

Literacy 1204

Curriculum Guide 2017



Education and Early Childhood Development

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

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

Table of Contents

Acknowledgements	v
Section One: Newfoundland and Labrador Curriculum	
Outcomes Based Education.....	1
Context for Teaching and Learning	4
Inclusive Education.....	4
Literacy	10
Learning Skills for Generation Next.....	12
Assessment and Evaluation.....	15
Section Two: Curriculum Design	
Rationale.....	19
Course Overview.....	19
Curriculum Outcomes	20
Suggested Yearly Plan	20
How to use a Four Column Layout.....	22
Curriculum Outcome Overview	24
Section Three: Specific Curriculum Outcomes	
Overview: GCO 1	25
Four Column Spreads	26
Overview: GCO 2	35
Four Column Spreads	36
Overview: GCO 3	43
Four Column Spreads	44
Overview: GCO 4	49
Four Column Spreads	50
Appendices.....	55
References	85

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Section One:

Newfoundland and Labrador Curriculum

Introduction

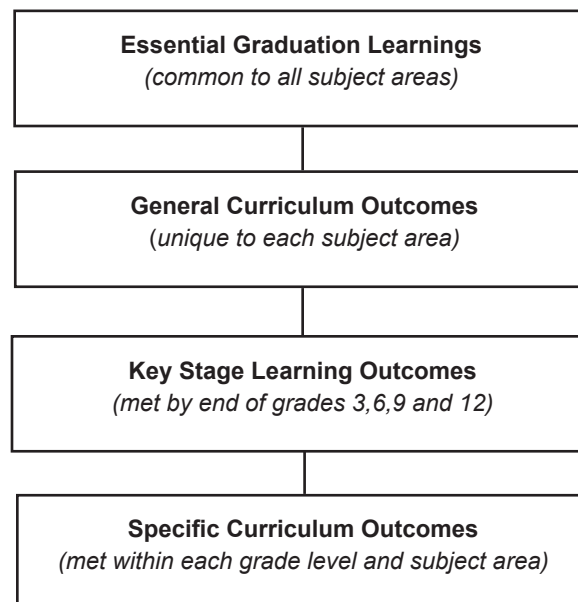
There are multiple factors that impact education: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education students receive.

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

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

Outcomes Based Education

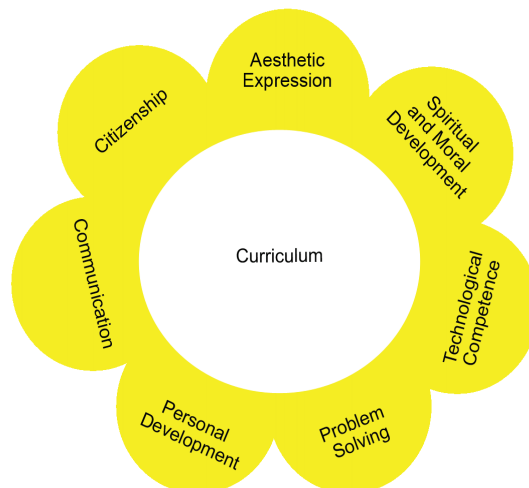
The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learnings in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes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



Essential Graduation Learnings

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

EGLs describe the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. EGLs describe expectations, not in terms of individual subject areas, but in terms of knowledge, skills, and attitudes developed throughout the K-12 curriculum. They confirm that students need to make connections and develop abilities across subject areas if they are to be ready to meet the shifting and ongoing demands of life, work, and study.



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

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

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

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

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

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

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

Curriculum Outcomes

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

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

General Curriculum Outcomes (GCOs)

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

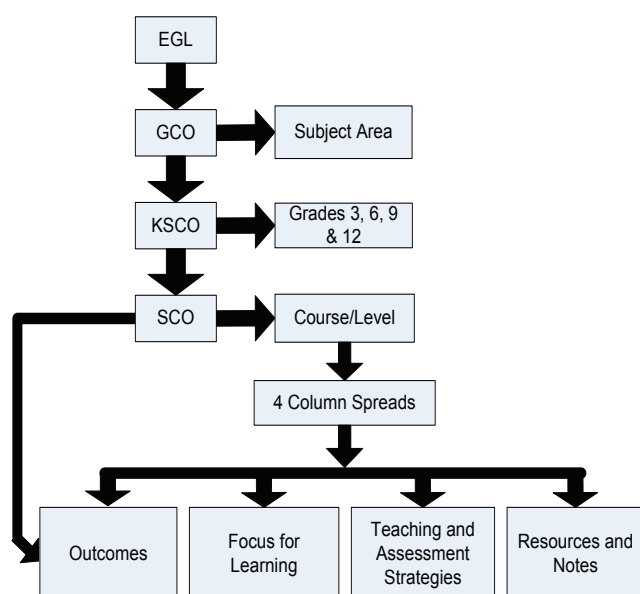
Key Stage Curriculum Outcomes (KSCOs)

Key Stage Curriculum Outcomes (KSCOs) summarize what is expected of students at each of the four key stages of grades three, six, nine, and twelve.

Specific Curriculum Outcomes (SCOs)

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

EGLs to Curriculum Guides



Context for Teaching and Learning

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

Inclusive Education

Valuing Equity and Diversity

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

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



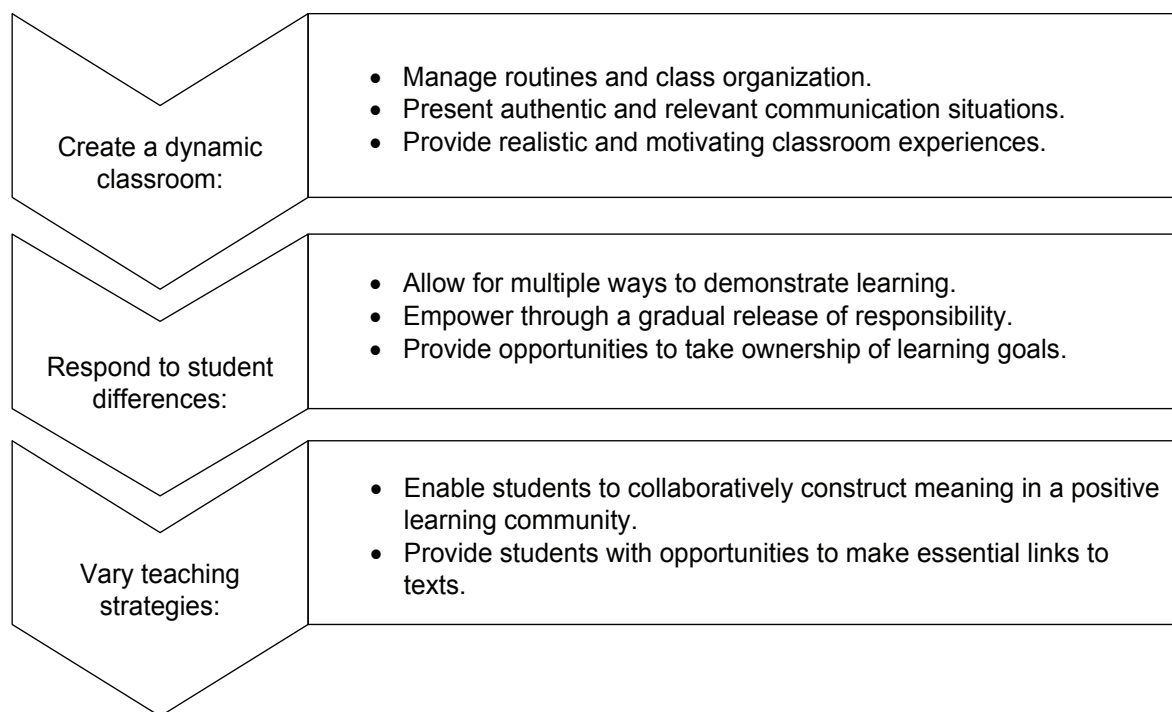
Differentiated Instruction

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get it' and express learning. (Carol Ann Tomlinson, 2008)

