syllable)

High Frequency Words

- words that appear often in reading and writing and can be used to help solve other words and correct misspellings

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

- Focus on meaning making through the explicit teaching of comprehension strategies: self-monitoring, sequencing, making connections, predicting, evaluating, synthesizing, analyzing and inferring.
- Introduce reading strategies throughout the year through analogies that use student-friendly language. For example, *Getting the Point* may be used to understand the synthesizing strategy and *Checking it Out* is a friendly way to self-monitor.
- Use a balanced instructional approach to reading by including modelled, shared, guided and independent reading throughout the year. Revisiting a text using a different approach helps to extend students' comprehension, oral language and word knowledge.
- Use think alouds to demonstrate how specific comprehension strategies help the reader construct meaning. For example, the synthesizing strategy may be the focus for a think aloud when reading *Evangeline Mudd and the Golden-Haired Apes of the Ikkinasti Jungle* or the poems *Lighthouse* and *Refrigerator*.
- Guide pairs of students through shared reading texts that focus on a specific strategy. For example, predicting can be focused on with the shared reading selection, *Why Rabbit Has a Short Tail*.
- Model strategies that are specific to a text before, during and after reading.
- Use read alouds to expose students to new vocabulary, expand their oral language development, develop word recognition strategies and increase their motivation to read.

Connection

Teachers may

- Use cloze activities with familiar texts to develop semantic cues.
- Focus on the look and sounds of words by including individualized alpha boxes in reading journals.
- Use prompts that help students understand specific strategies. For example, What is the most important point that the author is making? (synthesizing), Can you skim with your eyes and find that information? (analyzing), What do you think the author's point of view is? How can you tell? (evaluating) and Can you picture that in your head? (inferring).
- Use the mini-lesson, *How to Figure Out Unknown Words* to introduce a strategy for decoding an unknown word within the context of a sentence.

Resources and Notes

Authorized

Appendices

- Appendix C3: Reading Strategies
- Appendix C4: Cueing Systems Chart

Moving Up with Literacy Place 4 (TR)

- Synthesizing Unit
 - Teacher Guide: *Prompts for Helping Students Synthesize*, pp. 3, 4, 6 and 7
 - Teacher Guide: *Comprehension Strategies Anecdotal Record*, pp. 57-58
 - Read Aloud: *Evangeline Mudd and the Golden-Haired Apes of the Ikkinasti Jungle*
 - Shared Reading: *Lighthouse* and *Refrigerator*
- Predicting Strategy Unit
 - Shared Reading: *Why Rabbit Has a Short Tail* (PDF File on CD)
- Analyzing Strategy Unit
 - Teacher Guide: *Alpha Boxes*, p. 44
- Literacy Support Guide
 - *How to Figure Out Unknown Words*, p. 164
 - *Thinking About My Reading Bookmarks*, pp. 145-147
 - *What's the Author Really Telling Us?* p. 168

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

4.4 use strategies to make sense of texts

Focus for Learning

Word Meaning/Vocabulary

- known words in oral or written language and comprehending the meaning of words within texts
- includes concept words, related words (i.e., synonyms, antonyms, homophones, homographs), words with multiple meanings, combined and created words (i.e., compound words, acronymns), figurative words (i.e., onomatopoeic words, figurative and literal words, similes, metaphors, idioms), parts of words (i.e., prefixes and suffixes, word origins and their meanings)

Word Structure

- words are built by adding letters, letter clusters, and larger word parts (i.e., syllables, compound words, contractions, plurals, possessives, suffixes, prefixes, abbreviations, word roots)

Word-Solving Actions

- involve strategic moves that readers and writers make when they use their knowledge of the language system (i.e., solving words by using what is known, taking words apart, using strategies to spell and determining word meanings using reference tools)

Comprehension strategies help readers to think within, beyond and about the texts they are processing. These strategies are developed and supported at all instructional reading levels.

Comprehension Strategies	
Within the Text	Self-monitoring requires readers to check to see if the content being read sounds right, looks right and makes sense. By adjusting and integrating thought processes readers choose the most effective strategy while reading.
	Sequencing 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 a linear sequence.
Beyond the Text	Predicting increases anticipation and involvement in a story. Predictions are based on information in the text, the reader's background knowledge and their knowledge of the structures of different text types.
	Making Connections is enhanced when readers make connections between the text, their background knowledge and personal experiences.
	Synthesizing involves filtering out the important details in new information to decide on the relative importance of ideas. Details in a text are linked to their background knowledge and a new understanding of the content is created.
	Inferring requires reading between the lines and connecting to background knowledge with information that is implied, not explicitly stated by the author.
About the Text	Analyzing examines how a text is constructed and the information located in elements of the text such as illustrations, charts, and texts.
	Evaluating is a critical thinking strategy that requires readers to actively form, modify, and confirm opinions as they read.

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

Connection

Teachers may

- Demonstrate how context clues give readers clues about the meaning of an unfamiliar word from the words, phrases and sentences around the word.
- View a PowerPoint presentation on *The Four Cueing Systems*.
- Reference lists of spelling patterns when focusing on word work and developing graphophonic cues.

Students may

- Apply specific strategies to texts during guided reading sessions.
- Work with words in a reading selection by building words with specific phonetic patterns. For example, the word patterns -et, -est, -in, -ing, and -er may be practiced using a keyword such as *stinger* from the text,
- Find identifying structures of texts that influence meaning (semantics). For example, the idiom, *Does it ring any bells for you?* found in the context of the text *Postcard Mystery*, is not meant to be interpreted literally. Instead, it is an expression that means *Does this remind you of anything?*

Consolidation

Teachers may

- Monitor student use of reading strategies using a *Comprehension Strategies Anecdotal Record* during reading assessments, reading records, mini-lessons and conferencing.
- Observe how students utilize the cueing systems to help them read and understand texts.
- Participate in a literature circle or book club and observe how group members talk about texts in group discussions.

Students may

- Refer to a specific reading strategy that may be used before, during and after reading when discussing texts. For example, “I predict that...”, or “A connection I made is...”
- Self initiate the use of a variety of strategies, with or without prompting.
- Record a sentence on a strip of paper. Cut each word from the sentence, place the word pieces in an envelope, trade the envelope with a partner and use knowledge of language structure (grammar) to assemble the words into the original sentence.
- Focus on syntax using a selection of word cards that include nouns, verbs, adjectives, prepositions, etc. Determine how the order of the words help to make meaning to form complete sentences.

Resources and Notes

Authorized

Moving Up With Literacy Place 4 (TR)

- Literacy Support Guide
 - *How to Use Context Clues*, pp. 165-166
 - *Reading Assessment*, pp. 181-217
 - *List of Affixes*, pp. 369-371
 - *Prefixes and Suffixes*, p. 344
 - *List of Spelling Patterns*, pp. 380-384
 - *Finding Word Meanings*, p. 362
 - *List of Idioms*, p. 376
- Program and Planning Guide
 - *Comprehension Strategies*, pp. 58-59
 - *Introduction to Working With Words*, pp. 184-195
 - *Reading Continuum: Engagement With Texts, Comprehension, Word Recognition and Solving*, pp. 203-207
 - *Working with Words Continuum*, pp. 217-221
- Inferring Strategy Unit
 - Shared Reading: *Postcard Mystery*
- Teaching and Learning Strategies www.k12pl.nl.ca/curr/k-6/ela/grade4.html
 - *Teaching Comprehension Strategies and Reader's Workshop*

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-4/links/spl.html

- Four Cueing Systems Power Point Presentation

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

- 4.5 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 SCO 4.5 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. 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	
Code Breaker How do I decipher the codes in this text? <ul style="list-style-type: none"> • use of picture cues, fluency, sight vocabulary, graphophonic cues, etc. 	Text Participant How do I make meaning from the text? <ul style="list-style-type: none"> • use of comprehension strategies such as making connections, synthesizing, inferring, etc.
Text User What is the purpose for reading a text based on the genre? <ul style="list-style-type: none"> • information, entertainment, inspiration, etc. 	Text Analyzer 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"> • consider point of view, social and cultural fairness or bias

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.

Sample Performance Indicator

Stop and think about your reading experiences at the end of each week. Record your reflections about your development in reading and viewing in a reader's notebook or a reflection journal. Revisit entries regularly to see how you are using different strategies. Reflection prompts may include: *This week I was successful at...*, *Next week I want...*, *I tried ...and Here is what I think...*

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

- Encourage reflection on the roles of readers and viewers as referenced in the *Four Resources Model* developed by Luke and Freebody. Reflect on how the four basic roles of *code breaker*, *text participant*, *text user*, and *text analyzer* go beyond breaking the code and making meaning to evaluating how well the creator of the text achieved their purpose.
- Discuss how the self-monitoring strategy involves metacognition; readers thinking about their own reading processes.
- Establish routines on a daily, weekly and monthly basis to ensure that necessary time is allocated for students to examine how they are growing as readers.
- Lead discussions about strategies used by effective readers.
- Use a text to model how to be a reflective reader by questioning, thinking aloud, focusing on strategies used, etc.
- Model how to record self-reflections on reading development by documenting reflections in a journal, reader's notebook, exit cards, post-it® notes on specific pages, bookmark templates, etc.
- Brainstorm a list of reading behaviours used by the class and set individual goals for expanding on them.
- Create expectations with students to reflect on their reading.

Students may

- Practice asking reflective questions in pairs. Questions may include: *What strategies work for you?*, *Can you think of others that I could use?* *What strategies will you try to work on?* and *What does reading mean to you?*
- Assess strategies that are working well or need improvement and place them inside independent reading materials.
- Make a plan to reach a personal goal to use or improve upon strategies that are currently not relied upon.
- Discuss reading strategies for before, during and after reading.

Connection

Teachers may

- Set realistic reading goals with individual students to focus on particular strategies during guided reading sessions.

Students may

- Stop and check comprehension while reading to determine which strategy is being used, how it is helping to understand what is being read and other strategies that could be used to monitor and direct their own progress.
- Use comprehension spinners while reading with a partner and take turns monitoring each other's comprehension.

Resources and Notes

Authorized

Appendices

- Appendix B6: Four Resources Model by Luke and Freebody

Moving Up With Literacy Place 4 (TR)

- Literacy Support Guide
 - *How to Use Reading Strategies to Read a Text*, pp. 163-165
 - *Reading and Analyzing Non-fiction Strategy (RAN Strategy)*, pp. 395-396
 - *Reading Behaviours to Notice and Support* (by Level), pp. 197-205
- Program and Planning Guide
 - *Working with Words Continuum: Self Evaluation*, p. 223
 - *Reading Continuum: Self-Evaluation*, p. 207
- Self-Monitoring Strategy Unit
 - Teacher's Guide
- Book Club Unit - *Ready, Set, Adventure!*
 - Fiction Comprehension Spinners
- Book Club Unit - *Sounds Like Music*
 - Non-fiction Comprehension Spinners

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-4/links/spl.html

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

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

4.5 reflect on their development in reading and viewing

Focus for Learning

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; and
- supporting reflection and awareness by providing time for students to set and meet reading goals.

Sample Teaching and Assessment Strategies

Consolidation

Teachers may

- Observe student reflections during conferencing as thoughts are shared on how they are growing as a reader (i.e., through journal prompts, reader's notebooks, reading logs, questions and discussions).
- Provide reflective questions for students to self-assess their reading development. Questions may include: *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? How will you reach your reading goals for today/the week/the month, etc.? 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? and Would you recommend this book? Why/Why not?*
- Record observations using a checklist such as the *Reader Response Assessment*.

Students may

- Complete an exit card after a book is read by reflecting on the suitability and interest in the text, vocabulary used and a suggestion for the type of reader who would be interested in it.
- Assess strategies that are working well or need improvement and place them inside independent reading materials.
- Identify when difficulties are encountered that affect comprehension and determine which fix up strategies are required to identify unknown words and comprehend texts read.

Resources and Notes

Authorized

Appendices

- Appendix B7: Reflective Prompts
- Appendix C6: Survey of Interests

Moving Up with Literacy Place 4 (TR)

- Literacy Support Guide
 - Reader Response Activities, pp. 59-62
 - Reader Response Assessment, pp. 118-119

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-4/links/spl.html

- Graphic Organizers
- Fix-up Strategies

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

- 5.1 create a question for an inquiry.

Focus for Learning

A supportive learning environment encourages students to think and ask questions about something they are interested in and wondering about. Students have varying levels of experience with inquiry activities and benefit from collaborating with peers to discuss their thinking and personal interests to help generate their own question about a topic that they are genuinely interested in and want to know more about. Students should be encouraged to find answers to their questions and share their new learnings from an inquiry.

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. 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. 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 that arise,
- seeking possible answers,
- weighing options,
- problem solving to determine the best solutions, and
- developing their questions to lead 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 student wonderings and recorded in the fifth column of a RAN chart. Questions may be retrieved for future inquiries.

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

Sample Performance Indicator

Create a question that begins with the stem, *I Wonder...* . Record the question on a classroom *Wonder Wall*, in a classroom *I Wonder Journal*, or on a *RAN chart* or *Q-Matrix chart*.

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

- Activate prior knowledge or schema that is specific to a topic to begin thinking about asking a question.
- Model a *Think Aloud* strategy to demonstrate how to form a researchable question.
- View and evaluate examples of inquiry questions using the *Wonder of the Day* on the Wonderopolis website.
- Use a text such as *Water Dance* to inspire *I Wonder* questions about topics, e.g., formation of rainbows.

Students may

- View the video, *Ways to Wonder* and generate a list of personal inquiry topics in a reader's/writer's notebook.
- Collaborate with peers to discuss thinking and share personal interests about inquiry questions.

Connection

Teachers may

- Model how a Q-Matrix chart can be used to refine a topic of inquiry and form a researchable question.
- Support students during conferencing to help shape their questions and/or evaluate their formulated questions.
- Provide mini-lessons on selecting, narrowing or broadening a topic to form an inquiry question.
- Use the *RAN Strategy* (Reading and Analyzing Nonfiction) to help students form questions about information in non-fiction texts.

Students may

- Contribute an inquiry question to a classroom *I Wonder Wall*.
- Digitally post an inquiry question on Wonderopolis®.

Consolidation

Teachers may

- Assess student questions to determine if they are formed independently or require prompting and if they are researchable.
- Evaluate the suitability of questions submitted to an *I Wonder Wall* or in an *I Wonder Journal*.

Students may

- Create inquiry questions based on cross-curricular topics such as mining in science, explorers in social studies or Francophone celebrations.
- Form inquiry circles based on common threads or interest in a topic.

Resources and Notes

Authorized

Appendices

- Appendix B1: Conversation Prompts
- Appendix B3: Q-Matrix Chart
- Appendix C5: RAN Chart

Moving Up with Literacy Place 4 (TR)

- Literacy Support Guide
 - *Reading and Analyzing Non-fiction Strategy* (RAN Strategy), pp. 395-396
 - *Doing Research*, pp. 77-78
- Sequencing Unit
 - Teacher Guide: *Read Aloud Lesson: Water Dance*, page 13
 - Read Aloud: *Water Dance*

Suggested

Other curriculum resources

- Explorations (Social Studies 4)

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-4.html

- Wonderopolis®: a virtual bulletin board posing daily questions and new wonders of the day.
- *Ways to Wonder*: online video
- *Wonder of the Day*
- Teacher Website: Teaching Mahollitz, *Teaching Kids How to Ask Good Questions*
- Teach Thought Website: *20 Questions to Guide Inquiry-Based Inquiry*

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

- 5.2 analyze information from reliable and relevant sources

Focus for Learning

Students bring experiences to grade four that focus on self-selecting relevant resources and information to answer inquiry questions guided by the teacher. Determining reliability and relevance will require continued teacher modelling and support in small groups. The independent selection of research sources were introduced in grade three using pre-selected resources that focused on specific topics. In grade four, students should develop more independence in their selections for reliable and relevant sources.

