English Language Arts Grade 6

Newfoundland Labrador

A Curriculum Guide

2014

Department of Education Mission Statement

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

Table of Contents

Acknowledgments

Section One

Introduction

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

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

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

Outcomes Based Education

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

Essential Graduation Learnings
(common to all subject areas)

General Curriculum Outcomes
(unique to each subject area)

Key Stage Learning Outcomes
(met by end of grades 3,6,9 and 12)

Specific Curriculum Outcomes
(met within each grade level and subject area)
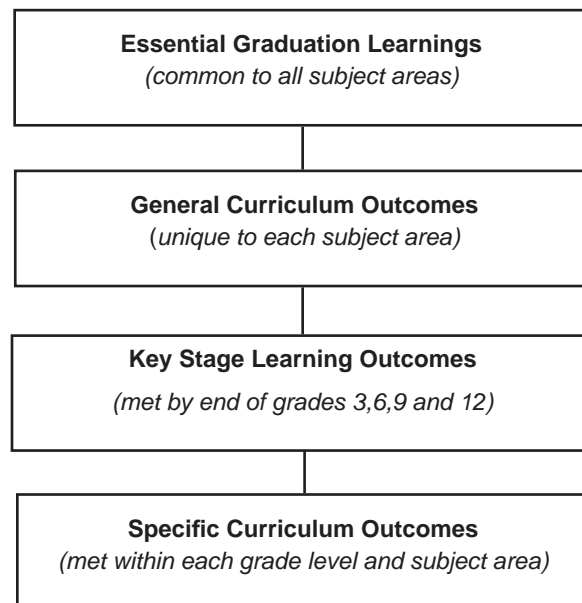
Essential Graduation Learnings

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

EGLs describe the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. EGLs describe expectations, not in terms of individual subject areas, but in terms of knowledge, skills, and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject areas if they are to be ready to meet the shifting and ongoing demands of life, work, and study.
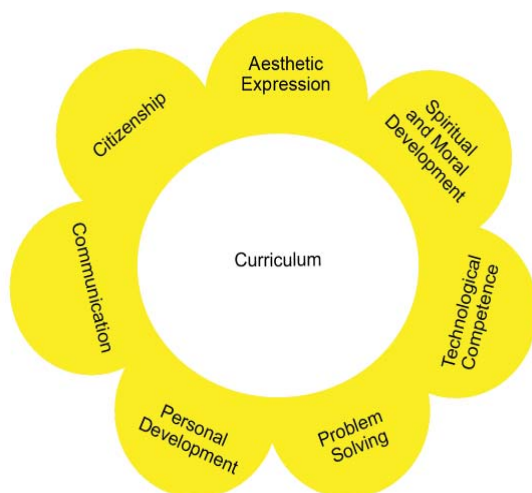
Aesthetic Expression - Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

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

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

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

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

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

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

Curriculum Outcomes

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

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

General Curriculum Outcomes (GCOs)

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

Key Stage Curriculum Outcomes (KSCOs)

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

Specific Curriculum Outcomes (SCOs)

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

EGLs to Curriculum Guides
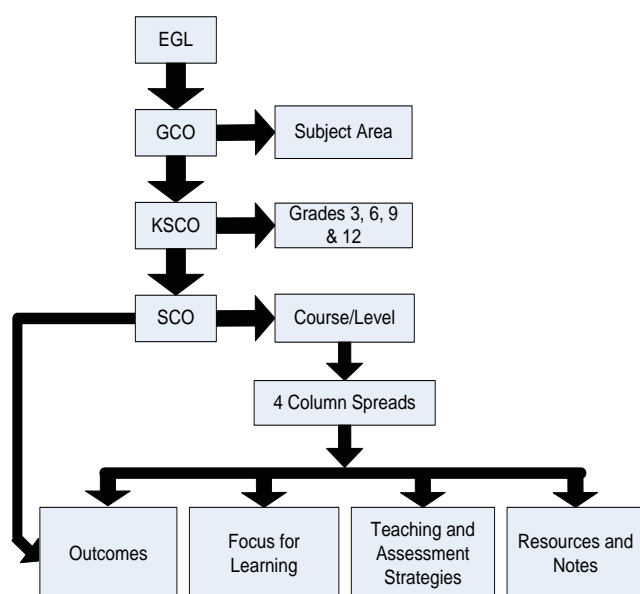
Context for Teaching and Learning

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

Inclusive Education

Valuing Equity and Diversity

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

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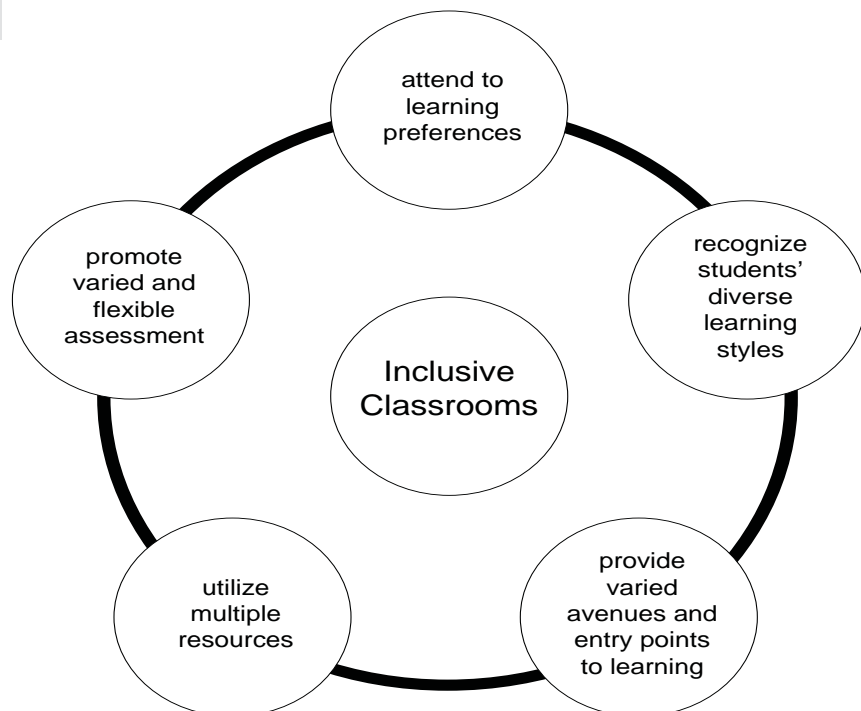
Differentiated Instruction

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

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

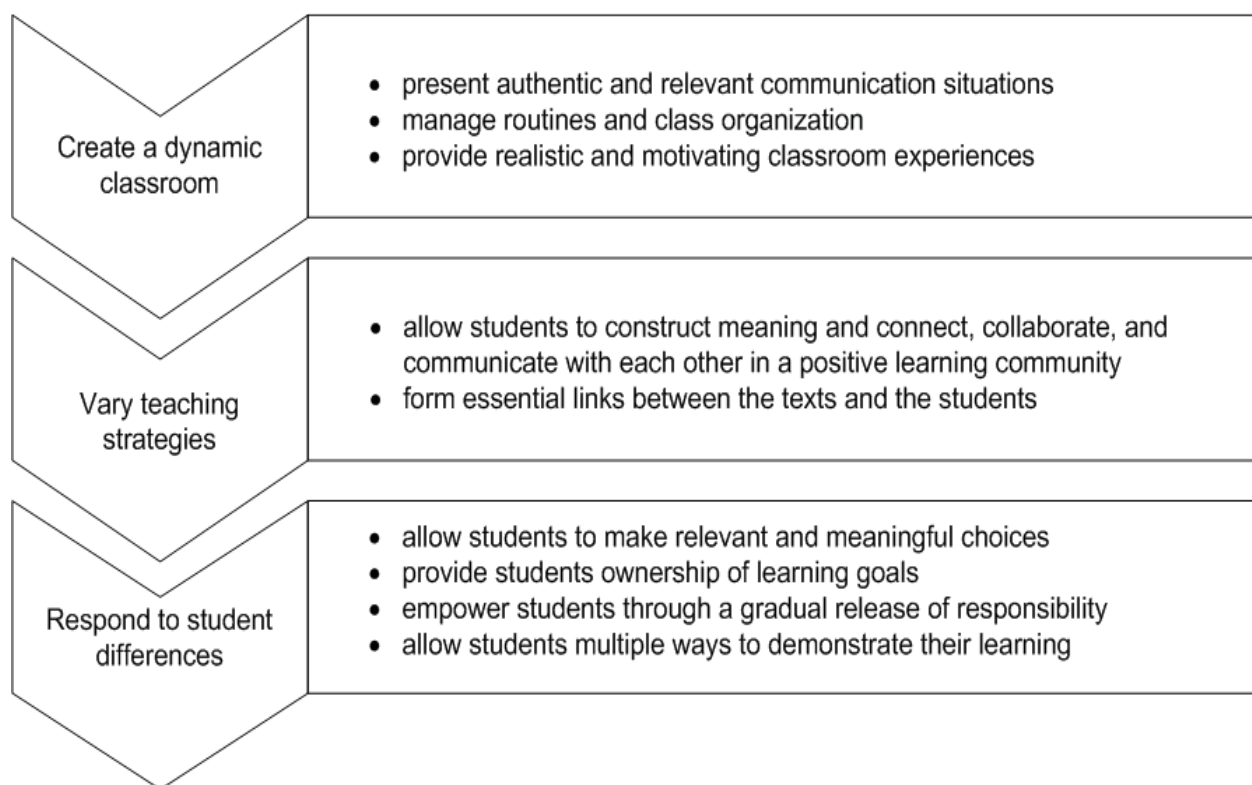Differentiated instruction responds to different readiness levels, abilities, and learning profiles of students. It involves actively planning so that: the process by which content is delivered, the way the resource is used, and the products students create are in response to the teacher's knowledge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

Teachers should...

Create a dynamic classroom
- present authentic and relevant communication situations
- manage routines and class organization
- provide realistic and motivating classroom experiences

Vary teaching strategies
- allow students to construct meaning and connect, collaborate, and communicate with each other in a positive learning community
- form essential links between the texts and the students

Respond to student differences
- allow students to make relevant and meaningful choices
- provide students ownership of learning goals
- empower students through a gradual release of responsibility
- allow students multiple ways to demonstrate their learning

Differentiating the Content

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

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

Teachers should consider the following examples of differentiating content:

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

Differentiating the Process

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

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

Teachers should consider the following examples of differentiating the process:

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

Differentiating the Product

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

Teachers should consider the following examples of differentiating by product:

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

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

Differentiating the Learning Environment

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

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

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

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

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

Meeting the Needs of Students With Exceptionalities

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

www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html

Supports for these students may include:

- accommodations
- modified prescribed courses
- alternate courses
- alternate programs
- 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.

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

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

Gradual Release of Responsibility

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

Gradual Release of Responsibility Model
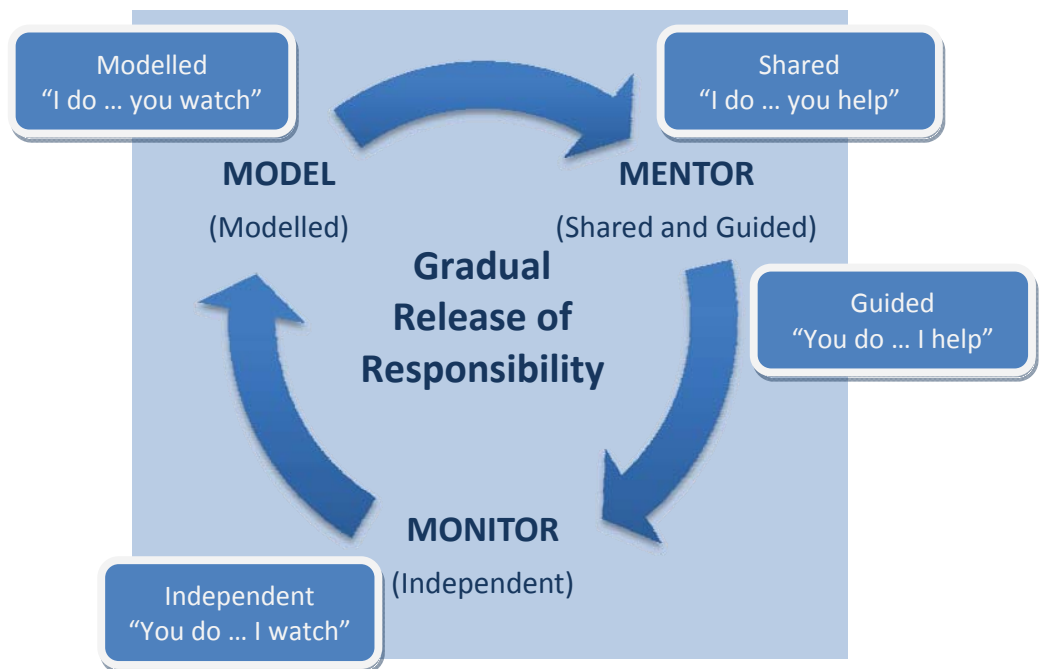
Literacy

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

Literacy is:

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

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

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

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

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

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:

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

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

There are three levels of text comprehension:

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

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

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

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

Learning Skills for Generation Next

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

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

Learning Skills for Generation Next encompasses three broad areas:

Learning and Innovation Skills

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

- Collaboration
- Communication
- Creative Thinking
- Critical Thinking

Literacy

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

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

Life and Career Skills

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

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

The diagram below illustrates the relationship between these areas . A 21st century curriculum employs methods that integrate innovative and research-driven teaching strategies, modern learning technologies, and relevant resources and contexts.
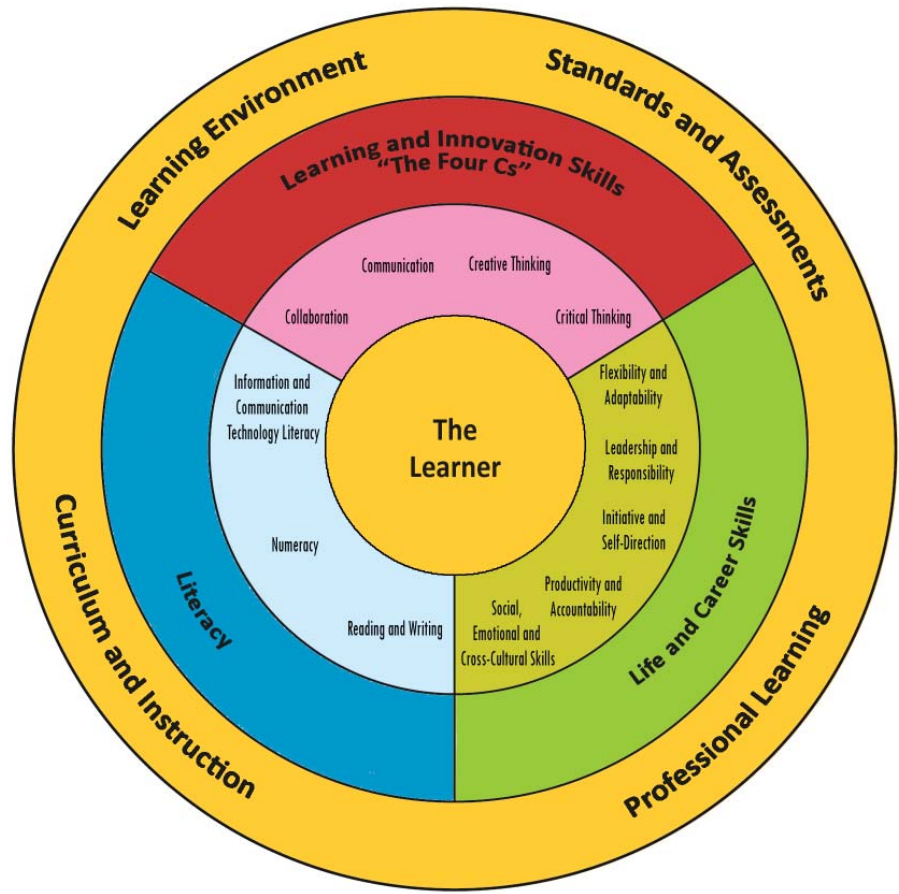
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support the gradual release of responsibility model. For example, lessons in a variety of content areas can be infused with learning skills for Generation Next by using open-ended questioning, role plays, inquiry approaches, self-directed learning, student role rotation, and internet-based technologies.

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

Education for Sustainable Development

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

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

3-Nested-Dependencies Model

ENVIRONMENT

SOCIETY

ECONOMY

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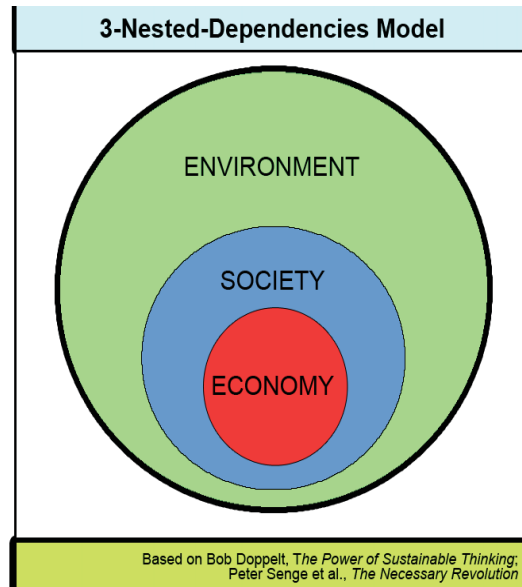
As conceived by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values, and perspectives of sustainable development into all aspects of education and learning. Changes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

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

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

Assessment and Evaluation

Assessment

Assessment is the process of gathering information on student learning.

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

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

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

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

Assessment can be used for different purposes:

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

1. Assessment for Learning

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

Assessment for learning:

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

2. Assessment as Learning

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

Assessment as learning:

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

3. Assessment of Learning

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

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

Assessment of learning:

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

Involving Students in the Assessment Process

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

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

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

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

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

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

Assessment Tools

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

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

Types of Assessment Tools:

- Anecdotal Records
- Audio/video clips
- Case Studies
- Checklists
- Conferences
- Debates
- Demonstrations
- Documentation using photographs

- Exemplars
- Graphic Organizers
- Journals
- Literacy Profiles
- Observations
- Podcasts
- Portfolio
- Presentations

- Projects
- Questioning
- Quizzes
- Role Play
- Rubrics
- Self Assessments
- Tests
- Wikis

Assessment Guidelines

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

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

Evaluation

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

During evaluation, the teacher:
- interprets the assessment information and makes judgements about student progress
- makes decisions about student learning programs

Section Two

English Language Arts

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

Experiences with texts are designed to enhance students':
- ability to be creative
- capacity to respond personally and critically
- celebration of diversity
- understanding of metacognition and critical thinking
- use of knowledge and language strategies

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

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

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

Curriculum Outcomes Framework

Below are the key stage 6 outcomes (KSCOs) aligned with the general curriculum outcomes (GCOs) 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. Further explanation of GCOs and KSCOs can be found on pages 14-35 of the *Foundation for the Atlantic Canada English Language Arts Curriculum.* The specific curriculum outcomes for Grade 6 are presented in each strand overview, beginning on page 28.

Strand	General Curriculum Outcomes	Key Stage Outcomes
Speaking and Listening	1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.	• 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.	• 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.	• 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
Reading and Viewing	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
	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

Strand	General Curriculum Outcomes	Key Stage Outcomes
Reading and Viewing	6. Students will be expected to respond personally to a range of texts.	• 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.	• recognize that facts can be presented to suit an author's purpose and point of view
		  - consider information from alternative perspectives
		• identify the conventions and structure of a variety of print and media texts and genres
		  - make connections with the purpose of each text or genre
		• respond critically to texts
		  - apply a growing range of strategies to analyze and evaluate a text
		  - demonstrate growing awareness that all texts reflect a purpose and a perspective

Writing and Representing	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

	9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.	• create written and media texts using an increasing variety of forms
		  - 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
		  - make informed choices of form, style and content for specific audiences and purposes

	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.	• invite responses to earlier drafts of their writing/media productions
		  - use audience reaction to help shape subsequent drafts
		  - reflect on their final drafts from a reader's/viewer's/listener's point of view

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
- use cognitive strategies to make meaning of more complex texts

Suggested Yearly Plan

There is no one way to organize a year of instruction for students; many variables will influence teachers' choices for learning opportunities, including students' prior learning and interests, collaboration opportunities with other teachers, and availability and accessibility of community resources.

Four variations are included in the suggestions, focusing on: English language arts concepts, literacy concepts and text-based organizers. These variations identify priority learning opportunities which support students' achievement of specific curriculum outcomes and include, but are not limited to:

- English Language Arts: a focus on concepts and vocabulary associated with English language arts such as comprehension, purpose, and creating texts
- Literacy: a focus on cognitive processes that support literacy skills within English language arts and across other curriculum areas
- Texts: a focus on reading, viewing and creating text types within a single category; texts may be related thematically

	Beginning		Middle		Late	
English Language Arts	• Comprehension of text – reading level (fluency, decoding, intonation) • Creating texts – ideas and organization • Considering audience and purpose		• Creating texts – voice, word choice, organization • Comprehension of text – personal response • Analyzing audience and purpose • Sharing and publishing – collaborative texts		• Metacognition – reflecting on themselves as creators and consumers of texts • Sharing and publishing – peer review, presentations • Creating texts – voice, word choice, conventions • Comprehension of text – critical response	
Literacy	Making connections Monitoring comprehension	Evaluating Predicting Visualizing	Inferring Making connections	Analyzing Determining importance	Making connections Synthesizing	Inferring Monitoring comprehension
Texts	Non-fiction and textbooks	Media texts	Graphic texts	Fiction	The Arts	Media texts
Links	Teachers may choose to create cross-curricular links to facilitate inquiry or literature circles to further develop ELA and literacy strategies. These may be theme-based when matched with specific curriculum outcomes in more than one subject area. Where appropriate, cross-curricular references are included in column three of the four-column spreads.					

Suggested Daily Plan

The sample daily plan uses a workshop model that will support a sustained block of time for delivering the curriculum as well as allowing for a focus on developing literacy skills across subject areas. Using a workshop model can support a gradual release of responsibility as students work towards independent learning activities.

Literacy Block (Workshop Model)				
Organization and Time	Teaching and Learning Context			
Whole Group (10-20 minutes)	Read or view aloud mini-lesson Modelled activity (reading, writing, viewing, representing) Shared activity (reading, writing, viewing, representing)	Students are gathered together for explicit teaching.		
	Status of the class: Teachers provide a quick overview of upcoming student activity for small group and individual work.			
Small Group and Individual (50-60 minutes)	Teacher	Students		
	Guided Activities (reading, writing, viewing, representing)	Independent activities (reading, writing, viewing, representing): Students work independently and teacher offers support only as necessary.		
	Conferencing	Follow-up Activities	Responding to text	Personal reading, writing, viewing or representing
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

---

SPECIFIC CURRICULUM OUTCOMES

Patterns and Relations (Variables and Equations)

Outcomes	Focus for Learning
Students will be expected to	
1.0 model, record and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially and symbolically. [GCO 1]	
1.4 Provide examples of equivalent polynomial expressions.	Students should be encouraged to simplify all polynomials. Students should realize that it is often difficult to compare polynomials for equivalency until they are presented in simplified form. This is also an opportunity to highlight the value of expressing solutions in descending order.
1.5 Identify the error(s) in a given simplification of a given polynomial expression.	Questions requiring error analysis can be effective tools to assess students' understanding of simplifying polynomial expressions because it requires a deeper understanding than simply "doing the problem". Analyzing errors is a good way to focus discussion on "How did you get that?" rather than being limited to "Is my answer right?" This reinforces the idea that the process is as important as the solution.

Sample Performance Indicator

- 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 $3x^2 + 6x$.

$3x$

x

(i) Ask students to write an expression for the missing dimensions of each rectangle.

(ii) Ask students to determine the area of the walkway.

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

Sample Teaching and Assessment Strategies

Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:

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.

For this example, $x + 4$ tiles will be a part of each group, so the quotient is $x + 4$.

Activation

Students may

- 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.

Teachers may

- ask students what the other dimension is and connect this to the symbolic representation.

Connection

Students may

- model division of polynomials and determine the quotient
  - (i) $(6x^2 + 12x - 3) \div 3$
  - (ii) $(4x^2 - 12x) \div 4x$

Consolidation

Students may

- draw a rectangle with an area of $36a^2 + 12a$ and determine as many different dimensions as possible

Teachers may

- discuss why there are so many different possible dimensions.

Extension

Students may

- determine the area of one face of a cube whose surface area is represented by the polynomial $24s^2$.

Resources and Notes

Authorized

Math Makes Sense 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 or 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.

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.	GCO 2 Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.	GCO 3 Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.	
			GCOs
• examine others' ideas in discussion to extend their own understanding • ask relevant questions calling for elaboration, clarification, or qualification and respond thoughtfully to such questions • articulate, advocate, and support points of view, presenting viewpoints in a convincing manner • listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented	• participate constructively in conversation, small-group and whole-group discussion, and debate, using a range of strategies that contribute to effective talk • adapt vocabulary, sentence structure, and rate of speech to the speaking occasion • give and follow instructions and respond to complex questions and directions of increasing complexity • evaluate their own and others' uses of spoken language in a range of contexts, recognizing the effects of significant verbal and non-verbal language features	• demonstrate active listening and respect for the needs, rights, and feelings of others • demonstrate an awareness of the power of spoken language to influence and manipulate and to reveal ideas, values, and attitudes • demonstrate an awareness that spoken language has different conventions in different situations and cultures and use language appropriate to the situation	**KSCOs**
1.1 reflect upon the contribution of others' ideas during discussion 1.2 ask questions to probe for accuracy, relevancy and validity 1.3 respond to questions to provide accuracy, relevancy and validity 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 interpret main ideas and the relevancy of supporting details	2.1 apply a range of strategies that contribute to effective talk 2.2 assess the need for clarification or elaboration when responding to instructions or questions [7,8,9] 2.3 use strategies and behaviours associated with effective speaking	3.1 demonstrate active speaking and listening skills [7,8] 3.2 demonstrate respect for others by expressing ideas and opinions in a manner that reflects sensitivity to others [7,8,9] 3.3 recognize that values and attitudes such as bias, beliefs, and prejudice can be reflected in spoken language [7,8] 3.4 examine how spoken language can be used to influence and manipulate	**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 | Current | Next

SCOs Continuum

GCO 8: Students will be expected to use writing and representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.		
Grade 7	**Grade 8**	**Grade 9**
8.1 experiment with a variety of strategies as language learners		
8.2 experiment with writing and representing to extend, explore and reflect on ideas	8.2 use writing and representing to extend, explore and reflect on ideas, values and attitudes	
8.3 identify strategies that help them learn and describe their personal growth as language learners	8.3 assess strategies that help them learn and describe their personal growth as language learners	
8.4 experiment with stylistic effects in writing and representing to create interest	8.4 integrate stylistic effects in writing and representing to create interest	8.4 integrate stylistic effects in writing and representing to achieve a specific purpose(s)

GCO

SCOs

Section Three: Speaking and Listening

Focus

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

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

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

Outcomes Framework

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

Key Stage 6
- 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

1.0 examine how sharing experiences, explanations or reasoning with others clarifies and extends thinking [GCO 1]

2.0 use active listening strategies for a variety of purposes [GCO 1]

3.0 assess how thinking may be affected as a result of listening to others [GCO 1]

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

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

Key Stage 6
- 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

Key Stage 6
- 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

8.0 evaluate verbal and non-verbal communication   [GCO 3]

4.0 express ideas in a range of discussions [GCO 2]
5.0 apply effective presentation skills [GCO 2]
6.0 analyze the impact of a presentation on an audience [GCO 2]
7.0 examine a speaker's perspective [GCO 2]

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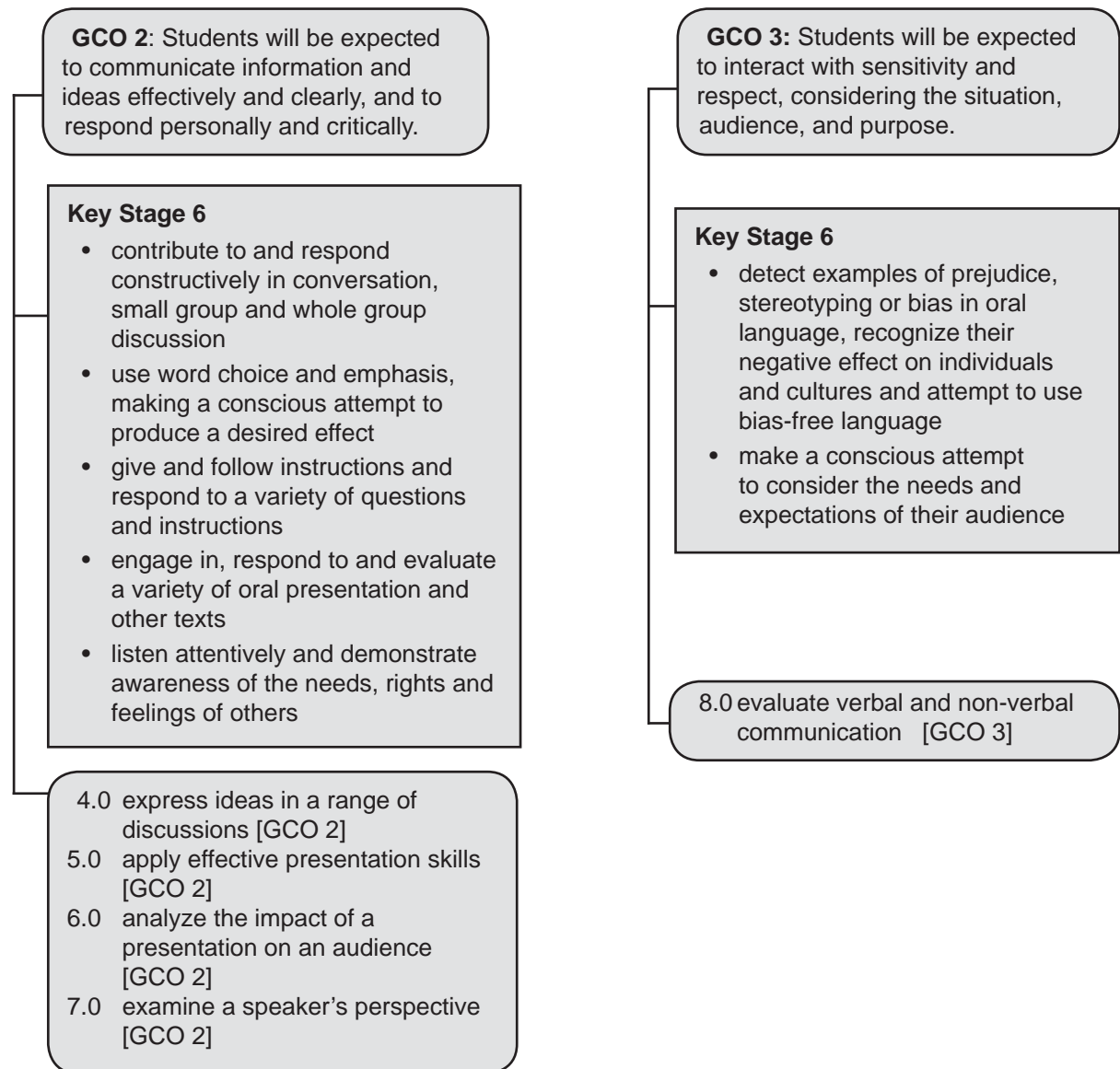
GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Grade 5	Grade 6	Grade 7
1.1 express ideas with supporting evidence	1.0 examine how sharing experiences, explanations or reasoning with others clarifies and extends thinking [GCO 1]	1.1 recognize that contributions from many people are needed to generate and sustain discussions
1.2 use active listening strategies for a variety of purposes	2.0 use active listening strategies for a variety of purposes [GCO 1]	1.2 use questions of others for clarification and elaboration
1.3 ask and respond to questions to extend personal thinking	3.0 assess how thinking may be affected as a result of listening to others [GCO 1]	1.3 respond to questions to provide clarification and elaboration
		1.4 express a point of view and support it with explanations, reasoning or personal examples
		1.5 use active listening skills* to identify main ideas and details

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

Grade 5	Grade 6	Grade 7
2.1 engage in a range of collaborative discussions	4.0 express ideas in a range of discussions [GCO 2]	2.1 practice a range of strategies that contribute to effective talk in small-group and whole-class discussion
2.2 use effective presentation skills	5.0 apply effective presentation skills [GCO 2]	2.2 recognize that different purposes and audiences require different choices of vocabulary, sentence structure, rate of speech, and tone
	6.0 analyze the impact of a presentation on an audience [GCO 2]	2.3 create instructions to demonstrate, model or explain
	7.0 examine a speaker's perspective [GCO 2]	2.4 assess the need for clarification or elaboration when giving or following instructions
		2.5 identify strategies and behaviours associated with effective speaking

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

Grade 5	Grade 6	Grade 7
3.1 use non-verbal communication that is sensitive to others	8.0 evaluate verbal and non-verbal communication [GCO 3]	3.1 demonstrate active speaking and listening skills
		3.2 demonstrate respect for others by expressing ideas and opinions in a manner that reflects sensitivity to others
		3.3 recognize that values and attitudes such as bias, beliefs, and prejudice can be reflected in spoken language
		3.4 begin to demonstrate an awareness that language can be used to influence and manipulate

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

Outcomes	Focus for Learning
Students will be expected to 1.0 examine how sharing experiences, explanations or reasoning with others clarifies and extends thinking [GCO 1]	Speaking and listening are interrelated processes used in any type of oral communication. The classroom climate should provide purposeful opportunities for students to develop their oral language skills. Sharing experiences, explanations or reasoning with others can be spontaneous or planned in order to meet social and intellectual purposes. The goals associated with this outcome include: • comprehending spoken language and other texts (e.g., music, signals) • developing self-awareness • giving information • receiving information • social interaction When students are actively engaged in discussion, they will: • initiate conversation with others • listen and consider what others say • respond appropriately (e.g., comments and questions) Teachers' observation of student interaction is critical to assessing whether students are aware of the connection between speaking and listening. Observation can also provide valuable information about each student's level of understanding and oral language development. Students should come to realize that sharing experiences can help them understand, formulate and clarify their own ideas. They may also meet SCOs 3.0 (GCO 1), 8.0 (GCO 3) and 24.0 (GCO 7) while engaging in activities related to this outcome. Students will bring varying experiences in expressing and supporting their ideas. In Grade 6 they will also expand their understanding by making connections with others' ideas and information. How to articulate connections may require modeling by teachers early in the year but by the end of Grade 6 students are expected to become more independent as they elaborate and explain their ideas when they share in class discussions (e.g., partner, small group, whole group). In Grade 6 students should also be using open and closed questions in discussion. Open questions prompt a wide range of responses; closed questions are limited to "yes" and "no" responses. While students may be more comfortable using closed questions they need to be encouraged to also use open questions to move their discussions forward and extend their thinking. When students have the opportunity to respond to open questions, they may: • activate their prior knowledge • expand their ideas • provide more detailed responses

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	Resources and Notes
Activation	**Authorized**

Activation

Teachers may
- provide conversation starters:
  - This reminds me of …
  - I'm thinking that …
  - I agree/disagree with …
- model how to gather or elicit additional information:
  - Could you tell me a little more…?
  - Could you provide a few more details…?
  - How did this make you feel?
  - What effect did….have on…?
- model open and closed questions to extend and clarify thinking:
  - How does this story make you feel? (open)
  - Did you like this story? (closed)

Connection

Teachers may
- utilize cross-curricular opportunities to build students' skills in sharing ideas (i.e., integrate this outcome in conversations in health, mathematics, religion, science, or social studies)
- group students to discuss their opinions on a text that they have read/viewed (e.g., literature or inquiry circles)
- use think-pair-share or turn-and-talk strategies to engage students in a variety of timely conversations with a shoulder partner
- use a fish bowl activity to demonstrate clarifying thinking during conversation using stems and questions suggested in **Activation**

Students may
- ask questions for a variety of purposes:
  - to check for understanding – Did you mean …?
  - to clarify instructions – Which step comes next?
  - to gather information – see suggestions in **Activation**
  - to satisfy curiosity – What do you think will happen if …?
  - to solve problems – What if we tried it this way?