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

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

Planning for Differentiation



Differentiating the Content

Differentiating content requires teachers to pre-assess students to identify those who require prerequisite instruction, as well as those who have already mastered the concept and may therefore apply strategies learned to new situations. Another way to differentiate content is to permit students to adjust the pace at which they progress through the material. Some students may require additional time while others will move through at an increased pace and thus create opportunities for enrichment or more indepth consideration of a topic of particular interest.

Teachers should consider the following examples of differentiating content:

- Meet with small groups to reteach an idea or skill or to extend the thinking or skills.
- Present ideas through auditory, visual, and tactile means.
- Use reading materials such as novels, websites, and other reference materials at varying reading levels.

Differentiating the Process

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

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

Teachers should consider the following examples of differentiating the process:

- Offer hands-on activities for students.
- Provide activities and resources that encourage students to further explore a topic of particular interest.
- Use activities in which all learners work with the same learning outcomes but proceed with different levels of support, challenge, or complexity.

Differentiating the Product

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

Teachers should give students options to demonstrate their learning (e.g., create an online presentation, write a letter, or develop a mural). This will lead to an increase in student engagement.

Differentiating the Learning Environment

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

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

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

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

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

Meeting the Needs of Students with Exceptionalities

All students have individual learning needs. Some students, however, have exceptionalities (defined by the Department of Education and Early Childhood Development) which impact their learning. The majority of students with exceptionalities access the prescribed curriculum. For details of these exceptionalities see www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html

Supports for these students may include

1. Accommodations
2. Modified Prescribed Courses
3. Alternate Courses
4. Alternate Programs
5. Alternate Curriculum

For further information, see Service Delivery Model for Students with Exceptionalities at www.cdli.ca/sdm/

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

*Meeting the Needs
of Students who are
Highly Able
(includes gifted and
talented)*

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

Teachers may

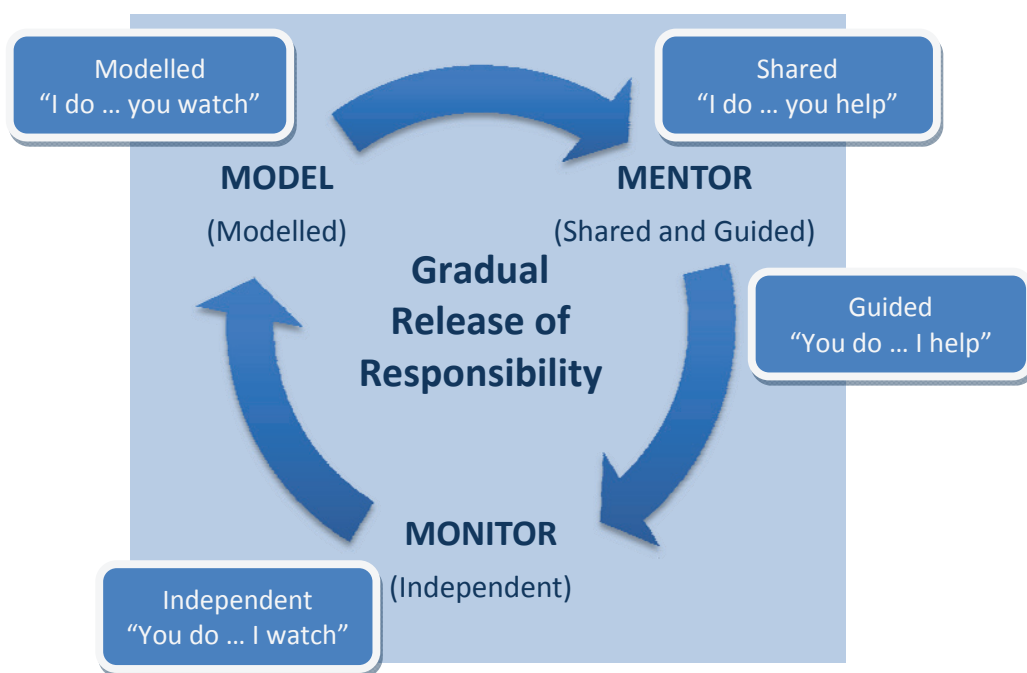
- assign independent study to increase depth of exploration in an area of particular interest;
- compact curriculum to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge;
- group students with similar abilities to provide the opportunity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

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

Gradual Release of Responsibility

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

Gradual Release of Responsibility Model



Literacy

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

Literacy is

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

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

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

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

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

Reading in the Content Areas

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

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

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

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

There are three levels of text comprehension:

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

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

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

- Analyze and think critically about information.
- Determine importance to prioritize information.
- Engage in questioning before, during, and after an activity related to a task, text, or problem.
- Make inferences about what is meant but not said.
- Make predictions.
- Synthesize information to create new meaning.
- Visualize ideas and concepts.

Learning Skills for Generation Next

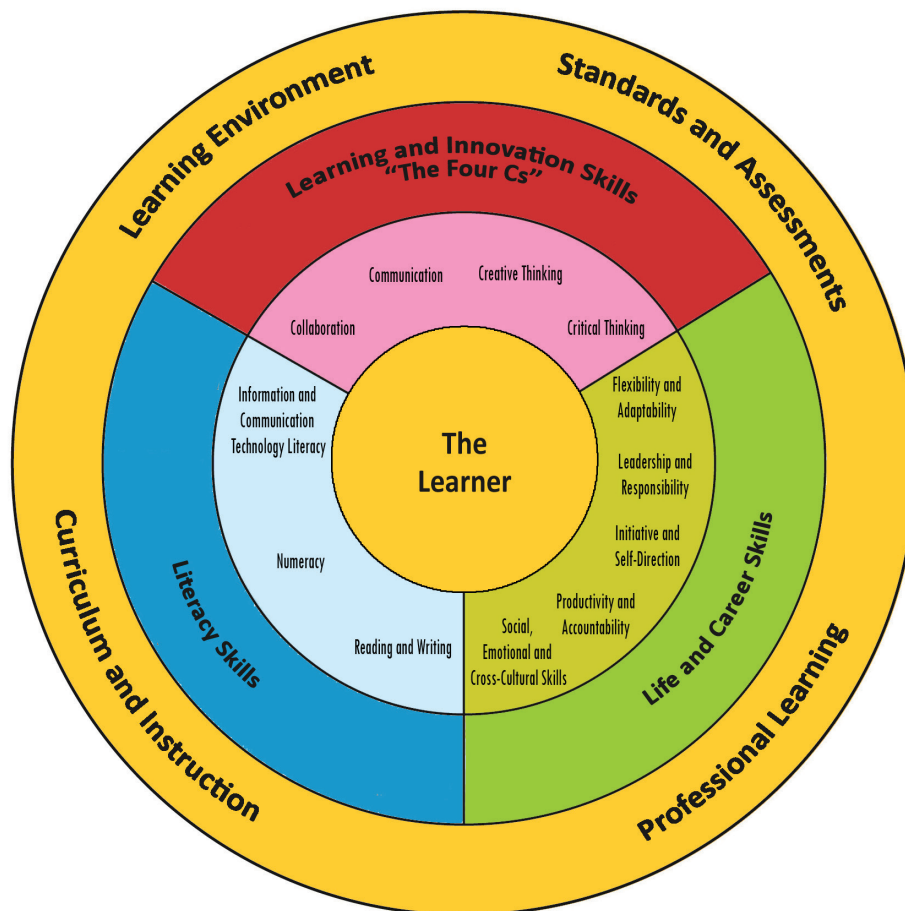
Generation Next is the group of students who have not known a world without personal computers, cell phones, and the Internet. They were born into this technology. They are digital natives.