To foster independence in the self-selection of relevant resources and information, it is necessary to support comprehension in nonfiction in the following ways:

- **Determining Main Topic(s) and Idea(s):** When information is filed away, stored and organized in the reader's mind it is more likely that they will learn and remember the new information. Learning how to understand what the main idea is in a nonfiction text is critical to comprehension.
- **Determining Key Details:** a reader who is able to determine importance can read for key details in a text that support the main topic. In addition to comprehending information, students need to sort through the information from a variety of locations within the book and identify which facts support the main idea.
- **Using Text Features:** Text features such as indexes, maps, and charts support and add to reading the main information, navigating and understanding nonfiction text. Students need to learn how to use features to get more information from a text and synthesize it with other information presented in the main text.

The Reading and Analyzing Non-fiction Strategy may also be used to help students confirm prior knowledge, determine misconceptions and record new learnings. This strategy uses a RAN Chart which acknowledges that not all background knowledge may be accurate and gives students opportunities to confirm what they think they know when it is found in a reliable resource. When students read texts and learn that the information is different than what they believed to be true, they acknowledge a misconception. The new information that is different from their prior knowledge is noted in column four in the RAN chart and further questions are then recorded for future inquiries.

Sample Performance Indicator

Create a poster displaying fast facts about a researched topic. Include the main idea, details from various locations in the text and information that you learned from text features. Topics may include: green living, organic food, endangered animals, air or water pollution, causes or effects of global warming, alternative energy, hybrid cars, eco-villages, eco-friendly design or green building techniques. Information should be selected from reliable and relevant sources in 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)

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 ways to view information from a variety of sources (i.e., skimming and using text features).
- Brainstorm with students possible sources they can use to find information when doing research for their inquiry question (i.e., digital text, people text, print text, visual/graphic text).
- Review the text features of non-fiction texts and how they help the viewer locate and analyze information.
- Discuss internet safety to search a topic or question.
- Model how to analyze accompanying art visuals in curriculum resources such as the Large Art Reproductions in art and the visuals in *Explorations 4*.
- Think aloud to model critical analysis using online sources.
- Develop student awareness of credible and reliable media sources to compare examples and non-examples. For example, websites that encourage postings without monitoring accuracy of the information may be unreliable and not credible.
- Model how to choose relevant information from an online article using an interactive whiteboard.

Connection

Teachers may

- Conduct mini-lessons to demonstrate how to locate information from a variety of sources such as using non-fiction text features, reading multimedia content, searching online, identifying main ideas and determining the best sources.
- Use a website to demonstrate the *Skim and Jot* strategy to distinguish between relevant and irrelevant information.
- Use guided reading selections to highlight and practice analyzing strategies similar to those included on the *Analyzing Strategy Checklist*. Use a Venn diagram to compare and contrast two sources on a specific topic to determine if they are trustworthy, relevant and current.
- Display five internet sites as possibilities for further research. Ask students to think critically about each site and rank them.
- Explain how a URL (Uniform Resource Locator) is decoded to help analyze an online source. Include reliable and common domain name endings: .com, .edu, .gov, .org, .net, and .ca.

Resources and Notes

Authorized

Moving Up with Literacy Place 4 (TR)

- Literacy Support Guide
 - *Skim and Jot Graphic Organizer*, pp. 13-22
 - *Previewing Text Strategies*, p. 52
 - Independent Reading Mini-Lessons, pp. 148-176
 - *How To Skim to Find Information*, p. 154
 - *Jotting Down Ideas Using Sticky Notes*, p. 236
- Program and Planning Guide
 - *Using Computers for Research*, p. 181
- Guided Reading Selections
 - *The Arctic Tundra: Life on the Top of the World*, Level P
 - *Rocks on the Move*, Level Q
 - *Canadian Owl Guide*, Level S
- Analyzing Unit
 - Teacher's Guide: *Analyzing Strategy Checklist*, p. 46

Suggested

Other curriculum resources

- Explorations (Social Studies 4)
- *Explorations in Art: Large Art Reproductions*, 2008 (Art 4)

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

5.2 *analyze information from reliable and relevant sources*

Focus for Learning

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:

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

It is necessary for teachers 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, and
- 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

Connection

Students may

- Use the *Skim and Jot Graphic Organizer* to preview a text to obtain information about content. Texts such as *Killer Whales* or *Chendra's Journal* may be used to model how to look for the big ideas in a text by looking at the headings and skimming through the text.
- Skim a text and use coloured sticky notes to highlight and distinguish the big ideas from the details.
- 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®.
- View a variety of online store flyers to locate the best value for an item.
- Create or use Vortex games on SmartBoard® exchange to sort relevant and irrelevant information.
- Use a visual strategy to keep focused on an inquiry question by displaying the question on a sticky note and placing it on a research source.
- Conduct an interview to gather information on a topic of interest or a curriculum topic.

Consolidation

Teachers may

- Use the support prompts from the *Analyzing Strategy Checklist* to assess how students analyze information.

Students may

- Use various sources to seek answers to questions and verify information.

Resources and Notes

Authorized

Moving Up with Literacy Place 4 (TR)

- Literacy Support Guide
 - *How to Take Notes When Reading*, p. 155
 - *Other Ways to Record Your Ideas When Reading*, p. 156
 - *How to Find Information in Non-fiction Texts*, p. 160
 - *How to Use Non-fiction Text Features to Find Information*, p. 162
 - *Here are the Facts*, pp. 101-102
 - *Skim and Jot Graphic Organizer*, pp. 13-22

Analyzing Unit

- Teacher's Guide: *Analyzing Strategy Checklist*, p. 46
- Teacher's Guide: *Read Aloud Lesson: Killer Whales*, pp. 13-22
- Read Aloud: *Killer Whales*
- Shared Reading: *Chendra's Journal* (PDF file on CD)

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-4.html

- Teaching Kids News®
- TIME For Kids®
- National Geographic Kids® magazine
- Vortex Game in SMART Notebook
- Creating a vortex game in SMART notebook
- MediaSmarts®

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

- 5.3 organize information in a meaningful way

Focus for Learning

Students begin seeing themselves as researchers when they search for information for a specific purpose and realize the importance of organizing their findings 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 to themselves and others with whom they share.

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 and highlighting the information that helps to answer their question. By eliminating irrelevant information, they learn to select the parts that provide answers to their questions. Graphic organizers combine words and visuals, making it easier for students to see how the information is linked together. Students can be shown various examples of graphic organizers and they may need support to select the one that best fits their purpose. 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. Information on sticky notes or index cards may be sorted according to the purpose of the content being organized. Some students may like to use large sheets of paper to cut and paste their information from paper in a larger organized format.

Students need to recognize that research is not always a formal process but a part of daily living. For example, some families research prices for grocery items in weekly flyers to find the best value for their money before making a purchase.

Investigations will naturally cause students to formulate new questions, which in turn can be answered through further research. Teachers should help students realize that research is an ongoing process. They may find new information in other sources and it is possible that it may become revised in the future.

The information that is collected, analyzed and organized in GCO 5 can be easily integrated with GCOs 8, 9 and 10 in the writing and representing strand if students choose to write about the information that is collected to answer their question.

Sample Performance Indicator

Revisit the question that you researched and find the information that is worth keeping from your sticky notes, index cards and/or graphic organizer. Organize the valuable information in your reader's notebook by creating an easy reference page to refer to when answering your question in a small group conversation about research findings.

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 use organizational tools to record information using index cards, jot notes and graphic organizers.

Students may

- Select various ways to organize information for presentation formats (e.g., poster, written report, diorama, interview, letter, Power Point® slideshow, iMovie, oral report, brochure, advertisement and games)

Connection

Teachers may

- Share completed exemplars, graphic organizers and other tools that organize information in a meaningful way.
- Model the *Skim and Jot* strategy during shared reading by previewing texts such as *Killer Whales* and *Our Canada* and using sticky notes to make jot notes.

Students may

- Organize collected notes to be shared and/or used by others.
- Interpret information provided during an interview.
- Make jot notes from a self-selected informational text.

Consolidation

Teachers may

- Provide students with a graphic organizer and QR (Quick Response) code or an address to a preselected website. Observe the efficiency and accuracy of the organization of the notes recorded.

Students may

- Peer edit a completed graphic organizer to sort jot notes, eliminate unnecessary information, revise notes, provide feedback, etc.

Resources and Notes

Authorized

Moving Up with Literacy Place 4 (TR)

- Literacy Support Guide
 - *Organizing Research for a Report*, pp. 239-243
 - *Sharing Your Ideas and Inviting Feedback*, pp. 270-275
 - *Drafting an Interview*, p. 248
 - *Doing Research*, pp. 73-74
 - *Note-taking Organizer*, p. 179
 - *Organizing Jot Notes*, p. 237
 - *Skim and Jot Graphic Organizer*, pp. 13-22

- Analyzing Unit
 - Teacher's Guide: *Read Aloud Lesson: Killer Whales*, pp. 13-22
 - Read Aloud: *Killer Whales*
 - Shared Reading: *Our Canada*
- Literacy Place for the Early Years Grade 3
 - *Nature Watch Inquiry Unit Teacher Guide*, pp. 132-133, 136-137, 138-139

Teaching and Learning Strategies

- www.k12pl.nl.ca/curr/k-6/ela/grade-3.html
 - *Developing Inquiry Skills*

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-4.html

- Teaching Kids News©

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

5.4 share new learning from inquiry

Focus for Learning

Throughout the year, it is important for students to engage in opportunities to share their research findings since it is the final step in the research process. Students benefit from sharing their new understandings and it is an opportunity to learn new information from each other.

Students should be encouraged to invite and provide feedback from peers as they make a plan for a suitable presentation format to share the information they learned with a particular audience.

Information may be presented formally or informally depending on the nature of the inquiry. The information they choose to pass on to others may be shared individually, with a partner or in a group. Sharing is an ongoing process and should not be limited to a final product.

SCO 5.4 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 the two. Possible ways to integrate GCOs 8,9 and 10 with this specific curriculum outcome may include

- blog, web page, digital story, PowerPoint presentation, etc.;
- newspaper article, written report, booklet;
- poster, jingle, pamphlet, comic strip, commercial;
- scrapbook, collage, mobile, diorama, game, painting, mosaic, mural, model, display, timeline;
- graph, chart;
- short play or skit, drama, speech, television program, puppet show, song, dance; and
- chart or bulletin board.

Sample Performance Indicator

Create a visual display to share information from an inquiry in a curriculum area. A variety of visuals such as pictures, brochures, models, maps, charts, audio and/or visual clips may be used to share information. A possibility for an inquiry topic in Social Studies may be the selection of a place for exploration.

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

- Co-create a list of possible ways to share new learnings (e.g., written, visual, digital, oral, multimedia, drama).
- Introduce the features of specific forms for sharing (e.g., brochure, comic strip, diorama, game).
- Display a visual text such as a poster or advertisement to discuss distinguishing features and determine the effectiveness of the author's use of organization, colour, font style, font size, pictures, etc. Discuss how the creator shares learning through this format.

Students may

- Discuss the importance of the audience and how forms of presentations should suit the intended audience.
- Select a method to share new learnings based on the anticipated audience.
- Participate in a *Think-Pair-Share* session to brainstorm ways to share gathered information.

Connection

Teachers may

- Conference with students to provide support and feedback when selecting and working on a form for sharing information.
- Conduct mini-lessons to support student choice in ways to represent/share new learning. This may include mini-lessons on how to create a PowerPoint slideshow or iMovie, features of visual texts, comic strips, dioramas, interview techniques, etc.

Students may

- Sort a list of presentation forms that would suit audience categories (e.g., younger children, peers, adults, family, athletes, society, etc.).

Consolidation

Teachers may

- Create a checklist to assess sharing. Include student ability to express and organize information effectively, engagement with the audience and knowledge of the topic shared. Outcome 2.2 may also be assessed using the checklist since students are expected to apply effective presentation skills.

Students may

- Self-assess and reflect on the format selected for sharing.

Resources and Notes

Authorized

Moving Up with Literacy Place 4 (TR)

- Literacy Support Guide
 - *Think-Pair-Share*, p. 45
 - *Comic Strip*, pp. 89-90
 - *Map It!*, p. 91
 - *Newspaper Article*, pp. 97-98
 - *Late Night Talk Show*, pp. 105-106
 - *Making a Poster*, p. 111
 - *Publishing and Sharing Checklist*, p. 298
 - *Fact Summary*, p. 388
 - *Observational Record Sheet*, p. 206

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

Outcomes

Students will be expected to

- 6.1 respond to texts by making connections

Focus for Learning

Responses 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 connections to texts. Reference the chart below to note the key points and prompts for each connection: text-to-self, text-to-text and text-to-world.

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

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Review the three types of connections made by readers to construct meaning: text-to-self, text-to-text and text-to-world.
- Model relevant and meaningful connections to texts experienced during read alouds, shared, guided and independent reading.
- Use student-friendly language in prompts that help make connections: This reminds me of..., I remember I saw something like this on television..., etc.
- Refer to the teaching plan cards for guided reading selections that include making connections as a focus strategy.

Students may

- Design a bookmark to reference prompts for making connections during independent reading.

Connection

Teachers may

- Conduct a *Book Talk* to discuss texts and make connections.
- Focus on making connections *before, during* and *after reading*.
- Locate and mark *pause points* prior to reading aloud to determine where to pause in a text and when to use prompts and questions to focus on making connections.
- Use a read aloud such as *Thirteen Moons on Turtle's Back* to make a text-to-world connection. Compare what is already known about nature to the story the legend tells.

Students may

- Make personal connections to texts using a variety of written responses.
- Use a Venn diagram to compare and contrast two familiar texts.
- Use visual representation to show evidence of making text connections through a reader response activity such as *Picture It*.
- Share familiar titles that highlight specific connections.
- Practice making connections with guided reading texts.
- Create a double journal entry by creating a column on the left entitled *From the Text* and a column on the right entitled *From your Mind*. In the left column, record a happening from the text such as a passage, interesting language, quote, key event, fact, main idea or problem. The right column, *From your mind*, will include things that the text makes the reader think about such as a reaction, theory, comparison, explanation or idea.

Resources and Notes

Authorized

Appendices

- Appendix C9: Making Connections to Texts

Moving Up With Literacy Place 4 (TR)

- Guided Reading Selections
 - Guided Reading Titles and Teaching Plan Cards
- Making Connections Unit
 - Teacher's Guide: *Making Connections Teacher Support and Explaining Making Connections to Students*, pp. 2-3
 - Teacher's Guide: *Prompts for Helping Students Make Connections*, p. 7
 - Teacher's Guide: *Making Connections Strategy Checklist*, p. 37
 - Teacher's Guide: Read Aloud Lesson: *Thirteen Moons on Turtle's Back*, pp. 13-19
 - Read Aloud: *Thirteen Moons on Turtle's Back*,
- Literacy Support Guide
 - *Picture It and Sketch Connections*, pp. 67-68
 - *My Opinion*, pp. 79-80
 - *Pack Up a Story*, pp. 83-84
 - *Group Leader Discussion*, pp. 109-110
 - *Book Talk*, pp. 113-114
 - *Pick a Quote*, pp. 63-64
 - *Reading Tip Bookmarks*, p. 147
 - *Comparison Organizer*, p. 385

Program Planning Guide

- *Reader Responses*, pp. 131-133

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

Outcomes

Students will be expected to

6.1 *respond to texts by making connections*

Focus for Learning

As students interact with texts they need opportunities to make connections to a personal experience, another familiar text, and /or an issue in the world. Specific curriculum outcomes 6.1 and 6.2 are presented separately in this guide but they are inter-connected and should be taught using an integrated approach.