Authorized

Appendices
- Appendix A: Models for Inquiry (fish bowl)

Moving Up With Literacy Place Grade 6
- *Literacy Support Guide* (LSG) 45, 48, 53
- Strategy unit teacher guides:
  - Analyzing 19
  - Evaluating 19
  - Inferring 14
  - Making Connections 19
  - Sequencing 24
- Book club teacher guide:
  - Social Responsibility 13-17, 24

Boldprint Talk anthologies
- Speaking Up sections (SU)
  - *Prepare for Takeoff!* 14
- Listen Up sections (LU)
  - *Biff! Bang! Pow!* 21, 23, 47
  - *Disaster Strikes* pages 14, 27, 43
  - *Prepare for Takeoff!* 12, 35, 42

Suggested

*Total Participation Techniques: Making Every Student an Active Learne*r by P. Himmele and W. Himmele (2011)
- Further sample questions and stems that may help students start conversations, gather information or ask open questions

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

Outcomes	Focus for Learning
Students will be expected to 1.0 *examine how sharing experiences, explanations or reasoning with others clarifies and extends thinking [GCO 1]*	In developing their oral language skills, students need to ask questions to find out information, make a decision, or think critically about what they hear, see or read. Teachers should always model a classroom culture where inquiry is encouraged and sharing is done in a sensitive and respectful manner. An environment sensitive to students' family, social, and academic backgrounds is essential to support student risk-taking. **Sample Performance Indicator** Students who achieve this outcome should be able to complete the following activity: You're the Expert: Choose a topic you know well and are confident about. It could be a favourite sport or activity, an interesting person, a place you go often, or another topic of your choice. Prepare a talk for a group of younger students in your school. Consider the following: • the age of the listeners in choosing language, content, and mode of speaking (formal presentation, informal conversation, humourous, serious, etc.) • the listeners' verbal and non-verbal cues and adapt the presentation as needed • how to acknowledge the listeners' viewpoints and questions

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	Resources and Notes

Consolidation
 	
Students may
• explain something that they have learned, created, made, or experienced to other students in their groups (e.g., This weekend I learned how to make a birdhouse.)
   - students explain the step by step process of what they learned
   - listeners ask the student who is speaking to clarify the process (ask questions for additional information)
      - Where did you get the materials to make….?
      - How long did it take you to finish…?
      - What did you like most about/making/creating…..?
• view or listen to mentor texts of explanations by authors, game developers, graphic designers, etc. and discuss how they present their thinking
 	
Extension
 	
Students may
• watch a video of someone sharing their experiences such as bullying or Malala Yousafazau's (Pakistan) speech to the United Nations. Why might an individual share such painful experiences? Does it help their thinking in any way?
	Suggested
	
	Resource Links: https://www. k12pl.nl.ca/curr/k-6/ela/grade6/ spl.html
	• Mentor texts of young speakers may help students explain their own thinking and question further how sharing ideas can extend and clarify thinking.

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

Outcomes	Focus for Learning
Students will be expected to 2.0 use active listening strategies for a variety of purposes [GCO 1]	Active listening is essential to all communication. It is important that students understand their purposes for listening and incorporate active listening strategies. Listening skills improve when students understand the purpose for listening. Purposes for listening may include: • to be entertained (appreciative listening) • to develop a personal response (critical or discriminative listening) • to gain information (attentive listening) • to provide a specific response to a question (critical or discriminative listening) It is important to know that students' interests in listening and their abilities to listen can be affected by: • hunger, thirst, fatigue and anxiety • interest about [in] the topic • language skills • memory skills • [prior] knowledge about the topic (Trehearne, p.47-9) Listening strategies may include: • acknowledging the speaker through expressions such as "yes …" or "really …" (verbal) • using body language such as nodding your head, maintaining eye contact and leaning forward (non-verbal) • waiting for the speaker to finish before commenting (non-verbal) • asking questions and giving time (i.e., pause) for people to answer (non-verbal)

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	Resources and Notes

Activation
 	
Teachers may
• model appropriate feedback strategies when listening to others:
  - speak clearly
  - ask questions to bring the conversation back to the topic
  - ask questions to check their understanding of what others say
  - express new ideas or add to ideas from others
  - make positive constructive comments that are on the topic
  - be courteous to others by allowing them to speak without interruption
  - if disagreeing with others, speak politely and explain why
• share a sandwich model for feedback: give a positive comment followed by a suggestion for improvement or change followed by another positive comment
• co-create an anchor chart (e.g., I …) to review characteristics and strategies associate with active listening
 	
Students may
• choose either a verbal or non-verbal listening strategy to practice when discussing or brainstorming; use an exit card to reflect on how well this strategy worked and set a goal for the next listening activity
• brainstorm in small/large groups about a topic focusing on including all group members' suggestions and not judging any suggestions as they are made (attentive listening); topics may include cross-curricular connections, but are not limited to:
  - celebrations in Christianity, Islam and Aboriginal spirituality (Grade 6 religion)
  - conflict resolution (Grade 6 health/religion; "The Healing Circle")
  - characteristics of food groups
  - characteristics of a good friend (Elementary health)
  - individuals and cultural expectations (Grade 6 social studies)
	Authorized
	
	Moving Up With Literacy Place Grade 6
	• LSG 45, 51, 53, 54
	• Strategy unit teacher guides:
	  - Analyzing 51
	  - Evaluating 14, 17
	  - Inferring 14, 15
	  - Making Connections 19
	  - Sequencing 24
	• Book club teacher guide:
	  - Social Responsibility 10, 13-17, 24
	
	Boldprint Talk anthologies
	• Talk Tip (TT)
	  - *Prepare for Takeoff!* 25
	• *Biff! Bang! Pow!* (LU) 21, 23, 47
	• *Disaster Strikes* (LU) 14, 27, 43
	• *Prepare for Takeoff!* (LU) 12, 35, 42
	
	Suggested
	
	Talking to Learn: 50 Strategies for Developing Oral Language by Jennifer Glass, Joan Green, Kathleen Gould Lundy

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

Outcomes	Focus for Learning
Students will be expected to	
2.0 *use active listening strategies for a variety of purposes [GCO 1]*	In Grade 6, students should be focusing on their verbal comments and questions as well as their non-verbal communication in response to what they hear. They will likely meet SCO 8.0 (GCO 3) while engaged in activities related to this outcome. Comments and questions may include:

- "I am not sure what you meant when you said….", (clarifying)
- "Tell me more about …?" (clarifying)
- "I think this part … Does that help?" (giving feedback)
- "I think you did a good job of …" (giving feedback)
- "I think you're saying …" (paraphrasing)
- "Here's what I heard … Is that what you meant?" (summarizing and clarifying)

Students may reflect on their own listening abilities using the strategies above as a framework for self-assessment.

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	Resources and Notes

Connection

Teachers may
- ask students to summarize experiences of their peers after a sharing task
- read/present a text to students and then place students in small groups:
  - Students take turns summarizing the text: student 1 starts the summary, student 2 continues the summary, and student 3 continues from student 2 until the text is fully summarized
  - Students engage in listening to their peers' summary and expanding upon the ideas and the summary that was presented.
- read a text aloud and ask students to expand on their understanding of the text by asking questions or inviting students to predict what they think will happen next in the text (discriminative listening); questions may include:
  - If you were ___ in the text, what would you do differently?
  - How would you end this text differently?
  - What do you think is going to happen next in the text? Why?
  - What do you think would happen next in the story if it continued?
  - What did you like best about the story? Why?

Students may:
- listen to directions and carry out a task (gain information/attentive listening)
- comment on or ask a question about what a classmate or invited speaker has shared (attentive/critical listening); may be cross-curricular
- conference with each other about an experience or topic that they find interesting, such as attending a sports event; use listening skills to respond appropriately to the speaker and ask questions such as:
  - What did you learn from this experience?
  - How did that make you feel?
  - What happened next?

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

Outcomes

Students will be expected to

2.0   *use active listening strategies for a variety of purposes [GCO 1]*

Focus for Learning

Sample Performance Indicator

Students who achieve this outcome should be able to complete the following activity:

Listen to a story, song or poem without looking at the words or lyrics. Think about how the text makes you feel and then describe what it is about the text that makes you feel that way. In your description, include the following:

- what the text is about (tell enough that someone who doesn't know the text gets the idea)
- the message of the text (usually just a sentence)
- what you think the author, songwriter or poet wanted you to feel. How do you know?

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	**Resources and Notes**

Consolidation

Students may

- conduct an interview (attentive/critical listening) with a classmate or another individual on a specific topic (e.g., ask the interviewee about influences on him/her, such as pop culture interests, age, ethnicity, school culture, techno-culture in order to compare their own sense of identity with the interviewee)
  - create specific questions in large/small groups prior to interview
  - listen to and record the responses of the individual being interviewed
- participate in an informal debate (e.g., ___ is the best hockey team), listening to others' point of view in order to provide a rebuttal (attentive listening)
- participate in a Blind Draw activity:
  - Sitting back to back with a partner, student A describes a picture or an object while student B draws an illustration based on what he/she hears (attentive listening): "In the bottom left corner of the photo is a butterfly on a flower; to the right of the flower is dog on a leash."
  - Students should compare their illustration to what was described and complete an exit card to reflect on the activity.
  - Students may switch listening and speaking roles with another photo or object.

Extension

Students may

- choose a favourite song and read the lyrics on their own and then listen to the song; create a Venn diagram, t-chart or other graphic organizer to compare how reading the lyrics and listening to the made them feel

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

Outcomes	Focus for Learning
Students will be expected to 3.0 assess how thinking may be affected as a result of listening to others [GCO 1]	In meeting this outcome, assess means students will be able to articulate how their thinking is impacted by listening to others; they need to think about their own thinking (metacognition) and talk about it. This may be an abstract concept for many students. To assess their thinking, students need to be actively listening to others. This should ignite their critical thinking skills but expectations for deeper philosophical thinking go beyond the scope of this outcome. Teachers should plan to use concrete examples and situations in the beginning of the year to scaffold students' metacognition and enable them to assess their own thinking with more experience later in the year. The focus is on understanding and reflecting on their own thinking in the context of hearing the ideas of others. This requires students to be self-critical, which may be a new skill for Grade 6 students. Using familiar topics will help students focus more on their thinking than on content. Students need to understand that their ideas, opinions and beliefs can be directly affected by listening to others. Effects may include: • affirming ideas or opinions: - I realized I was right about … • changing thinking: - I used to think … but now … - I changed my mind because… • learning more about a topic: - I learned that … - I didn't know … until I heard that … - I learned more about …

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	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may

- use familiar topics for discussion, such as:

  - favourite actor
  - favourite sport or leisure activity
  - favourite vacation spot
  - how to make a pizza
  - history of the community
  - history of an invention
  - favourite restaurant or take out food

- use an anticipation activity, such as Four-Corners, to help students identify their perspective prior to another activity (corner one, totally agree: corner two, somewhat agree; corner three, I don't know; corner four disagree); ask students a variety of questions on a relevant topic, such as school climate or poverty (e.g., "Street People", Grade 6 RE):
  - Do older students in school look out for the younger students?
  - Should students be allowed to chew gum in school?
  - Should students be allowed to use cell phones in school?
  - Are bullies getting away with too much in school?
  - Are homeless people lazy?
  - Should homeless people be allowed to ask for money?
- think aloud to generate discussion about a problem and model how thinking can be affected as a result of listening to others (e.g., There is a lot of litter collected in the chain link fence around the hockey arena. What should be done about it?)
- use current events to initiate discussion on students' thoughts and experience (e.g., Explore how the Olympics bring cultures together and challenge athletes to strive for their goals. How does this influence your own goals? What about the choices athletes make in order to reach their goals: schedules and training time, following diets, or taking performance enhancing drugs?)

Connection

Teachers may

- use a text to prompt thinking and establish a context for discussion (e.g., read aloud, music video, poem, visual)
- co-create self-assessment questions with students to reflect on their listening after a discussion (e.g., exit card); questions or statements may include:
  - Did I listen politely to the viewpoints of others?
  - Did I ask questions for clarification?
  - Did I interject politely?

Resources and Notes

Authorized

Moving Up With Literacy Place Grade 6

- LSG 45, 48, 53
- Strategy unit teacher guides:
  - Analyzing 17-19
  - Evaluating 35
  - Inferring 24
  - Making Connections 20
  - Sequencing 29
- Book club teacher guide:
  - Social Responsibility 11, 14, 24

Boldprint Talk anthologies

- *Biff! Bang! Pow!* (LU) 21, 23, 47
- *Disaster Strikes* (LU) 14, 27, 43
- *Prepare for Takeoff!* (LU) 12, 35, 42

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

Outcomes	Focus for Learning
Students will be expected to 3.0 *assess how thinking may be affected as a result of listening to others [GCO 1]*	There is a link between SCOs 1.0 and 3.0 (GCO 1) in terms of how students respond during conversations and discussions. Evidence may include comments about how a person's point of view can change or how another person's point of view is different but also valid. Students may say: • I can see why Susan is saying this but … • I understand where Natalie is coming from … • I don't understand why Brad thinks that way … Teachers should use a checklist or make anecdotal notes when observing students during discussion to document how their thinking may be affected as a result of listening to others. Self-assessment and reflection activities in column three may help in creating criteria for observation. **Sample Performance Indicator** Students who achieve this outcome should be able to complete the following activity: Should cats be put on a leash as per community by-laws for dogs? Think about this question, or another debatable question, one that not everyone might first agree on. Think about these questions while you discuss with a partner: • What was my first response to the question? Why? What were my reasons? • What was my partner's first response to the question? What reasons did he or she provide? • Did my opinion change as a result of sharing ideas with another person? If not, why not? If yes, how? • Do we need to agree on a response? Present your shared opinion to the rest of the class.

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

- Did I disagree tactfully?
- Did I make positive contributions to group discussion?
- Something I did well when listening to the speaker was …
- Something I could work on to improve my listening skills is …

Students may

- use an interactive or daily double journal response to track thinking – one page with learning notes and facing page with expressive thoughts to track thinking
- participate in an inside-outside circle or talking circle (see Appendix B) to discuss a topic; complete an entry/exit card about the experience (i.e., entry – what I expect to do and hear; exit – what I learned about how I speak and listen)
- participate in a focused listening activity: two students listen while one student speaks on a chosen topic; listeners explain what they learned and how it made them feel

Consolidation

Teachers may

- divide the class in half – each half is responsible for creating opposing responses to a prompt, such as "students should wear school uniforms"; create small groups within each half; pair small groups from opposite halves to hear each other's arguments; students complete an exit card following the activity to explain how their thinking was impacted
  - My thinking changed because …
  - My thinking remained the same because …
  - I'm undecided about … because …

Students may

- explain why their opinions have changed or been justified on a specific topic or text; using an interactive or daily double journal may help inform students' explanation (students will meet reading and viewing outcomes if the text is paper or digital or if the response is written instead of oral)

Extension

Students may

- examine how historical/political figures have influenced the thinking of others and present their findings (Nelson Mandela, J.R. Smallwood, Martin Luther King, Adolf Hitler, Mother Theresa etc.)
- perform a rant about a topic of their choice and ask for other people's opinions about the topic after their rant

Resources and Notes

Authorized

Appendices

- Appendix F: Reflection Activities
- Appendix D: Sample Classroom Rubrics and Checklists
- Appendix B: Cooperative Learning Strategies (e.g., inside-outside circle or talking circle)

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

Outcomes	Focus for Learning
Students will be expected to 4.0 express ideas in a range of discussions [GCO 2]	The focus for this outcome is on oral expression. In communicating their ideas to their classmates, students will often talk about their • personal experiences (e.g., "Last night I …; My sister told me …") • opinions on a topic that interests them (e.g., "I don't think it's fair that …; Minecraft™ is a better game than …") Once students have a specific purpose for expressing their ideas, the discussion can become more focused. Teachers should always model a classroom culture where inquiry and asking questions of each other is encouraged and sharing is done in a sensitive and respectful manner. Range means format, not content. It includes the size of the group, setting (formal/informal), planned and impromptu discussions. Range is not limited to range of topics or content. Teachers will use a variety of structures to meet the needs of their students. These may include: • whole-class • small groups • one-on-one Smaller groups can ensure that all students' voices are heard, especially those who may be reluctant to speak in a larger group. Using small groups of 2-3 students early in the year may also help increase students' comfort and confidence to speak with larger groups later in the year. There are number of different kinds of discussions students may be involved in. These can meet a variety of purposes and may include: • brainstorming • collaborating in groups (e.g., committee to make a decision or recommendation) • comparing or contrasting ideas (e.g., creating a Venn diagram to show how things are the same or different or how points of view are similar or different) • debating issues (e.g., individual students or small groups taking opposing sides on a topic) • discussing personal views on a topic (e.g., current events using statements such as, "I believe … I think …") • gathering or sharing information on a topic (e.g., cats, the food fishery, crime in the community) • participating in impromptu discussions based on teachable moments

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	Resources and Notes

Activation
 	
Teachers may
• brainstorm with the students a list of settings that involve discussion, such as a literature circle, hockey practice, school event planning, town council meeting; compare the norms of communication required in each one (e.g., talking with friends in school about a learning task is different from talking with friends on a Saturday afternoon on the way to the movies)
 	
Connection
 	
Teachers may
• model think-pair-share, jigsaw, shoulder partner, inside-outside circles or round-robin structures to directly teach students how expression looks in a range of discussions
• assign and rotate roles in literature and inquiry circles to engage all students in collaborative discussion (Appendix B)
• use an object (e.g., talking stick or chip) to ensure all students have the opportunity to participate in a large group discussion
• use local news and current events (e.g., shared viewing of websites on a Smartboard©) to facilitate discussions
• invite a guest speaker into the classroom for an oral presentation and invite students to develop and ask open questions following the presentation
• incorporate "student of the week" or classroom helpers as presenters to share important events or activities in their own lives
 	
Students may
• listen to their peers as they express ideas during discussions and use a tool (e.g., interactive bookmark, checklist) to observe the ways in which their peers interact in that setting
• use conversation-circles to engage in small group discussions (3 students minimum)
• use group graphic organizers to record everyone's contributions (e.g., placemat, graffiti wall) during a discussion
	Authorized
	
	Appendices
	• Appendix B: Cooperative Learning Strategies (group structures in **Connection**)
	• Appendix D12: Sample Speaking Checklist
	• Appendix C: Sample Graphic Organizers
	
	Moving Up With Literacy Place Grade 6
	• Pause point suggestions in read aloud texts in all strategy units
	• Strategy unit teacher guides:
	  - Analyzing 46, 48
	  - Evaluating 60
	  - Inferring 45
	  - Making Connections 38
	  - Sequencing 66
	• Book club teacher guide:
	  - Social Responsibility 7, 13-17, 24
	
	Boldprint Talk anthologies
	• Speaking Out (SO) sections:
	  - *Disaster Strikes* 33, 43
	• *Disaster Strikes* (SU) 30
	• *Prepare for Takeoff!* (SU) 30, 34

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

Outcomes	Focus for Learning
Students will be expected to 4.0 *express ideas in a range of discussions [GCO 2]*	• participating in literature and inquiry circles • participating in peer conferences (e.g., editing or revising texts) • responding to a presentation or guest speaker (e.g., posing questions or responses in a Q/A session after a presentation) • responding to a text (e.g., books, movies, magazines, videos, or the news with statements such as, "That reminds me of a time when … This is like another …") Not all discussions are collaborative (e.g., impromptu discussion on a topic) but all collaboration requires discussion whether it is face-to-face or virtual (e.g., Skype©, Facetime©, phone, digital). Students will often collaborate to create products together. They may: • create a collaborative text • develop a solution for a problem • make a recommendation on a decision • prepare for a presentation In collaborative discussions, students will likely meet outcomes in other strands (e.g., GCO 9), in addition to meeting SCO 4.0 (GCO 2).

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	**Resources and Notes**
Consolidation	**Authorized**
Teachers may	Appendices
• assess students using observational and anecdotal notes (e.g., focus on individual students or groups on different days to record targeted skills on a checklist, such as rephrasing a peer's comments or posing questions to get more information)	• Appendix D: Sample Classroom Rubrics and Checklists • Appendix B: Cooperative Learning Strategies (three-step interview)
Students may	
• participate in a three-step interview activity to practice different roles in small group discussions (#1 asks, #2 responds, #3 records)	
• reflect on a variety of discussion settings and complete a personal inventory on the settings with which they are most comfortable. They can set a goal for a strategy to use in another setting.	
• create a paper, live or digital response to texts and present it to small groups or whole class	
• create a Venn diagram to show how things are the same or different or how points of view are similar or different	
Extension	
Students may	
• create or identify a situation where inappropriate norms of communication were used in a discussion and present their ideas in written or dramatic form	

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

Outcomes	Focus for Learning
Students will be expected to 5.0 apply effective presentation skills [GCO 2]	The focus for this outcome is on formal presentations. Formal presentations: • contain content appropriate for the audience • use accurate and relevant information • may involve the use of aids, props or technology In Grades 4 and 5 students were taught skills and responsibilities as speakers. In Grade 6, students are expected to apply these skills and responsibilities in their presentations. By the end of Grade 6 students should bring a higher level of proficiency to the skills taught in Grades 4 and 5 and use them more automatically. Early in the year, students may identify and use presentation skills such as: • speaking with an appropriate pace so the audience can understand what is being said • making eye contact with audience members • speaking in a clear voice, enunciating words clearly, and stressing important words • standing comfortably and confidently (i.e., maintaining appropriate posture) Students should be able to model and assess the application of these skills (peer and self-assessment). Grade 6 students should be able to generate ideas about their own skills and the skills of others more confidently than they did in Grade 5. In addition, in Grade 6, there should be an introduction to using dramatic ways of presenting formally. Dramatic techniques can bring a presentation to life for an audience and be more engaging or entertaining to watch and listen to. Techniques may include: • memorizing some content to improve freedom of movement • using effective pauses, rhetorical questions, variety in tone of voice or variety in the volume of delivery (e.g., shout, whisper) to create emphasis • using movements (i.e., body language) purposefully but not in a way that is distracting to the audience Some students may be even more comfortable doing formal presentations if they are encouraged to take on a role as they present.

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	Resources and Notes

Activation
 	
Teachers may
• share examples of presentations online and pose questions to students, exploring reasons for their responses:
  - Was it captivating? If not, why did you find it difficult to connect with it?
  - If it was meant to be funny, did it make you laugh? Why?
  - Did it hold your attention? If not, why not?
 	
Students may
• practice oral speaking skills in activities such as, oral reading, choral reading, choral speaking/chanting, readers' theatre, story telling
 	
Connection
 	
Teachers may
• facilitate a Guided Interview activity: pose questions and elicit answers based on a student's activities or experiences (e.g., student was away for a science competition and classmates ask questions about the experience)
• invite community members to come into the classroom to listen to students' presentations and offer feedback
 	
Students may
• role play effective and ineffective presentation skills (e.g., act out sample behaviours and skills they identify as effective and ineffective)
• generate a list of effective skills used in presentations and create an anchor chart
	Authorized
	
	Moving Up With Literacy Place Grade 6
	• LSG 330
	• Strategy unit teacher guides:
	  - Analyzing 20, 42
	  - Evaluating 23, 45
	  - Inferring 47
	  - Sequencing 66
	
	Boldprint Talk anthologies
	• *Biff! Bang! Pow!* (TT) 17, 35
	• *Disaster Strikes* (SO) 21, 24, 43
	• *Prepare for Takeoff!* (SO) 17, 29, 33
	
	Suggested
	
	Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade6/spl.html
	• Mentor texts of young speakers may provide age-appropriate mentor texts demonstrating effective presentation skills.
	• A PowerPoint™ presentation on effective presentation skills

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

Outcomes	Focus for Learning
Students will be expected to *5.0 apply effective presentation* *skills [GCO 2]*	Creating formal presentations can help students meet outcomes in other strands (e.g., reading and viewing to gather information on a topic, writing drafts of formal speeches or persuasive essays, creating and using visual texts to accompany a presentation). It is important that students not be limited to a single presentation in Grade 6. They should have multiple opportunities to practice and refine their skills throughout the year. Teachers may consider using cross-curricular links to increase the number of times students receive feedback on presenting to others. **Sample Performance Indicator** Students who achieve this outcome should be able to complete the following activity: Wax Museum activity: Would you like to be famous? Even for a short time? Choose a person to pose as in a class Wax Museum. You are a statue until a visitor comes to "activate" you. Once activated, present a one-minute monologue describing who you are and your viewpoint on a current event. Freeze in your pose once you finish your monologue. Practice using body language, voice, tone, and gestures to make your monologue more interesting for the audience.

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

Consolidation

Students may

- create an exit card following a presentation (e.g., Two things I liked about the presentation; one thing I would change about the presentation)
- record their presentations (e.g., iMovie™, digital camera, smart phone) and self-assess and peer assess the presentation using a class-created rubric (sample classroom rubrics are included in Appendix D)
- compare their self-assessment to their peers' assessment of their presentation. Peer assessment can be in the form of small groups or large group. Following the presentation, they can then discuss their ideas about how they did:
    - If I could do this over I would …
    - I forgot to …
    - I practiced … but …
    - I got really nervous …
    - What I'm most proud of is …
    - What I liked most about …

Extension

Students may

- create a sports commentary: Imagine you are the announcer for a sports game (e.g., hockey, soccer, rugby, curling). Create and record a play-by -play commentary of a prerecorded game. Listening to sportscasters may help make your presentation more realistic.

Resources and Notes

Authorized

Appendices
- Appendix D: Sample Classroom Rubrics and Checklists

Suggested

- Recorded animations of student presentations could be created using a Puppet Pals™ Apple app or a Web 2.0 app, such as Go!Animate™

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

Outcomes	Focus for Learning
Students will be expected to 6.0 analyze the impact of a presentation on an audience [GCO 2]	In Grade 5 students analyzed the impact of a presentation on the audience from the presenter's point of view. They were expected to discuss the purpose of the presentation (e.g., persuade, inform, entertain) and identify the intended audience of the presentation. In Grade 6 the focus is on students' ability to infer: they have to put themselves in others' shoes to figure out and explain how they felt as a group about a presentation they heard or saw. After viewing or hearing a presentation, students should be able to respond to prompts, such as: • Did the presentation achieve its purpose? • Did the presentation capture the audience's attention and interest? How do you know? (i.e., provide examples) • Did the presentation get the audience thinking, excited, concerned, wanting to hear more, read more or do something about what was said? • What could the audience have done to be more engaged in the presentation? (e.g., see the movie before watching the play, read the book before watching the movie, listen to an interview with the performer before the presentation) Students should be able to explain their thinking from the point of view of the audience as a whole, making inferences about why the group responded in the way it did. They will likely make comments about verbal and non-verbal communication to develop their reasoning (SCO 8.0 [GCO 3]). When students infer, they may say: • I think this means … • I wonder why … • I wonder how … • I think … because … • I guess that … • Maybe this means … When explaining how a presentation impacted them personally, students may also be meeting SCO 3.0 (GCO 1).

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	Resources and Notes
Activation	**Authorized**
Teachers may	*Moving Up With Literacy Place Grade 6*
• use a video of an audience reacting to a presentation as a model to motivate student interest as you introduce the topic (e.g. Susan Boyle's performance on *Britain's Got Talent*); once the video is viewed, discuss the audience's reaction to the presentation	• Strategy unit teacher guides:
	- Analyzing 20
	- Inferring 25
• discuss the purposes of a presentation	- Sequencing 62, 65
	Boldprint Talk anthologies
Connection	• *Biff! Bang! Pow!* (LU) 23; (TT) 27; (SO) 15
Teachers may	• *Disaster Strikes* (TT) 15
• select students to note specific behaviours during a presentation for the class to discuss and make inferences about	
• survey the class after a presentation (e.g., student, guest speaker, digital) to determine its impact; use the information to model thinking associated with inferring	**Suggested**
	Resource Links: https://www. k12pl.nl.ca/curr/k-6/ela/grade6/ spl.html
Consolidation	• Videos or photos may provide students with examples of audiences reacting to a presentation.
Students may	
• discuss reactions to a presentation to identify behaviours linked to feelings about a presentation (e.g., facial features – frowning, smiling, puzzled expressions; body language – crossed arms, applause, whispering to others, turning around, facing the presenter)	
Extension	
Students may	
• participate in a People Watching Activity: Observe people in a busy area such as the cafeteria, a classroom, the corridors or in a public place such as mall, airport, wharf, arena; record peoples' reactions to the activities around them.	

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

Outcomes	**Focus for Learning**
Students will be expected to 7.0 examine a speaker's perspective [GCO 2]	In order to examine the speaker's perspective, students need to consider alternate points of view and identify whether they agree or disagree with the perspective. They need to delay deciding on their agreement or disagreement until they have heard or seen the presenter's perspective. This type of activity can occur in formal settings (e.g., presentation to a large group) but the concept should be introduced in informal settings (e.g., conversations and small group discussions). In Grade 5 students were expected to identify a speaker's perspective. In Grade 6, the focus is on building this strength but then going further and being able to consider why the speaker might hold that perspective. They may reference the speaker's: • cultural or religious beliefs • educational background • life experiences • personal and family background

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	**Resources and Notes**

Sample Teaching and Assessment Strategies

Activation

Teachers may
- build students' prior knowledge or schema prior to a formal presentation:
    - discuss the topic that will be presented
    - explore why different points of view may exist on the topic

Students may
- use a graphic organizer, such as a t-chart, to list main points of a speaker's perspective (i.e., **what** the person said) and list possible reasons **why** the person holds that perspective

Connection

Teachers may
- utilize a variety of presenters, live or digital, on the same topic to compare different perspectives
- invite a guest speaker to present to the class and respond to questions (e.g., worker in the offshore oil or mining industry to talk about about environmental issues; small business owner to talk about how they get started; fish harvester to talk about the effects of changes in technology in the fishery)

Students may
- identify reasons for the speaker's perspective in formal presentations by:
    - asking questions during the presentation (can be prepared prior to a formal presentation to ensure questions are appropriate and effective; can be done in small groups or as a whole group)
    - interviewing the presenter either immediately following the presentation or at a later time (students may discuss the presentation or investigate the topic further and create interview questions)
    - researching the speaker or topic prior to a presentation to be better informed

Resources and Notes

Authorized

Moving Up With Literacy Place Grade 6
- Strategy unit teacher guides:
    - Analyzing 42, 47
    - Inferring 14

Boldprint Talk anthologies
- *Disaster Strikes* (LU) 47; (SO) 21, 43
- *Biff! Bang! Pow!* (TT) 27
- *Prepare for Takeoff!* (SO) 29, 33

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

Outcomes	Focus for Learning
Students will be expected to *7.0 examine a speaker's* *perspective [GCO 2]*	The focus for this outcome should be on the student's reasoning for his or her explanation of another's perspective. Students may explain why they think the presenter's view is reasonable or fair or not, giving reasons to support. While there will be many arguments to support whether a point of view is fair or not, teachers should primarily focus on students' explanations for their thinking. Teachers will likely find themselves asking students, "Why do you think that?" to elicit clarification and prompt students to delve deeper into their reasoning. Students need to see this modelled, to recognize the importance of asking questions to find out information and to think critically about what they hear, see or read. This outcome is very well suited for cross-curricular activities (e.g., art, health, religion, science or social studies).

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

Sample Teaching and Assessment Strategies	**Resources and Notes**

Consolidation

Students may
- complete a reflective response following a formal presentation:
  - list their own ideas about the topic
  - identify the speaker's main ideas

Extension

Students may
- compare their reasoning with a speaker's to explain their own point of view on the topic

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

Outcomes	Focus for Learning
Students will be expected to 8.0 evaluate verbal and non-verbal communication [GCO 3]	Early in the year, it is important that teachers discuss creating a culture of kindness with students. Teachers need to model the use of respectful and inclusive verbal and non-verbal language that is mindful of the diversity among all students. Diversity may include ability, age, ancestry, culture, ethnicity, family dynamics, gender, gender identity, language, race, religion, sexual orientation and socio-economic status. Grade 6 students should be familiar with standard verbal communication, including: • volume – Is the person speaking very quietly or very loudly? Is the volume serving a purpose or may the person be nervous? • tone of voice – Does a person's voice indicate interest? Care or concern? Does he or she sound angry or tense? Does he or she sound believable? In addressing verbal communication in Grade 6, there is a focus on tone of voice and sarcasm. Many Grade 6 students are developmentally ready to explore the power of sarcasm. There are cross-curricular opportunities to explore this concept (e.g., health [communication, relationships], religious education [personal values], social studies [diversity]); the intent is for Grade 6 students to distinguish between what is said and what is meant in situations such as: • Jason misses the net in a basketball game and Sarah shouts, "Great shot!" Sarah means the opposite of what she said. • Kurt says, "Nice shirt, Matthew!" when he sees his classmate wearing something he thinks is unattractive; Kurt means the opposite of what he says. Generally, sarcasm is used with a negative tone of voice and is meant to hurt another's feelings or to point out mistakes. Sensitivity is needed in addressing this concept as many students may be unaware of how their tone of voice may be hurtful towards others.

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

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may:

- brainstorm with students about verbal and non-verbal communication that gets people's attention and others that do not or make people feel uncomfortable
- show a video without sound to examine facial features and body language
- create an anchor chart with students to identify a variety of verbal and non-verbal communication and describe the possible effects they could have; examples may include:

Tone of voice	Possible effects
Sarcastic	• Makes me mad because I think I'm being insulted • Makes me think more about the topic because it gets my attention
Calm or relaxed	• Makes me relaxed • Makes me bored
Dramatic	• Makes me pay attention because it's exciting or entertaining • Makes me feel uncomfortable because I'm not sure if I can believe the speaker – Is he just acting?
Use of questions	**Possible effects**
Rhetorical	• Makes me think more about the topic • Confuses me because I don't know the answer
Direct questions	• Makes me pay attention because I might know the answer • Makes me nervous because I might not know the answer
Volume	**Possible effects**
Loud or shouting	• Gets my attention • Makes me uncomfortable
Loud enough to be heard easily	• Gets my attention • My attention drifts because there aren't any changes in volume
Eye contact	**Possible effects**
Looks at people regularly	• Makes me pay attention because the person looked at me • Makes me think the person practiced the presentation
Stares mainly at one spot	• Makes me bored • Makes me wonder if the person is really serious about the presentation

Resources and Notes

Authorized

Moving Up With Literacy Place Grade 6

- LSG 47
- Strategy unit teacher guides:
  - Evaluating 60
  - Inferring 25, 37, 53
  - Sequencing 66

Boldprint Talk anthologies

- *Biff! Bang! Pow!* (LU) 23, 37; (SO) 15; teacher resource (TR): 13 (Talk Box #3)
- *Disaster Strikes* (TT) 21; (SO) 24; (LU) 43
- *Prepare for Takeoff!* (SU) 14

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

Outcomes	Focus for Learning
Students will be expected to 8.0 *evaluate verbal and non-verbal communication* *[GCO 3]*	When people talk to each other, they also give and receive wordless signals. Non-verbal communication (e.g., body language, gestures) can support, contradict or undermine verbal communication. Examples of non-verbal communication include: • eye contact – Is the person looking at the listeners or somewhere else? • facial expression – What is the face showing? Is it open and expressive? Tense and closed? • posture and gestures – Is the person relaxed or tense and stiff? Does he or she appear natural? • sounds – Besides volume of voice, is the person making any other sounds? (e.g., sighs, huffs, ums) Are there moments of silence? • touch – Is there any physical contact? What kind? Although not always readily apparent, non-verbal communication often influences people to make judgments, assumptions, inferences and decisions, regardless of the intended message. As students learn to evaluate non-verbal cues and signals, their ability to communicate should improve. Through discussion, teachers need to help students become more sensitive to their own non-verbal expressions and those of others. Students may question whether the non-verbal messages matches or supports the message they hear. When interpreting messages, students will likely apply skills addressed in SCO 24.0 (language, word choice or vocabulary, GCO 7); activities and assessment suggested for both may be applicable.

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

Sample Teaching and Assessment Strategies

Facial features, gestures and posture	Possible effects
Natural, relaxed and comfortable; smiling	• Adds to my understanding of the message • Makes me think the person practiced the presentation • Makes me relaxed and interested • Makes me wonder if the person is really serious about the presentation
Unnatural or awkward; stern or stiff looking	• Makes me uncomfortable • Makes me think the person is nervous or didn't practice • Makes me pay attention because I think the person is really serious
Sounds (other than volume)	Possible effects
Sighs or ums	• Makes me think the person is not serious or is uninterested in the presentation • Makes me uncomfortable
Pauses or silence	• Makes me think more about the topic if I think the person is doing it on purpose • Makes me uncomfortable because I think the person is stuck or lost

Students may

• engage in role plays to try out and judge how their verbal and non-verbal communication affects others (e.g., welcoming a new student, picking teams, choosing groups, being offered a cigarette, asking a teacher for help)

Connection

Teachers may

• provide scenarios, scripts or improv situations to students where they use different tones to present the scenario (e.g., use different emotions [jealous, angry, bored, etc.] and body language [rolling eyes, hands on hips, folding arms, etc.] to perform); students examine how the verbal and non-verbal communication made them feel and complete an exit card to record their reactions
• provide opportunities for students to observe verbal and non-verbal communication in others and judge their effect (e.g., videos, photos, classmates' presentations)

Resources and Notes

Suggested

Resource Links: https://www. k12pl.nl.ca/curr/k-6/ela/grade6/ spl.html

• Videos may provide opportunities to discuss non-verbal language.
• Further information and examples on teaching non-verbal communication

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

Outcomes	Focus for Learning
Students will be expected to 8.0 *evaluate verbal and non-verbal communication* *[GCO 3]*	**Sample Performance Indicator** Students who achieve this outcome should be able to complete the following activity: Say it Twice: **How** you communicate is as important as **what** you say. Create a scenario to communicate a message in two different ways. Change the non-verbal and verbal characteristics to create the difference. It will be helpful to use a storyboard or outline to draft the main ideas of your scenario. Present the scenario in a drama, video, slideshow or photo essay.