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

Learning Skills for Generation Next encompasses three broad areas:

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

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



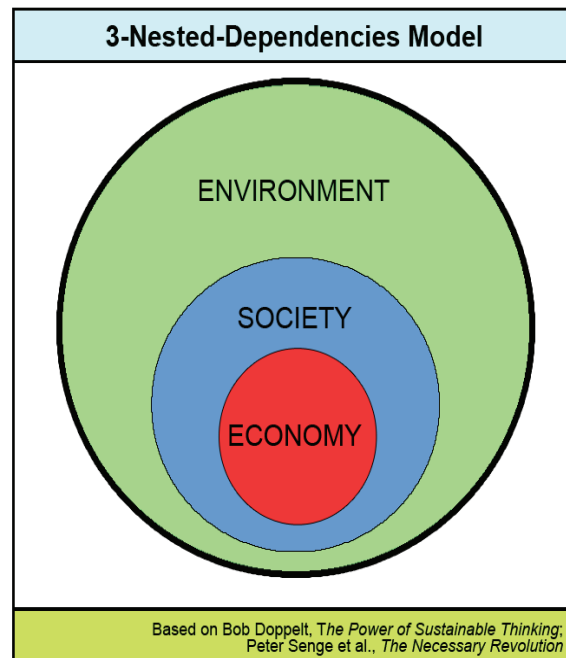
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support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

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

Education for Sustainable Development

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

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



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

ESD involves teaching *for* rather than teaching *about* sustainable development. In this way students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

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

Assessment and Evaluation

Assessment

Assessment is the process of gathering information on student learning.

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

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

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

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

Assessment can be used for different purposes:

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

1. Assessment for Learning

Assessment *for* learning involves frequent, interactive assessments designed to make student learning visible. This enables teachers to identify learning needs and adjust teaching accordingly.

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

- Pre-assessments provide teachers with information about what students already know and can do.
- Self-assessments allow students to set goals for their own learning.
- Assessment *for* learning provides descriptive and specific feedback to students and parents regarding the next stage of learning.
- Data collected during the learning process from a range of tools enables teachers to learn as much as possible about what a student knows and is able to do.

2. Assessment as Learning

Assessment *as* learning involves students' reflecting on their learning and monitoring their own progress. It focuses on the role of the student in developing metacognition and enhances engagement in their own learning. Students can

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

3. Assessment of Learning

Assessment *of* learning involves strategies designed to confirm what students know in terms of curriculum outcomes. It also assists teachers in determining student proficiency and future learning needs. Assessment *of* learning occurs at the end of a learning experience and contributes directly to reported results. Traditionally, teachers relied on this type of assessment to make judgements about student performance by measuring learning after the fact and then reporting it to others. Used in conjunction with the other assessment processes previously outlined, assessment *of* learning is strengthened. Teachers can

- confirm what students know and can do;
- report evidence to parents/guardians, and other stakeholders, of student achievement in relation to learning outcomes; and
- report on student learning accurately and fairly using evidence obtained from a variety of contexts and sources.

Involving Students in the Assessment Process

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

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

Students are more likely to perceive learning as its own reward when they have opportunities to assess their own progress. Rather than asking teachers, "What do you want?", students should be asking themselves questions:

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

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

Assessment Tools

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

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

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

Assessment Guidelines

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

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

Evaluation

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

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

Section Two

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

Senior High English Language Arts

Senior high school English language arts continues the philosophy and methodologies of the Intermediate English language arts curriculum. It continues to focus on students' interaction with and creation of texts and is designed to provide students with the knowledge and skills they need to become successful language learners who think and communicate personally, creatively, and critically.

This program is designed to enhance students' ability to

- assume responsibility for their own learning
- interact with a wide variety of texts
- respond creatively when using digital, live, or paper texts
- respond personally to texts they read, view, or hear
- think and respond critically to texts they read, view, or hear
- understand their own thinking about how they learn
- use knowledge and strategies as they navigate and create texts

Literacy 1204

Literacy 1204 emphasizes the teaching of cognitive strategies that students use to make meaning of texts as they communicate with others. Teachers create experiences where students use and adapt these strategies as they interact with and create information. Published work, student exemplars, existing criteria and student-teacher developed criteria can be used as references when discussing the demands and requirements of tasks.

Curriculum Outcomes

General curriculum outcomes are statements identifying what students are expected to know and be able to do upon completion of study in Literacy 1204, which contribute to the attainment of the essential graduation learnings.

Literacy 1204 is defined by four general curriculum outcomes. However, it is important to recognize that the outcomes identify interrelated processes and skills and can be developed most effectively as interdependent processes.

GCO	
1	Students will be expected to interpret and understand information.
2	Students will be expected to use inquiry to think critically about information.
3	Students will be expected to effectively use oral communication.
4	Students will be expected to create information.

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.

Two sample yearly plans are included. They are intended to be used as guidelines for planning purposes and may not meet the needs of students in all situations. However, they do identify priority learning opportunities which support students' achievement of specific curriculum outcomes. Time line indicators are suggestions only.

See Appendix F for a list of Authorized resources.