Most responses to texts are formed by making connections which are supported with personal and critical opinions about the text and evidence that is supportive. Student connections are strengthened when they consider the thoughts, feelings and emotions evoked by texts. Sharing of opinions and responses to reading comprehension should be encouraged throughout daily activities and within the context of natural conversations. It is important to activate background knowledge about information presented in a text to improve comprehension. These connections usually start with text to self, where students make a personal connection to the text. This often happens when students read something which reminds them of a similar thing that happened to them. This is the simplest form of connection to text. When students make personal connections to texts, they are in a better position to form and express opinions about the various texts they encounter. 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 would like to see different in the text; and
- why they would or would not recommend the text to a friend.

Sample Performance Indicator

Post connections to a classroom blog or an electronic corkboard such as Padlet™ about texts read or viewed during read alouds, independent, shared or guided reading. Connections to texts are posted for classmates to read and make additional connections.

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

Sample Teaching and Assessment Strategies

Consolidation

Teachers may

- Observe students' oral, written and creative responses to texts and note the types of connections made.
- Indicate the types of connections demonstrated by individual students on the *Making Connections Strategy Checklist*.
- Monitor connections made during mini-lessons and teacher-student conferences.
- Participate in *Book Clubs* to observe reader responses and oral contributions that include making connection strategies during discussions.
- Use a *Graffiti* strategy to observe student responses about making connections.

Students may

- Self-assess the types of connections made to texts and determine if other connections can be made.
- Peer conference and provide feedback to improve connections to texts.
- Read an independent reading selection and make as many connections to the text as possible. Use sticky notes to indicate where connections are made in the text. The notes can be used for points of reference in a sharing session.

Resources and Notes

Authorized

Moving Up With Literacy Place 4 (TR)

- Literacy Support Guide
 - *Graffiti*, pp. 38-39
 - *Book Talk*, pp. 113-114
- Making Connections Unit
 - Teacher's Guide: *Making Connections Strategy Checklist*, p. 37
- Book Club Unit - *Ready, Set, Adventure!*
- Book Club Unit - *Sounds Like Music*
- Book Club Unit - *Kids Can Do It!*
- Book Club Unit - *Earth Rescue*

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-4/resource-links.html

- Double Journal Entry
- Padlet™

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

Outcomes

Students will be expected to

- 6.2 use evidence from texts to support responses

Focus for Learning

Supporting responses using text information can be challenging for students since it requires students to move beyond their own opinions and connections to the text. They are required to think beyond the text and find evidence that may be implied if not explicitly stated. Explicit teaching and modelling will be required throughout the year to develop this skill. 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...*

Sample Performance Indicator

Develop a character's viewpoint by providing evidence from a text that you are reading that supports the opinions and perspectives of your chosen character. Encourage prompts such as the following:

- *I believe the main character feels _____ because they say _____.*
- *I know that what they say ___ is not true because the text includes pictures that show_____.*
- *I think this character is ___ 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

- Review strategies used in the *Inferring, Evaluating* and *Synthesizing Strategy Guides* to help support higher-level thinking when giving evidence from texts in a response.
- Design specific reading and responding activities for students to engage with and make sense of texts.
- Model prompts to demonstrate how to support responses to texts. Include prompts such as: *On page ___, I noticed ___, The author said ___, According to the text ___, In the ___ stanza ___, From the reading, I know that ___ and The graphic showed ___.*
- Teach specific strategies that support responses to texts that go beyond the literal meaning to understanding texts: confirming predictions, finding supportive details, gaining information from visual sources, locating specific information, locating specific text features, recognizing the main idea, retelling information, summarizing and understanding problems/solutions.

Students may

- Find evidence in a text that supports an opinion about a character and mark it with a Post-it® for easy reference in a discussion.
- Support responses to texts using sentence stems such as: *I believe ___ because it said ___, I know that ___ is not true because the text includes pictures that show ___ and I think ___ because on page ___ it says ___.*

Connection

Teachers may

- Model responses by restating a question in an answer and providing evidence from the text that supports a personal connection/opinion.
- Create an anchor chart displaying prompts that support constructed responses.
- Use an acronym such as R.A.C.E. to support responses (R-Restate part of the question, A-Answer all parts clearly, C-Cite support from text source, E-Explain using evidence).
- Demonstrate how ideas, feelings, attitudes and associations that evoke imagery can be used as evidence to support responses.

Connection

Students may

- Refer to a *Thinking Chart* to support answers to questions: *What is the author trying to say?, What is the author's main message and Does the author say what he/she really means?*

Resources and Notes

Authorized

Moving Up With Literacy Place 4 (TR)

- Inferring Teacher's Guide
- Evaluating Teacher's Guide
- Synthesizing Teacher's Guide
- Literacy Support Guide
 - *Reader Response Activities*, pp. 59-62
 - *Pick a Quote*, pp. 63-64
 - *Character Viewpoints*, pp. 65-66
 - *Pack Up Your Story*, pp. 83-84
 - *How to Respond to a Fiction Text*, pp. 171-172
 - *How to Respond to a Non-fiction Text*, pp. 172-173
 - *How to Share What You Have Read*, pp. 173-176
 - *Thinking Chart*, p. 180
 - *Independent Reading Checklist*, p. 215

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-4/resource-links.html

- Literary Devices for Kids

Continued

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

Outcomes

Students will be expected to

6.2 *use evidence from texts to support responses*

Focus for Learning

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

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

Sample Teaching and Assessment Strategies

- Use a double entry journal to record supported responses.
- Discuss ideas/responses with a partner to strengthen responses.
- Present a range of student exemplars from former students and rank the responses on a scale from one to four, and provide reasons for the ranking.
- Compare and contrast facts, events, and/or ideas.
- Find evidence from specific words, sentences, and/or lines in poems such as *Afternoon in March*, *Zeke, An Old Farm Dog*, and *How Can you Change "Sleep" into "Dream"?* to support answers to questions.

Consolidation

Teachers may

- Use the *Making Connections Strategy Checklist* to record information about student responses and to reference sample assessment questions that may be used to provide evidence for opinions and ideas about the text (e.g., *Where does the author tell you that?* and *Can you find some evidence for that?*).
- Observe student reading behaviours to determine if the skill of thinking about and evaluating the information presented in the text is being used.
- Discuss how literary devices convey information to the reader. Common devices may include: **metaphor** (word or phrase denoting one kind of object used in place of another), **simile** (comparison of two things using 'like' or 'as'), **personification** (giving human characteristic to inanimate object or animal), **rhythm** (emphasis is placed on certain syllables and the rhythm may be fast or slow like the beat in music), **shape** (white space, lines, stanza and writing in the shape of the subject of the poem) and **alliteration** (repetition of the same letter or sound at the beginning of words in a sentence or poem).

Students may

- Respond to a variety of texts.
- Write their opinion of a book to the author and provide three reasons for liking or disliking the book. Reasons should be supported using facts and details from the text.

Extension

Students may

- Use pictures of various animals or objects to create a text using personification.

Resources and Notes

Authorized

Moving Up With Literacy Place 4 (TR)

- Inferring Strategy Unit
 - Teacher's Guide: *Poems to Set You Free: Afternoon in March*, pp. 34-39
 - Teacher's Guide: *Zeke, An Old Farm Dog*, pp. 40-46
 - Teacher's Guide: *How Can you Change "Sleep" into "Dream"?* pp. 47-51
- Making Connections Strategy Unit
 - Teacher's Guide: *Making Connections Strategy Checklist*, p. 37
- Literacy Support Guide
 - *Thinking Chart*, p. 180

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

- 7.1 analyze the intended messages in a variety of text types and forms

Focus for Learning

A message is what the reader takes away from a text. Analyzing a message requires the reader to explore a text to locate explicit information provided by the author. In grade four, students will further develop their skill of identifying a message within a text by thinking beyond a text and analyzing the information presented and using it to make appropriate inferences, connections, predictions and evaluations. To analyze, readers need to

- focus on literal information in texts,
- locate information in text features,
- find ideas stated by the author,
- find supporting details,
- scan the text for information, and
- confirm thinking about the text with supporting evidence from the text.

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, think, act and interact 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 analyzing the messages in texts.

Sample Performance Indicator

Design a one page information sheet about the message(s) in a self-selected text. Include a summary of the information presented in the text and support each statement with evidence from the text using quotes, pictures, charts, maps, etc..

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

- Use *Think Alouds* to model higher order thinking strategies used to analyze information in various text types and forms.
- Determine student background knowledge about synthesizing by asking questions about a variety of texts such as *What is the main thing that the author is trying to tell us?*
- Review strategies used to synthesize as outlined on the *Synthesizing Strategy Checklist*.
- Encourage students to consider different perspectives when viewing videos from the *Concerned Children's Advertiser*.
- Provide examples of the many ways that messages are communicated (e.g., t-shirts/clothing, billboards, mugs, tote bags, bumper stickers).
- Discuss why text features are selected to convey messages.
- Identify instances where language is used to manipulate, persuade and control the message (e.g., toy advertising).
- Identify instances of prejudice and stereotyping in messages (e.g., gender specific toys/careers/colour associations).

Students may

- Capture and share a photo that displays a message (e.g., posters displayed around the school, billboards, etc.). Discuss the interpretation of the message with a partner and how the message may be interpreted differently depending on audiences.

Resources and Notes

Authorized

Moving Up with Literacy Place 4 (TR)

- Synthesizing Strategy Unit
 - Teacher's Guide: *Synthesizing Strategy Checklist*, p. 53

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-4/resource-links.html

- Concerned Children's Advertiser
 - *Health Rock*
 - *What's Your Thing*
 - *We Are 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

7.1 analyze the intended messages in a variety of text types and forms

Focus for Learning

A variety of text types and forms are used to analyze texts. Texts to include are explained in detail in SCO 4.1. Readers must think about the creator of the text and the intended audience for the message included in the text. The following questions may be considered when analyzing texts:

Analysis	
Text	What media form or text type is this?
	What techniques are used to attract my attention? (e.g., sound effects, music, catchy slogans, jingles, colour, design, jokes, famous people)
	How well did techniques succeed in conveying the message?
Audience	What is the purpose of the message?
	Who is the target audience?
	How closely does this message represent reality?
	What does the message mean to me?
	How might other people understand this message?
Production	What lifestyles, values and points of view are represented or omitted?
	Who created this message? Why?
	What are the component parts of this message?
	Why have they been used?
	How has this message been distributed? Why?
	Who benefits from this message?
	Who may be disadvantaged?

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

Connection

Teachers may

- Engage students in conversations about messages in texts during literature circles, movie reviews, news broadcasts/podcasts, web page reviews, book clubs, etc.
- View posters for Action NL, MMSB, MADD, Unicef etc. and ask students to discuss the meaning of the text and explain the features used.

Students may

- Go on a media scavenger hunt for different types of ads that send messages, sell products and/or persuade an audience.
- Compare the types of messages found within various sources (e.g., websites, advertisements, apps, flyers and magazines).
- Analyze how and why the features used in texts influence the intended messages.
- Analyze the opposing messages in newspaper articles, such as: *Video Games Benefit Both Brain and Body* and *Video Games Linked to Poor Behaviour and Health*.
- Participate in logo competitions and contests and analyze messages through peer sharing.
- View concrete poems, such as: *Lighthouse*, *Refrigerator Light*, *Firefly* and/or *Flashlight*. Analyze how the features of the text type, such as the shape of the poem, connect to the message.

Consolidation

Teachers may

- Present the lyrics of a popular song such as *Big Yellow Taxi* by Counting Crows for students to interpret and make connections to habitats in science.
- Ask questions about the messages in texts during a reading conference and note student interpretations.
- Present an ad and ask, *Who is responsible for the ad? What is the ad actually saying?* and *What does the ad want me to do?*

Extension

Teachers may

- Provide specific messages and ask students to create a poster, web page or Glog© to convey the message. A Glog© is a blog with graphics. In a glog you can post pictures and draw.

Resources and Notes

Authorized

Moving Up with Literacy Place 4 (TR)

- Synthesizing Strategy Unit
 - Overheads: *Video Games Benefit Both Brain and Body* and *Video Games Linked to Poor Behaviour and Health*
 - Teacher's Guide: Shared Reading Lesson: *Game On: Video Games Pro & Con*, p. 45
 - Shared Reading Poetry Poster: *Lighthouse*, *Refrigerator Light*, *Firefly*, and/or *Flashlight*
 - Teacher's Guide: Shared Reading Lesson: *Lighthouse*, *Firefly*, and *Flashlight*, pp. 29-44
- Evaluating Strategy Unit
 - Shared Reading Lesson: *Breaking Down Breakfast*, pp. 37-42
 - Shared Reading: *Rolled Wheat & Honey Puffs*
- Book Club Unit-*Sounds Like Music*
 - 3 Audio CDs: *The Beat*, *Music Forever* and *Your Song*
- Literacy Support Guide
 - *Reading Conference*, p. 217

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-4/resource-links.html

- Admongo
- Glog©
- *Big Yellow Taxi*

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

- 7.2 respond critically to a variety of text types and forms

Focus for Learning

Critiquing what is viewed, read or heard in texts rather than accepting it to be the absolute truth should be an integral part of daily teaching and learning practices. Being critically literate involves questioning assumptions that are often taken for granted. Whether watching a television program or listening to a new song students need to understand how to effectively receive and respond to the information and teacher modelling is necessary for students to hear how critical responses are formed. Students learn to evaluate and challenge the various messages they encounter daily in texts. They must realize that texts are constructed by individuals who have particular points of view. In order to respond critically, students need to examine, interpret and make informed opinions about texts by:

- questioning information presented in texts;
- identifying features and characteristics of different texts to help them understand what they have read;
- discussing texts from their own perspective and identifying;
- instances where language is used to manipulate, persuade and control them;
- recognizing instances of prejudice and stereotyping;
- revisiting texts to determine if the interpretation of the message has changed, how it changed and why; and
- determining how to think about and read texts differently.

Guiding questions must be modelled and asked to help students critically analyze texts. These conversations may evolve by asking the following questions about texts (posters, digital images, books, videos, magazines, songs, etc.):

- What does the author want you to think?
- Does the text include facts or opinions that are realistic?
- Has my opinion changed after critically analyzing this topic? If so, how?
- How could you take action in response to the message?
- Are the ideas and content supported with details and examples?
- How could you improve this text?

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

- Model the communicative language for higher-level thinking skills by using the terms with friendly words in sentences. For example, *We read between the lines when we infer* or *The reader fills in the gaps by inferring when the author doesn't tell everything*.
- Review strategies used to infer, evaluate and synthesize, (i.e., blending background knowledge and picture cues/textual cues, making simple logical inferences and ones that require more problem solving and creativity, visualizing text from the author's descriptions, using word meanings from context and literary language to make inferences and understanding jokes and word plays).
- Use *Think Alouds* to model higher thinking strategies.
- Determine student background knowledge about making inferences by asking questions about a variety of texts. Questions may include: *What didn't the author tell us?*, *Based on what you know and what you read, did the author purposely leave out information?*, etc.
- Post a reference chart of prompts to help students infer.
- Reference strategy units for information on evaluating, synthesizing and inferring to promote critical thinking.

Students may

- Analyze the author's motive/intent and recognize their own power as readers.
- Select and share pre-packaged food items that display examples of language that distorts, hides, or exaggerates information on the item. Students may present their findings in small groups or to the whole class.

Connection

Teachers may

- Read a guided reading text such as *The Zarg Rule* to initiate a discussion about the importance of voicing opinions and questioning societal norms and rules.
- Read and view a persuasive text such as *Get Up and Go!* and discuss how the author persuades the reader to act on the message.
- Communicate and model how to think critically when reading and viewing texts.
- Discuss the importance of challenging the messages presented in texts so that alternative perspectives may be considered.