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

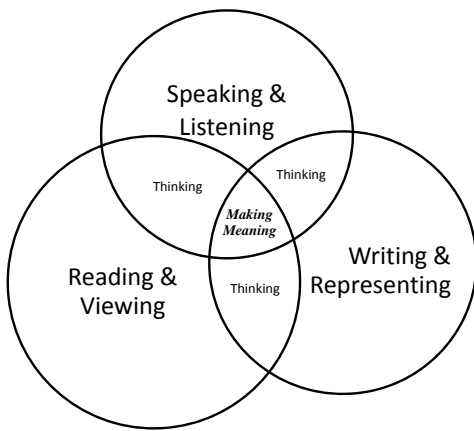| Sample Teaching and Assessment Strategies	Resources and Notes
Students may • play charades, Pictionary© or another type of game that is played without speaking; complete an exit card after the game to reflect on the challenges and strengths of communicating without speaking • explore a variety of emote-i-cons or other visuals used to communicate without words • express a statement (prompt provided, such as "You need to leave the room now" or "We're going on a hike") using one of list of tones, moods, or dispositions (e.g., guilty, sarcastic, happy, questioning, suspicious, paranoid, insulted, insecure); audience infers the message based on the performance **Consolidation** Students may • view and discuss a photo that contains mostly people (e.g., birthday party, soccer game, shopping at a store, people on a street); consider their assumptions about the people in the photo; create captions from perspective of the viewer or from the perspective of subject in the photo based on the non-verbal communication in the photo • reflect on their own verbal and non-verbal communication in a journal; set goals for themselves based on their reflection (suggested activities are included in Appendix F) • record verbal and non-verbal communication in a t-chart with assumptions and inferences in the second column **Extension** Students may • compare humour and sarcasm: When is funny not funny? What does it mean to have a sick sense of humour? When is sarcasm funny? Investigate a variety of examples, such as jokes, comedy routine, skits, sitcoms, videos, or radio blurbs and determine why some audiences find it funny while others are insulted. Think about stereotyping, sarcasm, and the sensitivity of the audience during this activity.	**Authorized** Appendices • Appendix F: Reflection Activities

Section Three: Reading and Viewing

Focus

Speaking & Listening

Thinking

Thinking

Making Meaning

Reading & Viewing

Thinking

Writing & Representing

Reading and viewing provide 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 required multiple, simultaneous processes, including but not limited to:

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

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

Outcomes Framework

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

Key Stage 6

- 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

9.0 integrate cueing systems to construct meaning [GCO 4]
10.0 select texts that are appropriate to their interests and learning needs [GCO 4]
11.0 integrate effective reading and viewing strategies [GCO 4]
12.0 explain how text structures help the audience construct meaning [GCO 4]
13.0 explain how text features help the audience construct meaning [GCO 4]
14.0 reflect on themselves as readers and viewers [GCO 4]

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

Key Stage 6

- 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

15.0   create inquiry questions to gather information for multiple purposes [GCO 5]
16.0 select a variety of informational sources [GCO 5]
17.0 evaluate information from a variety of selected sources [GCO 5]
18.0 organize relevant information from reliable selected sources [GCO 5]
19.0 share relevant information from selected sources [GCO 5]

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

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

Key Stage 6
- 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

Key Stage 6
- recognize that facts can be presented to suit an author's purpose and point of view
  - consider information from alternative perspectives
- identify the conventions and structure of a variety of print and media texts and genres
  - make connections with the purpose of each text or genre
- respond critically to texts
  - apply a growing range of strategies to analyze and evaluate a text
  - demonstrate growing awareness that all texts reflect a purpose and a perspective

20.0   explain thinking using support from texts [GCO 6]
21.0 explain thinking using personal connections [GCO 6]

22.0   evaluate messages in texts [GCO 7]
23.0 compare alternate points of view [GCO 7]
24.0 analyze the impact of language used in texts [GCO 7]
25.0 examine how responses to texts can affect social change [GCO 7]

SCO Continuum

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

Grade 5	Grade 6	Grade 7
4.1 use cueing systems to construct meaning	9.0 integrate cueing systems to construct meaning [GCO 4]	4.1 identify and select texts that meet their needs and interests
4.2 select appropriate texts	10.0 select texts that are appropriate to their interests and learning needs [GCO 4]	4.2 identify and select texts to read widely and experience a variety of texts from different provinces and countries
4.3 develop proficient reading and viewing skills	11.0 integrate effective reading and viewing strategies [GCO 4]	4.3 identify text features to consider how they help to create meaning
4.4 explain how text structures help readers construct meaning	12.0 explain how text structures help the audience construct meaning [GCO 4]	4.4 practice using text features to construct meaning, enhance fluency and understand increasingly complex texts
4.5 explain how text features help readers construct meaning	13.0 explain how text features help the audience construct meaning [GCO 4]	4.5 identify and use a variety of reading and viewing processes and strategies to construct meaning from texts
4.6 use a variety of comprehension strategies	14.0 reflect on themselves as readers and viewers [GCO 4]	4.6 assess personal processes and strategies for reading and viewing various text
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 5	Grade 6	Grade 7
5.1 create an inquiry question to gather information for various purposes	15.0 create inquiry questions to gather information for multiple purposes [GCO 5]	5.1 identify relevant or interesting topics and questions for further study
5.2 select information from a variety of sources	16.0 select a variety of informational sources [GCO 5]	5.2 recognize the need for a variety of reliable information to meet learning needs
5.3 interpret relevant information from selected sources	17.0 evaluate information from a variety of selected sources [GCO 5]	5.3 locate and select information from a variety of print and non-print sources
5.4 organize relevant information from selected sources	18.0 organize relevant information from reliable selected sources [GCO 5]	5.4 experiment with a variety of approaches and strategies for conducting research
5.5 evaluate information	19.0 share relevant information from selected sources [GCO 5]	
5.6 share relevant information from selected sources		

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

Grade 5	Grade 6	Grade 7
6.1 extend understanding of text by responding personally	20.0 explain thinking using support from texts [GCO 6]	6.1 express personal responses to texts
6.2 quote from a text to support thinking	21.0 explain thinking using personal connections [GCO 6]	6.2 explain a personal point of view in response to texts

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

Grade 5	Grade 6	Grade 7
7.1 ask critical questions of texts	22.0 evaluate messages in texts [GCO 7]	7.1 recognize that texts can be biased
7.2 analyze intended messages in texts	23.0 compare alternate points of view [GCO 7]	7.2 begin to question the relevance and reliability of texts
	24.0 analyze the impact of language used in texts [GCO 7]	7.3 begin to recognize the tools authors use to achieve different purposes
	25.0 examine how responses to texts can affect social change [GCO 7]	7.4 describe the impact that text form, content and structure have on meaning
		7.5 demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts

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

Outcomes	Focus for Learning
Students will be expected to	

Focus for Learning

Students will be expected to

9.0   integrate cueing systems to construct meaning [GCO 4]

Reading and viewing (and listening) are active processes of constructing meaning from a range of texts in digital, print and live forms. Effective readers and viewers use cues or clues in combination to read and construct meaning from unfamiliar words, images, phrases and sentences. They also transfer cueing system skills to speaking, writing and representing activities.

Reading and viewing require the integration and coordination of the four cueing systems:

- Semantic – meaning
    - guess or predict meaning of words, phrases, sentences, or visuals based on context or one's background information
- Syntactic – grammar (syntax)
    - use knowledge of the ways words are organized into phrases and sentences
    - includes understanding of nouns, verbs, adjectives and other types of words in sentences and phrases
- Graphophonic – symbol-sound relationships (decoding)
    - use knowledge of how sounds create word patterns and words recognized by sight
    - includes vocabulary development
- Pragmatic – text structure (SCO 12.0 [GCO 4])
    - use knowledge of recognized text structures (e.g., haiku, narrative, documentary) to construct meaning
    - often used in combination with semantics

By the end of Grade 6, integrating cueing systems while reading or viewing should be more automatic and intrinsic for students. Many students will no longer be consciously considering the process or the impact of using cueing systems to construct meaning. Like all fluent readers, teachers included, many students spend far less effort on basic comprehension and decoding and their reading and viewing process happens more naturally.
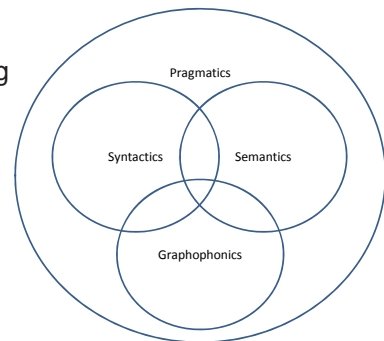
The cueing systems interact continuously for comprehension to occur. Practice is needed in order for students to construct meaning more fluently and instinctively. Students need to integrate all the cueing systems and use comprehension strategies (SCO 10.0 [GCO 4]) in order to become effective readers and viewers.

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

- review concepts of the cueing systems as described in the **Focus for Learning**, including word meanings, contexts for visuals, familiar grammatical patterns and rules, predictable and familiar word patterns, and text structures
- use a discovery activity to assess students' use of cueing systems (e.g., present a variety of words with similar sound-letter relationships and ask students what they notice about them)
- use think alouds when reading or viewing to model the use of cueing systems; examples may include:

System	Sample statements
Semantic	• An important key word in this section is … • Because of context clues ___ probably means … • Because of its prefix (suffix or root word) ___ probably means …
Syntactic	• The key idea of this sentence is … • This word order was used to create emphasis for … • This pronoun refers to …
Graphophonic	• ___ is pronounced … • ___ is spelled …
Pragmatic	• The purpose of this text is … • The text represents … point of view • The perspective in this text is …

(Adapted from Saskatchewan Curriculum: English Language Arts 6,26)

Resources and Notes

Authorized

Moving Up With Literacy Place Grade 6

- LSG 167-168, 334-338, 353-365, 368-371, 372-383
- Vocabulary pause points in Read Alouds (RAs), Shared Reading (ShR), Guided Reading (GR) and Book Club teacher guide
- Word work in all strategy units and book clubs (e.g., language predictability)
- Guided reading selections

Boldprint Talk anthologies

- *Prepare for Take off!* TR: 17 (Talk Box #3), 22, 28, 31

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

Outcomes	Focus for Learning
Students will be expected to 9.0 *integrate cueing systems to construct meaning [GCO 4]*	"During reading, students may use 'cueing systems' – that is, clues from context or from their understanding of language structures and/or letter-sound relationships – to help them solve unfamiliar words, and comprehension strategies to help them make meaning of the text." (The Ontario Curriculum Grades 1-8: Language, 10) Early in the year, teachers may need to explicitly teach or review how the cueing systems function during reading and viewing. However, students are not expected to memorize or be tested on their understanding of cueing systems or terminology; they should not be taught in isolation. Any mini-lessons or direct teaching should be embedded in the context of any reading or viewing activity (e.g., whole class shared viewing of a case study in social studies, small group science activity reading directions). Teachers are encouraged to integrate any explicit teaching and modeling of the cueing systems as much as possible. Students should have opportunities to apply and self-monitor these skills across the curriculum. Throughout the school year, teachers will need to monitor students' use of the cueing systems; some will require continual support while others may welcome additional challenges (e.g., more difficult content, wider variety of text forms, longer texts, opportunities to share their ideas about texts with different audiences). Individual reading assessments may provide valuable information about students' progress or maintenance of comprehension skills. As well, students should be self-monitoring as they read and view texts to construct meaning. As texts become more complex in content, length or organization, students will rely more heavily on skills of the cueing systems and may require guidance and support later in the year as well. **Sample Performance Indicator** Students who achieve this outcome should be able to complete the following activity: Stories that have repetition and rhyming can help readers remember and understand the text. Use the model from "There Was An Old Lady Who Swallowed a Fly" or a similar story to create your own text for a younger reader. Make it entertaining and fun for the audience!

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
- examine texts with repeated structures to focus on syntactic and graphophonic skills
- use cloze activities (oral or written) with familiar texts to practice semantic and pragmatic skills

Consolidation

Teachers may
- provide students with word games and puzzles to further develop skills in graphophonic and semantic cues (e.g., Scrabble™, Word Thief™, word bingo, word search, crossword puzzle)

Students may
- create a text based on their experiences with reading/viewing texts in **Connection**
- read/view a selected text and use highlighters or sticky notes to identify points at which they used one or more of the cueing systems (based on teacher modelling in **Activation**)

Extension

Students may
- create a foldable™ to demonstrate their understanding of each of the cueing systems; each section of the foldable can include a description and an example

Resources and Notes

Supplementary

Fountas & Pinnell *Benchmark Assessment 2*: Grades 3-8 (2012)

Suggested

Texts with repeated structures:
- Pattern stories: *This Is The House That Jack Built*; *Green Eggs and Ham*
- Add-on verse books: *Moocher in the Lun* by Tom Dawe; *There Was An Old Lady Who Was Not Afraid of Anything* by Linda Williams
- Flip book cartoons – hand drawn animation
- Cut-out or pop-up books: *The Secret Birthday Message* by Eric Carle

Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-6/links/rv.html
- Further information on cueing systems

Cultural Connections

Texts with repeated structures:
- Pattern and rhyme: *What Colour is the Ocean?* (provided 2013)

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

10.0 select texts that are appropriate to their interests and learning needs [GCO 4]

Focus for Learning

Students need structure within the school day that promotes sustained reading sessions, including silent reading and reading aloud. When independent reading time is routinely embedded in the day it becomes an automatic, intrinsic activity that students look forward to and enjoy. Teachers should have a wide variety of genres and text forms available for students; selections should reflect students' interests, fluency and comprehension abilities.

Students need to be aware of their "comfort zone" when selecting a text for independent reading or viewing. To determine their comfort zone, students may ask themselves:

- Does this text interest me? Can I relate to it? (student interest)
- Is this text too hard for me? Are there too many hard words? Too many easy words? Are there illustrations or graphic information I don't understand? (reading/viewing level)
- Why do I want to read/view it? Why do I need to read/view it? (purpose)

Students need to recognize that texts which may be suitable for one person may not be a good fit for another person. Many students want to read or watch what everyone else is reading to be part of the group. They want peer validation that what they have chosen to read or view is acceptable. Teachers need to encourage students to widen their text selection and include texts that are appropriate for them.

Texts students may choose to read and view		
Literature and non-fiction	Visual	Audio and multimedia
• autobiographies • biographies • current events (newspapers, magazines) • description (animals, planes, bikes, sports, amazing places, etc.) • documentaries • how-to manuals • novels • poems • radio plays • short plays • short stories	• advertisements (print) • book covers • bulletin boards • brochures • cartoons (print) • computer graphics • diagrams • dioramas • drawings • illustrations • maps • mime presentations • models • paintings • photographs • post cards and posters • tableaux	• animation • CD-ROMs • dance creations • dramas • films • Internet sites • multimedia presentations • newscasts • on-line magazines • oral reports • puppet plays • readers' theatres • skits • sound pieces • television • videos

It is likely that students will meet SCO 14.0 (GCO 4) in suggestions for teaching and learning when engaging in activities for this outcome.

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	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may
- provide a diverse selection of texts in their classroom to which students can be exposed
- create a Book Shop activity – students "shop" for texts that interest them and are appropriate to their needs
- model how they choose texts that are in their "comfort zone" (e.g., think aloud, five-finger rule)

Connection

Teachers may
- provide opportunities for sustained reading and viewing sessions (e.g. reading to a partner, school Buddy Reading program, Daily 5 Instructional Framework, reading or viewing workshop)

Students may
- make a list of texts that interest them based on author, genre (e.g., fantasy, contemporary realism, historical), series, text form (e.g., music videos, magazines, comics, video games, graphic novels, short stories, blogs) or topic
- interview another student to compare their lists of favourites and build their awareness about a variety of texts
- set monthly goals to read or view a text outside of their comfort zone (i.e., try a text they may not have normally selected); students can recommend titles to be added to a class list that others can choose from
- share why they enjoy a particular text with their classmates (e.g., book talks, book clubs, inquiry circles)

Consolidation

Students may
- select a text (e.g., book, video, photograph) for a classmate based on how well they know them and their reading interests
- prepare a presentation explaining why a specific text appeals to them including, but not limited to, size of font, colour, sound effects, length, opening page [of a website], cover, links, reviews
- complete a reader's response for a text; include recommendations for others to choose the text and justify the reasons why

Extension

Students may
- create a presentation outlining criteria necessary for choosing texts that are appropriate to their interests and learning needs

Resources and Notes

Authorized

Moving Up With Literacy Place Grade 6
- LSG 154-156, 158
- Independent reading suggestions in all strategy units and book clubs

Supplementary

Classroom library selections (2014)

Suggested

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

Cultural Connections

School libraries are provided with published works under the Resource Acquisition Program. Detailed listings, including grade level suggestions, of current and past acquisitions are available at www.culturalconnectionsnl.ca.

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

11.0 integrate effective reading and viewing strategies [GCO 4]

Focus for Learning

Reading and viewing strategies are essential to thinking and comprehension. While specific texts may require different strategies at different times, students should begin to explore the connection between the acts of reading and viewing and their thinking about information in general. This attention to self-assessment and reflection is more of a focus for Grade 6 than in previous grades and will continue to develop in Intermediate grades.

In Grade 6, students will use a variety of comprehension strategies as they continue to develop their reading and viewing skills in order to construct meaning. Strategies are different from skills: a strategy is a plan of action designed to achieve an overall aim; skills are smaller components within a strategy. For example, predicting as a strategy can help comprehension; using visual cues is a skill involved in predicting. Strategies may include:

- analyzing (includes questioning)
- connecting
- determining importance
- evaluating
- inferring (includes visualizing and connecting)
- predicting
- questioning
- self-monitoring (includes questioning)
- summarizing (includes analyzing and determining importance)
- synthesizing (includes summarizing)
- visualizing (includes synthesis and inferences)

There are increasing demands on Grade 6 students to read and view non-fiction and informational texts, as well as more complex literary texts. Teachers can use modelled, shared and guided instructional approaches to help students become more effective readers and viewers. The goal is for students to read and view independently.

Reading

Modelled reading can take two forms:

- Read Aloud – the teacher reads and the students listen. This provides opportunities for students to experience fluent and expressive reading. Teachers pause briefly (not long enough to disrupt the flow) to share how they think as they read text.
- Interactive Read Aloud – the teacher reads aloud and pauses at strategic points, to ask insightful questions and invite comments and brief discussion. Teachers share their own thinking to model how experienced readers think 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

Activation

Teachers may

- read a text aloud, modelling strategies throughout (See suggestions in **Connection** below.)
- share a text to model predicting strategies, such as view title and cover or homepage, read a synopsis, consider intended audience, activate prior knowledge or schema, take a picture or image walk through the text
- provide guiding questions for students (e.g., anticipation guide, text coding questions) to use throughout a text to record their thinking, such as:
  - Was the storyline interesting? Convincing?
  - Was the acting natural? Convincing?
  - What was the message? Who was it for? Whose point of view is presented? Whose is not?
  - What techniques did the artist use to achieve the desired effect?)
- use View, Pause, Predict, and Think Aloud: Teachers may use the pause function in a video, for example, in order to model making predictions and reflecting upon, talking about, comparing, and critically evaluating key points in the visual text. In an informational video, it is helpful to stop periodically for students to make notes and consider the visual information presented.
- facilitate a Picture Book Study: Select various picture books or illustrations for viewing. Through guided discussion, talk about the author's or illustrator's style, art work, and other interesting details; students can read and view other books written or illustrated by the same author(s) and illustrator(s).

Connection

Teachers may

- provide opportunities for students to work in small groups to make connections (i.e., activate prior knowledge) before they read/view a text (e.g., cover of a book, trailer for a movie, short biography of a songwriter or photographer, review of a play)

Resources and Notes

Authorized

Moving Up With Literacy Place Grade 6

- LSG 60, 160, 162-166, 176, 179, 269-273, 366, 372-383
- Teacher modelled think alouds in all read aloud selections (RAs)
- Strategy unit teacher guides:
  - Analyzing 26, 47
  - Evaluating 30-33
  - Inferring 51
  - Making Connections 39
  - Sequencing 27-28
- Book club teacher guide:
  - Social Responsibility 43, 46, 47

Boldprint Talk anthologies

- *Biff! Bang! Pow!* (TT) 12
- *Disaster Strikes* (TT) 18
- *Prepare for Takeoff!* (TT) 7; (SU) 18

Suggested

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

- A video on using questioning during read alouds

Picture books or heavily illustrated texts may include:

- *Black and White* by David Macaulay
- *Changes* by Anthony Browne
- *Do Not Open This Book* by Michaela Muntean
- *Rose Blanche* by Roberto Innocenti
- *Ruby Sings the Blues* by Niki Daly

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

Outcomes	Focus for Learning

Students will be expected to
 	
11.0 *integrate effective reading and viewing strategies* [GCO 4]
	Shared Reading – The whole class follows along with the same text while the teacher reads the text aloud, inviting them to join in as a whole class (choral reading) or to take over from time to time. The teacher uses similar modelling as in an Interactive Read Aloud.
	
	Guided Reading – the teacher sits with a small group of students with similar reading needs and strengths. Individual students are supported as they read (silently and aloud) and think about the text. The small group setting allows for interactions among students as well as individual work with the teacher.
	
	Independent Reading – students read alone or aloud to another student for enjoyment and to practice strategies they have learned. Teachers are working with small groups while students read independently. Students should have their own selection of texts to choose from during this type of reading.
	
	Viewing
	
	Modelled viewing can take two forms:
	• Modelled Think Aloud – the teacher views a visual, pointing out details to share what he or she is thinking. Students experience first-hand the process of analyzing a visual text.
	• Interactive Think Aloud – the teacher discusses elements of visual text and pauses at strategic points, to ask insightful questions and invite comments and brief discussion. Teachers share their own thinking to model how experienced viewers think as they view.
	
	Directed Viewing – the teacher guides students (whole class or small group as in Guided Reading) through a visual text or presentation, focusing on:
	• making observations and predictions
	  - What do you already know about ...?
	  - What predictions can you make about this text? (reveal only part of the text to students)
	  - What do you think was going on when this photo/video was captured?
	• formulating questions to set a purpose for viewing (a focus on critical thinking is discussed in GCO 7)
	  - What is the message?
	  - Who owns or supports this medium (e.g., television, newspaper, private corporation, charity organization)?
	  - Whose point of view is being presented?
	  - Whose point of view is not being presented?
	• confirming or rejecting predictions
	  - What evidence supports the predictions?
	  - How might this visual have been viewed differently?

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	**Resources and Notes**

Sample Teaching and Assessment Strategies

- observe and record students' questions about and responses to texts:

BEFORE interacting with texts, students may say:	
Connecting	• I went to Mexico last year. I really liked … • My mom works in a bank so I know …
Predicting	• I wonder what this ___ will be about. • Will we learn about …?
DURING their interaction with texts, students may say:	
Connecting	• What does this have to do with …? • This reminds me of … • My brother has the same …
Visualizing	• I can imagine …
Inferring	• I think this means … • I'm guessing the artist really likes … because …
Predicting	• I wonder what will happen next.
Questioning	• What does this mean?
AFTER interacting with texts, students may say:	
Analyzing	• This is the same as … • This goes with …
Evaluating	• I agree/disagree with this because …
Synthesizing	• How would you feel if …? • What would you do if you …?
Summarizing	• The main points to remember are …

- provide students with a viewing guide to use as they view a film, video, or multimedia presentation; questions and prompts might include:

Informational visual text	
Before	• What do you already know about the topic? • What do you want to learn from viewing this text?
During	• As you view this text, record three interesting and new ideas or visual text features that you observe.
After	• What was the most interesting idea or visual text feature? Why? • What made the visual text effective?

Resources and Notes

Authorized

Moving Up With Literacy Place Grade 6
- Guided reading selections

Cultural connections

Picture books and heavily illustrated texts:
- *Jack and Mary in the Land of Thieves* (provided 2014)
- *Jack and the Manger* (provided 2013)
- *A Newfoundland Christmas* (provided 2014)
- *The Queen of Paradise's Garden* (provided 2013)

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

Outcomes	Focus for Learning
Students will be expected to 11.0 *integrate effective reading and viewing strategies* [GCO 4]	Independent Viewing – students view alone for enjoyment, to derive meaning, to interpret messages and to practice strategies they have learned. Teachers are working with small groups while students view independently. Assessing reading and viewing should be ongoing, formative and across the curriculum areas. Individual reading assessments (e.g., Fountas & Pinnell) may provide some information about students' progress or maintenance of comprehension skills. Assessment should provide teachers and students with rich information about **how** students are reading and viewing, not just what reading level they are achieving. Students should be asking, what skills and strategies can I use to help me make sense of this text and understand the message? **Sample Performance Indicator** Students who achieve this outcome should be able to complete the following activity: Gallery Walk – When people visit an art gallery, a science expo or a museum, they interpret what they see and hear. Imagine you are a curator for a display you have created for the class gallery. Your display can include models, illustrations, photos, or multimedia products on a topic. In pairs, your classmates will visit your display. Prepare some notes to help you describe your display and be prepared to answer their questions. When it's your turn to visit others' displays take notes to record your interpretation of what you saw and heard. Review and combine your notes with your partner keeping only the most important ideas. Switch partners and compare your list of notes. Did you have any similar ideas? Combine those as well. Switch again and repeat the sharing process. Be prepared to share your final list of notes with the class (e.g., written notes or discussion).

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

Narrative visual text	
Before	• What do you think this text is about? • As you view the text consider…
During	• As you view this text consider the following questions: 1. Who created the text? 2. When was the text created? 3. Where was the text created? 4. When did the story happen? 5. Where did it take place? 6. What do you think inspired this text? 7. What problems might the text creator have had to deal with? Note: all the questions might not have readily apparent answers in one viewing.
After	• What was your favourite visual text feature? Why? • What did you like about this text? What did you learn? • Would you recommend this text to others? Why? • How would you rate this text? Describe your criteria/reasons.

Consolidation

Students may

- assess their fluency by completing a self-assessment:
  - Do I read quickly or slowly?
  - What do I do when I don't understand what I'm reading or viewing?
  - How much of what I read or view do I understand?
  - Do I read better out loud to a partner or silently to myself?
- participate in a Show-and-Tell activity: choose a visual text experienced outside the classroom to show to the class and present three key features that are central to text

Resources and Notes

Authorized

Teaching and Learning Strategies: https://www.k12pl.nl.ca/curr/k-6/ela/grade-6/strat.html

- A video on using reading assessment tools

Supplementary

Fountas & Pinnell *Benchmark Assessment 2*: Grades 3-8 (2012)

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

Outcomes	Focus for Learning

Outcomes

Students will be expected to

12.0 explain how text structures help the audience construct meaning [GCO 4]

Focus for Learning

Text structure refers to the ways that text creators organize information in text. Teaching students to recognize the underlying structure of texts, including content-area texts, can help students:

- anticipate information to come
- focus attention on key concepts and relationships
- monitor their comprehension as they read

> "As readers [and viewers] interact with the text to construct meaning, their comprehension is facilitated when they organize their thinking in a manner similar to that used by the author. Readers who struggle with text comprehension often do so because they fail to recognize the organizational structure of what they are reading, and they are not aware of cues that alert them to particular text structures." (Cochran & Hain)

It is important to be clear in the explanation of "audience" in this outcome. Depending on the text, it may mean an individual student interacting with a text (e.g., reading an email or listening to a voice mail message) or a much larger group beyond the school environment (e.g., reading a commercially published novel or watching a digital or media text presentation). Students will explain their understanding of text structures as well as their understanding of intended audiences when meeting this outcome.

It is recommended that text structures be presented in isolation for students to explore and identify each structure before moving on to another one. This is especially true for text structures new to students. Early in the year, teachers may need to review text structures students should be already familiar with:

	Grade 4	Grade 5	Grade 6
Beginning	Narrative (fiction)	Compare and Contrast Description	Informational text structures (used in argumentative, descriptive, expository and persuasive): • cause and effect • compare and contrast • enumerative • problem and solution • question and answer • sequential Narrative • fiction • non-fiction
Mid-year	Compare and Contrast	Enumerative Narrative (fiction) Sequential	
Late	Sequential	Cause and Effect Problem and Solution Question and Answer	

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	Resources and Notes

Activation
 	
Teachers may
• use textbooks from social studies, science or religion as models to examine text structures
• highlight text structures in a read aloud, including identifying the main and secondary ideas
• identify and omit any extraneous ideas when reading or conceal parts of a visual text (e.g., personal information, directions, call-out boxes) to explore how a text is organized
 	
Connection
 	
Teachers may
• use a visually rich text to model how visuals and print contribute to meaning (i.e., read a text aloud without student access to visuals and then present the complete text with visuals)
• model a text structure (e.g., descriptive paragraph) and ask students to work in pairs to create a text using the same structure
 	
Students may
• examine a variety of mentor texts and identify text structures in each
• categorize groups of texts based on their structures
• create an anchor chart, checklist or rubric to assess their own understanding of text structures, including visual texts
	Authorized
	
	Appendices
	• Appendix C: Sample Graphic Organizers
	• Appendix D: Sample Classroom Rubrics and Checklists
	
	Moving Up With Literacy Place Grade 6
	• Strategy unit teacher guides:
	  - Analyzing 24-30, 56
	  - Evaluating 30
	  - Inferring 34, 81
	  - Making Connections 23
	• Book club teacher guide:
	  - Social Responsibility 8, 12, 22
	
	Boldprint Talk anthologies
	• *Biff! Bang! Pow!* (SO) 11
	
	Suggested
	
	Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-6/links/rv.html
	• Sample mentor texts and graphic organizers to examine text structures
	
	Cultural Connections
	
	Non-fiction texts to examine formal structures and features:
	• *Iceberg Alley* (provided 2012)

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

Outcomes	Focus for Learning
Students will be expected to *12.0 explain how text structures help the audience construct meaning [GCO 4]*	For example, a persuasive essay is often organized into five paragraphs. Each paragraph has a distinctive purpose for the reader. The introduction will provide the reader with the author's position on the topic. The subsequent three paragraphs will outline reasons to support this position and the conclusion will restate the author's purpose. By late Grade 6 students should be able to explain how the structure of a text enhances or contributes to their ability to make meaning of the text. They may say: • "The first paragraph gave me a good idea of what the text is about." (informational text) • "The beginning of the story gave me an introduction to the main character." (fictional text, visual or print) • "The comparison chart in the social studies book helps me compare similarities." (informational text) It is important for teachers to keep in mind that students will likely be more successful if a focus on text structures in reading and viewing is integrated with students' creation of texts (e.g., speaking, writing and representing). Some suggestions for teaching and assessment will enable students to meet this outcome as well as SCOs 5.0 (GCO 2); 26.0, 27.0, 28.0 (GCO 8); 30.0, 31.0 (GCO 9); 32.0, 33.0, 35.0 (GCO 10).

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	Resources and Notes

Consolidation

Students may
- create a text and have a classmate deconstruct it to explain the text structure used
- compare intended audiences for texts with similar structures

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

Outcomes	Focus for Learning
Students will be expected to 13.0 explain how text features help the audience construct meaning [GCO 4]	Meaning in text is not communicated by the content and structure of the text alone. Texts also include features that provide access points into, and information about, the text. In Grade 6, students should be able to explain how text features can enhance reading comprehension and help students navigate through text with ease. Text features includes the ways that text creators treat all the elements of text outside of the main body or content of the text. Teaching students to recognize text features, including content-area texts, can help students: • anticipate what's to come ("I knew that was going to happen because …"; "I think that we'll learn about …") • find the information they are looking for ("The index says page 36 has information on …") • identify the most important ideas in a text ("These words must be important because they are in bold …"; "The pictures on this ad are bigger than the words so …") • understand challenging ideas ("The text box has more information about …"; "The diagram on the website helps explain …") Many text features were introduced in Grades 4 and 5 and students will bring varying levels of prior knowledge to Grade 6. Teachers may need to revisit features of text to activate prior knowledge and introduce new concepts. Features of text may appear differently in non-fiction and fiction texts. There are a number of text features that may be more commonly found in non-fiction as compared to fiction texts. Students should be able to explain the features of texts that help them navigate stories, novels and other fictional texts as well as non-fiction and informational texts. • Fiction text features may include a cover or homepage, dates in a journal structure, bold print, ellipsis and speech balloons. • Non-fiction or informational text features may include diagrams, charts, captions, cover and bold print. • Visual text features may include line, colour, music or sound effects, camera angles and special effects. It is important for teachers to keep in mind that students will likely be more successful if a focus on text features in reading and viewing is integrated with students' creation of texts (e.g., writing and representing). Some suggestions for teaching and assessment will enable students to meet this outcome as well as SCOs 26.0, 27.0, 28.0 (GCO 8); 30.0, 31.0 (GCO 9); 32.0, 33.0, 35.0 (GCO 10).

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	Resources and Notes

Activation
 	
Teachers may
• teach students the difference between text structures and text features in mini lessons
• distinguish among the features of text in a variety of texts through modelling
 	
Connection
 	
Teachers may
• facilitate a Scavenger Hunt or Gallery Walk activity: provide students with a variety of texts (e.g., short story excerpts, magazine pages, photos/illustrations, posters, etc.) and challenge students look for various features of text in the examples
• ask students to self-assess their strengths in using text features (e.g., I can explain features of text to someone else; I can identify features of text without help; I can identify features of text with help; I find it difficult to identify features of text.)
 	
Students may
• co-create a rubric to assess texts created by others during a peer conference (sample classroom rubrics are included in Appendix D)
 	
Consolidation
 	
Students may
• create a visual or a Glog™ that incorporates a variety of text features; include an explanation of how these text features help the audience construct meaning
	Authorized
	
	Appendices
	• Appendix E: Text Features Continuum
	• Appendix D: Sample Classroom Rubrics and Checklists
	
	Moving Up With Literacy Place Grade 6
	• LSG 161, 179
	• Strategy unit teacher guides:
	  - Analyzing 45, 56
	  - Evaluating 23, 30
	  - Inferring 52, 64, 65
	  - Making Connections 23, 39
	  - Sequencing 27, 28, 33
	• Book club teacher guide:
	  - Social Responsibility 8, 12
	
	Boldprint Talk anthologies
	• *Biff! Bang! Pow!* (SO) 11
	
	Suggested
	
	Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-6/links/rv.html
	• Sample Smartboard™ lessons on text features and text structures
	• A video on how to create a Glog™
	
	Cultural Connections
	
	Non-fiction texts to examine formal structures and features:
	• *Iceberg Alley* (provided 2012)

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

Outcomes	Focus for Learning
Students will be expected to 14.0 reflect on themselves as readers and viewers [GCO 4]	In meeting this outcome, students should refer to the influences on them as readers and viewers, including, but not limited to their: • ability to choose texts • comprehension strategies (may vary depending on the text form or genre) • fluency (may vary depending on the text form or genre) • interests • motivation • stamina (may vary depending on the text form or genre) When discussing the types of reading and viewing strategies they use, students may refer to: • comprehension (decoding, understanding, navigating) • choosing texts (purpose, interest) • daily routine (prior knowledge, stamina, motivation, lifelong reader/viewer) Reading/viewing non-fiction and informational texts may be challenging for students because they may not have a lot of background knowledge (a new topic that they're just getting interested in perhaps – Wow, did that really happen?). They can extend their understanding about a topic by reflecting on how they are responding to the text and practicing self-monitoring strategies (e.g., I don't get this part …, I need to re-read, re-watch because …). Students should be seeking out these text experiences on their own, not simply because the teacher asked them to or because it was an assignment. In describing the daily routine of reading and viewing, the focus should not lock students into unrealistic schedules that do not support their individual experiences and environments. Every student is not going to read and view in the same way. However, in meeting SCO 14.0 students are required to think about how they do read and view. Many students will read/view in online environments and in digital forms in addition to paper formats. It is likely that students will meet SCO 10.0 (GCO 4) in suggestions for teaching and learning for this outcome.

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	Resources and Notes

Activation
 	
Teachers may
 	
• model reading and viewing for pleasure in a variety of ways (e.g., Twitter™, NL Classifieds, video game instructions and reviews, graphic novels)
• ask students questions in conferences about their reading and viewing:
  - Why did you select this particular text? Does it interest you? Did you need to find information on a topic?
  - What do you do when your attention wanders while you are reading or viewing?
  - Why do you like this particular kind of text? Is this a favourite author?
  - Do you read more now than you did in the past? Less? Why do you think that is?
 	