Suggested Yearly Plan by Types of Information						
When organizing the year by types of information, there is a focus on text forms. Reading, writing, and oral communication strategies are taught and practiced in an integrated manner to help students meet outcomes. Media information is presented twice to enable a wider range of texts for exploration.						
Types of Information	Textbooks and Nonfiction (e.g., expository and persuasive essays, biographies)	Media Information (e.g., websites, television, social media)	Graphic Information (e.g., charts, graphs, maps, signs and symbols, data)	Fiction (e.g., short stories, graphic texts, novels, narrative essays)	The Arts (e.g., music, visual arts, poetry, dance, film)	Media Information (e.g., documentaries, newspapers)
Form/Type	Growth Portfolio: reflection, self-assessment, and evaluation of oral communication and student created texts Connections Notebook: recording of ideas based on interacting with texts (reading, listening, viewing), recording ideas for creating texts, and capturing reflections on learning Oral Communication: live interactions in class (group work and class discussions), interactions with the larger community (guest speakers, field trips), recording oral texts (audio, video)					
Time Frame	5-6 weeks	5-6 weeks	5-6 weeks	5-6 weeks	5-6 weeks	5-6 weeks

Suggested Yearly Plan by Theme/Topic based on Strategies						
When organizing the year by theme and/or topic based on strategies, there is a focus on metacognition. Teachers and students can choose a wide range of texts based on interests, needs (e.g., for a particular topic or project), and ability (e.g., reading level). For each theme and/or topic chosen, strategies such as inferring, questioning, visualizing, connecting, determining importance, analyzing, and synthesizing are taught in an integrated manner to help students meet outcomes.						
Themes/Topics	Overcoming Challenges	Travel and Adventure	The World of Work	Leisure and Sports	Nature and Environment	Daily Living
Form/Type	Comprehension strategies: annotating, note-taking, highlighting, summarizing Growth Portfolio: reflection, self-assessment and evaluation of oral communication and student created texts Connections Notebook: record ideas based on interacting with texts (reading, listening, viewing), record ideas for creating texts and capture reflections on learning Oral Communication: live interactions in class (group work and class discussions), interactions with the larger community (guest speakers, field trips), recording oral texts (audio, video)					
Time Frame	5-6 weeks	5-6 weeks	5-6 weeks	5-6 weeks	5-6 weeks	5-6 weeks

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:

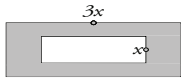
- cautionary notes
- clarity in terms of scope
- common misconceptions
- depth of treatment
- knowledge required to scaffold and challenge student's learning
- references to prior knowledge


Sample Performance Indicator(s)

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

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

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

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

SPECIFIC CURRICULUM OUTCOMES	
<i>GCO 1: Represent algebraic expressions in multiple ways</i>	
Sample Teaching and Assessment Strategies	Resources and Notes
<p>Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:</p> <p>Modeling division using the sharing model provides a good transition to the symbolic representation. For example, $\frac{3x+12}{3} = \frac{3x}{3} + \frac{12}{3}$. To model this, students start with a collection of three x-tiles and 12 unit tiles and divide them into three groups.</p>  <p>For this example, $x + 4$ tiles will be a part of each group, so the quotient is $x + 4$.</p> <p>Activation</p> <p>Students may</p> <ul style="list-style-type: none"> Model division of a polynomial by a monomial by creating a rectangle using four x^2-tiles and eight x-tiles, where $4x$ is one of the dimensions. <p>Teachers may</p> <ul style="list-style-type: none"> Ask students what the other dimension is and connect this to the symbolic representation. <p>Connection</p> <p>Students may</p> <ul style="list-style-type: none"> Model division of polynomials and determine the quotient <ol style="list-style-type: none"> $(6x^2 + 12x - 3) \div 3$ $(4x^2 - 12x) \div 4x$ <p>Consolidation</p> <p>Students may</p> <ul style="list-style-type: none"> Draw a rectangle with an area of $36a^2 + 12a$ and determine as many different dimensions as possible. <p>Teachers may</p> <ul style="list-style-type: none"> Discuss why there are so many different possible dimensions. <p>Extension</p> <p>Students may</p> <ul style="list-style-type: none"> Determine the area of one face of a cube whose surface area is represented by the polynomial $24s^2$. Determine the length of an edge of the cube. 	<p>Authorized</p> <ul style="list-style-type: none"> <i>Math Makes Sense 9</i> 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: <ul style="list-style-type: none"> 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 and Notes

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

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

Suggestions for Teaching and Assessment

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

Suggestions for instruction and assessment are organized sequentially:

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

These suggestions provide opportunities for differentiated learning and assessment.

Curriculum Outcome Overview

At the beginning of each GCO is an explanation of the focus for the GCO and a flow chart identifying the relevant GCOs and SCOs.

EGLs

Aesthetic Expression
Citizenship
Communication
Personal Development
Problem Solving
Technological Competence
Spiritual and Moral Development

GCO 1: Students will be expected to interpret and understand information.

SCOs:

- 1.1 acquire broader general knowledge
- 1.2 acquire information about a specific topic or subject
- 1.3 make connections to information
- 1.4 understand that different texts have distinctive purposes and audiences
- 1.5 use a variety of comprehension strategies to develop meaning from texts
- 1.6 construct meaning from texts based on text features, conventions, and structures
- 1.7 enhance vocabulary for specific topics
- 1.8 use strategies to solve unfamiliar words

GCO 2: Students will be expected to use inquiry to think critically about information.

SCOs:

- 2.1 establish topics of interest and questions for inquiry
- 2.2 develop a plan to find topic information and answers to inquiry questions
- 2.3 expand topics of interest and questions for inquiry
- 2.4 compare related ideas
- 2.5 recognize the need to question information

GCO 3: Students will be expected effectively use oral communication.

SCOs:

- 3.1 express ideas appropriately in a variety of situations
- 3.2 express ideas clearly
- 3.3 justify reasoning for personal opinions
- 3.4 use active listening to recognize others' ideas and perspectives
- 3.5 demonstrate empathy, compassion, and encouragement to others
- 3.6 consider the implications of their modes of communication

GCO 4: Students will be expected to create information.

SCOs:

- 4.1 use a variety of specific features, conventions, and structures to create texts
- 4.2 create a variety of texts collaboratively and independently
- 4.3 create texts for personal organizational purposes
- 4.4 create texts that meet specific purposes

Overview

GCO 1: Students will be expected to interpret and understand information.

When students interpret and understand information, they are concerned primarily with the *what* of a text. They will need to monitor their comprehension as they read a variety of printed texts (e.g., newspaper articles, short stories, directions to set up a new computer, movie reviews), watch or navigate live, digital, and media texts (e.g., presentations by guest speakers, movies, TV advertisements, commercial web pages), or listen to recorded or live auditory texts (e.g., podcasts, music, speeches, radio advertisements). These thinking processes are constantly happening and can be developed to enhance overall literacy skills.

Links Across the Curriculum

In a whole-school, cross-curricular approach to literacy, there are a wide variety of strategies and tools to support the cognitive processes associated with literacy development. Students may face challenges when interpreting and understanding information from multiple subject areas. Because the focus of this general curriculum outcome is on students' comprehension of texts they encounter, the implementation of the suggestions below may help students meet the reading and comprehension demands of other courses.

When students have challenges making connections to information, teachers can try

- building on prior knowledge to prepare students for learning activities
- making predictions based on titles or pictures
- making topics personal for students
- using graphic organizers, anticipation guides, or advanced organizers

When students have challenges using text features (side bars, graphs, charts, photos, illustrations, etc.) to help construct meaning, teachers can try

- helping students set a purpose for reading, viewing, or listening
- modelling how to preview a text to find information
- teaching students how to monitor their comprehension when navigating non-linear texts

When students have challenges with vocabulary, teachers can try

- co-creating word walls with students
- modelling context clue strategies (e.g., other words, visuals)
- previewing new vocabulary with students
- sounding out strategies (i.e., syllables and phonetics)
- teaching students how to use a dictionary and thesaurus
- using graphic organizers or visual representations of new words
- using words that look or sound familiar in some way but have a variety of meanings

GCO 1: Students will be expected to interpret and understand information.