Continued

Resources and Notes

Authorized

Moving Up with Literacy Place 4 (TR)

- Literacy Support Guide
 - *Newspaper Article*, pp. 97-98
 - *My Opinion*, pp. 79-80
 - *Here Are the Facts*, pp. 101-102
 - Inferring Strategy Unit
 - Teacher's Guide: *Inferring Strategy Checklist*, p. 61
 - *Using Prompts*, page 7
- Evaluating Strategy Unit
 - Teacher's Guide
- Synthesizing Strategy Unit
 - Teacher's Guide
- Guided Reading Titles
 - *Catch that Stomach*, Level Q
 - *Glaciers: Rivers of Ice*, Level R
 - *Discover Mongolia*, Level T
 - *Geocaching*, Level T
 - *The Zarg Rule*, Level P
 - *Get Up and Go!*, Level R

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-4/resource-links.html

- Skills You Need Website

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

7.2 respond critically to a variety of text types and forms

Focus for Learning

Sample Performance Indicator

View a newspaper or magazine and select an article or advertisement to critique. Record your critical thoughts and/or questions on a sticky note and place it on the selection as prompts for other viewers to help think and respond critically to the message(s) presented in the text.

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

Students may

- Read the article *Breaking Down Breakfast* to learn some of the techniques that marketers use to sell cereal. Afterwards, view images of the front and back covers of a cereal box designed for children. Decide if marketers did a good job designing the covers on the packaging and offer an alternative design to promote a healthy choice.
- Compare and contrast the messages in two different ads such as *Honey Puffs* and *Rolled Wheat*. Determine how marketers make products appealing to different audiences and why.

Consolidation

Teachers may

- Display various websites that send messages, sell products or persuade the reader to think in a certain way about a popular toy. Converse with students about how and why the author chose the features used.

Students may

- Create an ad for a product using information learned about marketing. Select a target audience and a product. Design packaging that will persuade the consumer to buy the product.

Extension

Students may

- Invent a product in a design challenge and create an ad campaign to market the item to an intended audience.

Resources and Notes

Authorized

Moving Up with Literacy Place 4 (TR)

- Evaluating Strategy Unit
 - Teacher's Guide: Shared Reading Lesson: *Breaking Down Breakfast*, pp. 37-42
 - Shared Reading: *Breaking Down Breakfast* Article (PDF File on CD)
 - Shared Reading: *Breaking Down Breakfast* Cards: *Honey Puffs* and *Rolled Wheat*
- Literacy Support Guide
 - Craft and Convention Lessons, pp. 220-306

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-4/resource-links.html

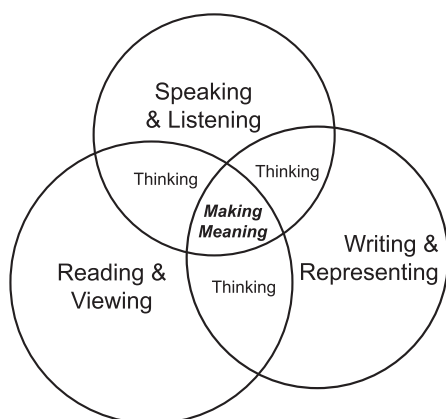
- Green Screen by Do Ink®
- Sock Puppet App
- Toon-tastic App
- Popplet App
- Zing Stikbot Studio®

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; and
- recreating and consolidating information from a variety of sources.

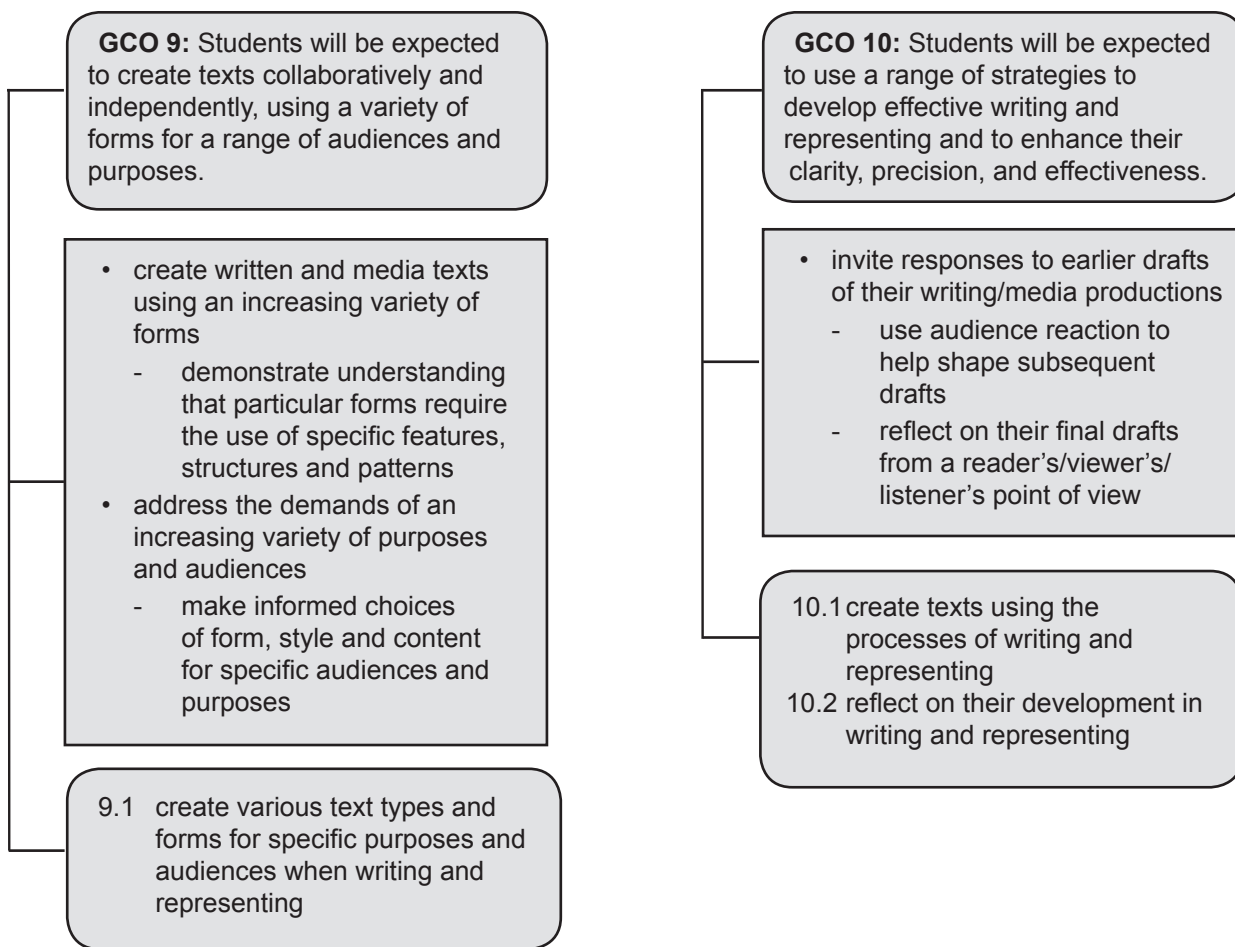
In writing and representing, students must decode, understand, evaluate and create a variety of forms and reflect on the creation process.

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 a range of strategies in writing and other ways of representing to
 - frame questions and design investigations to answer their questions
 - find topics of personal importance
 - record, develop and reflect on ideas
 - compare their own thoughts and beliefs to those of others
 - describe feelings, reactions, values and attitudes
 - practice and apply strategies for monitoring learning
 - formulate goals for learning
- select appropriate note-making strategies from a growing repertoire
- make language choices to enhance meaning and achieve interesting effect in imaginative writing and other ways of representing

- 8.1 express feelings and imaginative ideas through writing and representing
- 8.2 reflect on their learning through 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 3	Grade 4	Grade 5 (Interim Edition 2013)
30.0 express feelings and imaginative ideas through writing and representing	8.1 express feelings and imaginative ideas through writing and representing	8.1 develop proficient writing and representing skills
31.0 reflect on their learning through writing and representing	8.2 reflect on their learning through writing and representing	8.2 create texts that represent experiences, personality and interests

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 3	Grade 4	Grade 5 (Interim Edition 2013)
32.0 use various text types and forms in writing and representations	9.1 create various text types and forms for specific purposes and audiences when writing and representing	9.1 create texts for a wide range of audiences and purposes
33.0 create text types and forms for specific purposes and audiences		9.2 create texts in various genres and forms
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 3	Grade 4	Grade 5 (Interim Edition 2013)
35.0 use a variety of strategies to write and represent effectively	10.1 create texts using the processes of writing and representing	10.1 create texts using the processes of writing and representing
36.0 reflect on their development in writing and representing	10.2 reflect on their development in writing and representing	10.2 collaborate with others during text creation
		10.3 use language conventions appropriately

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

- 8.1 express feelings and imaginative ideas through writing and representing

Focus for Learning

To become independent and lifelong writers, students need to write about their personal passions and interests. They need to see themselves as writers, develop writing stamina and be motivated to write. Daily writing opportunities to apply a mental focus and discipline are key to building successful writing stamina. Once these behaviours are established, it helps students develop a sense of satisfaction and enjoyment. They may choose to write more often and recognize the importance of setting goals for their writing development.

In grade four, personal and poetic writing are the focus for GCO 8. Personal writing includes personal thoughts, ideas and emotions about self-generated topics. A writer's notebook can be a place where writing ideas and visuals are collected to practice and experiment with writing. Entries may be observations, memories, dreams, questions, lists, poems, stories, conversations, ideas, silly stories, etc. The focus of a writer's notebook is on strategies for generating their own ideas for writing rather than providing topics.

Poetry is an excellent category of literature with many different types of poems that express ideas, thoughts and feelings imaginatively. Students should have many experiences reading and writing a variety of poetry. Poems to consider may include: acrostic, cinquain, concrete, formula, found poem, free verse, haiku, I am...poem, limerick, narrative poem, tanka, etc. Using poems and journals as mentor texts may motivate students to express feelings and imaginative ideas when writing for personal communication. Seeing how authors use various forms may encourage students to experiment with text types in their own writing. These mentor texts are selected to demonstrate the intended learning and help students understand what is expected of them.

The following *instructional writing approaches* should be included:

Modelled writing provides scaffolds through demonstration. Teachers highlight strategies used by good writers. Students observe while the teacher talks aloud and models writing.

Shared writing occurs in large or small group settings and it provides opportunities for teachers and students to work collaboratively on the creation of a common text.

Guided writing provides opportunities for identifying and addressing common individual language needs through a mini-lesson to practice a particular strategy in a small group setting or independently.

Independent writing encourages students to apply new writing skills and strategies independently with minimal teacher support. It may occur during guided reading and writing groups.

Sample Performance Indicator

Think about an emotion that you experienced. Who and what contributed to this feeling? Record your experience in your writer's notebook or create a poem.

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

- Use modelled writing as an instructional approach to highlight strategies used by effective writers such as the authors of *Chendra's Journal* and *Alone Across the Arctic*.
- Introduce strategies for generating ideas for writing such as classroom photos, personal objects or jot note ideas in writer's notebooks, etc.
- Use strategies such as *Graffiti* or *Thinking About Word Choice* to develop student awareness of sensory images in writing.
- Demonstrate writing strategies through focused mini-lessons in guided writing groups on personal writing such as poetry, journals, diary, e-mail, greeting cards, etc.
- Designate and create a physical space for writers that is comfortable, stimulates creativity and supports risk-taking.

Students may

- Generate ideas that inspire writing in a writer's notebook.
- Share writing about a mystery object. Include details and sensory descriptions as clues for the audience to identify the object.

Connection

Teachers may

- Provide a selection of wordless picture books for students to select and provide accompanying text.
- Use a choice board for student writing and representing activities which may include writing shape poems, concrete poems, diary entries, journals, letters, postcards, etc.

Students may

- Create a representation of a poem such as *Zeke, an Old Farm Dog* using plasticine, play dough, etc.
- Listen to a description of a character such as Evangeline Mudd and visually represent the character using found materials such as leftover wool, used buttons, bottle caps, fabric scraps, etc.

Consolidation

Teachers may

- Conference with students to set writing goals and reflect on writing stamina and engagement.
- Observe individual students during designated writing times and offer suggestions to improve behaviours.

Students may

- Share personal writing samples with a writing partner.

Resources and Notes

Authorized

Moving Up with Literacy Place 4 (TR)

- Program and Planning Guide
 - Instructional Approaches for Writing, pp. 150-163
 - Writing Continuum, pp. 208-214
- Literacy Support Guide
 - *Graffiti*, pp. 38-39
 - *Picture It!*, p. 67
 - *Thinking About Word Choice*, p. 258
- Analyzing Strategy Unit
 - Shared Reading: *Chendra's Journal* (PDF file on CD)
- Book Club Unit- *Ready Set Adventure!*
 - Shared Reading: *Alone Across the Arctic* (PDF file on CD)
- Inferring Strategy Unit
 - Teacher's Guide: *Zeke, an Old Farm Dog*, pp. 40-46 and *Ideas for a Poem Template*, p. 39
 - Shared Reading: *Poems to Set You Free* (PDF file on CD)
 - *Text Type Writing Study: Postcards*, pp. 68-76
- Synthesizing Strategy Unit
 - Light, Oh Light (poster)
 - *Shared Reading Teaching Plans for Poetry*, pp. 29-44
 - *Poetry-Concrete Poems*, pp. 59-65
 - *Poetry Text Organizer*, p. 67
 - Read Aloud: *Evangeline Mudd and the Golden-Haired Apes of the Ikkinasti Jungle*, p. 14

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

- 8.2 reflect on their learning through writing and representing

Focus for Learning

Learners should reflect on what and how they learn by thinking about what they do and connecting it to what they already know. When their representations and written attempts are based on authentic learning experiences they are more likely to experience success.

Include time in the day to model how to self-assess. When students understand what makes their writing better before they begin to write, they are more likely to meet those criteria and enjoy writing. Through reflection, assumptions or existing beliefs are challenged, experiences make sense and learning is active rather than passive.

Cross-curricular connections provide excellent opportunities for students to reflect and think about their thoughts, feelings and experiences. Grade four students may reflect on ideas such as acceptance of differences, healthy practices, problem solving strategies, designs for structures, etc.

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 who 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>

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

- Provide time for students to think and reflect prior to writing about and representing their learning.
- Distribute entry and exit cards at the beginning and end of lessons to reflect on learning experiences.
- Model the process of self-assessment for selecting and evaluating writing goals.

Connection

Teachers may

- Use writer's workshop to provide opportunities for students to give and receive constructive feedback from peers.
- Support written reflection by displaying related objects on a topic of study such as sound, nutrition, explorers, etc.

Students may

- Engage in a *Think-Pair-Share* activity to share and reflect on new understandings in writing and/or representations.
- Keep a reflection journal to write about cross-curricular learning experiences in a day, a week, a month, etc.

Consolidation

Teachers may

- Ask reflective questions for students to consider in journals or writer's notebooks, such as: *Do I like this form of writing? Why or why not? What have I learned about writing using this text type? What did I do well? What needs to improve?*
- Evaluate student reflections communicated through response journals, portfolios, blogs, exit cards, sticky notes, foldables, etc.

Students may

- Create a digital presentation on a topic using Google Slides, iMovie, Green Screen by Do Ink, etc.
- Create a rap after reflecting on topics such as anti-bullying, the golden rule, habitat conservation, noise pollution, recycling, etc.
- Reflect on learning using writing leads for synthesizing such as, *"At first, I was thinking..."*, *"During the process, I was thinking..."*, *"But at the end, I was thinking..."*

Extension

Students may

- Present their reflections about their participation in a community project such as a food bank drive, using a representation of their choice (e.g., poster, speech, art, free write).