Connection
 	
Teachers may
 	
• conference with students early, in the middle or and later in the year to discuss their thoughts about their reading and viewing
 	
Students may
 	
• record their thoughts about reading in a journal or reader's notebook:
  - What do I do to help me understand the text when I am having difficulty? (i.e., decoding, navigating, interpreting)
  - How do I choose texts? (e.g., on my own, with the input or suggestions from friends, from pop-up windows online)
  - Why do I like certain kinds of texts and not others? (e.g., topics, form, popularity)
  - How do I describe myself as a reader? (e.g., avid, slow, reluctant, capable)
  - How do I read? (i.e., physically and mentally)
• participate in peer conference to share how they see themselves as a reader and look for strengths they probably wouldn't normally see in themselves and others
• keep a reading diary for two weeks and reflect on any changes, positive or negative, in their reading activities; repeat the diary with viewing activities and compare the results
	Authorized
	
	Appendices
	• Appendix D: Sample Classroom Rubrics and Checklists includes prompts to use during teacher-student conferences (rubric annotations)
	
	Moving Up With Literacy Place Grade 6
	• LSG 158, 269-273
	• Strategy unit teacher guides:
	  - Evaluating 32
	  - Inferring 52, 65
	• Book club teacher guide:
	  - Social Responsbility 46, 47
	
	Boldprint Talk anthologies
	• *Biff! Bang! Pow!* (SO) 27

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

Outcomes	Focus for Learning
Students will be expected to 15.0 create inquiry questions to gather information for multiple purposes [GCO 5]	Inquiry is a part of daily living. In meeting this outcome, students will ask questions to: • find out information • make a decision • think critically about what they hear, see or read Teachers should always model a classroom culture where inquiry is encouraged and sharing is done in a sensitive and respectful manner. Using the terms "inquiry" and "research" as part of daily vocabulary can reinforce this idea with students. The general curriculum outcome is not focused on a single research assignment or project. It is about routinely practicing and integrating effective inquiry skills in a variety of settings. Inquiry skills should be observed in all strands of English language arts and across subject areas. Teachers are responsible for ensuring that students improve their ability to navigate information in an efficient, effective, safe and ethical way that enhances their critical thinking skills. Grade 6 is not the first time students have engaged in inquiry; students will bring varying experiences and levels of independence to any inquiry activity. It is important to provide students the opportunity to identify their own questions and topics for inquiry (i.e., student interest). A challenge for teachers is to support students' interests within the context of curriculum outcomes, in language arts and other subject areas. For example, when completing a unit on electricity in science, some students may want to investigate how electric chairs work while others may want to investigate how electricity is generated around the world and compare which countries use the most. As well, teachers need to promote inquiry-based learning in their class to support students' opportunity to ask questions; good questions that lead to more questions can help develop a culture of inquiry and safe risk-taking. This approach will support students' achievement of speaking and listening outcomes as well. Good inquiry questions are generative: students are compelled to find answers and create more questions. > "Inquiry happens [when teachers] are skilled at attending to children's ideas, asking the right question at the right time, modeling the dispositions or attitudes of inquiry, and organizing a classroom that keeps inquiry alive." (Edson, 19) Local topics in the community or media, previous learning that excited students, and debatable topics in sports, the arts, medicine or technology can all be sources of inquiry questions. Using mind maps and webs can help students capture their ideas during discussion; topics can then be framed into problems that need answers.

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 the types of questions they want to find answers to or topics they want more information about
  - buying groceries through researching online flyers
  - how to unclog a slow drain
  - planning a trip to Italy
- review types of questions using a Q-Matrix™

Connection

Teachers may
- use essential questions to frame themes/units of work, such as:
  - Why are cross-cultural connections important to understanding each other?
  - How does understanding a character's personality help us to better interact with our classmates?
  - If we were to go on a trip to Antarctica what would we need to know to make it a success?"
- model deepening of the inquiry question (i.e., how inquiring about one question leads to another question about the same topic) using question prompts such as:
  - How does … relate to …?
  - Can you give me an example?
  - Is that true in all cases? Explain.
  - What assumptions are you making?
  - What would happen if …? What would happen if not?
  - How does this apply in other areas or situations?
- provide open and closed question stems in a choice board on a topic (e.g., Adaptations); students complete the question stems around the topic in the center and then investigate responses for the questions they have created

What are …?	What are the pros and cons of …?	Why do …?
What would happen if …?	Topic: Adaptations	How can …?
What do you think …?	When are …?	Which is the most important …?

Students may
- work with a partner to generate as many "What if" (or any other question stem) questions as possible in two minutes

Resources and Notes

Authorized

Appendices
- Appendix A: Models for Inquiry (boxing and silent discussion thread activities)

Teaching and Learning Strategies: https://www.k12pl. nl.ca/curr/k-6/ela/grade-6/strat. html
- A video on inquiry as daily practice

Moving Up With Literacy Place Grade 6
- LSG 47-48, 226, 234
- Strategy unit teacher guides:
  - Resource Links in the strategy units use the word "research" and provide some sample topics to support daily inquiry.
  - Planning and researching in text-type studies (Modelled (M)/ Shared (ShR)/Guided (G)/Independent (Ind) writing)
  - Analyzing 40, 55-62 includes a step-by-step process for inquiry on how energy is used, conservation, and social action about the environment.
  - Making Connections 21
  - Sequencing 15

Boldprint Talk anthologies
- *Biff! Bang! Pow!* (SO) 27, 31, 47
- *Disaster Strikes* (SO) 7

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

Outcomes	Focus for Learning

Students will be expected to
 15.0 create inquiry questions to gather information for multiple purposes [GCO 5]
	When developing questioning strategies, teachers should think about:
	 • purpose of the questioning strategy used
	 • how questioning helps students:
	    - compare and contrast
	    - deepen understanding
	    - describe
	    - reflect
	    - see cause and effect
	    - see change and continuity
	    - see sequence
	    - see the past
	    - see others' perspectives

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

- participate in a Graffiti activity – create questions that could be answered using information sources (e.g., dictionary, atlas, phone book, encyclopedia) posted in headings on graffiti paper

Dictionary
What does "superficial" mean?
Is "house" a noun or a verb?
How do you pronounce "ennui"?

Atlas
How long would it take to drive from … to …?
Is … near …?
What is the capital of …?

- engage in inquiry circles (i.e., small groups of students work together to investigate topics and questions that interest them)
- explore questions and topics through techniques such as boxing or silent discussion thread (see Appendix A)
- select a question stem and a topic (e.g., "What if" + "chocolate") and they make up a question using the two pieces: "What if chocolate was on Canada's food guide?"

Question stem	Topic	Possible student generated question
How might …	Hayley Wickenheiser	How might Hayley Wickenheiser be a good role model for teens?
How could …	pizza	How could pizza be a complete food?
Why would …	skateboarding	Why would skateboarding be a good Olympic sport?

Consolidation

Students may
- formulate inquiry-based questions on a cross-curricular topic, such as arthropods, planets, countries from around the world, world religions, etc.

Extension

Students can
- develop and implement an experiment to examine ideal conditions to promote plant growth; record daily growth and factors that contribute to increased growth using an inquiry-based scientific process; *students may choose another topic but the process should be similar*

Resources and Notes

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-6/links/rv.html
- A sample Q-Matrix™
- A humourous video of a conversation between two people using only questions

Inquiring Minds by Jeffery D. Wilhelm
- Further information on inquiry and essential questions

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

Outcomes	Focus for Learning
Students will be expected to 16.0 select a variety of informational sources [GCO 5]	In Grades 4 and 5, students have had experience searching for information in texts to answer questions. They may have also had experience in citing sources. In Grade 6, this outcome focuses on students' ability to self-select sources of information. Students should be asking, How do I choose sources of information? Students will select sources based on a number of factors, including: • if they have read/seen something by this person before • length of text • reading level (i.e., how difficult the text is to read) • relation to their topic • use of photos, illustrations, videos • visual appeal (e.g., colour) This outcome does not focus on reliability or relevance. The focus is on simply choosing which sources meet students' needs and interests without evaluating the source. While students will likely ask questions about how good the source is, evaluation of the content, including reliability, is addressed more directly in SCO 17.0 (GCO 5). Sources of information can be grouped in three broad categories: • digital texts (e.g., the Internet, media sources, videos) • live texts (e.g., experts in the field, interviews) • paper texts (e.g., books, articles) Many current media texts exist in digital and paper form, including but not limited to: • almanacs • databases and statistics (e.g., www.statscan.ca/english/edu. students.htm) • dictionaries • encyclopedias • magazines • newspapers • social media (e.g., Twitter™, blogs) **Sample Performance Indicator** Students who achieve this outcome should be able to complete the following activity: Webpage design is more than just making it look good; the content has to give the audience a clear picture of the information. You have been hired to design a community-based webpage to promote a community in the province. Focus on providing information through links to other sources, such as accommodations, attractions, transportation, dining, sightseeing, etc. Create a graphic organizer for your design outlining the links and the information they offer.

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	Resources and Notes

Activation
 	
Teachers may
• brainstorm with students, as many sources of information they can think of; use suggestions from **Focus for Learning** if needed to prompt students' suggestions
 	
Connection
 	
Teachers may
• assign a topic for students to locate sources of information and compare the types of sources they choose, focusing on how they located the sources they found
• share an example of a government department website (or any reliable website) and co-create questions that could be answered by the content included
• lead a think aloud: show a variety of texts (paper or digital) on a topic and model how decisions are made about which source to choose
• provide half the class with cards of sources and the other half with cards of questions; students find their matching cards
 	
Students may
• participate in a Scavenger Hunt Activity: In the school or public library, identify sources of information that could provide an answer to a given question (e.g., What is the population of Canada? Sources may include database, almanac, gazetteer or atlas).
• participate in inside/outside circles – inside circle has a question and the outside circle suggests an appropriate source to find answers or more information; reverse the activity with sources and suggest questions
 	
Consolidation
 	
Students may
• use a Venn diagram to compare and contrast the factors that contributed to choosing one source over another
	Authorized
	
	Appendices
	• Appendix A: Models for Inquiry (boxing activity)
	
	Moving Up With Literacy Place Grade 6
	• LSG 156-157, 160, 239-242
	• Strategy unit teacher guides:
	  - Resource Links in the strategy units use the word "research" and provide some sample topics to support daily inquiry.
	  - Planning and researching in text-type studies (M/ShR/G/Ind writing)
	  - Analyzing 40, 56-62
	  - Making Connections 21
	
	Boldprint Talk anthologies
	• *Biff! Bang! Pow!* (SO) 21, 27
	• *Disaster Strikes* (SO) 37, 47
	• *Prepare for Takeoff!* (SO) 33, 47
	
	Suggested
	
	Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-6/links/rv.html
	• Sample current media texts

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

Outcomes	Focus for Learning
Students will be expected to 17.0 evaluate information from a variety of selected sources [GCO 5]	When students evaluate information, by default, they are interpreting what they read, hear or see. The focus for Grade 6 students is on determining the relevance and reliability of the information they have selected; critical thinking skills will continue to be emphasized. To effectively evaluate information, it is important for students to know that they should not take things at face value, that they have the responsibility to question what they read and hear to evaluate its relevance and reliability.

When determining relevance students need to discriminate between unnecessary information and information that is relevant to their inquiry questions. They may question relevance in two ways:

Narrowing results to relevant information	If a student is focusing on the physical characteristics of insects and a source includes information other than physical characteristics, the student has to select only the relevant information he or she needs.	If a student was searching the eLibrary at www.nlpl.ca, he or she would need to choose a specific type of search to narrow the search results to relevant ones.
Knowing how to recognize reliable but not relevant	If a student is focusing on the dialects spoken in China, a world map is a reliable source, but will not provide him or her with relevant information.	If a student wanted to find information on electromagnets but chose a safety brochure from Newfoundland Power, he or she would have a reliable source, but it may not be a relevant source for his or her needs.

When determining reliability of information, students need to ask, Can I trust this information? They will need to ask questions about where the information came from, how recently the information was updated or checked and whether the information is complete or if a perspective might be missing.

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
- include questions or prompts for students to use when evaluating information for relevance (e.g., sticky notes, underlining, highlighting) and reliability (i.e., accurate and current information)
- model questioning to determine relevance, including:
  - What am I looking for?
  - Is this related to my inquiry question? Does it make sense?
  - Does it have information I'm looking for?
  - Whose perspective is presented?
- model questioning to determine reliability, such as:
  - How old is this source?
  - What are the author's credentials? (e.g., check inside cover, contact information on a website)
  - Can I trust it?
  - Who created or produced the information? Is it biased?
  - Is this opinion or factual information?
  - Is this a profit-making website? (e.g., URLs that do not include .org, .gov, or .edu)
  - Whose perspective is presented?
  - Can I double-check this information against another source?
- model the use of table of contents, search function on website, book indices, NLPL website to determine relevance

Connection

Students may
- design a checklist for evaluating websites using above criteria on relevance and reliability
- Cubing Activity: in groups with a variety of sources, students roll a cube with questions such as "What is the date of publication?" "Who wrote this?" "What are the credentials of the author?" "Does the text provide information about …?"
- Trading Activity: students choose a source of information (e.g., website, newspaper, short documentary video) to give to another student to evaluate for relevance and reliability; first student must provide the context (e.g., "I was looking for information on …"; "I want to find out how … works")
- create "Best Finds" lists of sources in response to challenges such as "Where is the best place to find information about your favourite band?" or "What is the best source for planning a trip to Florida?"

Resources and Notes

Authorized

Moving Up With Literacy Place Grade 6
- LSG 243, 255, 258
- Strategy unit teacher guides:
  - Resource Links in the strategy units use the word "research" and provide some sample topics to support daily inquiry.
  - Planning and researching in text-type studies (M/ShR/G/Ind writing)
  - Analyzing 40, 56-62
  - Evaluating 33
  - Inferring 37-38
  - Making Connections 21

Boldprint Talk anthologies
- *Prepare for Takeoff!* (LU) 35; (SO) 33, 35
- *Biff! Bang! Pow!* (SU) 24; (SO) 21
- *Disaster Strikes* (SO) 33, 43

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-6/links/rv.html
- Sample websites that look real but are deliberately deceptive
- Lessons on safe online research practices

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

Outcomes	Focus for Learning
Students will be expected to *17.0 evaluate information from a variety of selected sources [GCO 5]*	It is likely that students will look to the Internet as a first source of information. Teachers should reiterate to students that while the Internet has many benefits, not all information that is available is reliable. Students need to check the original source of information or verify the information (e.g., compare multiple sources). Teachers will need to guide students in how to disregard unreliable or inappropriate sources as well as how to recognize reliable sites. This may include: • closing out pop-up windows immediately when searching on the Internet • closing out inappropriate or undesirable Internet windows • following school and school district guidelines and policies regarding Internet and social media • ignoring publicity or advertising that may be included on a reliable website (e.g., on the sidebars) • ignoring survey requests • never providing personal information on a website • questioning peers or teachers when in doubt Students' skills will develop throughout the year with repeated opportunities to engage in inquiry. By late Grade 6, students should become more adept at evaluating reliable and relevant information when searching for information on inquiry questions.

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	Resources and Notes

Consolidation

Students may

- use a computer to research two given sources of information to determine which source is more reliable and relevant. Students will use previous questions modelled by the teacher to guide them. They will present their findings to the class.

Extension Activity

Students may

- create a product and write an advertisement to promote the sale of this product. They may choose to present reliable and relevant information or they may exaggerate the information. Upon completion, they will present their advertisement to the class. The class in turn will use a checklist to evaluate the reliability and relevance of the advertisement and product.

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

Outcomes	Focus for Learning
Students will be expected to 18.0 organize relevant information from reliable selected sources [GCO 5]	After students have evaluated their selected information and recorded the findings they wish to use, they will need to organize their notes to make it more useful, either to themselves or to be shared or used by others. Throughout the organization process, students should make frequent reference to their inquiry questions to ensure that they maintain focus. Subsequent questions that deepen thinking (SCO 15.0 [GCO 5]) should be linked to the original inquiry question. Teachers will need to stress to students that they should not simply cut-and-paste information from sources that they deem reliable. Teachers may need to review skills and strategies to demonstrate how to organize information from sources, including, but not limited to: • colour-coding relevant information • completing graphic organizers • paraphrasing (some students may need writing frames to guide them) • writing jot notes (e.g., point-form notes, outline notes, t-chart notes) Early in the year, teachers will need to explicitly model and teach note-making and organizing skills. **Sample Performance Indicator** Students who achieve this outcome should be able to complete the following activity: Calling all mystery hunters! Imagine you are a detective whose job it is to interview possible suspects and decide on relevant information to solve a mystery. You can create a written text, a role-play or a game to share your mystery with others.

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	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may
- model note making strategies (highlighting main ideas in paragraphs, writing jot notes, completing graphic organizers, and paraphrasing)

Connection

Students may
- use graphic organizers (e.g., matrices, KWHL or RAN charts) as a means to organize notes
- use sticky notes for taking individual notes and then organizing them in a logical order
- create "boil down notes" to help with summarizing and capturing information more concisely without plagiarizing: students make notes on 3x5 note cards or sticky notes; then rewrite on 3x3 notes; rewrite again on 1x2; students cannot simply write smaller on each card. Students keep rewriting their notes but should use fewer words on each card to summarize main ideas.
- use different colours (e.g., crayons, highlighters) to highlight subtopics in a text:

Topic: Amelia Earhart

blue: early life	orange: turning points
yellow: flight training	purple: influences

Consolidation

Students may
- create a "How to" manual that explains the steps or procedures necessary to organize relevant information
- pretend to be a news reporter reporting on an upcoming event in the school; organize their information and ensure that it is relevant and reliable
- write a descriptive paragraph based on a given visual such as a magazine cover, newspaper photo, art work, etc.; information in the paragraph must be organized and relevant to the visual

Extension

Students can
- investigate the life of a celebrity using a variety of sources and differentiate between relevant (factual) information and gossip; organize the information and prepare a presentation of the findings; include an explanation of how they determined that the information was relevant

Resources and Notes

Authorized

Appendices
- Appendix D: Sample Classroom Rubrics and Checklists

Moving Up With Literacy Place Grade 6
- LSG 162, 246-248, 262-265
- Strategy unit teacher guides:
  - Resource Links in the strategy units use the word "research" and provide some sample topics to support daily inquiry.
  - Analyzing 13-20, 56-62
  - Evaluating 34
  - Inferring 70
  - Making Connections 21
- Book club teacher guide:
  - Social Responsibility 23

Boldprint Talk anthologies
- *Biff! Bang! Pow!* (SU) 24

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-6/links/rv.html
- Suggestions for highlighting and note making

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

Outcomes	Focus for Learning
Students will be expected to 19.0 share relevant information from selected sources [GCO 5]	Not all inquiry activities result in producing a formal research paper or presentation; inquiry is part of daily living (SCO 15.0 [GCO 5]). However, once students find answers to questions or problems, they will likely want to share their findings, either formally or informally, with others. Students need to evaluate the message they want to pass on to others and decide what form their sharing will take. Early in the year, inquiry findings may often be shared informally (e.g., inquiry circles, class discussion). As students' abilities improve and they become more independent, teachers can encourage students to gather and share information in more formal ways as well as continue to promote daily inquiry activities. The focus is to share what has been learned so that others may learn from it as well. In Grades 4 and 5, students will have had exposure to formally sharing the end product of their inquiry.

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

- provide students with a choice board for formal presentations and challenge students to choose different modes of presentations throughout the year, including, but not limited to:
    - collage – a visual created by gathering many images, objects or words in one space; may be digital or paper
    - comic strip – an illustrated sequence of events with or without dialogue
    - drama – a production acted out before a live audience
    - graph – present data visually
    - model – 3-D representation
    - multimedia production (e.g., video, PowerPoint™, blog post, wiki, green screen App™)
    - pamphlet, brochure or advertisement – often used to persuade people to do, attend or buy something; may be digital or paper
    - speech – a talk prepared for an audience
    - written report – may be created in a variety of forms
- organize a panel discussion – students assume a role in a presentation of their findings on a topic or question; each member of the panel presents orally on different aspects, for example:

    Topic: Who are the important people in the study of space?

Expert 1: Roberta Bondar	Expert 3: Chris Hadfield
Expert 2: Neil Armstrong	Expert 4: Yuri Gagarin

    The audience can take notes and ask questions following the discussion.

Connection

Students may

- share information informally in a "Be an Expert" activity – in pairs, each student has 3 minutes to orally share information they have learned through inquiry on a topic or question with their partner
- use graphic organizers to record ideas on a topic; examples may include mind maps, Frayer models or placemat activities:
    - Mind map – within a circle, students write their inquiry question and then branch out with related questions, concepts or comments
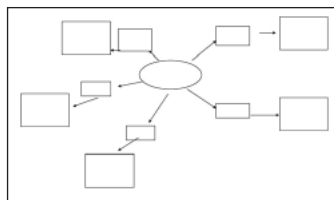
www.mindmapcentral.com

Resources and Notes

Authorized

Appendices
- Appendix C: Sample Graphic Organizers
- Appendix A: Models for Inquiry (KWL or RAN)

Moving Up With Literacy Place Grade 6
- LSG 181-183
- Strategy unit teacher guides:
    - Resource Links in the strategy units use the word "research" and provide some sample topics to support daily inquiry.
    - Analyzing 47, 56-62
    - Evaluating 28
    - Making Connections 21
- Book club teacher guide:
    - Social Responsibility 23

Boldprint Talk anthologies
- *Disaster Strikes* (SO) 43
- *Prepare for Takeoff!* (SO) 35

Suggested

Glass Slipper, Gold Sandal by Paul Fleischman
- Combines details from different cultures into his version of Cinderella

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

| Outcomes	Focus for Learning
Students will be expected to *19.0 share relevant information from selected sources [GCO 5]*	The focus in Grade 6 is on cultivating a culture of inquiry which supports the continual sharing of relevant information. Teachers should encourage a safe sharing environment to optimize learning. In this way "share" means telling or showing others informally about things that were heard, seen or read. Students may also share information formally by publishing finished formal presentations in print or another media format. In this way "share" means publish. In sharing their findings formally, students will likely meet outcomes in speaking, writing and representing, such as 5.0 (GCO 2), 31.0 (GCO 9), and 32.0-35.0 (GCO 10).

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	Resources and Notes

Sample Teaching and Assessment Strategies

- Frayer model – a topic or question is written in the center of the organizer and subtopics are recorded in four corners or quadrants surrounding the topic

Definition	Characteristics
What is electromagnetism?	
Examples	Non-examples
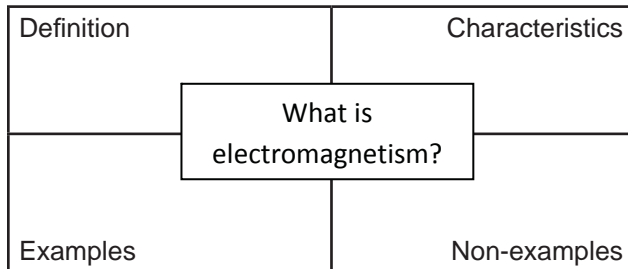
- Placemat activity – in small groups, students share a single graphic organizer to track their individual thinking and group discussion to create a group summary on a topic or question

Individual	Individual
Topic	
Individual	Individual
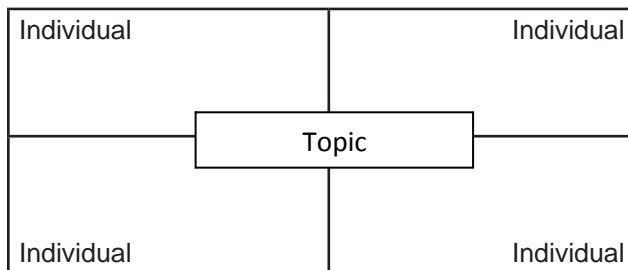
Consolidation

Students may

- participate in a Gallery Walk – create a visual response to a problem or question (e.g., illustration, poster, picture map, Venn diagram, graph); each student acts as a curator or presenter for their own work when students visit; visitors leave a sticky notes in response to the exhibit

Extension

Students can

- create a game show similar to Jeopardy™ in digital format called "Relevant Information"; gather trivia information under several different headings such as mammals, music videos, hockey, jokes, etc. Game players choose a category and decide whether the information is relevant to the topic and explain how they know.

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

Outcomes	Focus for Learning

Students will be expected to 20.0 explain thinking using support from texts [GCO 6]	Students should have access to a wide variety of texts, including, but not limited to:
	 • digital texts (e.g., media sources, videos)
	 • live texts (e.g., experts in the field, interviews)
	 • paper texts (e.g., books, articles)
	
	 When students explain their thinking they are demonstrating an understanding or interpretation of a text. They need to inquire and ask questions about texts to find out information, make a decision, or think critically about what they see or read. When personally responding to a text using support from the text, students may say:
	 • I think that … because in the text it says …
	 • I think that … because the illustration shows …
	 • I like … because the video has …
	 • I didn't like … because the speaker …
	
	 These types of statements are indicative of connections students are making, which goes beyond summarizing the main points or details of a text. Teachers need to assess students' comprehension of a variety of texts.
	
	 Students will likely have some prior experience in providing specific support from a text; they should be giving more than a simple restatement of a prompt or question. In Grade 5 there was a focus on providing quotes from paper texts; in Grade 6, the focus is on visual and digital texts that focus on current events and issues. Support may include:
	 • connecting information through graphics and other visuals
	 • ease of navigation
	 • level of interactivity, such as
	    - pushing buttons in a digital text
	    - videos embedded in a digital text
	    - hyperlinks in a digital text
	    - pop-up paper books (flaps)
	    - game-like features in a text (e.g., choose-your-own-adventure books)
	 • references to colour in illustrations or photos
	 • sound in a video or audio text
	
	 Reading and viewing digital texts (e.g., eBooks, videos, video games, social media sites, informational websites) demands flexible and fluent responses from students. Digital texts are often not linear like traditionally written texts are, so students will "dip in and dip out" of texts, rereading and re-viewing parts rather than seeing the text as whole. It is important for students to be aware of how their eyes move over digital texts, as well as how they react to sound in digital texts, as it will impact their responses and help explain their thinking about these types of texts.

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

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may

- prompt students with questions to develop their explanations:
    - How did you know that?
    - Why did the author include that?
- preview questions requesting support from a text before reading or viewing a text:
    - What evidence is there in the text that …?
    - What feeling is created in …?
- model quoting from a text to support ideas (e.g., sticky notes, highlighters, text coding)
- model rereading questions about texts
- model steps for constructed responses to texts:
    - I think, I believe, I feel
    - support from text (e.g., … because in the text it says [BITS])
    - This is like … (personal connection)
- co-create anchor charts with students to help organize thinking for personal responses

BITS	**SLAM**	**APE**
Because	**S**tate an opinion	**A**nswer
In the	**L**ocate support	**P**rove
Text it	**A**dd ideas	**E**xtend
Says …	**M**ake a connection	

Connection

Teachers may

- divide students into small groups – each group completes a group response to a text ("We think …") and passes it to another group to continue the response with support and personal connection; could be done as a graffiti wall – students reflect on ALL the responses and choose parts of multiple responses to create a class response that serves as a model for the class
- provide exemplars of responses for students to deconstruct:
    - What makes this an excellent response?
    - How can this response be improved?
- use a three-level questioning guide to help students make connections: "on the line", "between the lines" and "beyond the lines" (*Inquiring Minds*, 98)

Resources and Notes

Authorized

Appendices
- Appendix C: Sample Graphic Organizers

Moving Up With Literacy Place Grade 6
- Strategy unit teacher guides:
    - Discussion prompts in RAs, ShR, GR
    - Analyzing 27
    - Evaluating 19, 25, 33
    - Inferring 70
- Book club teacher guide:
    - Social Responsibility 13-17

Boldprint Talk anthologies
- *Prepare for Takeoff!* (SU) 40
- *Biff! Bang! Pow!* (SO) 41
- *Disaster Strikes* (SO) 29, 33

Suggested

Providing a wide variety of texts from which students can choose may include:
- Current events and issues presented in Owl magazine, Boldprint texts, National Geographic Kids, Highlights magazine
- Digital and interactive texts such as *The Man With the Violin*, Tumblebooks selections, *Cinderella Spinderella*, *Can You Survive the Titanic?*, and *Seahorses & Pipefish*

Resource Links: https://www. k12pl.nl.ca/curr/k-6/ela/grade-6/ links/rv.html
- Brief overviews on reading webpages and digital content

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

Outcomes	Focus for Learning
Students will be expected to 20.0 explain thinking using support from texts [GCO 6]	Students will need to apply their knowledge of text features and text structures (SCOs 11.0, 12.0 [GCO 4]) when looking for support in texts. They will likely meet SCO 13.0 (GCO 4) when engaging in activities associated with this outcome as well. Students may easily and naturally fall back on their generalized thoughts and opinions. When students are expected to use examples and support from the text, they are forced to interact with texts more carefully and think deeply about what they have read or viewed. In doing so, they may meet SCO 21.0 (GCO 6) when making personal responses to texts. **Sample Performance Indicator** Students who achieve this outcome should be able to complete the following activity: You have been hired by a company to create a blog (e.g.,Kidblog™) about current texts you are reading or viewing. They want your views and opinions to get people's attention so that they will visit the website regularly. There will be space for others to respond and comment on your opinion. Make sure you back up your opinion with reasons.

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

Sample Teaching and Assessment Strategies	Resources and Notes

Students may
 	
• ask questions when reading or viewing, such as:
  - How does what I am seeing make me feel?
  - Where and when does this take place?
  - How do things look, how might they feel, taste or smell?
  - How is this similar to what I know or what I have experienced?
  - Do I identify with any of the characters, situation(s) or point(s) of view?
  - What would I do if I was experiencing these events?
  - What main images, ideas or symbols are found in this text?
  - What can I learn from this text?
  - Do I agree or disagree with what I have seen?
  - Do I like it or not like it? Why?
  - Why did I respond this way?
  - Have I learned or experienced what I have wanted to learn/experience from this text?
• work in small groups to create a constructed response, taking responsibility for one component of the response (e.g., 1 – we think; 2 – textual support; 3 – personal connection)
• use sticky notes next to information used for support
 	
Consolidation
 	
Students may
• use a double entry journal to reflect on an event, issue, character or quote from the text
  - fold the page in half to create two columns; record a quote, key event or concept from the text that evokes a reaction or response on the left-hand side
  - write reactions to the recorded text on the right-hand side (e.g., connections, opinions, questions, inferences)
• maintain a response notebook: a quote, excerpt or idea from a text on one side of the page and a space for responding on the facing page to make predictions, explain what is interesting or confusing about the text, or pose questions about the text
• respond to direct questions about a text using support from the text and their own personal experiences
	Authorized
	
	• Appendix D in the *2013 Grade 5 English Language Arts Curriculum Guide* provides an overview on creating blogs (page 260)
	
	Suggested
	
	Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-6/links/rv.html
	• Strategies for using a response notebook

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

Outcomes	Focus for Learning

Students will be expected to
21.0 explain thinking using personal connections [GCO 6]
	When students make personal connections, their thinking is impacted by their schema – background knowledge and experiences. They will initially consider how the text made them feel when they make a personal connection. These connections include:
	• text-to-self
	• text-to-text
	• text-to-world
	
	When students respond personally to a text they:
	1. share their understanding of a text
	2. tell enough about the text so that a person who may not be familiar with the text can understand their response
	3. describe their reaction(s) to the text, such as:
	  - feelings about a character
	  - impressions about a story or event
	  - similarities or differences the text might have to their own lives
	  - things they like or dislike about the text
	  - something about the text that seems unusual or interesting to them
	4. provide evidence from the text that helps explain their reaction

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

Sample Teaching and Assessment Strategies	Resources and Notes

Activation
 	
Teachers may
• activate students' knowledge prior to interacting with a text asking questions such as:
  - What do you know about…?
  - What predictions can you make about the text?
  - What connections can you make to the topic or question?
 	
Connection
 	
Teachers may
• challenge students to evaluate predictions after reading or viewing:
  - What evidence supports their predictions?
  - What evidence contradicts their predictions?
• model and provide prompts for students to make connections and to help them draw out their ideas and formulate their response:
  - If you were …
  - If you were in ___'s shoes …
  - If this happened to you …
 	
Students may
• write about or share ideas generated from pre-reading or viewing activities (background knowledge about topic, previous experiences with the topic, etc.)
• perform a role play/dramatization as a character or person in a text to show how they would have responded if they were in the individual's situation
	Authorized
	
	Moving Up With Literacy Place Grade 6
	• Strategy unit teacher guides:
	  - Discussion prompts in RAs, ShR, GR
	  - Suggested reading responses (e.g., Making Connections 20, 39 or Inferring 30)
	• Book club teacher guide:
	  - Social Responsibility 10, 12, 13, 17, 19, 20, 23
	
	Boldprint Talk anthologies
	• *Biff! Bang! Pow!* (SO) 41
	
	Supplementary
	
	Fountas & Pinnell *Benchmark Assessment 2*: Grades 3-8 (2012)
	
	CAMET reading assessment kit (1998)

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

Outcomes	Focus for Learning
Students will be expected to *21.0 explain thinking using personal connections [GCO 6]*	It is important that students realize that they cannot be wrong in their personal responses, although the connections should be relevant. They need to know it is necessary to inquire and ask questions that help them think about their reactions to what they hear, see or read. Teachers need to be positive in their responses to students' explanations; the classroom culture should be a place where inquiry is encouraged and sharing is done in a sensitive and respectful manner.

In order for students to be able to extend their understanding they need to be able to connect personally and figure out details from the text to support their thinking. Responding to texts in a meaningful way requires both. Students may meet SCO 20.0 (GCO 6) when engaged in activities associated with this outcome if they use support from texts for their personal responses.

Sample Performance Indicator

Students who achieve this outcome should be able to complete the following activity:

Are you like someone you have met in a text? Are you the complete opposite? Choose a character or an individual you have met in a text you have read, watched or listened to. Create a visual such as a collage, diorama, illustration or multimedia visual to compare and contrast the similarities and differences between yourself and the individual. Share your comparison with an audience.

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

Sample Teaching and Assessment Strategies	**Resources and Notes**
Consolidation Students may • use reflective journal response stems to make a personal connection to a text, such as: - If I was in the character's situation I would … because … - I agree with the actions that the character took because … - The situation that the character is in reminds me of a … because … • add another section to their reading response notebook for written dialogue with another student; students may select or suggest texts for each other to respond to • complete exit cards to explain how their life differs from a main character's situation (e.g., life as a solider during the First or Second World War) **Extension Activity** Students may • create a text using a theme-based approach to explain personal connections to a variety of texts (e.g., a photo essay on the theme of freedom using photos from informational texts and their own captions to explain personal connections)	

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

Outcomes	Focus for Learning
Students will be expected to 22.0 evaluate messages in texts [GCO 7]	Students need to evaluate and weigh the value of messages they receive through reading and viewing. By practicing and utilizing "thoughtful literacy" (an umbrella term for all literacy learning) students can read, write, listen, speak, view and represent in complex ways.

> "Teachers, whose focus is thoughtful literacy, will invariably help their students to be critically literate: to question the attitudes, values, and beliefs that lie beneath the surface of written, spoken, and visual texts." (Trehearne, 100)

Questioning is at the center of critical literacy; students need to inquire and ask questions to think critically about what they hear, see or read. Teachers should always model a classroom culture where inquiry is encouraged, where questioning leads to further inquiry and sharing information with others is done in a sensitive and respectful manner.

> "Critical thinking involves logical and reflective thinking and reasoning … a person who thinks critically asks appropriate questions, gathers and sorts through relevant information, reasons logically, and makes decisions as to how to think and live in the world. Critical literacy requires critical thinking with a specific focus *on social issues and social justice."* (Trehearne, 100)

When students evaluate messages they include a reflection on their own views and beliefs in relation to the message. In Grade 6, students evaluate texts by first asking questions such as:

- What is the message and who is sending it?
- Why and how is the message being expressed?
- Who is the intended audience?
- Who or what has been left out of the text? Is it on purpose?

When they reflect, they may ask questions such as:

- How do my values and life experiences fit with the message?
- What sense can I make of this?
- What is this text trying to do to me?

In Grade 6, there is a focus on asking questions about the messages in visual texts:

- What individuals are most often represented in the media and what individuals (e.g., gender, culture, age) are absent?
- From whose perspective is the story or image shown?
- Who owns or supports this medium (e.g., television, newspaper, Internet) and what impact does such ownership have on visual content?

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	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may

- prompt students with questions to help them explain how language (ideas, word choice), form and genre are part of the message (e.g., How might the message be different if the text was presented as a newspaper article instead of a television commercial?)