Outcomes	Focus for Learning
<i>Students will be expected to</i>	
1.1 acquire broader general knowledge	Students must monitor their own comprehension of texts as they read, view, or listen. This may require regular modelling by teachers of the thinking processes needed to interact with information.
1.2 acquire information about a specific topic or subject	Students can demonstrate their ability to interpret and understand information by
1.3 make connections to information	<ul style="list-style-type: none"> • locating and identifying specific information and details • making connections between new information and previous knowledge
1.4 understand that different texts have distinctive purposes and audiences	<ul style="list-style-type: none"> • making inferences about information not explicitly presented • reading the features of print, live, and digital texts (e.g., punctuation, font styles, gestures, repetition, hyperlinks) • showing understanding of charts, tables, maps, diagrams, photographs, and graphs
1.5 use a variety of comprehension strategies to develop meaning from texts	<ul style="list-style-type: none"> • selecting books, magazines, newspapers, and other texts that are at an appropriate reading level (instructional or independent) • summarizing the main idea of a text
1.6 construct meaning from texts based on text features, conventions, and structures	<ul style="list-style-type: none"> • understanding a variety of print, digital, and audio texts • using strategies to decode, solve unfamiliar words, and make meaning from texts (e.g., read on, reread or rewatch, use context clues)
1.7 enhance vocabulary for specific topics	See Appendix A1 for information on setting a purpose for reading, viewing, or listening. See Appendix A2 for more information on important thinking process: connecting, questioning, determining importance, visualizing, inferring, analyzing, and synthesizing.
1.8 use strategies to solve unfamiliar words	<p>To acquire a broader general knowledge, students should have access to a wide variety of text forms (print, live, and digital). Students' experiences with a variety of texts may contribute to their independent inquiry processes as well as improve their confidence and ability to interpret and understand information.</p> <p>As students grow in their abilities to interpret a variety of texts, they will also grow in their abilities to respond personally and critically. While there is some integration of critical thinking when students are engaged in comprehension, teachers should be assessing students' strengths and needs in accessing, navigating, and understanding texts.</p>

GCO 1: Students will be expected to interpret and understand information.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Use a checklist to identify students' areas of interest. See Appendix B1 for a sample.
- Use a learner-style inventory to help students determine their preferred learning style (e.g., auditory, kinesthetic, visual).
- Model comprehension think-alouds using articles on current events and popular culture.
- Discuss how effective messages can be communicated through wordless picture books and symbols.
- Introduce students to Connections Notebooks. See Appendix B3 for more information.
- Model comprehension strategies (visualizing, sketching, questioning, rereading, word solving, text annotating, etc.).
- Provide a variety of texts including
 - paper/print (books, magazines, maps, newspapers, manuals, environmental print such as pamphlets, catalogues and flyers)
 - digital (audio, video, multimedia, electronic, online)
 - live (students, guest speakers, teachers)

Students may

- Set short-term and long-term goals for their learning. See Appendix B4 for a sample.
- Find or write an essential question(s). Use a double-entry journal or anticipation guide to respond to the question(s). Discuss as a class. Sample essential questions include
 - How does the media shape our view of the world and ourselves?
 - What do good readers do, especially when they don't comprehend a text?
 - How can a person's decisions and actions change his/her life?
- Discuss texts they read, hear, or view using prompts such as
 - Who is the author?
 - What is the purpose?
 - What voice do you hear?
 - What are the key ideas?
 - What questions do you have about the information?

Continued

Resources and Notes

Authorized

Appendices

- Appendix A1 – Setting a Purpose for Reading, Viewing, or Listening
- Appendix A2 – Seven Thinking Processes
- Appendix B1 – Would you rather?
- Appendix B3 – Connections Notebook and Growth Portfolio
- Appendix B4 – Goal Setting

Texts & Lessons: 11-13; 62-65; 121-126; 167-179; 195-202

Cross-Curricular Reading Tools: 7-13; 17-23; 33-44; 52-53; 72-76

Writing in the Content Areas: 11; 13-14; 25-28; 81-88

Boldprint Fight for Your Life: 10; 14; 26-27

Boldprint Survivors: 7; 14-17

GCO 1: Students will be expected to interpret and understand information.

Outcomes

Students will be expected to

- 1.1 *acquire broader general knowledge*
- 1.2 *acquire information about a specific topic or subject*
- 1.3 *make connections to information*
- 1.4 *understand that different texts have distinctive purposes and audiences*
- 1.5 *use a variety of comprehension strategies to develop meaning from texts*
- 1.6 *construct meaning from texts based on text features, conventions and structures*
- 1.7 *enhance vocabulary for specific topics*
- 1.8 *use strategies to solve unfamiliar words*

Focus for Learning

A goal for each student is to acquire information to increase their general and specific knowledge. Teachers need to support students in identifying topics or subjects that are of interest to them. When helping students decide on topics of interest, teachers should consider using a cross-curricular approach. Students may choose texts or topics they are exploring in other courses. They should also make personal connections to information encountered. The following prompts may be helpful:

- Do you think the information is relevant to your life?
- Has the information changed your thinking?
- How could this text be more visually appealing?
- Is this information related to other texts you have encountered?
- What else would you like to know about the topic?
- What inferences can you make?
- What information is missing?
- What patterns do you notice in the text?

Determining purpose is important because it helps to maintain a focus and articulate a message for a text.

Once students have clarified a purpose, identifying the intended audience helps further refine their understanding. Knowing *who is*, and *who is intended to be*, reading, hearing, or seeing a text impacts its message and form.

The following chart provides sample focus questions to help determine purpose and audience.

Creating Texts	
Purpose	<ul style="list-style-type: none"> • Does the author want me to agree with him or her? • How does the genre help establish the purpose? • What message am I supposed to get from this text? • Why has this text been created? <p>See Appendix B5 for a list of literary genres</p>
Audience	<ul style="list-style-type: none"> • Is the author/creator assuming anything about the audience? • Is the design or organization intended for a particular audience? • What is the author/creator trying to do to the audience? How is this accomplished? • Where is this text meant to appear? • Who is the intended audience?

See Appendix B6 for information on stages of reading and Appendix A3 for sample reading checklists.

GCO 1: Students will be expected to interpret and understand information.

Sample Teaching and Assessment Strategies

- Use graphic organizers to compare features of two texts.
- Participate in a variety of activities that are specifically targeted at team building. See Appendix B7, Lost at Sea, for a sample.
- Reflect on how they selected a text by answering
 - Why did I choose this text?
 - Was it a good choice? Is it interesting to me? Is it too hard? Too easy?
 - What will I read next? Why?

Share their reflection through discussion, blog, creation of a book jacket, etc.
- Discuss, in small groups, what they already know about a topic within a text and think of questions they would like answered (e.g., anticipation guide).
- Predict the content of a text based on a news headline or title (a double-entry journal response could facilitate this).