Resources and Notes

Authorized

Appendices

- Appendix B4: Reflective Prompts

Moving Up with Literacy Place 4 (TR)

- Program and Planning Guide
 - *Reflecting on the Writing Process*, p. 149
 - *Prompts for Self-Reflection and Goal-Setting*, p. 149
 - *Guided Writing*, pp. 160-161
- Literacy Support Guide
 - *Think-Pair-Share*, p. 45
 - *Starting With a Good Lead Sentence*, pp. 251-252
 - *Considering Possible Presentation Formats*, p. 295
 - *Walkabout*, p. 46
 - *Co-operative Writing*, p. 47
 - *Making a Book Recommendation*, pp. 77-78
 - *Fact Summary*, p. 388

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

- 9.1 create various text types and forms for specific purposes and audiences when writing and representing.

Focus for Learning

Students are most engaged in writing when they have a desire to express themselves for a real purpose and an authentic audience. Having a purpose and an audience in mind helps the writer select an appropriate text type. Each text type places different demands on the writer, serves a different purpose, takes a specific form and is directed to a specific audience. **Descriptive** text types describe, **procedural** texts instruct, **recounts** retell information about a person or past event, **persuasive** texts persuade, **narrative** texts tell stories and entertain and **explanatory** texts explain and inform the reader about a topic.

Consider the following questions: *What do I want my audience to know after I finish? What are the most appropriate text types for this audience? What picture do I want to create in the mind of my audience? Is there an action that I want my audience to take?*

Exposure to mentor texts will strengthen student writing by giving it a model for style, voice and effectiveness. Mentor texts teach students about writer's craft or "tricks" that writers add to their work to engage the reader. Students should experiment with these techniques in their own text creations. Examples of how writers craft their writing are listed and defined in the chart below. See the appendix for suggested mentor texts that highlight specific examples of each one from the authorized resources for grade four.

Writer's Craft	
Types of Sentences	<i>simple sentences</i> - a sentence with a subject, verb and a complete thought
	<i>compound sentence</i> - two independent clauses connected with a conjunction
	<i>complex sentence</i> - an independent clause and one or more dependent clauses connected
	<i>taffy sentence</i> - a stretched sentence with more descriptive details
	<i>rule of 3</i> - three successive sentences that begin identically
	<i>long-short-short</i> - a set of three sentences where the first sentence is long and the last two are short
	<i>short-short-long</i> - a set of three sentences where the first two sentences are short and the last one is long
Terms	<i>alliteration</i> - a series of words in a sentence with the same initial sound repeated
	<i>repetition</i> - a repetitive phrase at specific points to add suspense or humor
	<i>ellipses</i> - three periods at the end of a sentence to build tension and pass time
	questions - used to show thoughts of the author or character
	simile - a comparison of two unlike things, using "like" or "as"
	stylistic effects - use of all capital letters, exaggeration of punctuation, change in font size, arrangement of letters/words etc.

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

- Co-create various anchor charts of the text type being introduced that focus on a specific structure, features and forms.
- Use mentor texts such as *Clever Manka* to model how to summarize a story or *Menu from the Bug House Family Restaurant* to explore descriptive language.
- Display sentences that lack descriptive word choice and model how to revise them with a focus on verbs, adverbs and adjectives or figurative language.
- Use modelled writing to demonstrate paragraph writing. Include: topic sentence, supporting sentences, closing sentence and relevant description.
- Demonstrate sentence fluency using taffy sentences to stretch an idea with more detail. Examples can be found in the text *In Like a Lion*.
- Provide a selection of poems to demonstrate how descriptive writing evokes sensory images.
- Read examples of strong leads and effective closings in mentor texts such as *Music for the End of Time* and *Evangeline Mudd*.
- Model how graphic organizers, such as the *Descriptive Paragraph Organizer* or the *Sequencing Organizer*, outline the structures for specific text types.

Students may

- Complete a *RAN Strategy Chart* or a KWL Chart before the formal introduction of any text form to determine prior knowledge.
- Examine the features and structures of procedural writing using mentor texts such as *Build Me a Castle* and *The Game of Mancala*.
- Use texts such as the brochure *Get up and Go!* and the poster *What Happens After You Flush?* to discuss features of descriptive text.
- Take digital photos during a nature walk or field trip to inspire a recount.
- Explore a collection of descriptive writing texts to identify key features to include in writing.
- Use a text such as *Water Dance* as a pre-writing activity to highlight the importance of drawing from sensory experiences to develop writing ideas.
- Expand on word choices by placing a common word in a word web and writing synonymns, adjectives, adverbs, figurative language, etc to make words more interesting to include in writing.

Resources and Notes

Authorized

Appendices

- Appendix C5: RAN Chart
- Appendix D6: Developing Writer's Craft Using Mentor Texts

Moving Up with Literacy Place 4 (TR)

- Program and Planning Guide
 - Types of Writing, pp. 163-171
- Literacy Support Guide
 - *Reading and Analyzing Non-Fiction*, p. 396
 - *Descriptive Paragraph Organizer*, 243
 - *Sequencing Organizer*, p. 390
- Guided Reading Selections
 - *Get up and Go!* Level R
 - *What Happens After You Flush?* Level Q
 - *Clever Manka* Level N
 - *The Game of Mancala*, Level N
- Sequencing Strategy Unit
 - Shared Reading: *Build Me a Castle* (PDF file on CD)
 - Read Aloud: *Water Dance*
- Making Connections Unit
 - Shared Reading: *The Bug House Family Restaurant*
 - Teacher's Guide: *Rating Scale and Organizer for Descriptive Texts*, pp. 53-54 and *Self-Assessment: Descriptive Texts*, p. 55
- Synthesizing Strategy Unit
 - Read Aloud: *Evangeline Mudd and the Golden-Haired Apes of the Ikkinasti Jungle*
- Book Club Unit - *Ready Set Adventure!*
 - *In Like a Lion*
- Book Club Unit- *Sounds Like Music*
 - *Music for the End of Time*

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

- 9.1 *create various text types and forms for specific purposes and audiences when writing and representing.*

Focus for Learning

Throughout the primary grades, students have been exposed to many reading and writing experiences that use a variety of text types. In grades 4, 5 and 6, they will shift this exposure to a focus on specific text types so that each one can be used with increasing sophistication by the end of elementary. This ensures that all students receive focused writing instruction for each text type in specific grades.

Explicitly teaching characteristics of a variety of genres allows students to identify them in texts they read and to apply them in their writing. In grade four, the focus for the text types for GCO 9 includes **procedure**, **recount** and **description**. The focus for GCO 8 in grade four includes **personal writing** and **poetry writing**. Students are continuously immersed in a text-rich environment and as a result, they often informally encounter a wide variety of text types. Even though there is a specific focus for each elementary grade, other writing forms can be used when opportunities arise or needs and interests dictate. Encourage students to read mentor texts to reinforce the focus of instruction for specific text types.

Procedural texts	
Procedural texts tell a reader how to do something.	
Structure	<ul style="list-style-type: none"> logical sequence of events, which is broken up into small sequenced steps. list of materials, equipment, ingredients, and/or other requirements a goal or objective is stated an evaluation to test the procedure any safety procedures that need to be followed are addressed.
Features	<ul style="list-style-type: none"> detailed information on how, where and when detailed factual description (shape, size, colour, amount) headings, subheadings, numbered steps, diagrams, photographs written in the simple present tense (do this, do that) focuses on generalized people rather than individuals (first you take rather than first I take) includes action verbs (cut, fold, twist, hold etc) uses linking words to do with time (first, next, finally, when, then, etc.) steps presented in point form or full sentences
Forms	<ul style="list-style-type: none"> instructions directions processes maps recipes schedules invitations road safety rules science experiments “how to” manuals rules for games

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

Connection

Teachers may

- Use a read aloud such as *Catching the Moon* to make reading and writing connections during shared writing. Reference examples of writer's craft used in the text: the rule of three, long, short, short sentences, similes, etc.
- Use poems as mentor texts to show how poets use figurative language such as similes and personification to create vivid pictures through their writing.
- Use shared writing as an instructional strategy to add descriptive imagery to a paragraph.

Students may

- Write captions to accompany digital photos to create a "how to" manual, obstacle course, recipe, experiment, instructions, etc.
- Write procedural texts such as detailed procedures for a daily routine, a map with directions, craft instructions, etc.
- Write descriptive texts such as a character sketch, a brochure about a city or town, a favourite play space, a menu for an animal or insect, etc.
- Create a cartoon to recount the events in a text such as *Heroes of the Isle aux Morts* or *Music for the End of Time*.
- Use sensory images in a written description of a memorable experience.
- Write a summary of the events that happened in a text, video, ballad, etc.
- Create a timeline of an historical event presented in *Explorations*.
- Select sentences from an independent reading selection for revision to add better descriptive words or phrases.
- Search for "magic" words or "sparkling" sentences that create vivid pictures and post them on a class bulletin board for a writing reference.
- Build a personal dictionary or word ring to apply conventional spelling when writing.

Resources and Notes

Authorized

Appendices

- Appendix D6: Developing Writer's Craft Using Mentor Texts

Moving Up with Literacy Place 4 (TR)

- Literacy Support Guide
 - *Picture It*, p. 67
 - *Sketch Connections*, p. 68
 - *How to Think About the Author's Craft: Text Organization and Features*, p. 166
 - *How to Think About the Author's Craft: Language, Vocabulary, and Interesting Expressions*, p. 167
- Book Club Unit-Ready Set Adventure!
 - *Heroes of the Isle aux Morts*
- Book Club Unit- Sounds Like Music
 - *Music for the End of Time*
- Self-Monitoring Strategy Unit
 - Read Aloud: *Catching the Moon*
- Inferring Strategy Unit
 - Teacher's Guide: Shared Reading Teaching Plan: *Poems to Set You Free*, pp. 29-51
 - Shared Reading: *Poems to Set You Free*, (PDF file on CD and fluent readings on audio cd)
- Synthesizing Strategy Guide
 - Teacher's Guide: *Text-Type Writing Study: Poetry -Concrete Poems*, pp. 59-68

Suggested

Other curriculum resources

- *Explorations* (Social Studies 4)

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

- 9.1 *create various text types and forms for specific purposes and audiences when writing and representing.*

Focus for Learning

Recounts (personal, factual and imaginative)	
Recounts list and describe past experiences whether real or imagined by retelling events in chronological order to inform or entertain an audience.	
Structure	<ul style="list-style-type: none"> background information answering details about Who? When? Where? Why? events are identified and described in chronological order evaluative comment that sums up the author's opinion about the events or a concluding statement that expresses a personal opinion regarding the events described
Features	<ul style="list-style-type: none"> told from first person (e.g., I or we) written in the past tense includes action verbs (e.g., went, saw) uses linking words to indicate time such as next, later, when, then, after, before, first, during, etc. progresses sequentially includes details that add interest dialogue (optional)
Forms	<ul style="list-style-type: none"> personal account factual recount imaginative recount autobiographies biographies letters anecdotes true story/eyewitness accounts newspaper article magazine article journals diaries report photo essays

Sample Performance Indicator

Select and record a writing prompt from the list below. Make sure you include the appropriate structure, features and form required for the writing prompt.

- Create a contest for nine year olds. Describe the contest and the rules.
- Think about a memorable event with many details that you want to share about with a family member or a friend.
- Imagine you could be your favourite animal for a day. Write about your adventure.
- Describe a favourite hideaway or place where you like to spend time. Send it to a children's magazine for publishing.

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

- Invite students to share a writing sample of a specific text type from their portfolio. Ask specific questions about the structure, features and form evident from the sample. Conference with students to set future writing goals.

Students may

- Apply specific writing text types to curriculum areas. For example, procedural texts should be selected to identify the steps used in a design challenge, a building materials list, a recipe to make a nutritional beverage or a math journal entry outlining how to add two 4-digit numbers.
- Share a writing selection with a partner to receive feedback and make improvements.
- Provide a written procedural text to a partner to read and check for clarity and accuracy. Discuss possible omissions in the sequence and ways to improve the writing. The Book Club Unit- *Sounds Like Music* includes examples of procedural texts.

Resources and Notes

Authorized

Moving Up With Literacy Place 4 (TR)

- Program and Planning Guide
 - Types of Writing, pp. 163-171
- Sequencing Strategy Unit
 - Teacher's Guide: *Text Type Writing Study: Procedure*, pp. 44-53 and *Rating Scale, Organizer and Self Assessment for Procedural Texts*, pp. 54-56
- Book Club Unit- *Sounds Like Music*
 - *Music Forever, The Beat, Your Song*, and, *Music Everywhere*
- Analyzing Strategy Unit
 - Teacher's Guide: *Text Type Writing Study: Retell-Journal*, pp. 52-58 and *Rating Scale, Checklist and Self Assessment for Retelling*, pp. 59-61
 - Shared Reading: *Chendra's Journal*
- Making Connections Unit
 - Teacher's Guide: *Text Type Writing Study: Description-Compare and Contrast Report*, pp. 44-52 and *Rating Scale, Organizer and Self Assessment*, pp. 53-55
- Inferring Unit
 - Teacher's Guide: *Text Type Writing Study: Personal Communication-Postcards*, pp. 68-72 and *Rating Scale, Organizer and Self Assessment for Personal Communication-Postcards*, pp. 73-76

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

- 9.1 create various text types and forms for specific purposes and audiences when writing and representing.

Focus for Learning

Description	
<p>Descriptive writing provides information about a topic; describes a person, place or thing in such a way that a picture is formed in the reader's mind. It may be described as observational writing that includes details. It provides the reader with a clear, vivid picture of something or someone. Descriptive writing evokes sensory images and makes the writer think about what details make a description come alive.</p>	
Structure	<ul style="list-style-type: none"> • title and/or opening statement that states the topic • many vivid sensory details of people, events, things or concepts • figurative language such as similes and metaphors used to make comparisons • organization of information has logical chunking
Features	<ul style="list-style-type: none"> • usually present tense • specific adjectives and nouns and strong action verbs give life to the picture • many linking verbs (e.g., are, belongs to, have, is) • precise information • subject-specific vocabulary words • headings • illustrations • labels • paragraphs • photographs • captions • charts • sidebars • table of contents • index • glossary
Forms	<ul style="list-style-type: none"> • problem-solving report • magazine article • newspaper article • brochure • speech • letter • journal • memoir • poster • report

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

Extension

Students may

- Create a multi-media text on a topic of choice to share at a *Writer's Fair*, with another class or a school interest group.
- Design a digital or print brochure or poster about an imaginary place to explore. Include historical facts, symbols, attractions, directions, photos/illustrations, etc.

Resources and Notes

Authorized

Moving Up with Literacy Place 4 (TR)

- Literacy Support Guide
 - *Planning a Descriptive Paragraph*, pp. 241-242
 - *Descriptive Paragraph Organizer*, p. 243
 - *Writing a Descriptive Paragraph*, p. 256
 - *Giving Details*, pp. 261-262
 - *Adding and Deleting Ideas*, pp. 271-273
 - *Changing Word Choices*, pp. 273-274
 - *Changing the Order of Ideas*, pp. 275-276
 - *Connecting Ideas: Joining Sentences*, p. 276
 - *Connecting Ideas: Between Paragraphs*, pp. 277-278
 - *Making Sentences More Interesting*, pp. 278-279
 - *Using Signal Words*, pp. 262-263
 - *Writing a Good Conclusion*, p. 263

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade4/links/wrp.html

- Free student publishing programs: *Student Treasures™*, *Bitstrips©* and *Storyjumper™*
- Microsoft Photo Story
- *Big Huge Labs©* is a website that may be used to create magazine covers and posters using photographs

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

- 10.1 create texts using the processes of writing and representing

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. Writers rethink their writing and work through the stages in various ways often returning to an earlier stage to make changes or to combine actions from more than one stage. 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. Students 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. Students should see each stage of the writing process modelled, shared and guided extensively by the teacher before they are expected to use them independently. As writers become more independent, the stages may merge and the process may become more automatic.