Students may

- examine the use of colour, features of text, language content, word choice, form and genre in a variety of texts such as photos, logos, illustrations and videos:
    - What might these colours represent?
    - Would the message be received differently if this was in black and white?
    - Would the message be different if a different word were used?
    - Would the message be different if it were in a different form?
    - How would you change this text to suit a different audience?

Connection

Teachers may

- ask students to use RAFT as a strategy for evaluating the texts
    - **R**ole – Who is the text creator?
    - **A**udience – Who is the intended audience?
    - **F**orm – What is the text form? Why do think this form was chosen?
    - **T**opic – What is the idea or issue addressed in the text?
- provide whole class discussions to evaluate the intended message and audience of a text by using guiding questions: What is the intended message? Who is the intended audience? What is this text trying to do to the audience?
- use a snowball fight activity to evaluate messages on sensitive issues: students write a response on a sheet of paper and crumple it up into a snowball; use their non-dominant hands to underhand-throw the balls around the room; at "stop", each student reads the response from the snowball they end up with and comment or ask a question about it
- provide focus questions for students as they listen to a text read aloud or view a text, such as:
    - How did the text creator get your attention?
    - How do you feel about the portrayal of ____ in this text? Do you think this was intentional?

Resources and Notes

Authorized

Moving Up With Literacy Place Grade 6

- LSG 50, 169, 173-174
- Strategy unit teacher guides:
    - Analyzing 27-28, 44, 46
    - Evaluating 36
    - Inferring 7, 15, 47, 52, 56-57, 71
    - Sequencing 29, 49
- Book club teacher guide:
    - Social Responsibility 11

Boldprint Talk anthologies

- *Disaster Strikes* (SO) 43
- *Prepare for Takeoff!* (LU) 35; (SO) 7; (SU) 12

Suggested

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

- Sample popular logos

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

Outcomes	Focus for Learning

Outcomes

Students will be expected to
22.0 evaluate messages in texts
[GCO 7]

Focus for Learning

Visual texts use text features that form the language of the text and help develop the message. Students need to reference these language elements in their evaluation of message. These include, but are not limited to:

Visual	Audio	Technical
Arrangement (e.g., balance)	Dialogue	Camera angles
	Music	Captions
Colour	Silence	Lighting
Facial expressions	Single vs multiple sounds	Motion (e.g., slow motion, time-lapsed)
Fonts		
Gestures	Sound effects	Props
Illustrations	Voice overs	Special effects
Line	Volume	Titles
Size		
Shape		

Any texts with written or spoken words may rely on vivid word choice to communicate a message. Students should consider which words were used and question their purpose. Having access to dictionaries, thesauri, Web 2.0 tools and word processing programs can assist students in evaluating the intended message.

Messages in texts are always intended and there are also possible unintended messages. Students need to make inferences to recognize and evaluate these messages. They should be able to recognize that all texts are created from a certain perspective or bias and examine each text to see how it positions them as they read, listen and view. They may talk about how there might be an attempt to manipulate or persuade the audience. In doing so, students will likely meet SCO 24.0 (GCO 7) when engaged in activities associated with this outcome.

Sample Performance Indicator

Students who achieve this outcome should be able to complete the following activity:

Made you look! That's what advertisers want you to do. Select three books, movies, games or other products that have advertisements. Compare and contrast the messages and the techniques used to get you interested in the product, maybe even enough to buy it! Present your comparison in a graphic organizer, a chart or report.

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	Resources and Notes
Students may	**Suggested**
• examine television advertisements, videos and other media using RAFT to understand how media works to influence thinking and actions	Resource Links: https://www. k12pl.nl.ca/curr/k-6/ela/grade-6/ links/rv.html
• question and challenge the ways in which texts have been constructed to convey messages	• Sample advertisements
Consolidation	
Students may	
• take an existing text form and modify it to change either the intended message, the purpose of the message or audience. (i.e. take a song and create a screen saver, video, App™, drama, CD cover or a poster to advertise it)	
• create a text, such as a poem or advertisement, for their favourite song or movie; share with peers to evaluate the intended message and audience	
Extension Activity	
Students may	
• identify two advertisements that promote the same product but have different intended audiences (e.g., toy and car ads often target children as well as adults); use questions (**Focus for Learning**) to evaluate the message that each ad is promoting and describe the intended audience	

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

Outcomes	Focus for Learning
Students will be expected to 23.0 compare alternate points of view [GCO 7]	Texts are created by individuals who have a history or context that comes with its own particular point of view and assumptions. Critical literacy involves questioning assumptions. Students need to inquire and ask questions to make decisions and think critically about what they hear, see or read. The intent of this outcome is to challenge students to recognize that there are often several points of view on a topic; a single text provides only one point of view, that of the text creator. To meet this outcome, students need to explain how points of view on the same topic are similar and different. They will need to have a good understanding of the technical interpretation of point of view (first person, third person, limited, omniscient) before they can discuss point of view from a broader application (i.e., context, perspective or viewpoint). The idea that there are numerous interpretations of stories and events and there is rarely one right way to view the world can be an abstract concept for Grade 6 students. They will need experiences with a wide range of texts to develop their abilities to compare points of view on varied topics (cross-curricular opportunities are useful here). By late Grade 6, many students will have had an "aha" moment where they exclaim, "I never thought of it that way before!" In comparing points of view, students need to include references to language (content, word choice), form and genre as part of the message and the point of view presented. They will likely meet SCOs 22.0, 23.0, and 24.0 (GCO 7) simultaneously in their discussion of messages in texts.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- directly teach the different points of view (e.g., first person, third person, limited, omniscient) and how they can affect the audience's interpretation of the text
- present texts with opposing points of view on a selected topic (e.g., length of the school year: parents, students, teachers, camp leaders, sports coaches)

Students may

- explore stories told from a different point of view (e.g., *The Stinky Cheese Man*, *The True Story of the Three Little Pigs*); consider which version is preferable and explain why

Connection

Students may

- use a t-chart to compare points of view in two texts
- engage in a class debate (e.g., should students wear uniforms); cross-curricular topics may include environmental issues (social studies or science) or philosophical issues (e.g., *Tuck Everlasting* – point of view on living forever)
- have a discussion about a time when a situation was seen or remembered differently by different people (e.g., a fight on the playground, an accident)

Consolidation

Students may

- present a point of view on a specific topic (e.g., healthy snacks at school); with a partner, students create a text from an alternate point of view on the same topic
- compare information on a topic from two different websites (e.g., explanation of religious beliefs in Islam, lists of healthy food options)

Extension

Students may

- rewrite a text from an alternate point of view (e.g., a secondary, inanimate or imaginary character in a story whose voice is not heard or developed in the original)

Resources and Notes

Authorized

Moving Up With Literacy Place Grade 6

- LSG 171-172
- Strategy unit teacher guides:
  - Evaluating 17, 25-27, 31-35
  - Inferring 25
  - Making Connections 25
- Book club teacher guide:
  - Social Responsibility 14, 16-21

Boldprint Talk anthologies

- *Disaster Strikes* (LU) 47

Suggested

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

- Sample visual and dramatic texts on point of view and perspective

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

24.0 analyze the impact of language used in texts [GCO 7]

Focus for Learning

When Grade 6 students are reading and viewing texts, it is important that they are improving their understanding of how language is being used. Students should know that language (word choice or vocabulary) reflects voice which can impact meaning and message. They will need to learn how to analyze the language in varied texts in order to recognize and determine the text creator's perspective, including beliefs, biases, prejudices, or use of propaganda and stereotyping. It is particularly important to focus on the positive and negative impacts of these uses of language.

Beliefs – something believed or accepted as true; can include religious and personal beliefs
- I believe that all people are good at heart.
- There is only one right way to …

Bias – a preference that affects opinions or limits objective consideration (can be positive or negative)
- My sister is the best hockey player.
- Our school has the best playground.

Discrimination – unfair treatment of individuals or groups based on prejudice
- Women can't work on oil rigs.
- Boys can't enrol in ballet classes.

Prejudice – a dislike or distrust of individuals or groups without really getting to know them
- Men with tattoos are dangerous.
- Chinese people don't like to work hard.

Propaganda – often used to persuade people to buy something, do something or believe something; often appeals to the senses rather than to reason; may distort, hide or exaggerate information:
- words that make the ordinary seem extraordinary (e.g., "pre-owned" instead of "used")
- misleading words (e.g., "50% better"; consumers need to ask 50% better than what?)

Stereotyping – generalizations about people that lead to inaccurate or misleading ideas
- Girls like pink.
- Canadians say "-eh".

Teachers will need to provide a wide variety of examples of the above so that students will develop a good grasp of these terms and build on any previous exposure to the concepts. Choosing intentionally biased or persuasive texts may help scaffold students' learning but must be done with sensitivity.

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 content-area topics to explore stereotypes:
  - caricatures (art)
  - cross-cultural understanding (social studies)
  - poverty (social studies and religious education)
  - gender representation in sports (heath and social studies)
- present examples of positive discrimination (e.g., movie ratings, age limits on games, drinking age, voting age, getting license)

Students may

- create a t-chart on the possible positive or negative impacts of an example of bias, prejudice, propaganda, stereotype, beliefs

Bias; My sister is the best hockey player.

Positive impacts	Negative impacts

Connection

Teachers may

- provide a discussion question to explore the power of language (e.g., Are there any positive effects of biases or prejudices?); student responses may form the basis for further inquiry

Students may

- use freestyle writing to reflect on a text (e.g., identify with the main character, reference examples in the real world)
- role play a situation to explore the impact of language use for intended audience and the potential or possible impact of language (e.g., bullying: the bully offers an apology or the witnesses ostracize the bully because of the incident)
- identify an example of belief, bias, prejudice, propaganda, stereotype and describe its portrayal in social or cultural contexts, such as:
  - 12-year olds are too old to go trick-or-treating at Halloween
  - "Cana-duh!" (an American euphemism for Canada)

Resources and Notes

Authorized

Moving Up With Literacy Place Grade 6

- Strategy unit teacher guides:
  - Analyzing 26-27
  - Inferring 37, 47, 52, 57, 65, 67
  - Making Connections 25
  - Sequencing 33, 34

Boldprint Talk anthologies

- *Disaster Strikes* (SO) 29

Suggested

Comprehensive Literacy Resource for Grades 3-6 Teachers by Miriram Trehearne

- page 132: stereotyping

The Breadwinner by Deborah Ellis

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

Outcomes	Focus for Learning
Students will be expected to *24.0 analyze the impact of language used in texts [GCO 7]*	In meeting this outcome, students will need to recognize that language can provoke people into action in positive ways; it can also be used in negative or discriminatory ways. Some language can be prejudicial or discriminatory language, including but not limited to: • reference to a person's physical characteristics that has no relevance in context (e.g., the "female" doctor, the "Asian" teacher) • gender-specific titles (e.g., "server" instead of "waitress" or "waiter", garbage "collector" instead of garbage "man") • demeaning words (e.g., "person with a disability" instead of "handicapped", "Aboriginal" or "indigenous" instead of "Indian") As students analyze the impact language can have on an audience they will need to ask questions that support inferences or predictions about how a message may be received by the audience based on the language used. **Sample Performance Indicator** Students who achieve this outcome should be able to complete the following activity: Which –ism is it? Brainstorm as many –isms as possible (e.g., racism, sexism, ageism, classism, chauvinism, favouritism). Create and perform a short role play that explains the –ism for an audience.

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	Resources and Notes

Consolidation
 	
Students may
 	
- examine labels and advertising for instances of bias, especially through word choice (e.g., celebrity endorsements, bandwagon effect, ad or product placement in television shows and on websites)
- create a visual text to provoke others to think about stereotypes
  - a commercial debunking "All girls like pink"
  - a poster for girls or boys playing sports in which they are not heavily represented
  - a brochure about a local community or faith-based group
- record throughout the year personal responses to identify and analyze the impact of language they encounter in the media
 	
Extension Activity
 	
Students may
 	
- create a poster using images and a title that demonstrate how using positive and negative language can change the meaning of a statement	

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

Outcomes	Focus for Learning
Students will be expected to 25.0 examine how responses to texts can affect social change [GCO 7]	The intent of this outcome is to provide students with opportunities to explore, discuss and question how some texts can bring about change in the world. They are not expected to physically and intentionally create social change themselves. That is beyond the scope of this outcome. In the context of this outcome, social change means a broad, recognizable and distinguishable shift in thinking or action brought about by a text. This can be localized to a school community or more generally applicable to a geographical region. Students "need to be aware that all texts are written from a perspective and that it is important to examine the texts (including words, diagrams, photos, graphs, and charts) for issues of bias, stereotyping, and social justice." (Trehearne,100)

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

- provide inquiry questions to prompt students' discussion, such as:
  - How does environmental awareness affect you?
  - Why do some ideas catch on so quickly? (e.g., YouTube™ videos that go viral)
  - How does an activist inspire others to do something? (e.g., Craig Kielburger: Me to We; Hannah Taylor: The Ladybug Foundation)
  - What does "pay it forward" mean to you?

Students may

- explore relationships between cause and effect
- generate a list of ideas that could create social change after interacting with a text (e.g., *Little Red Wagon*)

Connection

Teachers may

- use visual representations (e.g., concentric circles, cyclones, Ukrainian nesting dolls, megaphone, greater than sign >) to illustrate how phenomenon can grow in society

Students may

- explore the role of news media in spreading ideas; consider television, print, social networking, etc.
- create a visual text to represent a statement about social action and change, such as:
  - Mother Theresa: "I alone cannot change the world, but I can cast a stone across the waters to create many ripples."
  - Mahatma Gandhi: "Be the change you wish to see."
- investigate the question, How can a person's words create social change? Examples might include Rachel Carson, Severn Cullis-Suzuki, Mahatma Gandhi, Ryan Hreljac, Craig Kielburger, Aung San Suu Kyi, Mother Theresa, Nelson Mandela, Lester Pearson, or Jean Vanier.

Resources and Notes

Authorized

Moving Up With Literacy Place Grade 6

- Strategy unit teacher guides:
  - Analyzing 26-28
  - Making Connections 20, 34
  - Sequencing 49

Boldprint Talk anthologies

- *Prepare for Takeoff!* (SO) 19

Suggested

Comprehensive Literacy Resource for Grades 3-6 Teachers by Miriram Trehearne

- page 272: "Critical Literacy Themes Supported by Superb Literature and Writing"

If the World Were A Village: A Book About the World's People by David J. Smith

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

- Entertainment and social media examples created to provoke response

Cultural Connections

Texts about social change:

- *Giant's Dream* (provided 2012)
- *Poppy and Allie Go Green* (provided 2013)

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

Outcomes	Focus for Learning
Students will be expected to *25.0 examine how responses to texts can affect social change [GCO 7]*	By furthering student understanding of what prejudice, discrimination and stereotyping are, how prejudice and discrimination exists in society, and how students themselves play a role in these concepts, students will be able to incorporate what they learn into their developing global perspective. It is likely that students will meet outcomes associated with inquiry in GCO 5 when engaged in activities suggested for this outcome. They need to inquire and ask questions about what they hear, see or read as they examine how powerful language can be.

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	**Resources and Notes**

Consolidation

Students may

- create a graphic representation (e.g., time-line of Craig Kielburger's work showing how a small viewing of a newspaper article grew into a global foundation)
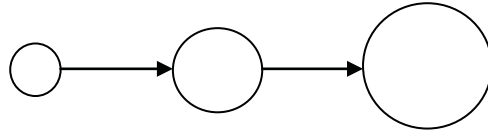
- write a letter to a local school or community member (e.g., school or municipal council) on an issue; reflect on the effect of taking action
- create a text whose message could inspire positive social action based on something that they feel needs to change (e.g., personal connection, quote, news article); ideas from **Connection** activities above may be helpful here

Extension Activity

Students may:

- design a t-shirt to convey a message (their own or a quote) about the importance of social change. Students can present their final product to the class and explain why it is significant for them.

Section Three: Writing and Representing

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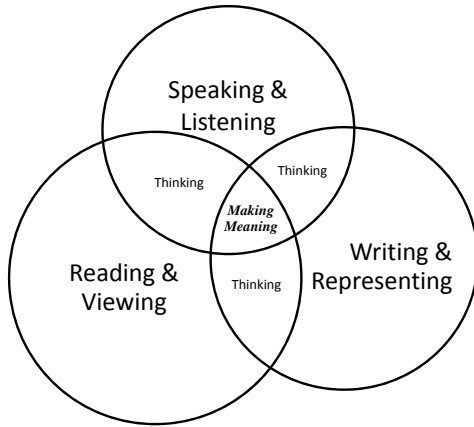
Writing and representing allow students to express themselves and communicate ideas by creating a variety of media and diverse texts. Representing language graphically to communicate a message is a complex cognitive process. It involves multiple, simultaneous processes, including but not limited to:

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

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

Outcomes Framework

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Key Stage 6
- 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

26.0   explore ways to develop ideas [GCO 8]
27.0 develop voice in texts [GCO 8]
28.0 experiment with stylistic effects in writing and representing to create interest [GCO 8]
29.0 reflect on themselves as text creators [GCO 8]

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

Key Stage 6
- create written and media texts using an increasing variety of forms
    - demonstrate understanding that particular forms require the use of specific features, structures and patterns
- address the demands of an increasing variety of purposes and audiences
    - make informed choices of form, style and content for specific audiences and purposes

30.0   create a range of texts [GCO 9]
31.0 assess the influence that audience and purpose have during the creation of texts [GCO 9]

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

Key Stage 6
- invite responses to earlier drafts of their writing/media productions
    - use audience reaction to help shape subsequent drafts
    - reflect on their final drafts from a reader's/viewer's/ listener's point of view

32.0   analyze traits of writing and representing to create texts [GCO 10]
33.0 analyze responses from peers during text creation [GCO 10]
34.0 apply knowledge of language conventions effectively [GCO 10]
35.0 examine the impact of publishing texts for others [GCO 10]

SCO Continuum

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 5	Grade 6	Grade 7
8.1 develop proficient writing and representing skills	26.0 explore ways to develop ideas [GCO 8]	8.1 experiment with a variety of strategies as a language learner
8.2 create texts that represent experiences, personality and interests	27.0 develop voice in texts [GCO 8]	8.2 use writing to extend, explore and reflect on ideas
	28.0 experiment with stylistic effects in writing and representing to create interest [GCO 8]	8.3 assess strategies that help them learn and describe their personal growth as language learners
	29.0 reflect on themselves as text creators [GCO 8]	8.4 recognize the purposes and benefits of various writing and representing strategies
		8.5 experiment with interesting stylistic effects

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 5	Grade 6	Grade 7
9.1 create texts for a wide range of audiences and purposes	30.0 create a range of texts [GCO 9]	9.1 create a range of texts
9.2 create texts in various genres and forms	31.0 assess the influence that audience and purpose have during the creation of texts [GCO 9]	9.2 experiment with a variety of writing and representing forms and styles to suit purpose(s) and intended audience(s)
		9.3 interpret appropriate feedback to inform future work

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

Grade 5	Grade 6	Grade 7
10.1 create texts using the processes of writing and representing	32.0 analyze traits of writing and representing to create texts [GCO 10]	10.1 use specific prewriting, drafting, revising,editing, proofreading,and presentation strategies to produce a variety of texts
10.2 collaborate with others during text creation	33.0 analyze responses from peers during text creation [GCO 10]	10.2 use the conventions of written language in final products
10.3 use language conventions appropriately	34.0 apply knowledge of language conventions effectively [GCO 10]	10.3 use various technologies for the purpose of communication
10.4 reflect on themselves as writers	35.0 examine the impact of publishing texts for others [GCO 10]	10.4 demonstrate a commitment to crafting pieces of writing and representing

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Outcomes

Students will be expected to

26.0 explore ways to develop ideas [GCO 8]

Focus for Learning

The focus for Grade 6 students is not simply on generating ideas but how they can further develop ideas into texts. Teachers need to create an inquiry-based classroom environment that supports students' imagination. Using open-ended questions will help support a productive thinking approach to generate many, new and different ideas. New ideas don't necessarily mean purely original in all cases; students will build on each other's ideas and ideas from mentor texts.

Teachers can use modelled, shared and guided instructional approaches with students to scaffold their learning. The goal is for students to become independent creators of texts (gradual release of responsibility model) at all points in the process of creating texts:

- generating or coming up with ideas
- developing ideas, including using mentor texts
- planning or outlining steps and components
- writing or creating a first draft
- revising the first draft; may include generating or developing more ideas and discarding others
- writing or creating a second draft
- revising the second draft; may include generating or developing more ideas and discarding others; revision continues until the text is ready for editing
- editing the text before publishing; includes, but is not limited to, checking for spelling, grammatical, resolution or balance errors
- publishing or sharing the text with a larger audience

Many students will say they don't know where to begin or that they don't know how to move forward with an idea. There are many ways, using a variety of tools, to help students develop ideas, including but not limited to:

- investigating (read, watch and listen to texts that might generate ideas or answer questions)
- free writing about topics of interest
- recording a list of words or questions on a topic
- talking to others to collaborate on ideas
- using graphic organizers (paper and digital)

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	Resources and Notes

Activation
 	
Teachers may
• post class questions daily (use a question board where students submit or post on a graffiti wall); may also help in meeting SCO 15.0 (GCO 5)
• read aloud from a text, asking students to close their eyes and imagine being in the scene; generate a list of vivid words and "What if …" questions based on students' thoughts
• provide a photo, painting or other piece of visual art for discussion and for generating ideas:
  - Why might the painter …?
  - What could … mean in this photo?
  - What do you think was happening when this photo was taken?
  - If you were in this painting …
 	
Students may
• explore web sites of favourite authors to investigate how they come up with ideas for books (e.g., Crispin Avi, Sharon Creech, Kate DiCamillo, Jeanne DuPrau, Sarah Ellis, Neil Gaiman, Jeff Kinney, Gordon Korman, Lois Lowry, Gary Paulsen, Patricia Polacco, J.K. Rowling, Tim Wynne-Jones)
• create a quick write on teacher-generated or student-suggested topics
• create visuals (e.g., drawings, illustrations, graphics) and surround the pictures with words related to the visual
 	
Connection
 	
Teachers may
• facilitate a Never-Ending Text activity: provide students with a common prompt; students write or draw for a set period of time before passing the text on to another student to continue the creation
 	
Students may
• investigate how text creators get their ideas (e.g., song writers, painters, writers, dancers, poets, video game designers); may also help in meeting inquiry outcomes in GCO 5 and provide a broader understanding of developing ideas (**Activation** activity on favourite authors)
• listen to music or songs for inspiration or affirmation of ideas
• maintain a writer's notebook with ideas and questions that could be turned into texts
	Authorized
	
	Appendices
	• Appendix C: Sample Graphic Organizers
	
	Moving Up With Literacy Place Grade 6
	• LSG 226-232
	• Planning and researching in text-type in all strategy units (M/ShR/G/Ind writing)
	• Strategy unit teacher guides:
	  - Analyzing 47, 57
	  - Evaluating 56
	  - Inferring 58-59, 82
	  - Making Connections 50
	
	Boldprint Talk anthologies
	• *Biff! Bang! Pow!* TR: 26 (Talk Box #15)
	• *Prepare for Takeoff!* TR: 13 (Talk Box #1)
	
	Suggested
	
	Resource Links: Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-6/links/rv.html
	• A list of sample authors and visual artists
	
	Comprehensive Literacy Resource for Grades 3-6 Teachers by Miriram Trehearne, 246-247 (writer's block), 251

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Outcomes	Focus for Learning
Students will be expected to *26.0 explore ways to develop* *ideas [GCO 8]*	As students work on developing their ideas, it is important to recognize that the amount of time needed to plan and think about creating texts varies from student to student. They may need time to: • brainstorm with a partner or small group • investigate sources of information to generate or confirm ideas • refer to ideas from writer's or reader's notebook, etc. • interact virtually (e.g., blogs, wikis, instant messages) to discuss ideas for texts Students need to know that text creators often get their ideas from their own life experiences. The potential for stories can come from seemingly insignificant events or ideas in their own lives. Authors, poets, movie makers, songwriters, dancers create texts most often based on what they know.

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

Consolidation

Teachers may

- implement an Idea Bag activity: provide students with a bag of three objects; students can
  - create a text using the three objects as inspiration
  - create a description of a character who might own the objects

Students may

- re-read or re-view an earlier text to generate new ideas to create new texts
- share ideas with others using Kidblog© or other Web 2.0 tools
- trade starters with other students – quotes, photos or ideas from a writer's notebook
- create a brochure, poster, or digital text to promote the work of a local artist or writer

Extension

Students may

- conduct a peer interview: interview another student of similar ability or interests to share ways that they come up with ideas, how they think about ideas and how they develop ideas (similar to information they may have gathered in text creator activity under **Connection**); record the interview digitally or make written notes on responses to questions

Resources and Notes

Suggested

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

- Sample activity for developing ideas

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Outcomes	Focus for Learning
Students will be expected to 27.0 develop voice in texts [GCO 8]	Voice is an abstract concept that many students and teachers find challenging to grasp. It is important not to expect demonstration beyond students' ability. Developing and interpreting voice can depend on the experiences the reader or viewer brings to the text (e.g., someone who personally knows the creator can hear the voice but a stranger may or may not have the same interpretation of voice in a text).

The focus of this outcome is on students' reflections on developing their voice in the texts they create.

> "Voice expresses the heart and soul of the author; it is what captures the reader, making him or her 'feel'." (Trehearne, 231)

When students apply their knowledge to meet this outcome, they need to identify ways voice can be developed and use these in the texts they create. Teachers can use mentor texts to support students' understanding of this concept and their ability to describe voice. They may include characteristics such as:

- energetic
- interesting
- passionate
- strong
- unique

In Grade 6, students should identify their own and others' voices in texts but they may need explicit support in reflecting on how they develop voice; voice changes and evolves over time. It also depends on audience and purpose. Students who have rich reading and viewing experiences have background knowledge that others may not; other students have strong personalities that are readily identifiable and clear in the texts they create.

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

- co-create a list of characteristics for distinct voice in texts
- provide excerpts or single sentences from model texts to discuss a wide variety of sentence structures, punctuation and language (diction) that contribute to voice (e.g., Roald Dahl, Lucy Maud Montgomery, Jeff Smith)
- share excerpts from familiar movie characters (e.g., Olaf from *Frozen*, Crush in *Finding Nemo*, Baloo in *The Jungle Book*, Merida in *Brave*) to explore how the image of the character is reflected in the character's voice, including dialect, idiolect, and tone; students may create a scene with their favourite character and provide speech balloons to create a comic strip

Students may

- connect characteristics of voice in a cooperative learning activity (e.g., tea party activity: students have a quote and pair with each other to discuss the voice; switch quotes and then explain the voice to a new partner; switch partners again)
- contribute to a word wall of examples that help create a distinctive voice and reveal emotion in texts

Connection

Teachers may

- provide students with graphic novel excerpts with blank dialogue balloons to discuss story events and voice:
  - What might the character be saying here?
  - How might the author portray anger (or another emotion) here?
  - What punctuation might the author use here?

Students may

- ask themselves, "Does it sound like me?" or "Does my voice sound convincing?" when reflecting on their voice in their own texts
- create a dialogue based on a graphic novel story events or create their own graphic story; ask themselves, "Would this character sound like this?"

Resources and Notes

Authorized

Moving Up With Literacy Place Grade 6

- LSG 260-261, 277-280
- Strategy unit teacher guides:
  - Analyzing 44, 47
  - Evaluating 20, 27, 28
  - Inferring 85
  - Making Connections 51, 52, 53, 54

Boldprint Talk anthologies

- *Disaster Strikes* (SO) 24
- *Prepare for Takeoff!* (SO) 7

Suggested

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

- Resources for creating graphic stories or comic strips

Model texts to discuss voice may include:

- *The Day the Crayons Quit* by Drew Daywalt
- *Do Not Open This Book* by Michaela Muntean

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

| Outcomes	Focus for Learning
Students will be expected to *27.0 develop voice in texts* *[GCO 8]*	In written texts (e.g., stories, poems, lyrics, novels) voice is created mainly through the language (word choice, vocabulary), sentence construction (length, variety, phrasing) and point of view (first person, third person, limited, omniscient). In asking questions about language, sentence construction and point of view, students will likely meet SCO 32.0 (GCO 10) as well as 27.0 (GCO 8). Exploring these concepts in mentor texts can enable students to experiment with and recreate them in their own writing. While voice is a trait of writing and representing (all traits are the focus of SCO 32.0 [GCO 10]), the focus in this outcome is on the connection with personality, imagination and creativity. Hearing or seeing their personality in their texts is a reflective activity. However, the discussion about voice will need to include the mechanics of developing it, which may include: • word choice (vocabulary) • sentence structure (sentence fluency) • use of dialogue • focal point • movement • punctuation • grammatical structure Non-written texts (e.g., photos, movies, videos, posters, advertisements, music without lyrics, dance, webpages that rely heavily on graphics and interactivity) can have voice but this is beyond the scope of this outcome for Grade 6 students. With more experience, they may be able to distinguish expression, style and tone in visual texts. Teachers should make students aware that there are many ways voice can be expressed, but it may be more easily recognizable as personality, expression, or style. **Sample Performance Indicator** Students who achieve this outcome should be able to complete the following activity: Choose an item from a mystery bag provided by your teacher. Now, imagine you are the object! Create a narrative, a poem or another text form of your choice in response to the prompt, "A day in the life of …" from the perspective of that object.

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	Resources and Notes
Consolidation Students may • re-create a text from an unconventional perspective (e.g., a dog in a short story, such as "Sam's Storm" , the brick house in the story of the three little pigs, the perspective of a used pencil, a snowflake in winter) • revisit and modify an existing piece of their own writing using some of the mechanics already explored to create voice in a text • create a text from the point of view of an inanimate object (e.g., skate, pencil, cell phone, toaster, street sign, ATV); share with others to guess what the object is **Extension** Students may • identify and describe voice in a non-written text that relies heavily on graphics or interactivity, such as a photo, video without spoken words, poster, advertisement, music without lyrics, dance, or a webpage	**Suggested** Mentor texts which may provide ideas for students' own re-creative texts may include: • *Diary of a Worm* or *Diary of a Spider* by Doreen Cronin • *The True Story of the Three Little Pigs* by Jon Scieszka

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

28.0 experiment with stylistic effects in writing and representing to create interest [GCO 8]

Focus for Learning

To help students get comfortable experimenting with and using stylistic effects in their texts, teachers can model some ways to do this. Many students will be using digital and other resources that are new to teachers. Students are not expected to be experts at every type of stylistic effect available but they should expand their understanding of a variety of creative tools. The experience should be exploratory, fun and support risk-taking to enhance students' texts and create interest. In Grade 6, stylistic effects may include any introduced and explored in earlier grades, as well as:

- figurative language (simile, metaphor, personification)
- imagery, including poetic devices (e.g., onomatopoeia)
- unusual punctuation and fonts (e.g., ellipsis, all capital letters)
- photos or illustrations with captions in place of written text
- deliberate pauses or silences in live, video or audio texts
- wordless texts (e.g., comics, photos or illustrations, silent videos)

Students' continued experimentation with stylistic effects can be connected to their development and refinement of voice (SCO 27.0 [GCO 8]) as they find a comfort level with a variety of effects that suit their personality and purpose.

When representing their work, students should be encouraged to experiment with a variety of multiple media tools such as:

- pen/pencil and paper
- background music, sound effects, pitch, rhythm, use of silence
- colour, texture, movement, shape, light, style, size
- figurative language, sentence variety, conventions

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 simple sentences and model how to add interest through revising word choice, figurative language and punctuation
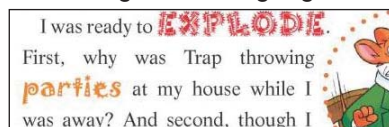
Geronimo Stilton and the Kingdom of Fantasy #4: The Dragon Prophecy (2012) page 8

- share various mentor texts and ask students what they notice about the stylistic effects; prompt them, if necessary, to consider word choice, figurative language, font size, spacing, etc.

Students may

- investigate how stylistic devices might create humour or visual attention in texts (e.g., Bam! Pow! Splat!); complete an exit card to reflect on which stylistic effects create added interest to a text for them

Connection

Teachers may

- organize students in a jigsaw activity to explore specific stylistic effects in a common text (e.g., all groups have the same text but different concepts, such as word choice, colour, figurative language, or shape); experts share their experiences with their home group
- provide tools such as tiered graphic organizers, music, and other technologies to help students experiment with stylistic effects

Students may

- use web 2.0 tools such as music, graphics, and animation in creating texts
- take a photo or save a photo (publicly available) and edit it to create interest (e.g., colour to black and white or vice versa, crop and resize, add captions, thought balloons or words)
- create and perform a dialogue in a role play adding sound effects to get the audience's interest
- narrate a familiar story or poem with sound effects or background music

Resources and Notes

Authorized

Appendices
- Appendix C: Sample Graphic Organizers

Moving Up With Literacy Place Grade 6
- LSG 249-250, 277, 287, 295, 304-305
- Strategy unit teacher guides:
  - Analyzing 58, 60
  - Inferring 37
  - Making Connections 41
  - Sequencing 65

Boldprint Talk anthologies
- *Biff! Bang! Pow!* (SO) 15
- *Prepare for Takeoff!* (SO) 7

Suggested

Picture books may provide examples of a wide variety of stylistic effects

Cultural Connections

Texts which use interesting stylistic devices:
- *The Jelly Bean Row* (provided 2014)
- *Saltwater Joys* (provided 2014)
- *What Colour is the Ocean?* (provided 2013)

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Outcomes	Focus for Learning
Students will be expected to *28.0 experiment with stylistic* *effects in writing and* *representing to create* *interest [GCO 8]*	**Sample Performance Indicator** Students who achieve this outcome should be able to complete the following activity: Multimedia presentations often use stylistic devices, such as background music, sound effects, movement, captions and different kinds of old fonts to create interest. Create a slideshow, photo story, Prezi™, video, Glog™, or other type of presentation on a topic of your choice. What devices will you use to get the audience's attention? How could you get them interested enough to want to see it more than once? If you choose to create a paper project instead of a digital one, how can you get the audience to stop and look at it, and look again?

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	Resources and Notes

Consolidation

Teachers may
- provide students with an exit card on which students will change existing sentences or dialogue using stylistic effects to enhance the sentence and create added interest

Students may
- write a detailed description of their favourite inanimate object using imagery and possible sound effects and have other students guess the identity of the object
- create a screen saver for their favourite product, book or sport using various stylistic effects

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Outcomes	Focus for Learning

Students will be expected to
29.0 reflect on themselves as text creators [GCO 8]
	In meeting this outcome, students need to think about the question, What makes me a creator of texts? While some students will say they are not good writers, that they can't draw, or they don't want to act, they should be challenged to identify their strengths and build on those, rather than focus on the things they feel they are not good at. The intent of this outcome is for students to recognize what they do well and how they can maintain or improve their texts.
	
	GCO 8 focuses more on metacognition than GCO 10 does. However, students will need to use their experiences in traits of writing and representing to reflect on themselves as text creators. It is likely they will meet SCOs 33.0, 34.0, and 35.0 (GCO 10) when engaging in activities associated with this outcome as there is a natural relationship between thinking about the content of their texts, the processes they engaged in to create the texts, and how they feel about themselves as text creators. In meeting this outcome, students will consider a variety of reflective questions to gather information about their creative processes, to make decisions, or think critically about what they are creating.
	
	Grade 6 students will bring a range of experiences to reflective questions. Early in the year, many will be able to analyze and make judgments about the mechanical aspects of the texts they create:
	• My writing is easy to read.
	• My text is well organized.
	Later in the year, as they create more texts, they should become more focused on the personal benefits of creating texts and on questioning the impact of their texts on others. They will self-assess:
	• what they know about themselves as text creators:
	  - I'm really good at …
	  - I enjoy making … because …
	• what they need to know to improve, change or maintain stamina:
	  - I'd like to get better at …
	  - I wonder about how … will feel about what I created.
	• how to bridge the gap between the two

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	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may

- co-create an anchor chart with students to differentiate mechanical reflection questions from metacognitive reflection questions, including but not limited to:

Mechanical	• Is my voice evident? • Are my sentences fluent? • Does my writing follow a structure? • Is my work legible? • Is my work visually appealing? • Have I supported my ideas? • Is my text capturing my audience's attention?
Metacognitive	• How do I choose what I want to create? • What do I do to get ready to create a text? • Do I think about how my audience will react? • What is my purpose? Did I achieve it? • Does my text sound, look or feel natural? • How do others react to my work? • How do I feel when I share my work?