Connection

Teachers may

- Provide a visual (e.g., advertisement, flyer, poster, screen shot of a website) for small group analysis and deconstruction, focusing on meaning and effectiveness. Use a Workshop approach. See Appendix A4 for more information.
- Provide models of formal and informal language (e.g., cover letter vs. texting). Discuss the differences in relation to audience and purpose.
- Conference with students to determine the strategies that work best for them when reading, viewing, or listening to information. Ask students to share with the class. Possible questions include
 - What did you do to figure out a word you did not know?
 - What part of the information was the most difficult for you? The easiest?
 - What self-correcting strategies did you use when the text did not make sense?
 - Did you reread, read ahead, skim, or scan while you were reading? Explain.
 - How did text features help you understand the information? (headings, graphs, charts, bold words, etc.)
 - How did making predictions help you navigate the information? Were your predictions accurate?
 - How did you use a graphic organizer to record key ideas?

Continued

Resources and Notes

Authorized

Appendices

- Appendix A3 – Sample Reading Checklists
- Appendix A4 – Workshop Approach
- Appendix B5 – Literary Genres
- Appendix B6 – Stages of Reading
- Appendix B7 – Lost at Sea Activity

Supplementary

Environmental Print Kit:

- Tourism brochures
- Maps and Hunting & Trapping Guide
- Environmental Responsibility
- Recycling pamphlets

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1204/links/gco-1.html>

- Newspaper Links
- Self-Assessment Survey
- Reading Instruction

GCO 1: Students will be expected to interpret and understand information.

Outcomes

Students will be expected to

- 1.1 *acquire broader general knowledge*
- 1.2 *acquire information about a specific topic or subject*
- 1.3 *make connections to information*
- 1.4 *understand that different texts have distinctive purposes and audiences*
- 1.5 *use a variety of comprehension strategies to develop meaning from texts*
- 1.6 *construct meaning from texts based on text features, conventions and structures*
- 1.7 *enhance vocabulary for specific topics*
- 1.8 *use strategies to solve unfamiliar words*

Focus for Learning

Students need to acquire a range of strategies for interpreting texts and need to know how to choose, apply, and reflect on those that best fit the learning activity, their purpose, and audience. In assessing students' understanding of selected strategies, teachers may consider:

- stating explicitly the strategy to be learned and indicating:
 - what the strategy is
 - when it should be used
 - how it works
 - when it is not effective
- modelling the use of the strategy (e.g., think-aloud)
- providing varied opportunities for students to practice a given strategy and develop a personal repertoire of strategies

The following chart lists sample strategies students may use when reading and viewing texts.

Activity	Sample Strategies
Reading (paper or digital texts)	<ul style="list-style-type: none"> • scan information to find specific content on a topic or question • solve unfamiliar words using knowledge of word parts, derivations, or context clues • use subject/key word/author/title searches to identify and locate resources when looking for information
Viewing (paper or digital texts)	<ul style="list-style-type: none"> • look for keys and symbols in a diagram or graphic to help navigate a text • make predictions based on music, lighting, or camera angle in a video • use buttons or links to locate specific information on a website

Students who have difficulty understanding information they read need to develop strategies (see Appendix B8). They should be able to recognize that they are having difficulty understanding a text and then use specific comprehension strategies. These may include

- adjusting reading pace to match the purpose and difficulty of the text (e.g., skimming, reading closely)
- asking for help when language, vocabulary, or concepts interfere with comprehension
- asking questions such as, "Does this make sense? Does it sound right? Does it look right?"
- reading on (i.e., skipping) or rereading to achieve or retain meaning

GCO 1: Students will be expected to interpret and understand information.

Sample Teaching and Assessment Strategies

- Model how to solve unfamiliar words (e.g., ask a friend or teacher, break a word into syllables, consult a dictionary or thesaurus, identify the root word or suffix, read the word in context, reread).
- Compile, with students, a list of vocabulary words that are used in other subject areas (e.g., Career Development, Mathematics, Science). Use in vocabulary building activities.
- Model how to annotate a text. Annotations may include sketching, adding symbols, jot-noting, highlighting, underlining, writing marginal notes, etc. See PL video, *Annotating Texts – Promoting Close Reading*, for a sample.

Students may

- Choose a novel or selection and use a map to find the physical location of the setting. Then
 - determine the distance from a nearby airport to that location
 - determine the duration of a flight to that location
 - compare geographical features of that location to their own community
- Use graphic organizers to identify the main idea and supporting details of a text. Use this information to write a summary paragraph.
- Read a newspaper or magazine article (in a small group). Use skimming and scanning strategies to gather and list 6-8 main points. Share with the class.
- Play word games such as Scrabble™, Scattergories™ and crossword puzzles to enhance vocabulary.
- Use match-up activities (synonyms, antonyms, definitions) as mini-lessons or kinesthetic activities (e.g., Pyramid™, Taboo™, Charades™, Catch Phrase™) to describe or model a word without using it.
- Read sentences with unfamiliar words to determine meaning in context.
- Read and view model texts (e.g., school texts, song lyrics, print ads, résumés, emails, movie reviews) to discuss how presentation affects a text's form.
- Create and use a checklist to note informational text features.
- Use Post-its™ to show thinking when reading and viewing (e.g., sketch a star to note important information, a question mark to indicate a confusing part that requires more information, a smiley face to note something funny, a heart to note a favourite word or phrase, and a cloud to indicate a section that requires more thinking or predicting).

Resources and Notes

Authorized

Appendices

- Appendix B8 – Reading Strategies

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/1204/strat.html>

- Annotating Texts – Promoting Close Reading
- Math Literacy

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.culturalconnections.nl.ca/

Texts to support students as they interpret and understand information include:

- *One More Schooner: Boat Builder Henry Vokey* (provided Spring 2016)
- *the 12* (provided Spring 2016)
- *Life Lines: The Lanier Phillips Story* (provided Spring 2016)

GCO 1: Students will be expected to interpret and understand information.

Outcomes

Students will be expected to

- 1.1 *acquire broader general knowledge*
- 1.2 *acquire information about a specific topic or subject*
- 1.3 *make connections to information*
- 1.4 *understand that different texts have distinctive purposes and audiences*
- 1.5 *use a variety of comprehension strategies to develop meaning from texts*
- 1.6 *construct meaning from texts based on text features, conventions and structures*
- 1.7 *enhance vocabulary for specific topics and genres*
- 1.8 *use strategies to solve unfamiliar words*

Focus for Learning

Texts that are print heavy with an emphasis on reading words and sentences in a linear fashion often have a traditional literacy focus. It is important that students distinguish their approach to these types of texts from texts with more visually rich content. The following chart lists sample texts.

Traditional literacy focus	Visual literacy focus
<ul style="list-style-type: none"> • Books • Instruction manuals • Magazines • Menus • Newspapers • Pamphlets 	<ul style="list-style-type: none"> • Directions or diagrams • Graphic organizers • Maps/atlas • Print and digital advertising • Print and digital artwork

Students may need direct instruction in how they approach texts, as well as a review of text features (Appendix B9). Text structures may include paragraph structure in written texts, organization patterns, genre distinctions, point of view, voice, etc. Teachers may need to scaffold students' learning by introducing shorter or less complex texts first (e.g., read a paragraph before an essay).