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.

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

Sample Performance Indicator

Select a topic of interest from a curriculum area and create a text using the processes of writing. Apply an understanding of the traits throughout each stage of the writing process.

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

- View a guided writer's workshop video.
- Model the language used in the stages of the writing process and the traits of writing.
- Create a writing space in the classroom that is inviting to writers.
- View mentor text lessons that focus on specific traits on the *Writing Fix* website.
- Display children's literature in the writing area to inspire writing.
- Discuss effective peer conferencing questions and comments in the co-creation of anchor charts.
- Model the characteristics of effective peer writing conferencing to demonstrate how to ask questions, to comment on strengths and to make suggestions for improvement.
- Use writing samples of modelled and shared writing to demonstrate mini-lessons on the traits of writing: ideas, organization, voice, word choice, sentence fluency and conventions.
- Collect exemplars highlighting specific writing traits.
- Conference with students for a specific focus such as a trait.
- Discuss what authors do to prepare their writing for publishing.
- Model processes of reflective thinking during modelled writing.

Students may

- Select a writing sample from their portfolio for publishing.
- Use graphic organizers to generate ideas for writing or brainstorm with peers.
- Reflect on progress towards their writing goals in their writer's notebook.
- Reference writing aids such as anchor charts that were previously co-created in GCO 9 for text creation.

Resources and Notes

Authorized

Moving Up with Literacy Place 4 (TR)

- Literacy Support Guide
 - Craft Lessons for Planning and Researching, pp. 222-244
 - Craft Lessons for Drafting, pp. 245-264
 - Craft Lessons for Revising, pp. 265-280
 - Craft Lessons for Editing, pp. 281-295
 - Craft Lessons for Publishing and Sharing, pp. 295-305
- Write Traits® Classroom Kit Grade 4
 - Posters: Trait Summary, Revision Checklist and 5 and 6 -Point Rubrics
 - Overheads for Ideas, Organization, Voice, Word Choice, Sentence Fluency and Conventions

Teaching and Learning Strategies

- www.k12pl.nl.ca/curr/k-6/ela/grade4.html
 - Writer's Workshop (Video)
 - Teaching Voice in Writing (Video)
 - Teacher Tips (Video)

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade4/links/wrp.html

- Virtual Tour of Grade 4 Classroom
- Writing Fix Website includes writing prompts, mentor text lessons, 6 trait materials
- Reading Rockets Website
- Guided Writing Workshop
- Balanced Literacy Diet Website
- *Authors Say Hello*: Videotaped Interviews with Authors

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

10.1 create texts using the processes of writing and representing

Focus for Learning

The Writing Process		
Stages	Tasks	Possible Mini-lessons
Prewriting	<ul style="list-style-type: none"> thinking before writing talking with partners in small and large groups to generate ideas focusing on the ideas trait planning and organizing selecting a topic collecting information and organizing ideas selecting a specific purpose and an audience 	<ul style="list-style-type: none"> brainstorming categories and topics making a personal topic list narrowing down a topic using personal experiences interviewing researching ideas using mentor texts for ideas using and crediting research sources jotting down ideas on sticky notes organizing jot notes and research using a graphic organizer planning a specific form
Drafting	<ul style="list-style-type: none"> pouring out ideas and plans from prewriting experiences into writing writing freely without focusing on mechanics until later in the editing stage interacting and collaborating in small groups modelling the writing traits in mini-lessons and authentic read aloud texts 	<ul style="list-style-type: none"> converting a plan into a first draft changing jot notes into sentences changing poll results into a report drafting an interview staying on topic redrafting starting with a good lead sentence writing a reader response accessing writing aids thinking about word choice developing voice sequencing and linking ideas giving details using signal words writing different text types and forms writing a good conclusion
Revising	<ul style="list-style-type: none"> reading and rethinking the text with a critical eye to improve writing seeking feedback revising by adding to or changing the content as drafts are written revisiting drafts during explicit instruction in the revising process applying writer's craft read in mentor texts 	<ul style="list-style-type: none"> rereading writing to question ideas and listen to sentence fluency building and using a revision checklist further developing the traits of writing sharing ideas and inviting feedback adding, deleting, grouping, connecting and/or rearranging ideas questioning the suitability of the form combining and stretching sentences to make them interesting changing word choices

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 shared and guided writing.
- Select a writing sample where ideas and organization are not evident or partially developed and improve the writing sample during a shared writing session.
- Model how to use different coloured markers or revision marks for proofreading such as carets when words are inserted, lines indicating when words are deleted, circles and arrows to show when sections are moved, etc.

Students may

- Peer edit and use the suggestions that are offered to improve writing.
- Use prompts to ask questions about a specific trait in a piece of writing
- Reference a personal dictionary or word wall when writing.
- Set goals for writing.
- Select writing pieces that show evidence of a strength and discuss why it is effective.
- Use words and phrases gathered in their writer's notebook to embellish a writing sample.
- Use the acronym, COPS, to check the following edits: capitalization, overall appearance, punctuation and spelling.
- Underline questionable spellings during editing and check the correct spelling using the word wall, personal dictionaries, a writing buddy, etc.
- Analyze sample papers using a student rubric for the use of specific traits.
- Participate in a shared writing session on revising.

Resources and Notes

Authorized

Appendices

- Appendix D1: Key Points for the Traits of Writing
 - Appendix D2: Literature to Illustrate the Traits of Writing
- Moving Up with Literacy Place 4 (TR)*
- Literacy Support Guide
 - *Brainstorming Categories and Topics*, pp. 222-224
 - *Making a Personal Topic List*, pp. 224-225
 - *Narrowing Down a Topic*, pp. 225-226
 - *Using Personal Experiences*, p. 226
 - *Jotting Down Ideas Using Sticky Notes*, p. 236
 - *Organizing Jot Notes*, p. 237
 - *Using a Graphic Organizer*, p. 239
 - *Converting a Plan into a First Draft*, p. 245
 - *Staying on Topic*, p. 249
 - *Thinking About Word Choice*, pp. 258-259
 - *Developing Voice*, pp. 259-260
 - *Sequencing and Linking Ideas*, pp. 260-261
 - *Building a Revising Checklist*, p. 267
 - *Using a Revising Checklist*, p. 268
 - *Revising Checklist*, p. 269
 - *Connecting Ideas: Between Paragraphs*, p. 277
 - *Making Sentences More Interesting*, p. 278

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

10.1 create texts using the processes of writing and representing

Focus for Learning

The Writing Process		
Stages	Tasks	Possible Mini-lessons
Editing	<ul style="list-style-type: none"> putting the writing in its final form making the writing optimally readable correcting mechanical errors (spelling, capitalization and punctuation), grammar and usage developing personal dictionaries becoming independent editors 	<ul style="list-style-type: none"> rereading to check for a specific item creating and using an editing checklist using proper punctuation at the end of sentences (period, question mark, and exclamation mark) checking the spellings of words and fixing misspelled words dictionary skills using quotation marks in dialogue using possessives, commas, abbreviations and contractions grammar (sentence structure, parts of speech, tense, and paragraphing)
Publishing and Sharing	<ul style="list-style-type: none"> choosing a favourite final draft for publishing and sharing in print or digital form publishing and sharing writing with a real audience ensuring legibility of penmanship displaying published writing on class webpages, school newsletters, classroom blogs, class books, etc. 	<ul style="list-style-type: none"> considering presentation formats using materials for visual appeal for publication making a publishing and sharing checklist designing the visual features and layout of the text type e.g., table of contents, dedication, about the author page, map or other illustrations, index/glossary, etc. oral presentation skills improving legibility by introducing cursive writing by clustering patterns of letters with similar strokes and making the connection with upper-case letters formed similarly to lower-case counterparts

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

- Conference with students about individual starting points, strengths and needs.
- Develop revising, editing and publishing/sharing checklists using an effective record-keeping system.
- Document student growth and identify developmental readiness for further strategies through information gathered during on-the-spot conferences, anecdotal reports, formal teacher-student writing conferences, drafts, student checklists and published work.

Students may

- Develop personal checklists or other criteria to assess development as writers.
- Self-evaluate writing development .
- Make their own decisions about choosing a form for publishing.
- Represent a published piece in a form appropriate to the intended audience.
- Share writing with peers by displaying on a bulletin board, class website, etc.

Extension

Students may

- Use different publishing formats such as iBooks, Google Docs, Book Creator, Scratch, and cursive writing.

Resources and Notes

Authorized

Moving Up with Literacy Place 4 (TR)

- Literacy Support Guide
 - *Building and Using an Editing Checklist*, pp. 283-285
 - *Editing Checklist*, p. 286
 - *Options for End Punctuation*, p. 287
 - *Checking Spelling and Using a Dictionary to Check Spellings*, pp. 287-289
 - *Using Quotation Marks in Dialogue*, p. 290
 - *Using Possessives and Commas*, p. 291
 - *Using Abbreviations*, p. 293
 - *Using Contractions*, p. 294
 - *Subject and Verb Agreement*, p. 295
 - *Presentation Formats*, p. 295
 - *Making the Finished Product Visually Appealing*, p. 296
 - *Creating a Table of Contents, About the Author Biography, Making an Index*, pp. 299-301
 - *Creating a Glossary*, p. 304

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade4/links/wrp.html

- iBooks
- Google Docs
- Book Creator
- Scratch

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

10.2 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. Reflection should be embedded throughout the writing and representing strand. As students think about their role as a writer, emphasis changes from simply writing a text to creating a text for a specific audience and purpose. 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.

Reflecting on the Roles Outlined in the 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.		How do I understand and compose meaningful written, visual and spoken texts and draw 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 provided 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; and
- 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.
- View an interview with an author to reflect on their inspiration for writing.

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.

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

Appendices

- Appendix B4: Reflective Prompts
- Appendix B7: Four Resources Model
- Appendix D3: The Writing Process
- Appendix D5: Revision Marks
- Appendix D4: Scoring Guide Writing

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-4/links/wrp.html

- *The New Literacies*, a webcast by Dr. Allan Luke
- *Authors Say Hello*: Videotaped Interviews with Authors

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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 4 Curriculum Guide:

- 8 Strategy Units and 4 Book Club Kits including a minimum of 1 Read Aloud, 1 shared reading text and 1 teacher guide per unit
 - Predicting Strategy Unit
 - Sequencing Strategy Unit
 - Synthesizing Strategy Unit
 - Self Monitoring Strategy Unit
 - Analyzing Strategy Unit
 - Evaluating Strategy Unit
 - Inferring Strategy Unit
 - Making Connections Strategy Unit
- 8 Read Alouds:
 - *Catching the Moon (Self Monitoring Unit)*
 - *Killer Whales (Analyzing Unit)*
 - *Water Dance (Sequencing Unit)*
 - *Thirteen Moons on Turtle's Back (Making Connections Unit)*
 - *To the Top of Everest (Predicting Unit)*
 - *Varjak Paw (Inferring Unit)*
 - *The Kite Fighters (Evaluating Unit)*
 - *Evangeline Mudd and the Golden-Haired Apes of the Ikkinasti Jungle (Synthesizing Unit)*
- Shared Reading Texts for Strategy Units
 - *Zero's Math Adventures* (magazine in *Self Monitoring Unit*)
 - *Fluent Reading: Zero's Math Adventures* (audio CD in *Self Monitoring Unit*)
 - *Chendra's Journal* (PDF file on CD in *Analyzing Unit*)
 - *Our Canada* (map in *Analyzing Unit*)
 - *Fluent Reading: Chendra's Journal* (audio CD in *Analyzing Unit*)
 - *Build Me a Castle* (PDF file on CD in *Sequencing Unit*)
 - *Best Canadian Inventions* (PDF file on CD in *Sequencing Unit*)
 - *Fluent Readings: Build Me a Castle, Best Canadian Inventions* (audio CD in *Sequencing Unit*)
 - *The Bug House Family Restaurant Menu* (PDF file on CD in *Making Connections Unit*)
 - *The Bug House Family Restaurant* (menu in *Making Connections Unit*)
 - *Thrills Across the Board* (PDF file on CD in *Making Connections Unit*)
 - *Fluent Readings: Menu from The Bug House Family Restaurant, Thrills Across the Board* (audio CD in *Making Connections Unit*)
 - *Puss in Boots* (PDF file on CD in *Predicting Unit*)
 - *Why Rabbit Has a Short Tail* (PDF file on CD in *Predicting Unit*)
 - *Fluent Readings: Puss in Boots, Why Rabbit Has a Short Tail* (audio CD in *Predicting Unit*)
 - *Poems to Set You Free* (PDF file on CD in *Inferring Unit*)
 - *Postcard Mystery* (7 postcards in *Inferring Unit*)
 - *Fluent Readings: Poems to Set You Free, Postcard Mystery; Songs: Later, How Can You Change "Sleep" into "Dream"?* (audio CD in *Inferring Unit*)
 - *Breaking Down Breakfast* (2 cards in *Evaluating Unit*)
 - *Breaking Down Breakfast* (PDF file on CD in *Evaluating Unit*)
 - *Canada's Ice Hotel* (brochure in *Evaluating Unit*)

- *Fluent Readings: Breaking Down Breakfast, Canada's Ice Hotel* (PDF file on CD in *Evaluating Unit*)
- *Game On* (PDF file on CD in *Synthesizing Unit*)
- *Light, Oh Light* (poster in *Synthesizing Unit*)
- *Fluent Reading: Game On* (PDF file on CD in *Synthesizing Unit*)
- Guided Reading Kit
 - 30 Guided Reading Titles from Levels M to U including 6 copies of each title
 - 30 Lesson Plan Cards

Raps x 3	M	Picture It	U
Clever Manka	N	Geocaching	T
Kahukura and the Net	N	Little Li and the Golden Kites	M
The Game of Mancala	N	What Happens After You Flush?	Q
Serf 's Up	R	Catch That Stomach!	Q
Puppy in Training	O	The Penguin Book	Q
Science Fair	O	Rocks on the Move	Q
A Dusty Life	O	You Do What for a Living?	R
Our Class Podcast	P	Maple Syrup – With Bells On!	N
Spell It and Mean It	O	Glaciers: Rivers of Ice	R
A Pocketful of Fur	P	Get Up and Go!	R
The Zarg Rule	P	Kids in Canada	S
The Arctic Tundra	P	Canadian Owl Guide	S
Trickster Tales	S	Discover Mongolia	T
Making the Game	S	The Dragon Lords	U