- share their own writing and representing to describe how they think about themselves as text creators (e.g., self-portrait, auto-biography)
- provide a wide variety of texts to explore the creation process used (e.g., storyboards and scripts for a movie or video game, sketches and idea boards for sneaker or clothing design)

Students may

- use self-assessment questions to reflect on how they can improve their texts and learn more about themselves as text creators
- view or listen to authors and creators talk about why they became writers, artists or actors

Resources and Notes

Authorized

Moving Up With Literacy Place Grade 6

- LSG 238-239, 267, 292, 325
- Revising in text-type in all strategy units (M/ShR/G/Ind writing)
- Strategy unit teacher guides:
  - Analyzing 62, 65
  - Evaluating 60, 61, 64
  - Inferring 87
  - Making Connections 34, 54-55
  - Sequencing 25, 67, 71
- Book club teacher guide:
  - Social Responsibility 48

Boldprint Talk anthologies

- *Biff! Bang! Pow!* (SU) 43

Suggested

Comprehensive Literacy Resource for Grades 3-6 Teachers by Miriam Trehearne, 318, 324 (self-assessment)

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Outcomes	Focus for Learning
Students will be expected to *29.0 reflect on themselves as* *text creators [GCO 8]*	Setting learning goals and using student exemplars can help with reflection. Engaging in self-assessment can enhance student motivation, confidence and achievement. Teachers may need to provide direct instruction on how to set learning goals and self-assess. EDUGains (Government of Ontario) provides further information on the role of self-assessment. It is also important for teachers to observe and listen carefully to students when they talk about their own texts and how they create texts; their feelings about their writing can provide rich formative assessment information for teachers in planning for guided text creation and mini-lessons. Every student is not going to create texts in the same way but this outcome requires them to think about how they do create texts. Many students will prefer to use digital resources (e.g., Photoshop™, word processing, Fusion Writer™, WordQ™/SpeakQ™) to create texts while others use paper and pencil or pen. Although technologies such as video, email, word processing, audio recordings, Internet, etc., can be used to produce a final published version of the students' work, it should be noted that various technologies can be used at any point in the development of texts. Students should be encouraged to think about how and why they might use technologies throughout the school day and outside the classroom. While much written communication is done electronically or digitally through word processing, the choice of cursive writing, handwritten printing or keyboarding is individual to each student. The emphasis is on the legibility and fluency in students' individual expressions, rather than on standardized uniformity of handwritten letter formation.

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

Connection

Teachers may

- conference with students individually to discuss their texts then provide opportunity for the student to revisit their work to make improvement
- use student journals, learning logs, exit cards, questionnaires, small-group discussions, writer's notebook, in-progress writing folder, completed work in writing portfolio, and portfolio reviews to engage students in reflection on the processes and strategies they used to create texts (Appendix F: Reflection Activities)
- co-create checklists of the traits in writing and representing with students to identify the criteria for a well-constructed text (mechanical)

Students may

- peer-share their work with a partner (using a checklist) in order to revise and strengthen the text
- record plans for writing and representing in a writer's notebook or portfolio (i.e., list what has been done and what is planned to do; see portfolio prompts in Appendix F: Reflection Activities)

Consolidation

Students may

- accept constructive feedback from others and modify an existing text using this feedback (e.g., tools such as a TAG, conference sheets and editing wheels to reflect on their writing)
- attach reflections to created texts, such as:
  - My goal for this text was …
  - My favourite part of creating this text was …
  - The most difficult part of creating this text was …

Resources and Notes

Authorized

Appendices

- Appendix D: Sample Classroom Rubrics and Checklists includes prompts to use during teacher-student conferences (rubric annotations)
- Appendix F: Reflection Activities

Suggested

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

- Suggested videos on self-assessment

The Write Genre by Lori Jamieson and Paul Kropp (TAG: **Tell** something you like; **Ask** questions; **Give** advice)

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

Outcomes	Focus for Learning

Outcomes

Students will be expected to
30.0 create a range of texts
      [GCO 9]

Focus for Learning

In meeting outcomes in GCO 9, students will collaborate to create texts as well as create texts independently. This means that at times, pairs or groups of students will work together to create a single text while at other times, individual students will create texts alone. In their independent work however, they may be meeting outcomes associated with GCOs 8 and 10 because they may engage others for input and feedback at any point in the creation of their texts. During collaboration they will likely meet outcomes in other strands as well.

Many genres and forms are used by students, year after year, with increasing sophistication. Teachers need to assess students' prior knowledge about specific genres and forms when planning for instruction.

Genre – category of text used to classify literary texts

The two broad categories are fiction (not fact) and non-fiction (fact). Within these categories are subcategories of different genres; hybrids contain more than one genre (e.g., historical fiction usually contains both fiction and non-fiction). Each genre places different demands on the text creator who must consider purpose, form, and audience.

In Grade 6, students will create fiction and non-fiction texts, including:

Grade 4	Grade 5	Grade 6
• descriptive • narrative • personal communication • persuasive • poetry • procedural • recount		• descriptive • expository (informational) • narrative (fiction and non-fiction) • persuasive • poetic • procedural

Form – the type of text, usually characterized by the way it is organized, structured and presented

In Grade 6, students may create text forms in three broad categories, including but not limited to:

Paper	Live	Digital
• Brochure • Essay • Graph • Map • Poem • Poster • Printed photo • Screenplay	• Dance • Debate • Interview • Puppet show • Readers' theatre • Recitation • Role play • Speech	• Advertisement • Blog • Email • Glog™ • Info graphic • Podcast • Video • Wiki

Some forms may be created in both paper and digital forms. Further suggestions are included in Appendix G.

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

Sample Teaching and Assessment Strategies	Resources and Notes

Activation
 	
Teachers may
• model features, structures and patterns of genres and forms that are new to students (e.g., the structure of an informational text in a magazine or the patterns in a poem)
• provide a variety of electronic search engines or apps such as Kidblog™ or Comic Life™ for students to create texts
 	
Students may
• participate in an activity such as a graffiti wall to identify text forms under the categories of digital, live and paper texts
• brainstorm various text forms, discuss the characteristics of each and vote on their favourite text form; tabulate the results in a graph
 	
Connection
 	
Teachers may
• provide students with choice boards to select from when creating texts (e.g., narrative writing, point of view, readers' theatre)
• present a variety of settings and discuss what type of text would be a good fit (e.g., job interview – multimedia presentation or written document but not a dramatic song)
 	
Students may
• categorize mentor texts by genre and form (e.g., music video, movie trailer, book excerpt)
• use collaborative shared writing to create and extend on a particular genre of writing (e.g., class newspaper or class blog)
• categorize texts in their writing portfolios under headings used in the graffiti wall activity in **Activation** and reflect on the range of texts included (Appendix F: Reflection Activities)
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	Appendices
	• Appendix G: Texts Students May Create
	• Appendix F: Reflection Activities
	
	Moving Up With Literacy Place Grade 6
	• LSG 185, 238-239, 262-265, 269-273
	• Text-type studies in all strategy units (M/ShR/G/ Ind writing); Resource Links writing prompts following RA/ShR activities
	• Strategy unit teacher guides:
	  - Analyzing 40, 47
	  - Evaluating 28
	  - Inferring 25, 37, 42, 53, 58-59, 72
	  - Making Connections 34, 41, 50
	  - Sequencing 25, 29
	• Book club teacher guide:
	  - Social Responsibility 23
	
	Boldprint Talk anthologies
	• *Disaster Strikes* (SO) 17, 21, 24, 43
	• *Prepare for Takeoff!* (SO) 7, 17, 29

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

Outcomes	Focus for Learning
Students will be expected to *30.0 create a range of texts* *[GCO 9]*	Students should be encouraged to seek out texts in a wide variety of genres and forms as models when creating their own texts. If, for example, they are creating a comic strip, they should be looking at mentor texts from various comic strip creators (e.g., Bill Waterson, Charles M. Shultz, Lynn Johnston, Jim Davis). They need to inquire and ask questions to find out how different creators and authors create their texts and then make decisions about how they apply that knowledge to the creation of their own texts. As part of their inquiry, students should share their discoveries with others.

In Grade 6, there is more emphasis on the application of what students know about genres and forms than was expected in Grade 5. Students will need to apply specific features, structures and patterns associated with the genre or form they are using to create texts. If students create a live text, they will likely meet speaking and listening outcomes in GCOs 1, 2 and 3.

Students will need to consider their use of strategies in creating texts; strategies are essential to students' creativity and reflection on their strengths as text creators. Strategies are different from skills:

- a strategy is a plan of action designed to achieve an overall aim (e.g., editing is a strategy to improve a text before publication)
- skills are smaller components within a strategy (e.g., checking spelling and punctuation in a written text is a skill in editing)

Skills may include typing on a laptop, using cursive handwriting, arranging pictures in a collage to create a focal point, creating movement in a visual, or mechanical skills associated with writing dialogue, paragraphing, word processing, spelling or grammar.

Students should have choice in how they express themselves in written texts, especially in terms of handwriting and word processing. There are many ways to communicate in writing, including keyboarding or handwriting (printing or cursive writing). Students may use all methods at various times but word processing has become increasingly more common. Many students are often faster and neater using a computer or similar device.

Sample Performance Indicator

Students who achieve this outcome should be able to complete the following activity:

Most everyone has a favourite way of expressing themselves: a rant, a poem, a story, a song, a photo or a drawing. Review texts from your portfolio and choose one to recreate in a new form. For example, if you created a story on paper, turn it into a short video; if you created an advertisement, turn it into a persuasive paragraph. You choose, but think about the message and the intended audience for the new text form.

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

Sample Teaching and Assessment Strategies	Resources and Notes

Consolidation

Teachers may
- provide a variety of mentor text forms and ask students to identify the particular characteristics of the text; students use their observations to create the same type of text (e.g., poem, newspaper article, blog entry, advertisement)

Students may
- create texts that will be used to form a collective class anthology of a text form (e.g., class poetry anthology, class magazine, etc.)

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

Outcomes	Focus for Learning
Students will be expected to 31.0 assess the influence that audience and purpose have during the creation of texts [GCO 9]	Students create texts best when they have a desire to express themselves for a real purpose. Teachers should engage students in meaningful, creative tasks to improve motivation and commitment. Knowing who the audience is influences how texts are created – writing for an adult is different from writing for small children. Students need to consider who their intended audience is and what purpose they want to achieve prior to creating authentic texts. This includes informal and formal styles in texts they create.

When assessing how audience and purpose influence the creation process, students will need to talk about why they are creating a text in a particular way or why they are including (or omitting) specific content. They should consider:

- Why am I creating this text?
- Who will be reading, hearing or watching this text?
- Does my audience know anything about my topic?
- What information on the subject does this audience need?
- Is a formal or informal style more appropriate for the audience?
- What do I want my audience to know when I am finished?
- What do I want my audience to believe or agree with?
- Is there an action that I want my audience to take?

Students will bring varying levels of experience and expertise in their understanding of purpose. Prior to any direct instruction, teachers should first assess students' level of competence. In doing so, students should create texts (paragraph, poster, impromptu talk, etc.) on topics they are very knowledgeable about; in this way, the focus of the assessment is on the writing and representing, not on the content.

In Grade 6, students will focus on three purposes when creating texts:

Grades 4-5	Grade 6
- for enjoyment - for self-expression - to explore issues - to inform - to initiate social change - to persuade - to synthesize information	- for enjoyment - to inform - to persuade

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

Sample Teaching and Assessment Strategies	Resources and Notes

Activation
 	
Teachers may
• model a RAFT strategy to directly teach audience and purpose:
  - **R**ole of the Writer: Who or what are you as the writer? An explorer, a soldier, the Premier?
  - **A**udience: Who will read, hear or watch this text? A friend, your teacher, readers of a website?
  - **F**orm: What form are you using? A letter, a poem, a speech?
  - **T**opic and strong verb: What are you writing about? Why? What's the subject or the point?
 	
Students may
• create a text on a topic they are very comfortable; complete an author's statement to reflect on audience and purpose
 	
Connection
 	
Teachers may
• use a four-corners activity to assess students' understanding of purpose: place four general purposes in the four corners of the classroom; read, display or describe a text and ask students to go to the corner they think represents the purpose for that text
 	
Students may
• maintain a learning log recording the types of texts created and why they created a particular text (see Appendix F for reflection activity suggestions)
• think about why they created a text a certain way based on audience and purpose:
  - compare text forms (email, letter, text message, etc.) that might appeal to the audience
  - consider choice of font
  - consider use of illustrations or other visuals
  - decide whether or not to include background music, sound effects or props
  - evaluate spelling and syntax for appropriateness
  - notice that word choice may change (e.g., formal or informal)
• explain their choices through a peer conference or a conversation with the teacher, or through an artist's statement:
  - "I used to think …, but now …"
  - "I chose this form because …"
  - "This text is intended to …"
	Authorized
	
	Appendices
	• Appendix F: Reflection Activities
	
	Moving Up With Literacy Place Grade 6
	• LSG 238-239, 288-291, 296, 299
	• Strategy unit teacher guides:
	  - Analyzing 57
	  - Evaluating 55
	  - Making Connections 34, 41, 50, 53
	  - Sequencing 49
	
	Boldprint Talk anthologies
	• *Prepare for Takeoff!* (SU) 12; (SO) 13, 35

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

Outcomes	Focus for Learning
Students will be expected to *31.0 assess the influence that audience and purpose have during the creation of texts [GCO 9]*	The text forms and genres will be determined by topic and audience. Students should have opportunities to create a wide range of texts; suggestions are included in Appendix G: Texts Students May Create. When discussing the relevance of audience and purpose, teachers should give examples that are authentic for the local community or region (e.g., town councils, community groups, environment). **Sample Performance Indicator** Students who achieve this outcome should be able to complete the following activity: Raising awareness and getting people to react is often the purpose of texts. Choose an activity or topic that you feel strongly about, such as using electronic devices in school or getting enough physical activity, and develop a campaign for your school community, emphasizing the benefits for students. You might even influence your principal to make some changes!

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

Sample Teaching and Assessment Strategies	**Resources and Notes**
Consolidation	**Authorized**
Students may	Appendices
• create authentic texts for real audiences (e.g., letter to the editor, video contest, poetry slam expo, theatre arts festival, Provincial Arts and Letters Awards, Royal Canadian Legion Remembrance Day contest, Fire Prevention poster contest)	• Appendix G: Texts Students May Create
• write a formal letter to the Canadian Embassy requesting information about a country they are investigating	• Appendix F: Reflection Activities (portfolio)
• share their portfolio (Appendix F) in a parent conference – the teacher observes the conference between the child and parent and assesses the student's skills in describing his or her thinking behind the process of creating the text; parents might be provided with questions to ask their child	**Suggested**
	Resource Links: https://www. k12pl.nl.ca/curr/k-6/ela/grade-6/ links/rv.html
	• Suggested competitions and public forums

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

Outcomes	Focus for Learning
Students will be expected to 32.0 analyze traits of writing and representing to create texts [GCO 10]	Students will bring various levels of experience to the traits of writing and representing. Some will be already able to create texts with strong voice and organization; others will be able to come up with ideas but aren't confident in their organization. The focus of this outcome is on students' ability to analyze how the traits (elements of a text) interact with each other as well as how they can better develop texts using the traits as guidelines during the process of text creation. Writing traits include:

Ideas/Content	• establish a purpose, considering the audience (reader, viewer or listener) • select and integrate ideas (e.g., information, events, emotions, opinions, and perspective) • include details (e.g., evidence, anecdotes, examples, descriptions, and characteristics) to support, develop, and/or illustrate ideas • *may be a focus when students are engaged in pre-writing activities or in drafting and revising texts*
Organization	• present ideas logically and effectively • match organization to purpose (e.g., formal letter vs. a mystery story; a television ad vs. a blog post) • *may be a focus when students are engaged in pre-writing, drafting and revising texts*
Sentence Fluency	• write sentences that have rhythm and flow • use a variety of lengths of sentences and sentence structures (e.g., one-word sentences, short vs. long sentences, questions) • *may be a focus when students are engaged in revising written texts*
Voice	• establish their personality and passion in the texts they create • use a voice that is appropriate to the audience and purpose (also see SCO 27.0 [GCO 8]) • *may be a focus when students are engaged in drafting and revising texts*
Word Choice	• choose words (language, vocabulary) that are clear, precise and descriptive • choose words based on purpose and message • *may be a focus when students are engaged in pre-writing activities or when revising texts*
Conventions	• may include punctuation, spelling, capitalization, usage and grammar in written texts • may include line, shape, movement, balance, volume and focal point in non-written texts • *may be a focus when students are engaged in editing texts*

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- co-create lists of specific characteristics with students for a variety of texts, including but not limited to, a speech, short story, Photostory™, collage, or puppet show (see Appendix G for more suggestions)
- provide students with mentor texts (written, visual, dramatic, etc.) and use suggested rubrics (see Appendix D) to discuss traits of texts

Connection

Teachers may

- develop scoring guides with students to evaluate effective use of a particular trait
- create a shared text with the class about a topic of interest or a topic of study (e.g., diversity in science); analyze and deconstruct the completed text in small groups, such as:
    - analysis of a particular trait (e.g., all groups discuss voice)
    - analysis of different traits (e.g., one group discusses voice while another discusses organization; groups report back to the whole class)

Students may

- use classroom rubrics or checklists (see Appendix D) to edit personal and peer writing
- participate in a Scavenger Hunt activity: find examples of written or visual texts that clearly depict one of the traits of writing and representing and share with the class. (e.g., good lead from a story that was read (organization), a descriptive paragraph demonstrating good word choice, a short paragraph which has good voice, sentence fluency, a commercial or print ad that uses symbolism or shape and texture)
- read a review of visual artist's work; discuss the traits or techniques identified by reviewer

Resources and Notes

Authorized

Appendices

- Appendix G: Texts Students May Create
- Appendix D: Sample Classroom Rubrics and Checklists

Moving Up With Literacy Place Grade 6

- LSG 251-254, 257-260, 262-265, 267, 273, 281-286, 288-291, 295-297, 299-303, 305
- Text-type studies in all strategy units (M/ShR/G/Ind writing)
- Strategy unit teacher guides:
    - Inferring 37, 42, 58-59
    - Making Connections 50
- Book club teacher guide:
    - Social Responsibility 48

Boldprint Talk anthologies

- *Biff! Bang! Pow!* 42-47
- *Prepare for Takeoff!* (SO) 17

Suggested

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

- Photo essay

The Most Wonderful Writing Lessons Ever by Barbara Mariconda

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

Outcomes	Focus for Learning
Students will be expected to *32.0 analyze traits of writing and representing to create texts [GCO 10]*	In Grade 6, in addition to the traits of writing, there is a focus on traits of representing. When creating non-written texts (see Appendix G for suggested texts students may create), there are also essential components or traits which need to be developed. For example, when taking a photograph or creating a photo essay, teachers may collaborate with their students on essential criteria which would be important in a photograph. Visual traits could include, but are not limited to:

Objects	• What is the content in the photograph, illustration, painting, or camera shot?
Symbols	• Does an object represent something else? (e.g., a balloon floating freely in the sky could represent freedom)
View	• Is the entire object shown, or a part of it? Is the perspective an entire landscape or wide shot? Is it only a partial view?
Shape and texture	• Are objects and shapes alone or in combination? Is there a transparent or solid background?
Colour and lighting	• Does the colour or lighting represent an emotion or serve a specific purpose? (e.g., sharp colours against duller background to draw attention)

When students analyze the traits of a text, either one they are creating or one created by someone else, they are looking at how the parts contribute to the whole. This type of deconstruction may be new to some Grade 6 students. They will be expected to make statements, such as:

- I think this technique was used because …
- I think the author used this word (colour, shape, illustration, etc.) because …
- This doesn't seem to make sense because …
- I think this information is for …
- This idea connects to … in another part of the text.

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

Sample Teaching and Assessment Strategies	**Resources and Notes**

Consolidation

Students may

- create a photo essay that includes deliberate use of symbols, size, shape and texture, colour and lighting and position to create effects
- analyze a mentor text and discuss effective or ineffective use of traits
- collaborate to create a visual representation that will be deconstructed by another group following the guidelines for analyzing a text (e.g., Gallery Walk)
- create a book trailer, considering elements such as:
    - phrases or sentences which could represent significant ideas of the book
    - how characters could be best represented (e.g., costumes and props)
    - sequencing of events
    - background music
- create a digital text with visuals such as pictures or illustrations, that can be used on a school web page (e.g., advertising an upcoming event or promotion of a community program such as D.A.R.E.)

Extension

Students may

- deconstruct the use of visual traits in a commercial or print ad and revise it to make improvements

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

Outcomes	Focus for Learning
Students will be expected to 33.0 analyze responses from peers during text creation [GCO 10]	Early in the creation of texts, students should realize that input from their peers can be a valuable part of the text creation process. It is not simply a time to point out all the flaws or errors in a text; students should also be proud of the positive elements of their work. Teachers should provide ample opportunity for student collaboration while they engage in creating texts, not just for next-to-final products. When analyzing responses during discussion with peers, students are: • hearing or reading comments about their work (paper or digital) • making notes on their work or in a writer's notebook (paper or digital) • considering how their texts may or may not be influenced by their peers' suggestions (i.e., suggestions may change the course of their idea [plot, message, purpose, etc.] while they continue to develop their texts) • deciding (making judgements about) whether they should include or reject the suggestions from peers The process of analysis is complex; students may be only able to attend to one aspect at a time early in the year. Teachers will need to demonstrate how an analytical conversation or discussion looks and provide opportunities for students to practice the skills on multiple occasions. This outcome demands that students be able to hear what others say in a respectful way. Teachers need to be sensitive to students' varying levels of comfort with hearing their peers' ideas. Teachers should always model a classroom culture where asking questions of each other and of texts is encouraged and sharing is done in a sensitive and respectful manner. Assessment of this outcome should be focused on how students responded to their peers' feedback: • Did they change the way they were creating a text? • Did they include any suggestions from peers? • Did they seek out new ideas based on conversations with others? Evaluating students' feelings about the process is beyond the scope of this outcome but is a factor to consider in planning for instruction. Students may need to be encouraged to distance themselves from their work for a few days before seeking feedback, so they can look at it more objectively. They may meet SCOs 1.0 and 3.0 (GCO 1) while engaging in activities associated with this outcome.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may
- initiate a discussion regarding the benefits of peer conferences
- brainstorm a list of constructive comments that could be used during peer conferences or to create a checklist
- use a fish bowl strategy to model an effective peer conference
- provide students with mentor texts to practice skills for peer conferencing in mock sessions

Connection

Teachers may
- use technology to record a peer conference to examine strengths and needs

Students may
- practice constructive, respectful peer conferencing techniques
- role play given situations and identify constructive and ineffective peer conferencing behaviours
- use TAG to provide feedback:
  - **T**ell something good about the work
  - **A**sk a question about the work
  - **G**ive a suggestion about the work or future work
- use checklists to revise a text readying it for publication
- use "Two Stars and a Wish" to provide feedback: students provide two positive comments (stars) about a peer's work and give one suggestion for improvement (wish)

Resources and Notes

Authorized

Appendices
- Appendix D13: Sample Writing Checklist
- Appendix A: Models for Inquiry for further information on a fish bowl activity

Moving Up With Literacy Place Grade 6
- LSG 293-294
- Text-type studies in all strategy units (M/ShR/G/Ind writing)

Boldprint Talk anthologies
- *Biff! Bang! Pow!* (SO) 15
- *Prepare for Takeoff!* (SO) 7

Suggested

The Write Genre by Lori Jamieson and Paul Kropp (TAG)

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

Outcomes	Focus for Learning
Students will be expected to *33.0 analyze responses from peers during text creation [GCO 10]*	Some collaboration will focus mainly on revising a text, readying it for publication. When working with a partner or small group, students will often focus on: • adding descriptive details, dialogue, information or examples • subtracting unnecessary repetitive or inaccurate details • rearranging ideas and details to improve clarity • changing key elements such as the title, opening or ending, graphic or illustration colour

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

Sample Teaching and Assessment Strategies	Resources and Notes
Consolidation	**Authorized**
Teachers may	Appendices
• interview students about the peer conference experience:	• Appendix F: Reflection Activities includes suggestions for sharing texts with others
- What did you like about the process?	
- What would you like to do differently?	
- What changes in your text did you make?	
- What changes did you reject?	
- What were some of the benefits of the peer conference?	
Students may	
• participate in a Grow and Glow activity: provide feedback by highlighting a peer's text using green to identify parts that need to be worked on or needs to grow and yellow for parts that are strengths or glows	
• use checklists to show how they considered others' suggestions	
Extension	
Students may	
• record a peer conferencing session (digital or written); review the session independently and self-assess to identify strengths and needs in analyzing others' feedback; can be developed as graphic organizer or personal contract for goal setting	

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

Outcomes	Focus for Learning
Students will be expected to 34.0 apply knowledge of language conventions effectively [GCO 10]	When students apply their knowledge of conventions, they are using known conventions accurately and purposefully. Applying means "using" in meeting this outcome. Conventions is a trait of writing and representing and includes rules about spelling, grammar and punctuation in writing; conventions for representing vary depending on the text form. A continuum for Grades 4-6 is included in Appendix H. Since students' level of understanding will likely rest somewhere along this continuum, it is important to continually assess their understanding; depending on the level of the learner, some skills may need to be revisited. Where students have gaps or are struggling with conventions, it is appropriate to use mini-lessons and integrate convention skills across curriculum areas (e.g., using bulleted lists accurately in social studies or science). In Grade 6, there should be a focus on expanding students' understanding of the conventions associated with texts other than traditional writing. Conventions can be understood as rules or standards with which a text complies. Conventions can include, but are not limited to: • writing conventions (e.g., punctuation, spelling, grammar) • representing conventions (e.g., focus, centering, symmetry, negative space) Spelling is more than just building words correctly. Focusing on increasing vocabulary is important in all forms of text creation, whether written, dramatic, digital or multimedia. A focus on word work could include: • how to build words • how words are related to each other (e.g., roots, antonyms, nouns that become verbs, verbs that become nouns) • how context can change meaning • how punctuation can impact or change meaning

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

Sample Teaching and Assessment Strategies

Activation

Teachers may
- ask students to create a conventions checklist

Connection

Teachers may
- facilitate a mini-writing workshop focusing on specific conventions
- reinforce proper usage of conventions through interactive games online
- provide checklists or proofreading guides
- invite a journalist or writer to speak to the class about the role of editing and revising in their jobs

Students may
- write a biography of a convention (e.g., Biography of a Question Mark); include an explanation for their purpose in writing

Consolidation

Students may
- peer edit to check for consistent use of language conventions
- use a dictionary and thesaurus to increase and improve vocabulary and grammar use
- edit their own texts for appropriate conventions

Extension

Students may
- based on individual assessment, students may be ready to attempt skills that are beyond the scope of the Elementary English language arts continuum. They may incorporate or explore some of the following concepts:
  - footnotes or end notes
  - formatting a bibliography in APA style
  - Greek or Latin root words and etymology

Resources and Notes

Authorized

Appendices
- Appendix D: Sample Classroom Rubrics and Checklists
- Appendix H: Conventions Contiuum Grades 4-6

Moving Up With Literacy Place Grade 6
- LSG 287, 297-299, 307-319, 334, 353-371
- Word work in strategy units and book clubs
- Editing in text-type studies in all strategy units (M/ShR/G/ Ind writing)

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

Outcomes	Focus for Learning
Students will be expected to 35.0 examine the impact of publishing texts for others [GCO 10]	When students examine the impact of publishing texts for others they are engaging in a reflective activity. The focus for this outcome is on finished products. (Collaboration with peers is addressed in SCOs 26.0, 27.0, 28.0 [GCO 8], 30.0, 31.0 [GCO 9], and 33.0 [GCO 10].) Students will remember how an audience (listener, reader or viewer) reacted to their published text and consider how the reaction might inform future work. They may question: • Did I get the reaction I wanted? Did it work? Did it flop? • What would I do differently next time to get the reaction I intended? • What should I keep doing to make sure I get the reaction I'm looking for? In Grade 6, there is an increased focus on starting with the end in mind. This does not mean that every text students begin to create will result in a published product but rather that during the creative process, students need to think about: • the message they are trying to communicate • the details, ideas or reasons they choose to include • the format they choose to communicate ideas • how they can get an audience to react to their text in the way that they intend Students may have to consider copyright issues, especially when they are including information they have learned through inquiry and including images or music they did not create themselves. They should also consider information that may be sensitive in nature, such as revealing personal details about a friend or family member that would not have been known otherwise. This outcome requires thoughtful reflection on the part of the student. To assess this outcome, teachers need to look for self-identified changes that may improve the effectiveness of the text, or for elements the student chooses to retain or improve because they were successful.

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

Sample Teaching and Assessment Strategies	Resources and Notes

Activation
 	
Teachers may
• provide student exemplars (digital and written)
• provide self-assessment tools for students to use after publishing or sharing a text they have created (Appendix F: Reflection Activities)
• reference copyright regulations (e.g., use student friendly material such as Copyright Matters!, Copyright Kids or Copyright and Fair Use)
 	
Connection
 	
Teachers may
• conference with students throughout their publishing experience
 	
Students may
• create a published text for a specific audience, such as:
  - an advertisement (for a book, product, webpage, etc.) to influence the audience to purchase the item
  - a book review to influence the audience to read it
	Authorized
	
	Appendices
	• Appendix F: Reflection Activities
	
	Moving Up With Literacy Place Grade 6
	• LSG 232, 320-321, 325
	• Text-type studies in all strategy units (M/ShR/G/Ind writing)
	
	Suggested
	
	Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-6/links/rv.html
	• Further information and resources about copyright

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

Outcomes	Focus for Learning
Students will be expected to *35.0 examine the impact of publishing texts for others [GCO 10]*	**Sample Performance Indicator** Students who achieve this outcome should be able to complete the following activity: Think about an activity, a favourite book, a new food you tried or a game you played and create an advertisement to encourage others to try it. The advertisement can be print or digital, static (e.g., ad for a newspaper or on a webpage) or dynamic (e.g., video commercial). Share your ad with others. What do they think the message is? Can they identify the intended audience? (Viewers or listeners can meet SCO 3.0 [GCO 1] as they interact with the text.)

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

Sample Teaching and Assessment Strategies	**Resources and Notes**

Consolidation

Students may

- create a presentation for a younger audience (e.g., kindergarten) considering questions such as:
  - How would the same presentation be different if you presented to students your own age?
  - How would the text be different?
  - How would the visuals be different?
  - How would length be different?
- reflect on texts in their portfolio to self-assess and examine the end results of their products (Appendix F: Reflection Activities)

Appendices

Appendix A: Models for Inquiry

One of the key aims in the classroom is to promote inquiry as a habit of mind. The following suggested models and strategies may be beneficial in helping students meet outcomes associated with inquiry, critical thinking and reflection.

"Critical thinking refers not only to the assessment of arguments … but also to the diligent and skillful use of reason on matters of moral/social importance – on personal decision making, conduct and belief. By including its application to personal belief and decision making, we extend critical thinking to every domain of human interest." (Noddings, 2006, p. 4)

Anticipation/Reaction Guide

This strategy is used before the instruction on new information begins. Given a list of statements, students make predictions based upon prior knowledge and evaluate those predictions after exposure to new information. The purpose of this strategy is twofold:

- activate and evaluate prior knowledge
- create a state of curiosity/anticipation or to set the stage for the learning to come

Procedure:

1. Generate a list of 4-8 statements related to your topic of study. Place these on an Anticipation/Reaction Guide. This can be in list or table format.
2. Provide each student with a copy of your guide.
3. Prior to introducing new information, engage students by having them write whether or not they AGREE or DISAGREE with the statements listed on the guide.
4. Teach your lesson content or facilitate classroom activity.
5. After the new content has been taught, ask students to react to the new information by responding again to the statements on the Anticipation/Reaction Guide.
6. Discuss why their before and after answers may be different. What did students learn that caused them to change their answers? This can be done in pairs, groups, or as a whole class activity. Students could use their thoughts on this as journal response material.

Boxing

This strategy is used to help students "create meaning through writing questions and answers with partners or small groups in order to explore topics." (Wilhelm, *Inquiring Minds*, 92) A graphic organizer consisting of concentric boxes is passed from group to group. The first group writes a question in the center and subsequent groups respond to the question with answers or more questions. The graphic organizer is returned to the original group to reflect on the thinking that was developed as a result of their question.

What are the responsibilities of the government to the citizens of a country?
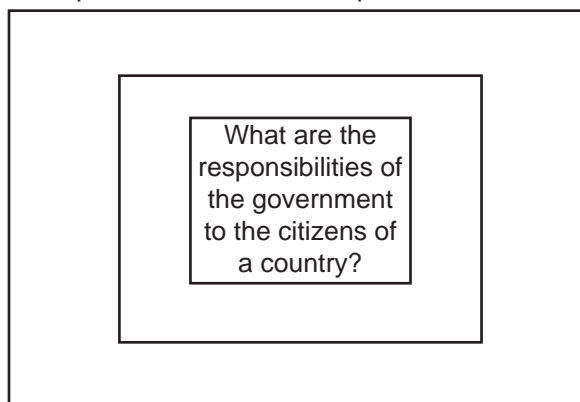
Fishbowl Modelling

The fishbowl is a peer-learning strategy based on the metaphor of people looking into a fishbowl or tank at the fish inside. The majority of students are in an outer circle around a pair or small group of students; the teacher may choose to be in the inner circle with another adult or a student, depending on the purpose of the activity. Students in the center model a particular practice or strategy while those in the outer circle act as silent observers looking for specific actions or behaviours. Fishbowls can be used for a wide variety of purposes: mini-

lessons or demonstration, peer or self assessment, practice discussion techniques or develop ideas about a topic.

Procedure:

1. Speak to students ahead of time to prepare for their participation in the fishbowl. Explain the activity to the students and ensure that they understand the roles they will play. Ensure you establish a safe environment for the activity (i.e., classroom expectations) when using only student participants in the fishbowl.

2. Arrange outer chairs in a circle around the participants' chairs.

3. Students (or adults) in the inner circle interact using targeted discussion techniques, depending on the purpose.

4. Observers in the outer circle are silent, taking note of specific actions or behaviours (e.g., asking questions, paraphrasing, interrupting appropriately).
   - Variation: Observers can have an opportunity during the fishbowl to freeze or stop the inside participants to ask a question or share an insight.

5. Ensure all students have turns being in the inside and the outside circles at some point, though they don't all have to be in both every time a fishbowl activity occurs.

6. Debrief:
   - Students in the fishbowl can share how it felt to be inside.
   - Observers can respectfully share observations and insights about the participants.
   - Sample exit card: How could this fishbowl help improve all group interactions and discussions?

Journal Responses

Journals are often thought of as someone's personal thoughts written in an elegant, leather-bound book. While academic or classroom journals do contain the students' personal thoughts and feelings and as such, must be treated as confidential, these journals provide students with the opportunity to reflect and process new information or to share their understanding (or lack of) with the teacher. Journal entries can also be used to cause students to relate personally to a topic before instruction begins.

The greatest benefit to the teacher is the ability to gain insight on the students' thinking process as well as their understanding about the topics/concepts being addressed in the classroom. As such it provides an excellent opportunity to engage in Assessment for Learning. Through reviewing the students' journals, the teacher is able to ascertain what is causing problems for students, what they find exciting and interesting, any misconceptions they have, etc.

For the student, journaling provides many benefits. Students may use a journal response to process new information. *Processing* occurs when students reflect on specific questions that are posed to them and by them; reflection helps students to clarify their thinking about what they have learned as well as to connect it to what they already know (all in a positive learning environment that is free of fear of criticism). In addition, journaling provides students with the opportunity *to reflect* on their personal values and goals, to engage in metacognition, and to chronicle their academic growth by revisiting past entries.

Journal responses can take a variety of forms: free writing, creative writing (songs, poetry, drama, stories, etc.), persuasive or explanatory writing, drawing (with an artist's statement) or collecting relevant material (photos, drawings, poetry, stories, signs, objects, etc.). For more detail on the benefits of journaling, refer to the work of Kathy Yorks (http://www.accessexcellence.org/MTC/96PT/Share/yorks.html).

Considerations for Implementation:

- Use of Instructional Time. Limit journaling activity to 5 to 10 minutes per class or incorporate into other activities such as "write-pair-share". Engage in shorter blocks of journaling throughout the lesson (e.g., think about the question/prompt for 30 – 45 seconds and respond for 2 minutes and repeat several times during the lesson).

- Confidentiality. Students' thoughts and opinions, when expressed in a journal, must be kept confidential. Students should be provided with the option to fold over and staple any

entry they feel is too personal to share (even with the teacher).

- Assessment. Journals should not be assessed towards the student's mark in the course. Teachers may opt to include "completion of journal activities" as an assessment item but not evaluate individual entries. Student journals provide teachers with an excellent Assessment for Learning tool. As the teacher reads the entry, it is important to provide positive feedback, to nudge students' thinking a bit further, to question, to teach or to re-teach. Where journal entries indicate a lack of understanding, the teacher should indicate that they are "off track" and that this will be addressed in class.

Implementing Journals:

- Ensure students understand why journaling is important to their learning process and that they will not be graded in a traditional manner.

- Clarify that the journals and the entries are confidential. Students may fold over and staple any entry that they do not want the teacher to read. Students can opt to include journal entries in their portfolio.