Students will need to consider vocabulary that is related to specific topics and genres of text. For example, when working on an activity involving the topic of mapping, students will be expected to use specific vocabulary such as legend, key, coordinates, index, etc. When studying the genre of graphic novels, students will be exposed to characteristics of that genre, including panel, frame, gutter, bleed, etc.

It is important for teachers to consistently reinforce strategies that students can use to solve unfamiliar words. These may include:

- asking a friend or teacher
- breaking a word into syllables
- consulting a dictionary or thesaurus
- identifying the root word or suffix
- reading the word in context
- rereading

See Appendix B10 for information on cueing systems.

Sample Performance Indicator

Work individually or in groups to compare two articles, two magazine covers, or a print and a digital advertisement on the same topic (purpose, message, presentation and features, intended audience). Present as an infographic or chart.

GCO 1: Students will be expected to interpret and understand information.

Sample Teaching and Assessment Strategies

Consolidation

Students may

- Read a selection or novel. Assume the role of a character and tweet or blog his or her adventures. Include pictures.
- Analyze a song (lyrics and music) using questions such as:
 - Why has this song been created?
 - How is it organized, arranged, and presented?
 - Is there a pattern to the organization?
 - What purpose does the organization or arrangement serve?
 - What characteristics help me understand the content?
- Follow a story in the news for several days to track the “narrative”. Summarize the events and consider the coverage of a story in the news program or website over time.
 - What might this say about how we consume information?
 - What does this say about how events are prioritized?
 - Use software (e.g., Prezi™, Evernote™) to add new information to a product or portfolio.
 - Keep a personal dictionary for new or challenging words.
- Plan and promote a vacation within their own province. Use travel guides and online information to determine the type of trip, location, accommodations, mode of travel, food, entertainment, budget, etc.
- Change a text to another form based on audience or for another purpose.

Extension

Students may

- Create a school bulletin board to note and display significant and/or upcoming events.

Resources and Notes

Authorized

Appendices

- Appendix B9 – Text Features
- Appendix B10 – Cueing Systems

Overview

GCO 2: Students will be expected to use inquiry to think critically about information.

When students use inquiry to think critically about information they are concerned primarily with the “why” of a text. They will discern the intended messages inherent in texts as well as ask questions about its purpose. “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” (Trehearne, 2006, page 100). As students access different types of text, they will build their knowledge about why texts are created and from whose point of view they are constructed.

Links Across the Curriculum

In a whole-school, cross-curricular approach to literacy, there are a wide variety of strategies and tools to support the cognitive processes associated with literacy development. Students may face challenges when using inquiry to think critically about information in multiple subject areas. The implementation of the suggestions below may help students meet the reading and writing demands of other courses. They may ask questions such as, Why do we have to know this? What does this have to do with me? What does this information mean to me? How does it affect my thinking? How does it impact how I think about and interact with the world around me?”

When students have challenges developing a plan to find information, teachers can try

- establishing a purpose for finding information
- modelling questioning and searching strategies
- providing guiding questions for investigation
- using anticipation guides or organizers
- using scavenger hunts or quests

When students have challenges comparing main ideas, teachers can try

- modelling think-aloud comparison strategies
- providing graphic organizers
- teaching how to skim and scan for important points
- teaching how to summarize information

When students have challenges identifying main and supporting details or comparing ideas, teachers can try

- teaching text structures to students
- reducing the amount of material students read at one time
- providing graphic organizers or techniques to identify details or make comparisons

When students have challenges recognizing the need to question information, teachers can try

- developing checklists with students to evaluate the reliability and validity of information
- using non-examples (i.e., unreliable and untrustworthy information)

GCO 2: Students will be expected to use inquiry to think critically about information.

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>2.1 establish topics of interest and questions for inquiry</p> <p>2.2 develop a plan to find topic information and answers to inquiry questions</p> <p>2.3 expand topics of interest and questions for inquiry</p> <p>2.4 compare related ideas</p> <p>2.5 recognize the need to question information</p>	<p>Students will engage in critical thinking while they access and navigate information. There should be a focus on expanding the range of information students are choosing to access. They need to build on their prior experiences and establish a purpose for their inquiry as they look for information on a topic. It is important for teachers to guide students as they choose topics that meet their needs and interests. As well, students will need guidance as they develop inquiry questions and become more familiar with multiple literacies. See Appendix C1 for information on multiple literacies.</p> <p>In Literacy 1204, a scaffolding approach to inquiry is important as students develop skills to help them think critically about information. They should develop a plan to find information and answer questions related to that information. One suggested plan is listed below.</p> <ol style="list-style-type: none"> 1. Identify three topics of interest. 2. Choose one topic and write three things they know about it as well as three things they would like to know. 3. Develop five inquiry questions on the topic. 4. Use varied sources of information to write answers to the questions. 5. Choose valid sources for follow up and expansion of ideas. <p>As students gather and organize information to expand on a topic, they should keep in mind that they must think critically about what they are reading and viewing.</p> <p>Students who think critically about information</p> <ul style="list-style-type: none"> • ask appropriate questions of what is seen, heard, and read • compare information from a variety of relevant sources • evaluate the effectiveness of what is seen, heard, and read • focus on the intended audience and perceived purposes of texts • offer opinions based on personal and global connections <p>In a critical response students may discuss</p> <ul style="list-style-type: none"> • instances of prejudice, bias, and/or stereotyping • point(s) of view expressed or not expressed • questions and interpretations • the author's or creator's purpose • the construction or structure • values they feel are important

GCO 2: Students will be expected to use inquiry to think critically about information.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Discuss a list of resources students have used and can continue to use (e.g., dictionary, thesaurus, instructional manual, travel guide, book-marked websites).
- Suggest topics for inquiry.
- Provide guidelines to recognize the difference between a search engine and a source of information (e.g., Google™ vs. a specific website).
- Review the importance of citing sources and avoiding plagiarism.
- Discuss how to effectively use a search engine (e.g., key words, specific words to narrow a search, use of quotation marks for a specific search).
- Review the importance of jot-noting when gathering information.

Students may

- Complete a self-interest inventory to help determine topics of interest for further inquiry. See Appendix B2 for a sample.
- Make a list of engaging topics and use these to create a Wordle™. Print and save for future reference.
- Create a list of questions about a topic of interest.
- Read a text or view a video. Share a personal reaction using prompts and questions that promote critical thinking.
 - This is similar to ...
 - This is different from ...
 - Is this information trustworthy? How do you know?
 - How might you be influenced by this information?
 - Where can you go to find more information on the same topic?
 - How might the text's message be misinterpreted?

Connection

Teachers may

- Introduce the concepts of purpose, bias, and stereotype. Provide examples and non-examples for students to examine.
- Provide a variety of graphic organizers for students to choose from when compiling information.
- Model how to develop inquiry questions using sample topics.

Continued

Resources and Notes

Authorized

Appendices

- Appendix B2 – Self-Interest Inventory
- Appendix C1 – Multiple Literacies

Texts & Lessons: 22-27; 38-40; 73-77

Cross-Curricular Reading Tools: 9; 12; 14-16; 19-21; 24-30

Writing in the Content Areas: 11; 42; 48-53; 81; 102

Boldprint Fight for Your Life: 14-17; 24-25

Boldprint Survivors: 33-35

Supplementary

Environmental Print Kit:

- Employment applications
- ATV Safety
- Product warranty
- Angler's Guide
- Breastfeeding Info Sheet
- Restaurant menus

GCO 2: Students will be expected to use inquiry to think critically about information.