- 4 Book Club Kits

<i>Ready, Set, Adventure!</i>	<i>Sounds Like Music</i>
<ul style="list-style-type: none"> • <i>The Heroes of Isle aux Morts</i> • <i>Alone Across the Arctic</i> • <i>Surviving in the Wilderness</i> • <i>Roundup at the Palace</i> • <i>The Night Walker</i> • <i>Under a Prairie Sky</i> • <i>In Like a Lion</i> • <i>Audio CD</i> • <i>Comprehension Spinners</i> • <i>Teaching Guide</i> 	<ul style="list-style-type: none"> • Music For the End of Time • Go Make a Song • The Fox Went Out • Your Song • Music Forever • The Beat • Music Everywhere • Audio CDs (4) • Comprehension Spinners • Teaching Guide
<i>Kids Can Do It</i>	<i>Earth Rescue</i>
<ul style="list-style-type: none"> • <i>City of Ember</i> • <i>What Kind of Volunteer Are You?</i> • <i>Ryan's Well</i> • <i>Chocolate River Rescue</i> • <i>Jackson Jones and Mission Greentop</i> • <i>A Friend for Mr. Granville</i> • <i>The Right Whale</i> • <i>Audio CD</i> • <i>Teaching guide</i> 	<ul style="list-style-type: none"> • <i>Owen and Mzee</i> • <i>Interrupted Journey</i> • <i>The Tree Woman</i> • <i>Make Some New Friends</i> • <i>Conservation</i> • <i>Recycling</i> • <i>Endangered Sea Animals</i> • <i>Endangered Animals</i> • <i>Audio CD</i> • <i>Teaching Guide</i>
<ul style="list-style-type: none"> • Boldprint Graphic Readers/Novels (2009-2010 Oxford) <ul style="list-style-type: none"> - A Dangerous Move - Dog Disaster - The Environmenteers - Home Plate Heroes - Jungle Adventure - Lost! - Nature's Story - Nian's Mountain - Pet Vet - Saving Cash • Professional Support: <ul style="list-style-type: none"> - Teacher Support Website for Moving Up with Literacy Place 4 • 1 copy of each of the following: <ul style="list-style-type: none"> • Moving Up With Literacy Place 4 (Scholastic 2008) - Grade 4 Literacy Support Guide (Teacher Resource) - Program and Planning Guide (Teacher Resource) - Moving Up Professional Development DVD (Teacher Resource) 	

Supplementary

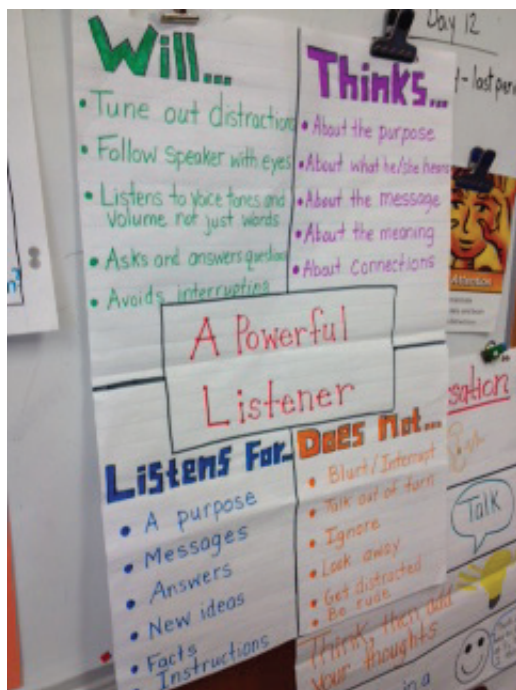
- Fountas, Irene and Pinnell, Gay Su, Benchmark System Assessment System 2 (2011), Heinemann

Appendix B: Anchor Charts

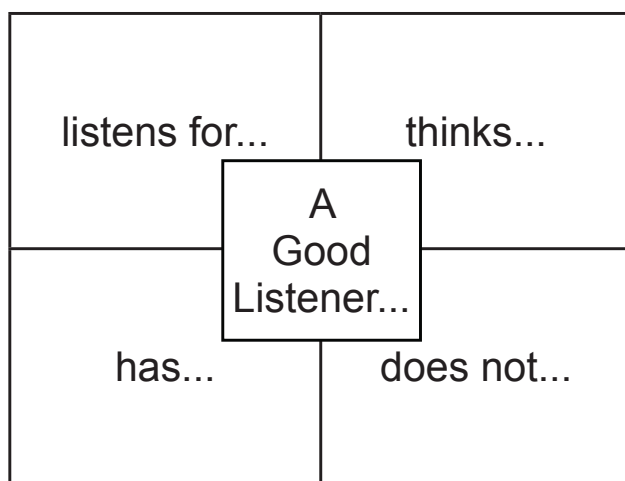
Appendix B1: Conversation Prompts

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 B2: A Good Listener



Sample Anchor Chart



Template for Anchor Chart

Appendix B3: Q-Matrix Chart

This Q-Matrix Chart is intended for teacher reference since it highlights the different levels of thinking in the four quadrants of the grid – Level 1 (lower level thinking) progressing to Level 4 (higher level thinking). A student-friendly Q-Matrix Chart displays a question prompt in each square and it should be used when the chart is distributed or displayed for student use.

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

Appendix B4: 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?

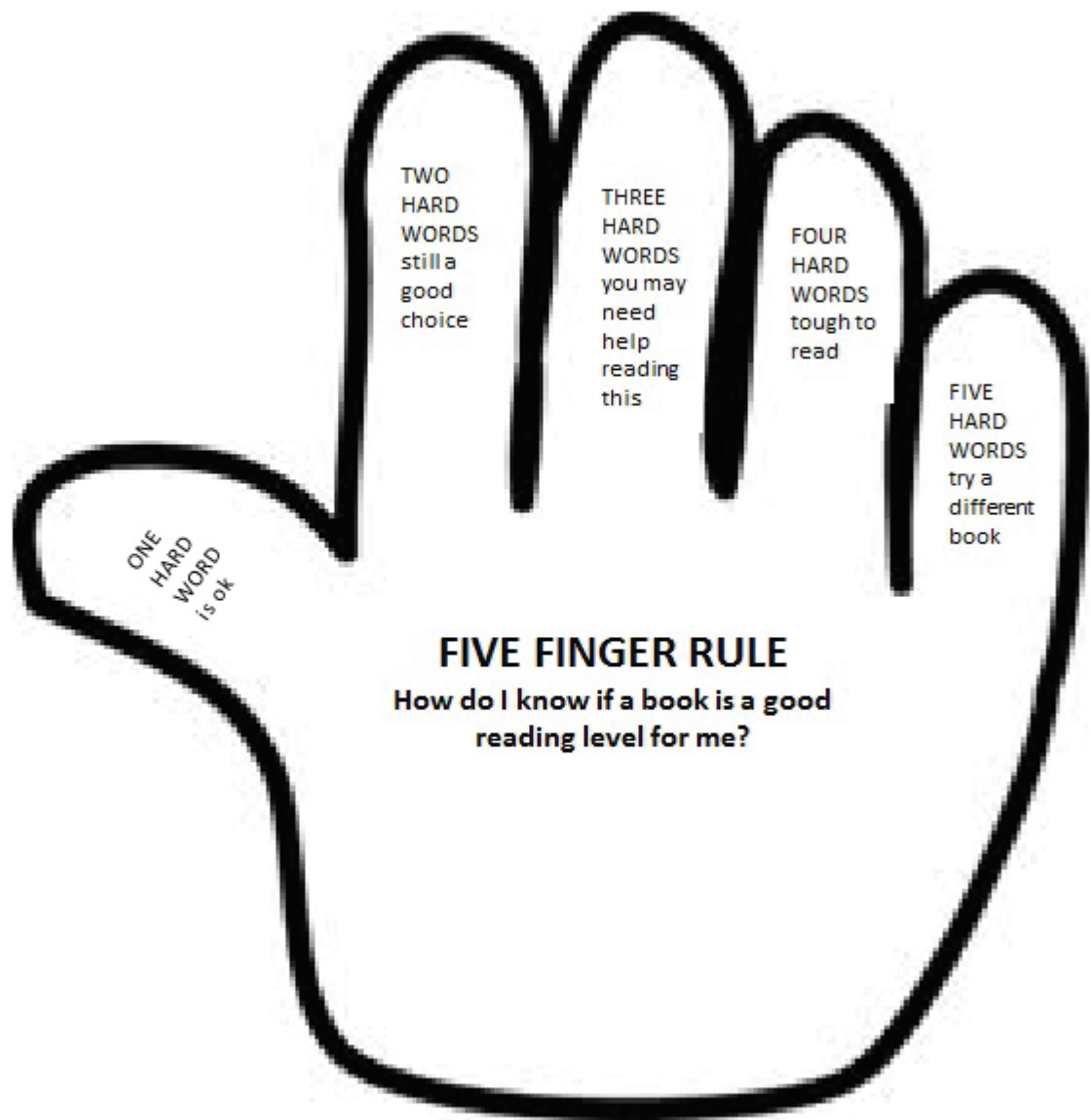


Where did it happen?
Where did you go?
Where would you like to go next?

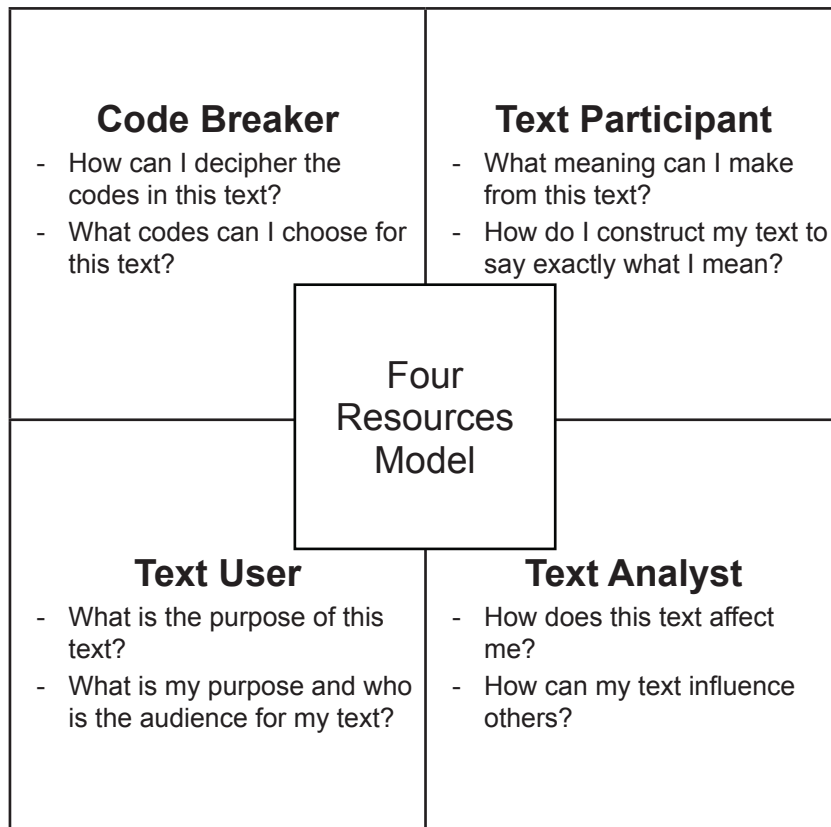


Why did you like it?
Why didn't you like it?
Why do you /don't you do that?

Appendix B5: Five Finger Rule







Appendix B6: Four Resources Model



Appendix B7: 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 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.

Print Features <i>Guide readers through the organizational structure</i>		Organizational Aids <i>Help readers find key information</i>		Graphic Aids <i>Represent information in a distinct way</i>	
Feature	Helps the Reader...	Feature	Helps the Reader...	Feature	Helps the Reader...
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
Illustrations <i>Extend the meaning of the text</i>		Subheadings	Navigate through sections of text	Maps	Understand where things are in the world
Feature	Helps the Reader...	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 the chart as a checklist.

Graphophonics 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 (cr y, sp ot, pl 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 gh , walk, listen
Double Consonants	/d/ puddle, /f/ sniff,
Other Letter Combinations	/f/ ph one, dolphin, cough gh , laugh gh

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: Reading Strategies

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

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"> - identify the text feature(s) presented in the text and its purpose
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"> - clarify and extend meaning by responding in a variety of ways - emphasize and model the use of semantic cues as they are reading aloud - use predictions before, during, and after reading
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"> - self-correct a miscue to determine if the language sounds right - use the read ahead strategy to predict a word based on sentence structure
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"> - use phonics to decode individual words; segment all sounds of a word (including sound clusters such as “sk,” “ch,” “sh”) into individual sounds - delete beginning or ending sounds and tell the remaining word; decode individual words and sounds heard in multi-syllabic words - recognize features of words including possessives, double vowels, multi-syllabic words - recognize long vowel sounds, contractions, “y” as a vowel sound, consonant clusters, consonant digraphs, double vowels

Appendix C5: RAN Chart

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

What I Think I Know	What I Know Is True	New Facts	I Don't Think This Anymore	Wonderings

from Tony Stead, Reading for the Love of It Conference, 2012

Used with Permission from Tony Stead, 2015

Appendix C6: Survey of Interests

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

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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

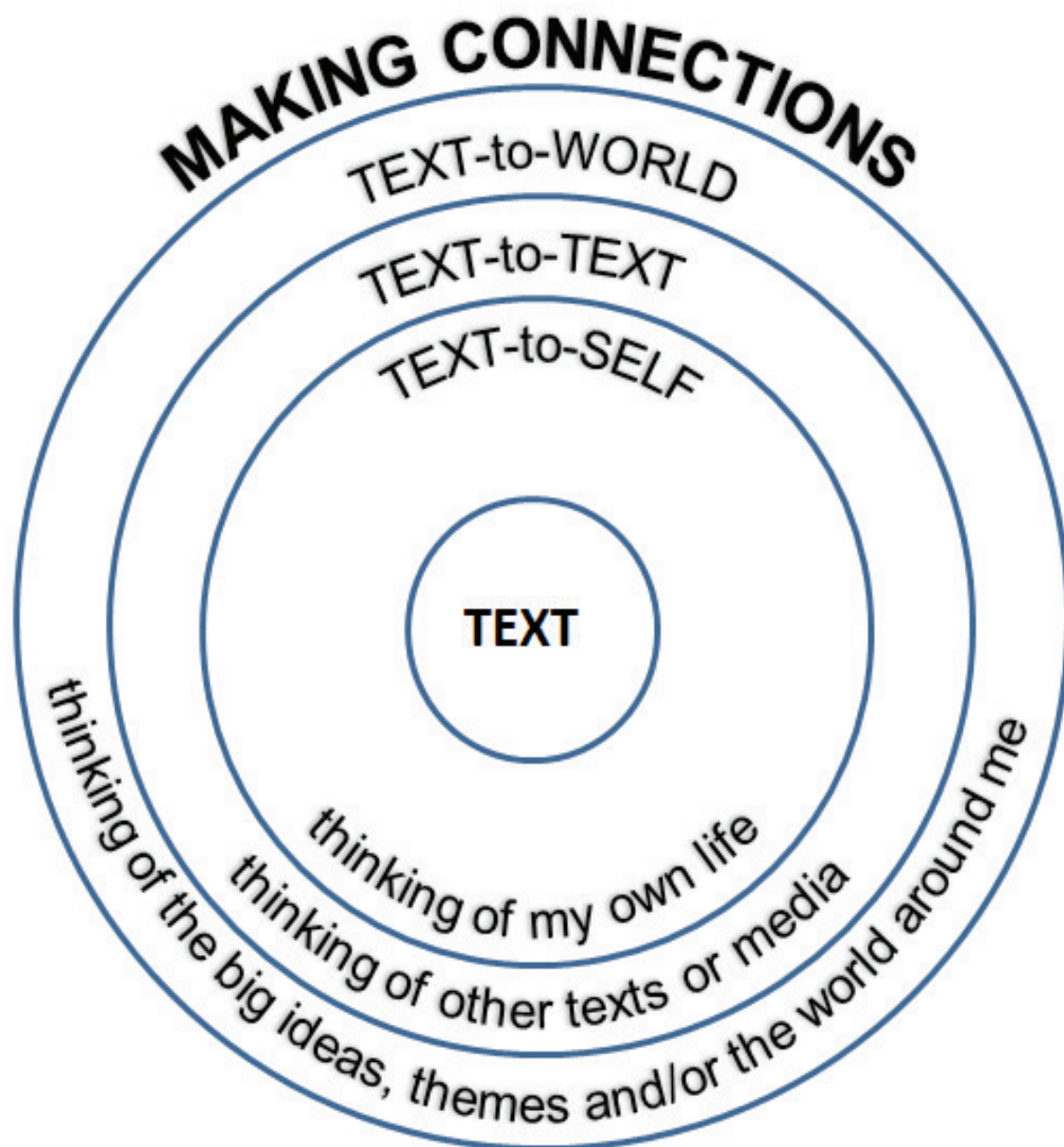


Graphic Aids

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



Appendix C9: Making Connections to Texts



Appendix D: Writing

Appendix D1: Key Points for the Traits of Writing

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

Appendix D2: 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 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 Fleischman
- *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