- Refrain from simply asking students to make an entry in their journals. Assign specific activities or prompts to ensure students' journals are the most effective. Examples may include:
  - Summarize the main points of the lesson. This can be done in writing, in a graphic organizer, in a drawing or concept map, or other representation.
  - Before a lesson starts, write what you already know or believe about the topic. After the lesson(s) is taught, ask students to revisit what they originally wrote and make any changes they feel necessary to reflect their current understanding, beliefs, etc.
  - Restate a concept or definition in your own words.
  - Write a question about what you have learned so far.
  - How do you feel about the topic? How do you think your best friend/parent/etc. would feel about the topic?

- Explain how the new topic relates to a topic already discussed in class.

Journal responses can be used before, during or after a lesson.

Inquiry or Literature Circles

This strategy uses small groups of students to work together on a topic of interest (inquiry circle) or read a text together (literature circle). Both types of circles require students to take on responsibilities within the group as well as practice collaborative and purposeful talk. Teachers may choose to formalize the roles as they model working in groups (e.g., illustrator, word expert, summarizer). The goal is for students to become independent in their group work with the teacher facilitating and prompting only when necessary. Harvey Daniels, Stephanie Harvey, Jeffery Wilhelm, Peggy Jo Wilhelm and Erika Boas provide comprehensive overviews on inquiry circles; an overview of literature circles is available from the Government of Ontario: http://www.curriculum.org/secretariat/circles/

K-W-L Chart

This method can be used to introduce a topic, ascertain what students already know about a topic, or to activate students' prior knowledge, etc.

This can be used as a whole class activity (e.g., with the teacher or student recording what the students volunteer in a chart on the board) or individually as students complete the chart themselves.

Process: Either draw the following chart on the board, ask students to create the chart in their notebooks, or print a copy for students to use:

K	W	L
What I already know about the topic	What I want to know (or wonder about) the topic	What I learned about the topic

- To activate students' prior knowledge, begin by asking them what they already **Know** about the topic and list it in the appropriate column. This can be followed by asking students to share what they know with the class or with a partner.
- To create interest or anticipation in the new topic, then ask students to identify questions they have on the topic, items they would like clarified, etc. (i.e., **Want** to know)

Silent Discussion Thread

This strategy may be used to help students examine sub-questions to a larger question. In small groups, students receive a single sheet each with a different question at the top; each group does receive the same questions however. Silently, students write a response, which can also include questions, to the question at the top. At the teacher's signal, students pass their sheet to the student on the left. They read the question they receive and its responses and add their ideas to the sheet before passing it to the student on their left. Continue the process until all group members respond to each others' questions.

RAN

The Reading and Analyzing Non-fiction strategy (RAN) developed by Tony Stead is similar to a KWL chart but rephrases the headings in the chart:

1	2	3
What I THINK I know about the topic	YES! It's true!	New facts I learned

The first column is completed before reading and columns two and three are completed during reading. Two more columns may be added as students become more independent in their inquiry: Things I am wondering about (column 4) and I don't think this anymore (column 5).

Further information may be found in *Reality Checks: Teaching Reading Comprehension With Nonfiction K-5* by Tony Stead (2006).

The "What? So What? Now What?" Model

This is a three-phase model to promote reflection in learners and can be used as a journaling activity. As with any journaling activity, reflection is an essential component of new learning; some learning theorists believe that we do not learn from doing – rather we learn from thinking about what we do (i.e., making connections with what we already know).

The "What" phase:
- This relates to the substance of the activity, presentation, or event.
- While it leads naturally to interpretation, in this phase the learner should objectively report on what happened, what was presented, or what was observed (i.e., just the facts, no interpretation; describing in detail what they experienced or observed).
- Questions that can be used to guide learners include:
  - What happened?
  - What did we do?
  - What problem did we address/solve?
  - What did you observe?
  - What were the results of the event?
  - What were the speaker's main points?

The "So What" phase:
- In this phase, the learner analyzes the event/presentation/activity to assess what it means to them, why it is important to them, or how they feel about what has been presented/observed.
- This is the true reflective part of the activity and may be difficult for some learners as it requires that they discuss their feelings as related to the event/information they have experienced.
- Questions that can be used to assist learners with this phase are:
  - What did you learn?
  - How did what you learned affect you personally?

- What lesson can you take away from the activity/presentation/information?
- How was what you learned (or experienced) different from what you expected?
- Can you relate this information to events/ experiences in your life?
- Are there any contradictions to what you previously believed about the issue?

The "Now What" phase:

- This is the process of taking lessons learned (or insights gained) and looking at how your attitude/view/understanding/etc. has changed as a result of the new information and how you might want to change as a result.

- During this phase, the learner is encouraged to consider the broader implications of what they have learned, to consider the future, etc. Depending on the activity/presentation/event, learners could be encouraged to identify goals or changes they might want to make in their life to align with what they have learned.

- Questions that can be used to guide this phase include:
  - How can we use what we learned to make a difference in the future?
  - How might you be contributing to the problem?
  - What can you do to help address the problem?
  - What factors will support/hinder you from reaching your goals or to incorporate changes in your life?
  - What can I do to be part of the solution?
  - What appears to be the root cause of the problem/issue?
  - Are there community actions/activities in which I can become involved?
  - What would you like to learn more about, related to this topic/issue?
  - What information can you share with your community or peers that might make a difference?

While this can be used solely as a journaling activity, it can also be incorporated into small group or whole class discussions. For example, after a presentation or significant piece of information has been discussed in class, individuals could engage in the "What?–So What?–Now What?" activity.

- After they have completed the "What?" section, teachers could ask students to share their main points with a partner (see "Two Minute Review in Appendix B).

- After the "So What?" phase, students could be asked to share their insights with a partner (see "Think-Pair-Share" in Appendix B).

- After the "Now What?" phase, students could be invited to share their thoughts/insights/etc. with the class if they wish. (Note: students should not be required to share at this stage, as some learnings may be too personal.) Alternatively, students could be asked to share something their partner said that they found interesting or which they had not thought of before.

Writing Frames

Writing Frames can provide a structured format in which students can reflect on a reading selection, a viewing activity or a presentation. There are a wide variety of writing frames; six suggestions are provided below.

A: Summary Frames

These help students organize a summary or provide a logical sequence to the recounting of an event.

Example 1	Example 2	Example 3
• Although I already knew that … • I have learned some new facts … • I also learned that … • Another fact I learned … • However, the most important/ interesting thing I learned was … • Or, finally, I learned that …	• I found … interesting for several reasons … • I discovered that … • I also learned that … • It was interesting that … • Finally … • As you can see …	• To begin with … • Next … • Then … • After that … • Finally … • Now …

B: Explanation Frames

Explanation frames usually consist of a general statement to introduce the topic and a series of logical steps explaining how or why something occurs.

Example 1: Problem/Solution	Example 2: Cause/Effect
• I want to explain why… • There are several reasons for this. The chief is … • Another reason is … • A further reason is … • So now you can see why …	• There are differing explanations as to why … • One explanation is that … • The evidence for this is … • An alternative explanation is … • Of the alternative explanations, I think the most likely is…

C: Procedure/Sequence Frame

A procedural text usually consists of a statement of what is to be achieved, a list of materials/equipment needed to achieve the goal, a series of sequenced steps to achieve the goal, and often a diagram or illustration.

Example 1: Problem/Solution
• I want to explain how …   • To begin with/It starts by …   • This makes/means/changes …   • After that …   • As a result …   • Next …   • Then …   • The final result is that the …

D: Report Frame

A report usually consists of an opening or general classification, an optional, more technical classification, and a description of the phenomena (qualities, parts and their functions, and habits/behaviours or uses).

Example 1: Compare/Contrast	Example 2: Comparison Frame	Example 3: Contrast Frame
Names of the objects being compared/contrasted : columns A and B. Characteristics studied: left column. <table><tr><td>CHARACTERISTICS</td><td>A</td><td>B</td></tr><tr><td></td><td>SOCCER</td><td>FOOTBALL</td></tr><tr><td>players</td><td></td><td></td></tr><tr><td>rules</td><td></td><td></td></tr></table>	• Although ____and ____are different, they are alike in some interesting ways. • For example they both … • They are also similar in … • The … is the same as … • The … resembles … • Finally they both …	• Although ____ and ____ are both alike, they are different in many ways. The ____ has … • Another way in which they differ is … • Finally … (Using a Venn Diagram can be helpful in this exercise.)

E: Opinion Frames

Essays and paragraphs may present differing viewpoints. These usually consist of a statement of the issue, arguments for and against with supporting evidence, recommendations given as a summary and conclusion.

Example 1	Example 2
• There is a lot of discussion about whether … • The people who agree with this idea, such as ____ claim that … They also agree that … • A further point they make is … • However, there are also strong arguments against … • They say that … • Furthermore they claim that … • After looking at the different points of view and the evidence for them, I think … because …	Students could make notes using the following format: The issue we are discussing is whether … Arguments for … Arguments against … My conclusion, based on the evidence … [OR] After looking at all the arguments, I think …

F: Persuasion Frame

A piece of persuasive writing usually consists of an opening statement, the arguments, and a summary and restatement of the opening position.

Example 1	Example 2
• Although not everybody would agree, I want to argue that … • I have several reasons for arguing this point of view. • My first reason is … • A further reason is … • Furthermore … • Therefore, although some people might argue that … • I have shown that …	• I think that … because … • The reasons for my thinking this are, firstly … • Another reason is … • Moreover … because … • These facts/arguments/ideas show that …

Appendix B: Cooperative Learning Strategies

The following brain friendly teaching/learning strategies are drawn from cooperative learning structures. While simply using the following structures does not constitute a true "cooperative learning" approach, these structures provide students with the opportunity to become actively engaged in their learning as well as providing opportunity for group processing of the subject matter.

Inside-Outside Circle

In this cooperative learning activity students are divided into two groups. One group (minimum 3 students) forms an inside circle and the second group forms a circle around them (the outside circle). The strategy is used to encourage discussion between the students.

Process:

- The teacher poses a question, which the students are to discuss, brainstorm about, etc.
- Students think about how they will respond to the question and then the person on the inside of the circle tells the person on the outside of the circle their response. Once they finish sharing they say "Pass". Then the person on the outside shares their ideas, or extends the inside person's comments.

Then, at the teacher's direction, the outside circle rotates one position to the left or right. In this way the students will have a new person to discuss the same or a different question with.

Jigsaw

This strategy promotes sharing and understanding of ideas and concepts found in texts.

Preparation: In this strategy the teacher divides a problem, a text to read, view or listen to, or other activity, into 3 to 5 parts.

Process: Arrange students in groups of 3 to 5 depending on the class size and the project they are undertaking. This is their **Home Group**. Some groups may have duplicate numbers if there is an uneven number of students in the class.

Each student in each **Home group** is assigned a number: 1, 2, 3, 4, or 5.

- ***Expert Group work***: Reorganize the students with the same number reassemble into **Expert Groups**. The students gather in their **Expert Groups** to process or read selections specific to the assigned topic. Students are to read, recall, reread, take notes, construct graphic organizers for the main ideas and details, and create any visuals they could use to teach others about the topic. The members of the **Expert Group** work to become "experts" on that topic/aspect.
  - For example, if an article had four main sections, home groups of 4 would be created. Each member of the group would be assigned a section of the article corresponding to their number. Expert groups are formed in which all members will read the section, discuss it, ensure they all understand it, create notes, examples, etc. to ensure they understand it completely. The time devoted to this will depend on the difficulty and complexity of the article.
- ***Reporting to the Home Group***: After the expert group members have read, summarized, and have a complete understanding of the information, they return to their **Home Group**. The #1 Experts teach the **Home Group** about the topic/section they were assigned; then #2, #3, #4, etc. Experts teach the group about the topics they were assigned.

After all the Experts have finished teaching the group, the home group will have all the detail and information on the topic as if they had completed the tasks individually.

Refer to Jigsaw Classroom (http://www.jigsaw.org/steps.htm) or Instructional Strategies Online (http://olc.spsd.sk.ca/DE/PD/instr/strats/jigsaw/) for more information on how to make the most effective use of this strategy.

This strategy works best for inquiry activities and for activities where students will be reading on their own. It is also a good strategy to use to introduce a topic.

Numbered Heads

Process:
- The teacher assigns each student to a team of four.
- Each member of the team is given a number of 1 through 4. The team is given a question to answer.
- The team works together to answer the question ensuring that all members of the team know the answer and can verbally respond the question.

The teacher calls out a number (e.g., "number three") and each student with #3 is required to give the answer. The teacher can vary which "number" answers from each group.

Quiz-Quiz-Trade©

This activity is often used after several lessons have been covered or at the **end of a topic** or unit to review what has been covered in class. Questions and answers, based on the information from the lessons, are written on index cards or pieces of paper.

Preparation: To set this up, the teacher has to create a set of question and answer cards on the material that was covered. (Alternatively, students can create the cards). You need at least one of these cards per student. It's good to have extras. Early on in a unit, you may need to make duplicate cards to ensure each student has a card.

Process: This is a partner activity and requires students move around the classroom. (See Think-Pair-Share for cues to help students decide who goes first).

To start the Quiz-Quiz-Trade, hand out one card to each student, so that each student has a question and the answer. Then ask all students to stand up and partner with another student. In each pair:
- QUIZ: Student #1 quizzes Student #2. If Student #2 answers correctly, Student #1 gives positive feedback. If Student #2 answers incorrectly, Student #1 says "It's okay" and provides the correct answer.
- QUIZ: Then Student #2 quizzes Student #1.
- TRADE: After they both quiz each other with their questions, they switch/trade their questions and go on to pair up with someone else. This process is repeated at least 5 times and then students return to their places.

Roundtable

The Roundtable is a useful strategy for brainstorming, reviewing, or practicing a skill.

Process:
- Students are arranged in a group of 4 to 6. Each group is provided with a single sheet of paper and pen. The teacher poses a question or provides a starting point.
- Students take turns responding to the question or problem by stating their ideas aloud as they write them on the paper. It is important that the ideas be vocalized for several reasons:
  - silence in a setting like this is boring
  - the other team members are able to reflect on the ideas from other students as they hear them
  - greater variety of responses will result because teammates learn immediately that someone has come up with an idea that they might have been thinking of
  - by hearing the responses said aloud students do not have to waste valuable brainstorming time by reading the previous ideas on the page
- Students continue to pass around the paper until time expires or until a group runs out of answers. Team members are encouraged not to skip turns. However, if their thoughts are at a standstill, they are allowed to "Pass".

Sample roundtable activity: A political cartoon depicting a philosophical or satirical comment could be displayed. One student draws or writes a reaction or explanation of what is being viewed and then passes the paper to other members of the team for them to write what they see in the visual.

Roundtable is most effective when used in a carefully sequenced series of activities. The brainstorming can reinforce ideas from the readings or can be used to set the stage for upcoming discussions. The multiple answers encourage creativity and deeper thinking among the team members.

Round Robin Brainstorming

Process:
- The class is divided into small groups of 4 to 6 students per group with one person appointed as the recorder. The teacher poses an open question with many possible answers and students are given time to think about their responses.
- After the "think time", members of the team share responses with one another in round robin style. The recorder writes down all the responses or reactions of the group members.
- The person to the left of the recorder gives their response and the recorder writes it down. This is similar to Roundtable except that one person records the responses.
- Each person in the group gives a response until time expires.

Sample roundtable activity: An cross-section diagram of a house could be shared. One student records the reactions or explanations by each group member of what is being viewed.

Sample roundtable activity: Students could be asked to list the pros and cons of a debatable statement: Most hockey players are more interested in fighting than playing the game.

The Tea Party

This is a modification of the Quiz-Quiz-Trade activity. It is used as a **pre-instructional strategy** to familiarize students with the upcoming content.

Preparation: To set this up, the teacher has to create a set of question and answer cards on the material that will be covered.

Process: Students are provided with the question/answer cards before they have covered the material in class.
- They pair up as in the Quiz-Quiz-Trade activity and each student takes a turn providing their partner with the information contained on the card (i.e., the content on the card provides the "small talk" that takes place in a party setting).
- After each partner has shared their information, they trade cards and partner with someone else. The "small talk" continues for a preset amount of time or until all students have heard and/or read most of the cards.

At this point the teacher can retrieve the cards or leave them with the students so they can use the information in the lesson. For example, as the teacher is teaching the lesson, using preplanned questions she can solicit the information from students that is contained on the cards. In this way, the students play a more active role in the process.

Think-Pair-Share

This is a very straight forward strategy that allows students to engage in individual and small-group thinking before they are asked to answer questions in a whole class setting. The result is that student answers are more detailed and accurate.

The Think-Pair-Share (TPS) strategy can be used:
- before the topic is introduced to assess how much students already know
- to remind students of material already covered
- to get students thinking about the topic

TPS can also be used at anytime to check for understanding, to break up long periods of sustained activity, or whenever it is helpful to share ideas.

Process:

- The teacher poses a question to students and gives them some time to independently think of their answer (usually 30 to 60 seconds).
- After students have had time to think of their answer, they partner with a nearby student and discuss their responses or ideas to the questions or problem that was posed.
- During the discussion, students have a chance to verbalize their understanding, confirm what they understand, or determine what they do not understand.
- There are three variations to this procedure:
  - the teacher may set time limits for each student to talk while the partner listens
  - the teacher may ask students to write their thoughts down before they discuss with their partner (these can be collected)
  - the teacher can assign or vary partners to keep students from interacting with the same students or to ensure no students are excluded by their peers
- After students have discussed their thoughts/ ideas with their partner, they can be asked to share with the whole class. Students could also be asked to share something interesting that their partner said that increased their understanding or appreciation of the topic/ issue.

Tip: *To ensure little time is lost as students decide who will begin the sharing, the teacher can use a variety of cues to help them decide. For example, the teacher could say: "the tallest person will start", "the person with the most/least jewellery on will start", "the person with the longest/shortest hair will start", "the youngest/oldest person will start",* etc.

For more information on how this strategy can be modified and implemented in a variety of subject areas, refer to Instructional Strategies Online (http://olc.spsd.sk.ca/DE/PD/instr/strats/think/).

Three-Step Interview

Three-step interviews can be used as an **introductory activity** or as a strategy to **explore concepts in depth**. It is a strategy that is very effective when students are solving problems that have no specific or limited correct answers.

This strategy helps students personalize their learning and listen to and appreciate the ideas and thinking of others. The "interviewer" has to engage in active listening and then paraphrase the comments of the "interviewee".

Process:

- In step one the teacher presents an issue or topic about which varying opinions exist and poses several questions for the class to address.
- Step two: one of the students assumes the role of the interviewer and the other becomes the interviewee. The interviewer asks questions of the interviewee to elicit their views or ideas on the issue/topic, within a specified time period. The interviewer paraphrases the key points and significant details that arise.
- Step three: after the first interview has been completed, the students' roles are switched.
  - Example: after viewing a video on an environmental issue, interviews can be conducted to elicit student understanding or views.

Extension: Each pair of students can team up with another pair to discuss each other's ideas and to share interesting points that were raised.

After each student has had a turn, the pairs can be invited to share points that they found interesting with the class. After all interviews have been done, the class writes a summary report of the interview results. This could be done individually or as a whole group activity.

Two-minute Review

This is a variation of the Think-Pair-Share strategy and provides students opportunity to **process new information**.

Process: To use this approach, stop any time during a mini-lesson or discussion and allow teams or pairs two minutes to review what they are learning with their group.

- *Partner approach:* Teachers could set this up by saying: "Turn to the student next to you. Each of you take 1 minute to review what we just discussed for the past 10 minutes. Assume your partner was out of the room and missed what we talked about (or wrote notes on) and summarize the information for her. Your partner will listen to you and when it is their turn they will also summarize, including anything you left out. I'll announce when 1 minute has passed and when to switch". (See Think-Pair-Share for cues to help students decide who goes first).

- *Small group approach:* Another way to use this method is to arrange students in groups of 3 or 4. When the two-minute (or three for groups of 3) review starts, group members can ask a clarifying question to the other members or answer questions of others. For example, after discussing a multiple step process like the water cycle, students can form teams and review the process or ask clarifying questions.

Appendix C: Sample Graphic Organizers

Predict	Support	Reflect
What will the text be about?	Give evidence from the text or personal experience.	How does the text compare to your predictions

Predict, Support, and Reflect

This chart encourages students to make predictions prior to and during the reading, to provide evidence or support for their predictions (from the text or personal experience), and to reflect on their predictions throughout the reading in order to confirm or revise earlier thoughts.

How are _____ and _____ alike?

How are _____ and _____ different?	

Compare and Contrast Chart

A compare and contrast chart allows students to consider the similarities and differences of two characters, places, ideas, events, concepts, etc. In the chart's top box, students record the similarities. In the two lower boxes on the chart, students record the characteristics that are different.
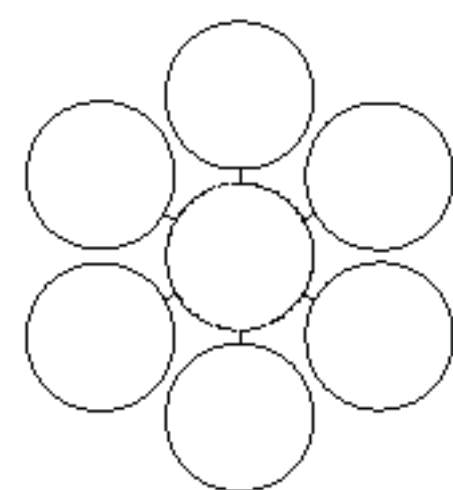
Concept Web

A concept web can be used to show the main idea and supporting details about a topic, concept being studied, book, character, etc. In the centre circle, students should write the main idea. Then, in the surrounding circles, students can record supporting ideas.
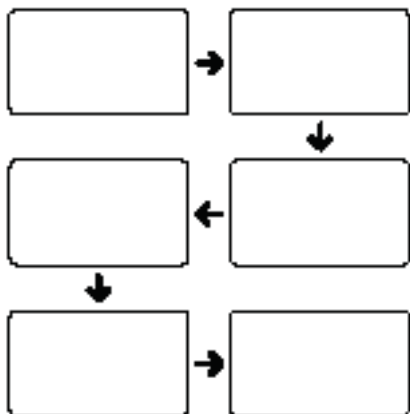
Flow Chart

A flow chart allows students to put things in order or sequence. It can be used to show steps in a process or the chronological order of events. Students record the first step/event in the first block and then record subsequent steps/events in the remaining blocks. Remind students to follow the arrows correctly.

FQR Chart

F Facts	Q Questions	R Response

An FQR chart, developed by Stephanie Harvey and Anne Goudvis in *Strategies That Work* is a three-column chart that allows students to record and differentiate among the kinds of thinking that occur while reading. As students read they can record on Post-it notes important ideas and thoughts that occur to them. After reading, students can categorize these thoughts. In the first column, students put anything that is fact. The second column is for questions. The third column is for responses, reactions, or opinions.

Ideas/Details Chart

Important Ideas   Details

Important Ideas   Details

This chart supports students as they attempt to identify supporting details for significant or important ideas. First, students record the main idea in the large box. In the smaller boxes to the right, students record supporting details.

What I Read	What I Think

What I Read/What I Think

This chart is designed to support students in reading between the lines, making inferences, and supporting conclusions with evidence from the text. In the What I Read column, students record the information that is provided by the author. In the What I Think column, students record their inferences or understandings based on the information given.
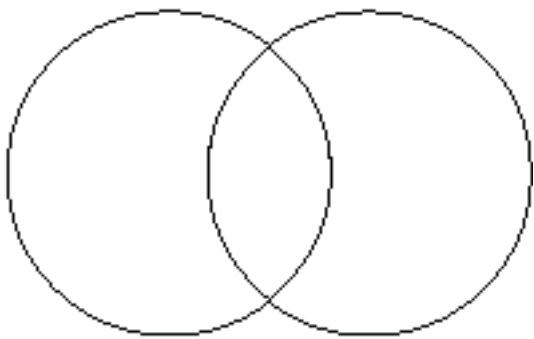
Venn Diagram

A Venn diagram allows students to compare two people, objects, ideas and so on, by showing the characteristics they have in common and those that are unique. Students label each circle with one person/object/idea. In the overlapping part in the centre, students write all of the things that are common to both. In the outer portion of each circle they record the ideas that are exclusive to that topic.

Important Ideas	Big Ideas	Questions

Note Making

This note making chart allows students to record key information as they read or view a text. Step one is to record the important ideas. Step two is to identify the big ideas by grouping or categorizing this information according to topic or subheading. Step three is to identify questions they have about the information.

Question	Possible Answers
Source(s)	Findings

Question Quadrants

This organizer encourages students to generate questions about what they have read and consider possible answers and sources of information. Then they are asked to record their findings.

1		2
	Topic/ Concept	
3		4

Four Corners

Four corners is an organizer that encourages students to make connections between ideas or concepts. In the outer four corners, students record four ideas or concepts from a unit of study or a story. In the squares that connect two corners they record the relationship between the ideas.

Appendix D: Sample Elementary Classroom Rubrics and Checklists

Rubrics are learning tools for students that can show where they can go and how they can grow in their thinking. They are valuable sources of formative assessment for both students and teachers in that they provide descriptions of levels of achievement. They are different from scoring guides which are created when student evaluation is required and usually include numbers or scores for various traits.

Sample checklists (D11 – D15) are also included in this Appendix, beginning on page 216. Checklists are different from rubrics in that they are often focused on a single task or trait. They often have yes or no categories rather than descriptions of performance or achievement. They may or may not include numbers or scores like scoring guides.

The table on page 217 describes, in general terms, what students may be doing at each level of achievement. Each level in Meeting Outcomes subsumes the others: for example, a student at "hot" exhibits behaviours and creates products within the "warm" level in addition to what is described as the "hot" level of achievement. The labels used to describe the levels of achievement should be presented as a continuum (i.e., students are getting "warmer" or closer to meeting outcomes successfully).

The sample rubrics specify the criteria associated with levels of achievement within the strand. Some rubrics use all six levels of achievement described below; others use three and four levels. Regardless of the number of levels, it is essential that teachers and students clearly identify the expectations for meeting outcomes prior to engaging in an assigned task.

A provincial curriculum working group, in consultation with District personnel and the Department of Education Research and Evaluation Division, developed the rubrics for use in elementary classrooms.

Sample Task-Specific Rubrics (D7 – D10) are included beginning on page 210.

Descriptions of Levels of Achievement

	Meeting Outcomes				Not Yet Meeting Outcomes	
ON FIRE	**HOT**	**WARM**	**COOL**	**COLD**	**FREEZING**
I can model for others.	*I can do it by myself in new situations.*	*I can do it by myself in familiar situations.*	*I know what is expected but I need help.*	*I know a little about what to do but I need help.*	*I'm unsure about what to do.*
Students can show others how to do something, or their products and demonstrations can be used as models for other students. Teachers may guide students towards more challenging tasks to extend learning and meet individual needs.	Students are able to use what they know to complete tasks, even if the prompt or focus changes. They can transfer knowledge from one task to another and will seek clarification when needed. Teachers may provide challenging opportunities to enhance student learning.	Students are confident and generally can repeat a performance if the task stays the same. However, they may struggle to transfer skills into unfamiliar or new situations. Teachers may need to provide guidance and reminders but minimal assistance.	Students use standard skills to complete a task or create a product; they are meeting outcomes. However, they may lack confidence and struggle to repeat a performance on familiar tasks. Teachers will need to provide guidance and reminders or reteach to rebuild knowledge of concepts. Some assistance will be needed for students.	Students are still developing standard skills and need step-by-step assistance to work towards achieving outcomes. Teachers will need to focus their feedback on specific needs and attainable goals to improve student performance. Step-by-step assistance will be needed for students	Students struggle to complete tasks even with teacher assistance. They have very limited understanding of key concepts. Teachers will need to provide significant support to meet students' individual needs.

Appendix D1: Writing

This writing rubric is intended to be used in daily practice by teachers and students. It provides a standard by which students and teachers can co-create task-specific rubrics as they engage in multiple writing activities throughout the year. Sample Task-Specific Rubrics are included in Appendices D7 – D10.

Trait	Level	Meeting Outcomes			Not Yet Meeting Outcomes		
		ON FIRE	HOT	WARM	COOL	COLD	FREEZING
	Level	*I can model for others.*	*I can do it by myself in new situations.*	*I can do it by myself in familiar situations.*	*I know what is expected but I need help.*	*I know a little about what to do but I need help.*	*I'm unsure about what to do.*
Ideas		My ideas are interesting and creative. My details are precise and consistent.	My ideas are effective and have supportive details.	My ideas are related to the topic. I have added relevant details	My ideas are clear but only some are connected to each other.	My ideas are not very clear. Details are few and repetitive.	My ideas are not complete.
Organization		My beginning is purposeful. My details support the main idea. My ending effectively ties events together.	My beginning provides clear direction for my writing. My details are connected. My ending is appropriate.	My beginning clearly presents information. My details are connected to the main idea. My ending is predictable but connected to events.	My beginning presents minimal information. My writing is mechanical and some details are connected to the main idea. The ending is clear.	My beginning is not clear. My ideas are not clearly connected to each other. The ending is not clear.	There is very little information. Details are missing. There is no clear beginning, middle and end.
Sentence Structure		My sentences are smooth and natural. I use different sentence structures to create variety and interest.	My sentences flow and are easy to read. Sentences usually vary in length and are effective.	My sentences may vary in length and type and are complete.	My sentences are predictable and similar in length and type. The reader can follow what I am trying to say.	My sentences are awkward or choppy. The reader cannot follow what I am trying to say.	My sentences are not complete. The reader cannot understand my ideas.
Vocabulary		My words are used accurately. They create vivid images and enhance my message.	My words are clear and descriptive and make my message clear.	My words are ordinary but help the reader understand my message.	My words are predictable and repetitive but identify a message.	My words are simple. My words don't express a clear message.	My words are random and often misused.
Voice		My voice is unique and captivates the reader's attention. (handcuffs)	My voice is clear and keeps the reader's attention. (strong arm)	My voice is present and grabs the reader's attention. (handshake)	My voice is present and begins to get the reader's interest. (poke)	My voice doesn't stand out.	My voice is ineffective and does not grab the reader's interest.
Conventions		My writing has only minor errors in conventions that do not affect the meaning. My writing is enhanced through a wide range of conventions.	My writing has only minor errors in conventions that rarely affect the meaning. There is a range of conventions used appropriately.	My writing has standard punctuation to support ideas. Familiar words are generally spelled correctly. Unfamiliar words are spelled phonetically but do not affect meaning.	My writing has standard punctuation. Spelling of words is often phonetic. Meaning may be affected.	My writing has some basic conventions but meaning is hard to figure out.	My writing doesn't have basic conventions and meaning is lost.

Appendix D1.1: Writing Rubric Annotations

The following annotations for the traits of writing are intended to guide teachers and students during conferences and mini-lessons about processes of writing and texts they create. When students write they will choose from a wide range of forms to achieve different purposes for different audiences. Students who are not yet meeting outcomes may not be able to engage in conferences to the extent that these prompts require. Teachers will need to focus their feedback on specific, attainable traits with students who are still beginning or developing as writers.

	Meeting Outcomes	Not Yet Meeting Outcomes
Ideas	Students may: • develop their ideas • communicate a clear message • include relevant and interesting details • demonstrate imagination and ownership of ideas	Students who struggle with writing may not: • develop their ideas • communicate a clear message • include relevant or interesting ideas • demonstrate imagination and ownership of ideas
Organization	Students who are able to organize their thoughts use: • effective organization to help communicate message • a recognizable structure • coherent connections between ideas	Students who are struggling may: • not effectively organize ideas to help communicate the message • not use an effective structure • not have coherent connections between ideas
Sentence Structure	When students are meeting writing outcomes, their: • sentences make sense overall • sentences are varied in structure and flow	When students are having difficulty with writing their: • sentences may be simply constructed and their structure is repetitive • sentences may be incomplete or not punctuated properly
Vocabulary	Students choose words that: • are specific and intentionally create images for the reader • are effective and meaningful because they support purpose and are relevant to the topic	Struggling writers choose words that: • are general • may not support purpose • may not be effectively used (i.e., students may choose words that they don't understand or sound very unnatural or irrelevant)
Voice	The student's voice: • is a recognizable identity that comes through the writing • is present and engaging whether it is the author's or a character's voice • where appropriate, evokes emotion and creates a connection to the reader	Students who struggle with voice in writing may demonstrate: • little evidence of identity • little emotion • a lack of connection to the reader
Conventions	Students may: • create writing that is not completely free of errors • make errors in more complex or unusual language constructions	Students may have: • writing errors that make expression and the development of ideas difficult to follow • errors in simple sentences and spelling

Appendix D2: Reading

This reading rubric is intended to be used in daily classroom practice by teachers and students. Reading activities could include, but are not limited to, a range of literature, print and digital information. The rubric provides a standard by which students and teachers can co-create task-specific rubrics as they engage in multiple reading activities throughout the year. Sample Task-Specific Rubrics are included in Appendices D7 – D10.

Trait	Level	Meeting Outcomes				Not Yet Meeting Outcomes	
		ON FIRE	HOT	WARM	COOL	COLD	FREEZING
	Level	*I can model for others.*	*I can do it by myself in new situations.*	*I can do it by myself in familiar situations.*	*I know what is expected but I need help.*	*I know a little about what to do but I need help.*	*I'm unsure about what to do.*
Comprehension		I easily understand what I'm reading. I can summarize the main ideas and retell important details in the text.	I have a clear understanding of what I am reading. I can summarize main ideas and retell details in the text.	I have a general understanding about what I'm reading. I can identify main ideas and details in the text.	I have trouble understanding some of what I'm reading. I can identify main ideas in the text.	I have trouble understanding what I'm reading. I'm not sure which ideas are the most important.	I'm lost and don't understand what I'm reading.
Personal Connection		I interpret new information by making personal connections to the text. I use these connections to prove and support my opinion.	I explain how the text affects and influences my thinking. I use mental images to help me connect personally to the text.	I describe how a text affects my thinking in specific ways. I can make personal connections with the text.	I recognize that a text affects my thinking in general ways. I can make personal connections with the text.	I can recognize that a text affects me but I can't make relevant personal connections with it.	I can't describe personal connections to the text.
Critical Response		I can easily make sense of the text to determine message and purpose. I ask insightful questions about the text's impact on me.	I can make sense of the text to determine message and purpose. I ask thoughtful questions about the text's impact on me.	I can make sense of the text to determine message and purpose. I ask predictable questions about the text's impact on me.	I can make sense of the text in a general way. I ask basic questions about the text's purpose.	I have trouble making sense of the text. I don't ask questions or talk about its purpose.	I cannot make sense of the text.
Analysis		I can explain how text features and structures impact purpose and affect the message. I can make suggestions to improve or extend meaning.	I can summarize the text features and structures and explain how purpose is achieved. I can make connections between message and text features and structures.	I can identify and describe the text features and structures and connect their use to purpose.	I can identify basic text features and general text structure. I can identify the text's purpose.	I recognize some text features but I'm not sure about text structure or purpose.	I can't identify text features or structure.

Appendix D2.1: Reading Rubric Annotations

The following annotations for the traits of reading are intended to guide teachers and students during conferences and mini-lessons about reading processes and strategies as well as responses to texts.

	Meeting Outcomes	Not Yet Meeting Outcomes

Comprehension	During reading students are able to:
	• determine the main idea and supporting details in texts
	• to ask questions and make predictions to help them understand what they are reading
	• make comments such as,
	  - This is about …
	  - This part doesn't make sense …
	  - I wonder if ___ means …
		Students who are struggling to understand what they are reading may:
		• avoid reading
		• may be able to decode words but can't retell or summarize the meaning of a text
		• copy directly from texts but not understand what they have read
		• misunderstand what they have read

Personal Connection	Students are able to make comments that indicate they are making text-to-self, text-to-text, or text-to-world connections, such as: • This reminds me of … • Based on what I am reading, … • I used to think ___ but now I think …	Students who are struggling to make personal connections may say things like: • I don't get it. • I can't relate to this. • This is stupid. These students are frustrated and will need to see explicit models of personal responses and receive support in how to articulate their ideas.

Critical Response	Students are able to:
	• connect ideas in the text to the author's message and purpose
	• ask questions such as,
	  - What am I reading?
	  - How is the content being conveyed?
	  - Is this information trustworthy?
	  - What does the author want to me know? Why?
		Students may not have a sense of what they're reading and:
		• can't summarize or retell main ideas
		• don't use clarifying questions to work through their thinking
		• may rely on other students' responses to interpret meaning

Analysis	Students are able to:
	• connect the parts of a text and text features to the message and purpose
	• describe implicit and explicit meaning
	• ask a variety of questions of a text (literal, inferential or evaluative)
	• make comments such as,
	  - I notice the author used this technique, word choice …
	  - This would have been better if …
	  - I think the author tried to tell me that …
		Students who are struggling to analyze texts may:
		• not be able to summarize literal meaning
		• not able to interpret evidence from the author to create meaning (e.g., features of text, word choice or visuals)

Appendix D3: Viewing

This viewing rubric is intended to be used in daily classroom practice by teachers and students. Viewing activities could include print, video and other media texts. The rubric provides a standard by which students and teachers can co-create task-specific rubrics as they engage in multiple viewing activities throughout the year. Sample Task-Specific Rubrics are included in Appendices D7 – D10.

Trait	Level	Meeting Outcomes				Not Yet Meeting Outcomes	
		ON FIRE	HOT	WARM	COOL	COLD	FREEZING
	Level	*I can model for others.*	*I can do it by myself in new situations.*	*I can do it by myself in familiar situations.*	*I know what is expected but I need help.*	*I know a little about what to do but I need help.*	*I'm unsure about what to do.*
Comprehension		I easily understand what I'm viewing. I can summarize the text's main ideas.	I have a clear understanding of what I am viewing. I can easily identify the text's main ideas.	I have a general understanding about what I'm viewing. I can identify the text's main ideas.	I have trouble understanding some of what I'm viewing but I know which ideas are important.	I have trouble understanding what I'm viewing. I'm not sure which ideas are the most important.	I'm lost and don't understand what I'm viewing.
Personal Connection		I interpret new information by explaining personal connections to the text. I use these connections to prove and support my opinion.	I explain how the text affects and influences my thinking. I use mental images to help me connect personally to the text.	I describe how a text affects my thinking in specific ways. I can explain personal connections with the text.	I recognize that a text affects my thinking in general ways. I can describe personal connections with the text.	I can tell that a text affects me but I can't describe personal connections with it.	I can't describe personal connections to the text.
Critical Response		I can easily make sense of the text to determine message and purpose. I ask insightful questions about the text's impact on me.	I can make sense of the text to determine message and purpose. I ask thoughtful questions about the text's impact on me.	I can make sense of the text to determine message and purpose. I ask predictable questions about the text's impact on me.	I can make sense of the text in a general way. I ask basic questions about the text's purpose.	I have trouble making sense of the text. I don't ask questions or talk about its purpose.	I cannot make sense of the text.
Analysis		I can explain how text features and structures impact purpose and affect the message. I can make suggestions to improve or extend meaning.	I can summarize the text features and structures and explain how purpose is achieved. I can make connections between message and text features and structures.	I can identify and describe the text features and structures and connect their use to purpose.	I can identify basic text features and general text structure. I can identify the text's purpose.	I recognize some text features but I'm not sure about text structure or purpose.	I can't identify text features or structure.

Appendix D3.1: Viewing Rubric Annotations

The following annotations for the traits of viewing are intended to guide teachers and students during conferences and mini-lessons about viewing processes and strategies and responses to texts.

	Meeting Outcomes	Not Yet Meeting Outcomes

Comprehension	During viewing students are able to:
	 • determine the main idea and supporting details in texts
	 • ask questions to help them understand what they are viewing
	 • make comments such as,
	   - This is about …
	   - This slogan doesn't make sense …
	   - I wonder if ___ means…
		Students who are struggling to understand what they are viewing may:
		 • avoid responding
		 • only describe what they see without elaboration
		 • misunderstand what they are looking at

Personal Connection	Students are able make comments that indicate they are making text-to-self, text-to-text, or text-to-world connections, such as: • This reminds me of … • Based on what I am seeing, … • I used to think ___ but now I think …	Students who are struggling to make personal connections will say things like: • I don't get it. • I can't relate to this. • This is stupid. These students are frustrated and will need to see explicit models of personal responses and receive support in how to articluate their ideas.

Critical Response	Students are able to:
	 • connect visual elements in the text to the text's creator's message and purpose
	 • ask questions such as,
	   - What am I looking at?
	   - How is the content being presented?
	   - Is the information trustworthy?
	   - Whose point of view is this?
	   - What does the text creator want me to know? Why?
		Students may not have a sense of what they're viewing and:
		 • can't describe the message
		 • don't use clarifying questions to work through their thinking
		 • may rely on other students' responses to interpret meaning

Analysis	Students are able to
	 • describe the relationship among text features, including but not limited to:
	   - camera angle - colour
	   - font style - body
	   - sound or music language
	 • describe implicit and explicit meaning
	 • ask a variety of questions of a text (literal, inferential or evaluative)
	 • make comments such as:
	   - I notice the creator used this technique/ word choice …
	   - This would have been better if …
	   - I think the creator tried to tell me that …
		Students who are struggling to analyze texts may:
		 • only describe what they see without elaboration
		 • not be able to distinguish among text features
		 These students will need to see more models and examples of visual texts to expand their range of experience.

Appendix D4: Listening

This listening rubric is intended to be used in daily classroom practice by teachers and students. Listening activities could include, but are not limited to, podcasts, radio commercials, radio plays, music, speech, multimedia (tv, videos, webcasts, etc.). The rubric provides a standard by which students and teachers can co-create task-specific rubrics as they engage in multiple listening activities throughout the year. Sample Task-Specific Rubrics are included in Appendices D7 – D10.

Trait	Level	Meeting Outcomes			Not Yet Meeting Outcomes
		ON FIRE	**HOT**	**WARM**	**COLD**
		I can model for others.	*I can do it by myself in new situations.*	*I can do it by myself in familiar situations.*	*I know a little about what to do but I need help.*
Personal Response		I interpret new information by explaining personal connections to the text. I use these connections to prove and support my opinion.	I explain how what I hear affects and influences my thinking. I use mental images to help me connect personally to the text.	I describe how what I hear affects my thinking. I can explain personal connections with the text.	What I hear affects me but I can't describe a personal connection.
Critical Response		I summarize the message of what I hear and explain how purpose is achieved. I use questions to clarify and extend my thinking.	I describe the message and purpose of what I hear. I use questions to determine message and purpose.	I identify the message and purpose of what I hear. I use questions to get more information.	I can't identify the message or purpose of what I hear. I don't know what questions to ask.
Behaviour		I strategically choose and use behaviours to help me listen.	I use appropriate listening strategies.	I use appropriate listening strategies when prompted.	I don't use appropriate listening strategies.

Appendix D4.1 Listening Rubric Annotations

The following annotations for the traits of listening are intended to guide teachers and students during conferences and mini-lessons about listening processes and strategies, as well as responses to texts.

	Meeting Outcomes	Not Yet Meeting Outcomes
Personal Response	Students are able make comments that indicate they are making text-to-self, text-to-text, or text-to-world connections, such as: • This reminds me of … • Based on what I am seeing, … • I used to think ___ but now I think …	Students who are struggling to make personal connections will say things like: • I don't get it. • I can't relate to this. • This is stupid. These students are frustrated and will need to see explicit models of personal responses and receive support in how to articluate their ideas.

Critical Response	Students are able to:
	• connect ideas in the text to the creator's message and purpose
	• ask questions such as,
	  - What am I hearing?
	  - How is the content being conveyed?
	  - Is this information trustworthy?
	  - What does the text creator want to me know? Why?
		Students may not have a sense of what they're hearing and:
		• can't describe main ideas
		• don't use clarifying questions to work through their thinking
		• may rely on other students to interpret meaning

Behaviour	Students who listen effectively may: • make notes or sketches to help them remember what they heard, clarify their thinking or concentrate while listening • face the speaker • use appropriate facial expressions and body language (non-verbal communication) • tune out distractions to help them maintain concentration	Students who are not able to listen effectively may: • interrupt or disrupt during a listening activity • not use strategies to help them concentrate • demonstrate non-verbal behaviours that are not appropriate to the setting

Appendix D5: Speaking

This speaking rubric is intended to be used in daily practice by teachers and students. Speaking activities may include, but are not limited to, informal, impromptu, conversations, prepared speech, debate, readers' theatre, dramatic presentation, or rant. The rubric provides a standard by which students and teachers can co-create task-specific rubrics as they engage in multiple speaking activities throughout the year. Sample Task-Specific Rubrics are included in Appendices D7 – D10.

Trait	Level	Meeting Outcomes		Not Yet Meeting Outcomes
		ON FIRE	WARM	COLD
		I can model for others.	*I can do it by myself in familiar situations.*	*I know a little about what to do but I need help.*
About speaking		*I communicate thoughtfully and creatively. I show insight when I speak.*	*I communicate in predictable ways and my message is clear.*	*I have trouble communicating my ideas.*
Ideas		I use purposeful structure and appropriate content to get my ideas across.	I warm predictable structure and appropriate content to get my ideas across.	I don't use appropriate content in an organized way to get my ideas across.
Language		My words engage my audience and enhance my purpose. If I use unfamiliar words, I have made them my own and they sound natural.	My words suit my audience and support my purpose. I try to use unfamiliar words to add interest.	My words don't suit my audience or support my purpose.
Physical Delivery		I use purposeful gestures and have a confident, inviting stance.	I use predictable gestures and have an open stance.	I don't use appropriate body language.
Voice		I speak clearly with expression that engages my audience and enhances my purpose. My audience can easily hear me.	I speak clearly with expression. My audience can hear me.	I don't speak clearly. My audience has trouble hearing me.

Appendix D5.1: Speaking Rubric Annotations

The following annotations for the traits of speaking are intended to guide teachers and students during conferences and mini-lessons about speaking processes and strategies.

	Meeting Outcomes	Not Yet Meeting Outcomes
Ideas	Students are able to communicate: • coherently and logically • with supporting details • reliable and accurate information	Students who struggle to articulate their ideas may: • use ideas that are difficult to follow, not connected or not relevant to the topic • use unreliable or inaccurate information
Language	Students are able to: • use words that create images for the audience • demonstrate a range of vocabulary • use "wow" words intended to evoke a response from the audience • use respectful language	Students who struggle with language may: • not create images for the audience • use general, repetitive vocabulary • use words incorrectly • use insensitive or disrespectful language
Physical Delivery	Students are able to: • portray confidence and appear natural when speaking • use appropriate body language, eye contact and other non-verbal communication to keep the audience's attention • use props, technology, aids, tools, models, or objects to enhance speaking	Students who struggle with their physical delivery may: • appear stiff or fidgety and unnatural in their appearance • appear to lack confidence • not make eye contact with the audience • not use such as props, technology, aids, tools, models or objects effectively • not match their body language to the subject being discussed
Voice	Students are able to use appropriate vocal elements effectively, such as: • volume, pitch and intonation • rate, pace, fluency, emphasis and pauses • correct pronunciation and enunciation • tone of voice (e.g., angry, sarcastic, enthusiastic, passionate or authoritative)	Students who struggle with voice may be difficult to understand during speaking because they may: • speak too loudly or too softly • speak too quickly or too slowly • lack dynamic variation in their voice (e.g., emotion, emphasis, tone, intonation) Students seem to lack confidence which negatively affects their voice.

Appendix D6: Representing

This representing rubric is intended to be used in daily classroom practice by teachers and students. Representing activities could include print, video, media texts or movement. The rubric provides a standard by which students and teachers can co-create task-specific rubrics as they engage in multiple representing activities throughout the year. Sample Task-Specific Rubrics are included in Appendices D7 – D10.

Different types of representations will require a variety of criteria for task-specific rubrics. For example, a collage may include specific references to focal point and balance within the elements of design while a pamphlet may include references to captions, headings and connections between visuals and words within the same trait.

Trait	Level	Meeting Outcomes			Not Yet Meeting Outcomes		
		ON FIRE	HOT	WARM	COOL	COLD	FREEZING
		I can model for others.	*I can do it by myself in new situations.*	*I can do it by myself in familiar situations.*	*I know what is expected but I need help.*	*I know a little about what to do but I need help.*	*I'm unsure about what to do.*
Message		My representation communicates a message in a memorable way.	My representation communicates a message in an interesting way.	My representation communicates a clear message.	My representation communicates a general message.	My representation doesn't communicate a message clearly.	My representation doesn't communicate a message.
Audience and Purpose		My representation is powerful for my audience and my purpose.	My representation is engaging for my audience and achieves my purpose.	My representation is effective for my audience and connects to my purpose.	My representation recognizes my audience and my purpose is clear.	My representation does not consider my audience and my purpose is not clear.	My representation doesn't recognize an audience; my purpose does not stand out.
Process		My representation shows creative planning and is fully developed.	My representation shows quality planning and development.	My representation shows attention to planning and development.	My representation shows simple planning.	My representation does not show planning.	My representation does not have a plan
Elements of Design		I choose various elements of design that are memorable and precise and enhance my message.	I choose various elements of design that are engaging and help convey my message.	I choose standard elements of design that are general but my message is clear.	I choose standard elements of design that are general but relate to my message.	I didn't choose standard elements of design to relate to my message.	I didn't choose basic elements of design choices and my message is lost.

Appendix D6.1: Representing Rubric Annotations

The following annotations for the traits of representing are intended to guide teachers and students during conferences and mini-lessons about processes of representing and representations. When students represent they will choose from a wide range of forms to achieve different purposes for different audiences.

	Meeting Outcomes	Not Yet Meeting Outcomes
Message	Students may: • develop their ideas • communicate a clear message • include relevant and interesting details • demonstrate imagination and ownership of ideas	Students who struggle with representing may not: • develop their ideas • communicate a clear message • include relevant or interesting ideas • demonstrate imagination and ownership of ideas
Audience and Purpose	Students create with an audience in mind. Their purpose is clear and relevant for the intended audience.	Students may not seem to be aware of their audience and the: • text lacks a clear purpose • purpose is not supported by effective design elements
Process	Depending on the medium chosen, students may: • gather needed materials • organize ideas before creating a final product • use prior learning to direct the creation process • create drafts as needed and incorporate feedback before publishing	Students who struggle with planning may: • publish a text that is not ready for sharing • not revise their text or incorporate feedback before presenting it

Elements of Design	Students will choose a medium to express their ideas that supports and connects to their purpose. Students may use elements effectively, including but not limited to:
	• logical sequence of events
	• spacing or blocking of performers in a drama
	• a beginning and ending of a video or dance that creates unity in the text
	• matching soundtrack selections to mood or message
	• clear entry/exit and navigation features in a multimedia presentation or digital design
		Students may not be able to:
		• choose an effective medium to express their ideas
		• create a unified design
		• communicate a purpose effectively
		• use expected elements such as:
		  - too much writing on a travel brochure
		  - no clear entry/exit and navigation features in a PhotoStory©
		  - using a sequence of directions out of order
		  - appropriately sized speech balloons
		  - audio cues in a multimedia product

Sample Task-Specific Rubric Appendix D7: Dramatic Presentation

This sample dramatic presentation rubric may be helpful when assessing students during activities, such as readers' theatre or other dramatic readings (e.g., scripts, poems, radio play), role-play, improvisational drama, or impromptu dramatic speaking. Teachers are encouraged to co-create task-specific rubrics with students as they engage in various speaking activities throughout the year.

	Meeting Outcomes		Not Yet Meeting Outcomes
	On Fire	Warm	Cold
Voice	• I speak clearly and ennuciate correctly. • I use volume, pitch and intonation to develop character and/or tell a story. • My tone of voice engages the audience and suits the tone or the purpose of the drama.	• My voice is clear but I need to develop dynamic variation in my speaking. • I am reading but my voice doesn't help develop the drama. • I speak clearly. • My tone of voice suits the purpose or tone of the drama.	• I do not speak loudly and clearly. • I have trouble reading fluently. • I mumble my words and people cannot understand what I'm saying. • I speak in a monotone without dynamic expression.
Physical Delivery	• I use purposeful gestures and have a confident stance. • If I use props, they enhance to meaning.	• I use predictable gestures and have an open stance. • If I use props, they contribute to meaning.	• I don't use appropriate body language. • If I use props, they don't serve a purpose.
Dramatic Awareness	• My reading produces an intended effect on the audience. • I have a strong stage presence and appear comfortable while performing. • I stay in the character role for the whole time I'm reading. • I pause effectively. • I change my reading as the tone of the story changes.	• I am beginning to understand how my reading affects the audience. • I appear comfortable on stage • I can improve my character development. • I try to take cues from the audience to enhance my performance.	• I appear to think that if all I do is read then I have completed the project. • I appear uncomfortable on stage. • I appear afraid or unwilling to taking risks. • I read quickly so that my turn will be over. • I am not aware of the audience reaction while reading.

Sample Task-Specific Rubric Appendix D8: Oral Presentation

	Meeting Outcomes			Not Yet Meeting Outcomes
	On Fire	**Hot**	**Warm**	**Cold**
Speaks Clearly	I speak clearly and pronounce words correctly.	I speak clearly and pronounce most of the words correctly.	I speak well enough to be heard	I mumble and I'm not always understood.
Vocabulary	I use appropriate vocabulary for my audience. I define words that the audience might not know.	I use appropriate vocabulary for my audience. I include new vocabulary but I don't define words that the audience might not know.	I use vocabulary appropriate for the audience. My words are general.	I don't use vocabulary appropriate for the audience. My words are repetitive and general
Posture and Eye Contact	I: • stand up straight • look relaxed and confident • establish eye contact with people during the presentation	I: • stand up straight • have moments when I look relaxed and confident • establish eye contact with people during the presentation	I: • stand up straight • establish eye contact with people during the presentation	I don't • stand up straight • appear confident • establish eye contact with people during the presentation
Content	I show a full understanding of my topic.	I show a good understanding of my topic.	I show a good understanding of parts of my topic.	I don't not seem to understand my topic very well.
Interaction	I can respond accurately and appropriately to questions and comments from the audience.	I can respond appropriately to questions and comments from the audience.	I can respond in general ways to questions and comments from the audience. I may repeat answers without clarifying.	I can't respond appropriately to questions and comments from the audience.

Sample Task-Specific Rubric Appendix D9: Inquiry Process

	On Fire	Warm
Topic Selection	Student has chosen a topic that reflects a strong personal interest and created a relevant thesis statement	Student has chosen a topic that reflects some personal interest and created a relevant thesis statement
Location of Information	Student has used a variety of vehicles to locate information: print sources, video, Internet, etc.	Student has used two or more vehicles to locate information: print sources, video, Internet, etc.
Evaluation of Sources	Student has clearly evaluated all sources, checking references, reliability and validity.	Student has clearly evaluated most sources, checking references, reliability and validity.
Organizing Materials	Student has organized materials in response to a structured outline.	Student has organized materials in a logical way in relation to a structured outline.
Paraphrasing and Note-Making	Student takes information and paraphrases it to reflect thesis and purpose- notes are extensive and related to a structured outline.	Student takes information and paraphrases to relate to purpose-notes satisfactory and related to a structured outline.
Seeking Help	Student seeks help from teacher and/ or peers when unable to locate needed information or needs assistance in determining the validity of sources.	Student seeks help from teacher only when unable to locate needed information or needs assistance in determining the validity of sources.
Editing and Revising	Student clearly revises content and organization to reflect available information, and refines word choice, sentence structure and organization to clarify purpose.	Student may revise content and organization reflect available information, and may refine word choice, sentence structure and organization.

	Cool	Cold
Topic Selection	Student has chosen a topic that reflects a personal interest. There is some evidence of consideration of thesis.	Student has chosen a topic that doesn't seem personally relevant. There is no thesis statement.
Location of Information	Student has used two vehicles to locate information: print sources, video, Internet, etc.	Student has used only one vehicle to locate information: print sources, video, Internet, etc.
Evaluation of Sources	Student has done some checking of sources, but this has been limited	Student has not checked sources, generally using the first resource located.
Organizing Materials	Student has made an attempt to organize materials in a general way.	There is little or no evidence of organization of materials.
Paraphrasing/ Note-Making	Student paraphrases information in a rudimentary way, changing some words- jot notes are copied directly from source materials.	Student takes information directly from source without paraphrasing in any meaningful way (cut and paste)
Seeking Help	Student seeks help from teacher to locate information, often before attempting to find the information him/ herself. S/he trusts the teacher to choose from valid sources.	Student work clearly reflects that s/he did not seek help in locating information or determining validity of sources.
Editing and Revising	Student edits the work for conventions, and may refine word choice, sentence structure and organization to clarify purpose.	There is little or no evidence of editing or revision to clarify purpose.

Sample Task-Specific Rubric Appendix D10: Poetry Response

			Comments
Meeting Outcomes	On Fire	The response is thoughtful and perceptive. The student expresses opinions or feelings or interprets the poem by: • choosing evidence from the text • connecting to personal experience or other texts	
	Hot	The response is thoughtful The student expresses opinions or feelings or interprets the poem by: • choosing evidence from the text • connecting to personal experience or other texts	
	Warm	The student expresses opinions or feelings about the poem. The response includes: • evidence from the text • references to personal experiences in a general way	
Not Yet Meeting Outcomes	Cold	The student's response generally does not: • include opinions or feelings about the poem • evidence from the text • references to personal experiences	

Sample Task-Specific Rubric Appendix D11: Journal Response

Journal responses can include, but are not limited to:

- Free write
- Persuasive/opinion writing
- Collage or media collection (with an artist's statement)
- Drawing (sketch, cartoon, graffiti, etc.), with an artist's statement (less than 100 words)
- List of questions

| | Meeting Outcomes | | Not Yet Meeting Outcomes |
	On Fire	Warm	Cold
Personal response (looking in at oneself)	The student: • expresses opinions or feelings • makes connections to self • reflects on the implications of his or her response and demonstrates realization • offers some new consideration or recognizes new learning	The student: • expresses a feeling or opinion • makes a connection with personal experience • demonstrates general understanding of ideas	The student: • offers little or no personal feelings or opinion • makes confusing or irrelevant connections • doesn't demonstrate general understanding of ideas
3 Critical response (looking out at the world)	The student • extends on the ideas expressed in the text • makes text-to-text or text-to-world connections • demonstrates clarity and explains a point of view • uses relevant examples and evidence	The student: • summarizes the topic, event or text • makes a connection with the world or other texts • retells shared knowledge	The student does not • summarize ideas accurately • make connections with the world or other texts • demonstrate shared knowledge
Teacher feedback			

Appendix D12: Sample Speaking and Listening Checklist

Name:	Date:	Yes	No
Strategies	I can:		
	• ask others to participate in conversation		
	• paraphrase what others say to make sure I heard them correctly		
	• add my own ideas to others' ideas (e.g., That reminds me of …)		
	• ask questions when I don't understand others' ideas (e.g., Can you tell me more?)		
	• add ideas and rephrase when others don't understand my ideas		
	• respect others' ideas even if I don't agree (e.g., That's a good point, but I …)		
Behaviours	I can:		
	• look at others while I am speaking		
	• interrupt respectfully		
	• respect others' personal space by not getting too close		
	• keep my body relaxed and open while others are speaking		
	• make notes while others are speaking		
	• look at others while they are speaking		
Next time I would like to work more on:			

Appendix D13: Sample Writing Checklist

	Name: Date:	Yes	No
Ideas	My writing:		
	• has a clear message or purpose		
	• has enough interesting and relevant details		
Organization	My writing:		
	• has an interesting and informative title		
	• has a beginning, middle, and end		
	• is organized in a way that makes sense such as paragraphs, stanzas or dialogue		
	• has a strong opening to get the audience's attention		
	• has a strong ending to support my purpose		
Voice	My writing:		
	• shows how I feel about the topic		
	• shows that I care about my topic		
	• sounds like me		
Word Choice	My writing:		
	• has strong, descriptive words		
	• has strong action words		
Sentence Fluency	My writing:		
	• has sentences starting with different words		
	• has long and short sentences		
	• sounds good when you read it out loud		
Conventions	My writing:		
	• has most of the words spelled correctly		
	• uses proper punctuation		
	• uses capital letters correctly		
	• follows grammar rules		
Next time I would like to work more on:			

Appendix D14: Sample Reading Checklist

Name:	Date:		Yes	No
Habits	I can:			
	• ask questions and make comments in reading or inquiry circles			
	• read independently for _____ minutes			
	• read to a partner or reading buddy			
	• choose "good fit" texts for myself			
	• choose to read different types of texts (e.g., non-fiction, graphic novels, websites)			
Strategies	I can:			
	• use different text features to find my way through texts, locate information, and better understand the ideas			
	• recognize different text structures to better understand ideas			
	• summarize and retell information clearly and accurately			
	• use prior knowledge to construct meaning			
	• ask questions to clarify meaning and find information			
	• self-monitor my reading and know when I'm having trouble understanding			
	• use "fix-up"strategies to self-correct mistakes while I'm reading			
	• use strategies to figure out words I don't know			
Next time I would like to work more on:				

Appendix D15: Sample Reading Inventory Checklist

Name:_____ Month:_____

My goal for this month is to read independently for _____ minutes each time I read.

Date	Title	Author	Type/Genre
Comments			
Comments			
Comments			
Comments			
Comments			

A: adventure   HF: historical fiction   NF: nonfiction   RF: realistic fiction
D: digital text   M: mystery   NP: newspaper   S: script/screenplay
F: fantasy   MG: magazine   P: poetry

Appendix E: Text Features Continuum Grades 4-6

Text features are not limited to traditional paper texts such as books or magazines. Text features are also evident in

- digital texts (e.g., videos, websites, podcasts)
- environmental print texts (e.g., flyers, pamphlets, menus)
- graphic texts (e.g., maps, infographics, illustrated timelines)

Students may encounter specific text features not listed here; teachers should be prepared to add these as they arise.

Organizational	G4	G5	G6
Acknowledgements	-	I	T
Afterword	T	R	M
Appendix	T	T	T
Arrangement	T	T	T
Author information (i.e., biographical)	R	M	M
Author's note	T	T	R
Bulleted lists	T	T	T
Chapters	T	R	M
Columns	T	R	M
Epilogue	-	I	T
Fold out pages	I	T	R
Glossary	T	R	M
Headings	T	R	M
Hyperlinks	I	T	R
Illustrator information (i.e., biographical)	R	M	M
Index	T	R	M
Information boxes	T	R	M
Legends	I	T	R
Layout	T	T	T
Line or image to indicate changes in time or place	T	R	M
Numbered steps	R	M	M
Prologue	-	I	T
Pronunciation guide	I	T	R

Visual	G4	G5	G6
Captions	R	M	M
Charts	T	R	M
Colour	T	R	M
Coloured words	I	T	R
Cross section	-	I	T
Enlargements	-	I	T
Facial expressions	M	M	M
Gestures	M	M	M
Graphs	T	R	M
Illustrations (e.g., coloured, black and white, style)	R	M	M
Illustrated timeline	-	I	T
Inset photographs	-	I	T
Labelled diagrams	T	R	M
Labels	T	R	M
Line	-	-	I
Logos	T	R	M
Maps	T	R	M
Photos	R	M	M
Shape	T	R	M
Size	T	R	M
Speech balloons (bubbles or boxes)	R	M	M
Thought balloons (bubbles or boxes)	T	R	M
Wrap-around text	-	I	T

Print

Print	G4	G5	G6
Bold	T	R	M
Dash	I	T	T
Font size	T	R	M
Font style	T	R	M
Hyphen	I	T	R
Italics	T	T	R
Quote	-	I	T
Use of capital letters for emphasis	I	T	R
Underline	I	T	T

Audio	G4	G5	G6
Dialogue	R	M	M
Music	R	M	M
Silence, pauses	-	I	I
Sound effects	I	T	R
Voice over	-	I	I
Volume	M	M	M

Print	G4	G5	G6
Sidebar	I	T	T
Subheadings	T	R	M
Table of contents	R	M	M
Timeline	T	R	M
Title	R	M	M
Verses	T	R	M
Website (e.g., title, publisher, contact information, images)	T	T	T

Fiction	G4	G5	G6
Borders or graphic embellishments	R	M	M
Chapter titles	R	M	M
Cover	R	M	M
Dates in a journal structure	R	M	M
Ellipsis to create suspense or wonder	I	T	T
Ellipsis to indicate change in setting	-	I	T
Font (style, size, colour, direction or position)	R	M	M
Illustrations	R	M	M
Speech balloons	R	M	M
Title page	R	M	M

Technical	G4	G5	G6
Lighting	-	-	I
Perspective	-	-	I
Props	R	M	M
Special effects	I	T	T
Titles	R	M	M

Appendix F: Reflection Activities

Prompts and Questions

The following prompts and questions may be used to guide students in active reflection about their learning (metacognition).

PROCESS

1. Do you like the choices you made during the process of creating your text? Some choices may have included:
   - Working alone
   - Working with a partner or small group
   - Creating a plan or priority list to keep you on track
   - Changing topics or focus questions after you started
   - Asking for feedback from your friends, your teacher or your family
   - Specific strategies for accessing information (making notes, comparing information, graphic organizers, etc.)
2. Is there anything that you would change in the process you followed?
3. Tell me about the biggest challenge that you faced in creating this text.
4. Did you make changes to your text after you started working on it? Why or why not?
5. Describe the process you used in creating this text.
6. Why did you choose to use the text feature, _____ in your text? Text features may include:
   - Font, colour, perspective, focal point, scale (visual)
   - Font, heading, table of contents, captions (print)
   - Sound effects, music, hyperlinks, text boxes, buttons (digital)
   - Volume, pace, pauses (audio or visual)

PRODUCT

1. Did your text turn out the way you thought it would?
2. What did you like most about creating this text?
3. Why did you choose to use particular text form?

PURPOSE and AUDIENCE

1. Describe your purpose (message or issue) of your text.
2. What do you hope your audience learned from your text?
3. Tell me about which parts of the text develop your purpose.
4. Do you feel you were successful in reaching your intended audience? Why?
5. If your audience changed (e.g., parents, peer group, seniors, politicians, younger sibling, etc.) how might you change your text?
6. What questions do you hope the audience will ask about your text?

Participation in Groups

Use the descriptors to reflect on your participation in group work:

Descriptors	Got it!	Pretty good	Still working on it	Not really well so far

Name:	Descriptor
I contribute to keeping the discussion going. Explanation or example:	
I invite others to contribute to the discussion. Explanation or example:	
I ask questions for clarification and I offer further information to explain my views. Explanation or example:	
I willingly express my viewpoint and explain my thinking as required. Explanation or example:	
I listen carefully in order to get a full understanding of the views of others. Explanation or example:	
Describe some of the ways you think you contribute to your group/class discussion:	
Describe some areas you think you can improve on:	
Teacher Feedback:	

Portfolio Reflection

The following prompts may be used several times throughout the year to facilitate students' reflection about their growth as text creators.

My goals as a text creator are …	In my portfolio, (so far) I most proud of … because …
	• If I created this type of text again, I would …
Of the goals I first made, (so far) I have achieved …	Of the goals I first made, I am still working on …
	• I also want to …

Reflection on Sharing Texts With Others

Student Self-Reflection	Name:
This text demonstrates that I have: ___ organized my thoughts ___ thought about how my audience will react ___ captured the audience's attention ___ achieved my purpose How did others react to my work? Did they say or ask anything? How did I feel when I shared my work? If I created this type of text in the future, what would I change? What would I keep the same? How successful was this text compared to others I created?	

Appendix G: Texts Students May Create

The suggestions included here are **not** an exhaustive list of digital (D), live (L) and paper (P) texts students may create. Some texts can be created in more than one category (e.g., a map could be digital or paper; a song could be digital, paper or live). Students are not required to **create** every text form on the suggested list. They should be encouraged to choose widely from the list below. Teachers should assess student's prior experiences with any text form and scaffold students' learning as needed. In addition to using mentor texts, samples of student-created texts should be made available as often as possible.

Text	Type	G4	G5	G6
Acrostic poem	PD	X	X	
Advertisement	PD	X	X	X
Advice column	PD	X	X	X
Anecdote	PD	X	X	
Article	PD	X	X	X
Autobiography	PD	X	X	X
Ballad	PL	X	X	X
Biography	PD	X	X	X
Blog	D		X	X
Brochure	P	X	X	X
Campaign speech	PL	X	X	
Conversation	L	X	X	X
Caricature	PD		X	X
Cartoon	PD	X	X	X
Character sketch	PD		X	X
Character viewpoint	PD	X	X	X
Cinquain	PD	X		
Comic strip	PD	X	X	X
Concrete poem	PD	X		
Collage	P	X		X
Crossword	PD			X
Dialogue in stories	PD	X	X	X
Diary	PD	X	X	X
Editorial	PD	X	X	X
Email	D			X
Essay	PD	X	X	X
Diamante poem	PD			X
Digital animation	D			X
Digital message or instant message	D			X
Digital story	D			X
Display (e.g., bulletin board, showcase)	PD			X

Text	Type	G4	G5	G6
Fable	PD		X	X
Fairy tale	PD	X	X	X
Foldables©	P	X	X	X
Formula poetry	PD	X	X	
Free verse poem	PD	X	X	X
Game rules	PD	X	X	X
Graffiti	P	X	X	X
Greeting card	P	X	X	X
Haiku	PD		X	X
Homepage	D	X	X	X
Horoscope	PD	X	X	
I am … poem	PD	X	X	X
Improv	L		X	X
Instructions	PDL	X	X	X
Interactive journal (tactile)	PD		X	X
Interview	PD	X	X	X
Invitation	PD	X		
Journal	PD	X	X	X
Letter of complaint	PD	X	X	
Letter of inquiry	P	X	X	X
Letter of request	PD			X
Limerick	PD	X	X	X
Memoir	PD	X	X	
Menu	PD	X	X	X
Monologue	PDL	X	X	X
Narrative poetry	PD	X	X	X
Obituary/eulogy	PD	X		X
Opinion	PDL	X	X	X
Photograph	PD			X
Photo essay	PD			X
PhotoStory©	D		X	X

Text	Type	G4	G5	G6
Photo or illustration captions	PD		X	
Poster	P		X	X
Profile	PD		X	X
Personal experience	PDL	X	X	X
Persuasive note	PD	X	X	
Poetry	PD	X	X	X
Postcard	P	X	X	
Pourquoi tale	P	X	X	
Readers' theatre	L	X	X	X
Research	PDL	X	X	X
Report	PDL	X	X	X
Response log	PD		X	X
Review	PD	X	X	X
Riddles	PD	X	X	X
Role play	L		X	X
Scrapbook	P			X
Screenplay	PD			X
Script	PD	X	X	X
Short story	PD	X	X	X
Slide show	D		X	X
Speech	PDL	X	X	X
Song	PDL	X	X	
Sports column	PD	X	X	X
Survey	PDL	X	X	
Storyboard	PD			X
Tanka poem	PD			X
Tweet©	D		X	X
Video	D	X	X	X
Virtual conversation (e.g., Skype©)	D			X
Wiki	D			X
Word search	PD			X

Appendix H: Conventions Continuum Grades 4-6

This continuum is **not** an exhaustive list of conventions students may use or encounter. Students may experience or create specific conventions not listed here; teachers should be prepared to add these to the list as they arise.

Students are **not required** to master every entry from the suggested list but their exposure and use of these conventions should increase over time in the Elementary grades. It is important for teachers to assess students' prior experiences with any convention and scaffold students' learning as needed. Samples of student-created texts and mentor texts should be made available as often as possible to model the use of appropriate conventions.

Grammar	G4	G5	G6
Action verbs ending with –ing	T	R	M
Adjectives and adverbs	T	R	R
Past Tense	T	R	M
Present Tense	T	R	R
Future Tense	I	T	R
First and third person pronouns	-	I	T
First and third person point of view	T	T	T
Imperative voice	T	R	R
Irregular and regular verbs	T	R	R
Linking words (e.g., and, because, so, then)	I	T	R
Nouns and collective nouns	T	R	R
Possessives	T	R	M
Prepositions	T	T	T
Pronouns	T	T	T
Subject-verb agreement	T	T	M
Use of consistent tense within a text	T	T	T

Capitalization and Punctuation	G4	G5	G6
Abbreviations	R	R	M
Apostrophes	R	R	R
Capital letters	R	R	M
Colons (e.g., lists, titles)	I	T	T
Commas (e.g., in poems, lists, salutations, addresses)	T	T	T
Contractions	R	R	M
Dialogue conventions (e.g., punctuation, capitalization, quotation marks)	I	T	T
Exclamation marks	T	R	R
Periods	T	R	R
Question marks	I	T	R
Quotation marks to quote from a text	T	R	R
Dash	T	R	M
Ellipsis	T	T	T
Hyphen	T	T	T
Brackets	T	T	T

Word Study and Spelling	G4	G5	G6
Abbreviations	R	R	M
Antonyms	T	R	R
Capital letters for names and places	R	R	M
Comparatives and superlatives	T	R	R
Compound words	R	R	M
Contractions	R	R	M
Forming adverbs and adjectives	T	R	R
Homographs, homonyms and homophones	T	T	R
Hyphenated words	R	R	M
Plurals	R	R	M
Root-words and suffixes (e.g., small words in big words, patterns, word families)	I	T	T
Silent Letters	T	R	R
Syllables	T	R	R
Word origins	T	T	T
Spelling patterns	R	R	M
Vowel combinations	T	R	R
Synonyms	T	R	R

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