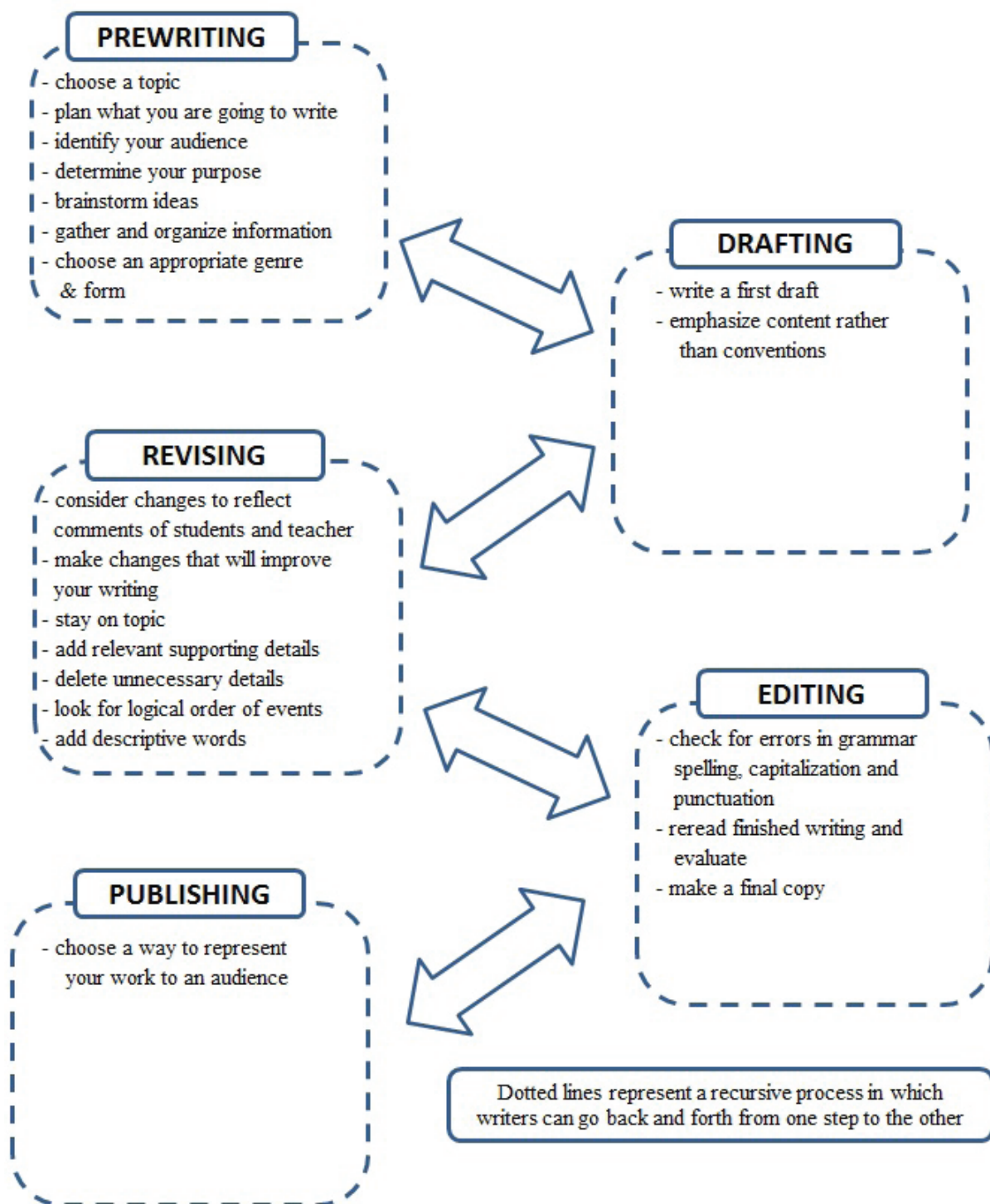
Literature to Illustrate the Word Choice Trait

- *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 D3: The Writing Process

THE WRITING PROCESS

Appendix D4: Scoring Guide - Writing






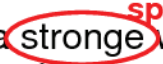








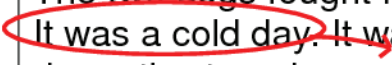

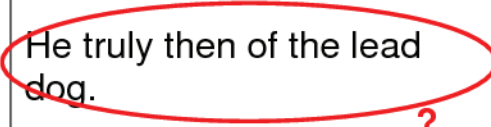



IDEAS* When marking IDEAS, the scorer should consider how effectively the writer <ul style="list-style-type: none"> - establishes the relationship between events, actions, and the context (focus) - uses specific details (content) 	ORGANIZATION* When marking ORGANIZATION, the scorer should consider how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

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

Note: This scoring guide is used to score student writing in the English Language Arts Primary Provincial Assessments. 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 D5: Revision Marks

Symbol	Meaning	Example
	Insert here.	Jack London wrote <i>Call of Wild</i> . ^{the} 
	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 Toil .
	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 D6: Developing Writer's Craft Using Mentor Texts

Sentence Types	Definition		Example
simple sentence	contains a subject, a verb, and a complete thought		John looked for Mary and Samantha at the bus station.
compound sentence	contains two independent clauses connected with a conjunction		Joe waited for the train, but the train was late.
complex sentence	contains an independent clause and one or more dependent clauses connected		While he waited at the train station, Joe realized that the train was late.
Writer’s Craft	Definition	Mentor Text	Example
Alliteration	a series of words in a sentence have the same initial sound	<i>Varjak Paw</i>	Slyly, slowly, slithering low,Varjak shadow walked the stairs. p. 225
		<i>The Kite Fighters</i>	Young-Sup swallowed a smile. p. 37
		<i>Evangeline Mudd</i>	She tinkled and trilled and twittered the keys. p. 22
		<i>The City of Ember</i>	By the open closet door was a greatpile of coats and boots and bags and boxes, their contents all spilled out and tangled up. p. 90
		<i>Roundup at the Palace</i>	Buster sniffed the swirling snow and snorted.
Repetition	repetition of a phrase at specific points add to suspense or humor	<i>The Night Walker</i>	And now he could hear it again... a clinking sound, a clicking sound, a rustling sound.
		<i>Jackson Jones</i>	Dig. Dig. Dig. pp. 43, 44, 46
		<i>Under a Prairie Sky</i>	Where little brothers hide a Mountie
Rule of 3	three successive sentences begin identically	<i>Music for the End of Time</i>	He missed the lake and the high peaks behind his summer home. He missed his backyard where the birds serenaded him. He missed music.
		<i>The Night Walker</i>	He could hear an owl calling. He could hear insects churring and whirring. He could hear the sighing song of the night breeze.
		<i>Evangeline Mudd</i>	They knew what the golden-hairs ate. They knew where the golden-hairs slept. They even knew what the golden-hairs thought was funny and what the golden-hairs considered to be in poor taste. p. 2
		<i>The City of Ember</i>	Maybe they already had. Maybe today the stunning news would come. Maybe they’d announce it at the Singing, so everyone could hear it. p. 179

Writer's Craft	Definition	Mentor Text	Example
		<i>In Like a Lion</i>	They searched behind fences and cedar hedges. They searched the bushes along the waterfront, and the hillside in Beacon Hill Park. They searched the petting zoo and the duck ponds.
		<i>Catching the Moon</i>	She loved the powdery taste of dust clouds as she slid through them. She loved the way the sun heated her hair as she crouched in the outfield, waiting for fly balls. And she loved the sting in her palm as a baseball slammed into it, right before tagging a runner out.
Long-short-short	a set of three sentences where the first sentence is long-short and the last two are short	<i>Chocolate River Rescue</i>	Shawn thought of his mom and dad in their warm, cheery kitchen at home, getting supper ready. His throat closed. He swallowed hard. p. 70
		<i>Evangeline Mudd</i>	Within a few minutes, they came to the edge of a clearing, and it was obvious to all what was making the noise. Bulldozers! Big yellow bulldozers. p. 142
		<i>The City of Ember</i>	He went into the back room and returned a moment later carrying a small box, which he set down on the counter. He took the lid off. Lina bent forward to look. p. 75
		<i>Catching the Moon</i>	Her fingers flew as they unbuckled her street shoes and laced on her new cleats. They fit perfectly. She ran in them. She jumped in them.
Short-short-long	a set of three sentences where the first two sentences are short and the last one is long	<i>Music for the End of Time</i>	No one talked. No one shuffled their feet or sneezes. There was absolute silence as the first notes drifted out from the clarinet and over the crowd.
		<i>Varjak Paw</i>	Varjak felt dizzy. He looked down. By the man's shiny black shoes, there were two sleek black cats, stalking into the Contessa's house. p. 14
		<i>The Right Whale</i>	It was a whale. A young one. About half as long as her father's lobster boat, so Na'gweg guessed it was around six metres. p. 17

Writer's Craft	Definition	Mentor Text	Example
		<i>Evangeline Mudd</i>	It roared. It rattled. It squeaked. It squealed. And every once in a while, it emitted a noise that could only be described as a burp! p. 85
		<i>The City of Ember</i>	She loved to run. She could run forever. She loved exploring every nook and cranny of the city, which was what a messenger got to do. p. 16
		<i>Roundup at the Palace</i>	Buster skidded. Guests scattered, screaming, the music stopped. Alice ran out of the gift shop and into the path of a steaming, snorting bull.
Taffy Sentence	a sentence which is stretched to include more descriptive details	<i>Music for the End of Time</i>	He missed his family, his piano, his friends, his music students. His eyes followed the bird as it turned toward the woods, floated over the treetops, and, at last, disappeared.
		<i>Varjak Paw</i>	He slunk onto the road, stretched out a paw, and gingerly touched a monster's metal flank. p. 88
		<i>The Kite Fighters</i>	They set out on the road, away from the market and walked in silence until the crowds around them had thinned. p. 92
		<i>Jackson Jones</i>	And later, she watered her green babies, patted the ficus, and wished me good night. p. 13
		<i>Chocolate River Rescue</i>	The boys watched in silence as they travelled past the city parking lot, past the library, past the fancy restaurant with the patio lanterns, and past the big iron statue of a ship's anchor in Bore Park. p. 25
		<i>Evangeline Mudd</i>	Once Evangeline even surprised herself by flying out of the living room window, making a 180 degree turn, and grabbing the trapeze closest to the window in the dining room. p. 18
		<i>The City of Ember</i>	But Lina dashed across the street, took off her shoes and socks, and wrapped herself around the cold metal of the pole. p. 19
		<i>In Like a Lion</i>	The cougar crossed the parking lot, turned up an alley, and disappeared.

Writer's Craft	Definition	Mentor Text	Example
		<i>Roundup at the Palace</i>	The truck bumped down the long driveway, over rocks and through potholes, to the main road and the highway.
		<i>Under a Prairie Sky</i>	I run to the stable, put on my red serge coat and Stetson hat, blue breeches and polished boots.
Ellipses	three little dots at the end of a sentence that build tension and pass time	<i>Music for the End of Time</i>	It all seemed like a bad dream ...
		<i>Varjak Paw</i>	There was something else ... p. 122
		<i>The Kite Fighters</i>	Hush. I was thinking about something... p. 75
		<i>Chocolate River Rescue</i>	It will either melt the raft or set it on fire... p. 91
		<i>The City of Ember</i>	That black river ... it was like something in a bad dream. p. 127
		<i>In Like a Lion</i>	I held mom's hand tightly. Waiting ...
Question	used to show thoughts of the author or character	<i>Music for the End of Time</i>	Oliver clutched his knapsack. Would the soldiers take it away?
		<i>Varjak Paw</i>	Had he done the right thing? Should he have helped his grandfather? p. 50
		<i>The Kite Fighters</i>	Besides, a kite was only a few sticks and some paper; how hard could it be to make one? p. 10
		<i>Jackson Jones</i>	Talk about embarrassing. Had the person heard me? p. 43
		<i>Chocolate River Rescue</i>	Where was the ice floe? Where were the boys? Had she missed them? p. 48
		<i>Evangeline Mudd</i>	And now the great primatologist had called them. But why? p. 28
		<i>The City of Ember</i>	She thought about Doon's outburst in class. Could things really be as bad as he said? p. 18
		<i>In Like a Lion</i>	I knew the cougar was somewhere. But where?
		<i>Under a Prairie Sky</i>	Who's that? Hiding beyond the dome of willow branches?
Simile	comparison of two unlike things, using 'like' or 'as'	<i>Music for the End of Time</i>	He tried to answer, but his tongue was like a stone in his mouth.
		<i>Varjak Paw</i>	His shoes shone like black ice. p. 246

Writer's Craft	Definition	Mentor Text	Example
		<i>Chocolate River Rescue</i>	Slightly shorter than his friend, with a spiky brush-cut that made him look a little like a hedgehog. p. 4
		<i>Evangeline Mudd</i>	The spitting spiders of the Ikkansti Jungle are as big as dinner plates. p. 31
		<i>The City of Ember</i>	Her heart began knocking at her chest like a fist at a door. p. 95
		<i>Roundup at the Palace</i>	Eight stories above them, a skylight as big as a dance floor lit up the lobby.
		<i>Catching the Moon</i>	It was so round and bright, like a brand new baseball.
Mentor Text	Unit	Writer's Craft/Sentence Type	
<i>Catching the Moon</i>	Self-Monitoring Unit	Rule of 3, Long-short-short, Similie	
<i>Varjak Paw</i>	Inferring Unit	Alliteration, Short-short-long, Question, Taffy, Ellipses, Similie	
<i>The Kite Fighters</i>	Evaluating Unit	Question, Alliteration, Taffy, Ellipses, Similie	
<i>Evangeline Mudd</i>	Synthesizing Unit	Question, Taffy, Similie, Rule of 3, Alliteration, Short-short-long, Long-short-short	
<i>Music for the End of Time</i>	<i>Sounds Like Music</i> Book Club	Rule of 3, Question, Taffy, Ellipses, Similie, Short-short-long	
<i>Night Walker</i>	<i>Ready, Set Adventure</i> Book Club	Repetition, Rule of 3, Question, Taffy, Ellipses, Similie	
<i>In Like a Lion</i>	<i>Ready, Set Adventure</i> Book Club	Rule of 3, Taffy, Question, Ellipses	
<i>Roundup at the Palace</i>	<i>Ready, Set Adventure</i> Book Club	Alliteration, Similie, Taffy, Short-short-long	
<i>Under a Prairie Sky</i>	<i>Ready, Set Adventure</i> Book Club	Repetition, Question, Taffy	
<i>Jackson Jones</i>	<i>Kids Can Do It</i> Book Club	Question, Repetition, Taffy	
<i>The Right Whale</i>	<i>Kids Can Do It</i> Book Club	Short-short-long	
<i>Chocolate River Rescue</i>	<i>Kids Can Do It</i> Book Club	Similie, Taffy, Question, Long-short-short, Ellipses	
<i>The City of Ember - Kids Can Do It</i> Book Club	<i>Kids Can Do It</i> Book Club	Short-short-long, Taffy, Question, Similie, Ellipses, Rule of 3, Alliteration, Long-short-short	

Appendix E: 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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