Outcomes

Students will be expected to

- 2.1 *establish topics of interest and questions for inquiry*
- 2.2 *develop a plan to find topic information and answers to inquiry questions*
- 2.3 *expand topics of interest and questions for inquiry*
- 2.4 *compare related ideas*
- 2.5 *recognize the need to question information*

Focus for Learning

The following table offers suggestions to help guide students when making sense of the information they gather.

Text Inquiry to Support Critical Thinking	
Purpose	<p><i>Why has this text been created?</i></p> <p>To plan, inform, explain, entertain, express attitude/emotion, compare and contrast, persuade, describe, etc.</p>
Genre	<p><i>How does the choice of genre serve the author's purpose?</i></p> <p>Adventure, biography, fable, fiction, legend, mystery, myth, poetry, tall tale, etc.</p>
Form	<p><i>How is the text organized, arranged, and presented?</i></p> <p>Instruction manuals, advertisements, articles, brochures, memos, résumés, tributes, speeches, debates, videos, audio, spreadsheets, images, webpages, etc.</p>
Structure	<p><i>What is the pattern or organization of the information?</i></p> <p>Different forms and genres are organized in a variety of ways (e.g., a narrative text has a beginning, middle, and end, an informational text can be a description, sequence, compare and contrast, cause and effect, problem/solution, or question/answer).</p>
Features	<p><i>What characteristics of a text support its meaning?</i></p> <p>Print (font, underlining), graphic (diagrams, maps), organizational (index, headings, figures, references)</p> <p>See Appendix B9 for more text features.</p>

Students may have difficulty determining whether ideas from one source of information are related to ideas from another. They may also have difficulty comparing and combining the information in an organized and meaningful way. The differentiation of instruction is important in order to support students' learning styles. Teachers should consider using the following strategies to help students as they compare, combine, and organize information:

- limit the number of sources
- model how to compare related ideas
- provide a list of suitable resources for student choice
- provide graphic organizers for specific tasks
- provide time for class discussion
- share mentor texts
- work in pairs or groups

GCO 2: Students will be expected to use inquiry to think critically about information.

Sample Teaching and Assessment Strategies

Students may

- Consider how their communication affects others and is impacted by social practices. Discuss the following
 - Why do people say things online that they would not say in a face-to-face conversation?
 - Why might a person post a picture of themselves in a certain way that they would not otherwise share?
 - How can what is read online or in an email be misread or misinterpreted by the audience?
- Choose two or three sources of information (e.g., websites, newspapers, books, people). Discuss why they may or may not be trustworthy and/or reliable.
- Participate in a virtual dining activity. Using menus from a variety of restaurants or take-outs, sit in groups and create questions for the server (e.g., ingredients, preparation, size, quantity, sharing items, combinations, origin of products, discounts). This may extend to an oral communication activity with students asking questions during a role-play.
- View news clips or read articles on the same topic from two very different sources (the teacher may share one source that is very reliable and one that is obviously not). Students will use a graphic organizer to compare information from both. Discuss the reliability.
- Participate in “Here’s the answer, What’s the question?” (see Appendix C2), Headbandz™ (students develop topics), Heads Up !™ (pass and play App) or other role play activities to develop critical thinking questions.
- Examine an advertisement. Make a list of media strategies used. Discuss as a class. See Appendix C3 for a list of media devices and strategies.
- View a movie trailer (or book trailer). Discuss features that engage an audience. Compare to another movie trailer (or book trailer) to determine audience engagement.

Resources and Notes

Authorized

Appendices

- Appendix B9 – Text Features
- Appendix C2 – Here’s the answer. What’s the question?
- Appendix C3 – Media Devices and Strategies

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1204/links/gco-2.html>

- Logic Problems
- Videos for Critical Reflection

Cultural Connections

Texts to support students as they use inquiry to think critically include:

- *The Story of Trinity* (provided Spring 2016)
- *The People of NunatuKavut* (provided Spring 2016)

GCO 2: Students will be expected to use inquiry to think critically about information.

Outcomes

Students will be expected to

- 2.1 establish topics of interest and questions for inquiry*
- 2.2 develop a plan to find topic information and answers to inquiry questions*
- 2.3 expand topics of interest and questions for inquiry*
- 2.4 compare related ideas*
- 2.5 recognize the need to question information*

Focus for Learning

As students navigate and investigate sources, they should be searching for ideas related to their topic of interest or inquiry. In doing so, they are comparing and validating ideas by establishing accuracy and trustworthiness. They will need to determine whether the information presented is sufficient to answer their questions. They will recognize the importance of asking questions such as, “How does the way it’s presented relate to purpose, bias, or stereotype?” See Appendix C4 for information on checking texts for bias.

Consider the following prompts to establish validity and reliability of information:

- Is the author supporting a one-sided point of view?
- Is the author overly emotional?
- Is the author promoting ideas or products for personal gain?
- Are the author’s credentials presented?
- Is the information current?
- Is the information supported by other sources?
- Are the author’s conclusions supported by evidence?

Students may need direct instruction on how to find the information required to answer the above questions.

Sample Performance Indicator

Complete a project on a topic that will require information from several sources in order to ensure accuracy (e.g., choose an environmental, sports, or health related topic that first appears on a social media site). Projects may be written or multimedia.

Assessment should focus on the process as well as the product and may include

- brainstorming of topics
- combining information from different sources
- organizing and planning information
- peer editing
- self-reflection on the inquiry process (Connections Notebook)
- sharing information as part of a final project
- writing and refining of inquiry questions

GCO 2: Students will be expected to use inquiry to think critically about information.

Sample Teaching and Assessment Strategies

Consolidation

Students may

- Participate in a small or large group discussion to share observations about characters or individuals (e.g., characters in books or movies, public figures as they are portrayed in the media, people in music videos). This may also be presented as a multimedia project. Consider the following:
 - Why does the character present information in the way that he or she does?
 - Can other characters trust him or her?
 - Can the reader/viewer trust him or her?
 - What do you think will happen next with the character?
- Use photographs to write character observations. The teacher should display photos one at a time. Students will respond by writing a short description of their impressions of a person in each photo. Once finished, discuss responses and any stereotype/bias that may have been present.
- Use inquiry to find information to support their views on a controversial topic. Share information in a persuasive medium (e.g., poster, rant, paragraph) to convince others to agree with their point of view.
- Compile a photo essay to illustrate how critical thinking skills are used in day to day life (e.g., making a purchase, working, peer pressure).
- Reflect on a specific inquiry based project. Answer questions such as:
 - How will I expand on this knowledge?
 - How will I use this information?
 - How have I been impacted by thinking about this information?
- Use inquiry to choose a variety of visuals that represent the lyrics of a song. Combine visuals to create a Prezi™ which represents the message. Add music from the song and share with the class.

Extension

Students may

- Research the history of their school or community. Create a time line of important milestones or events. Display.

Resources and Notes

Authorized

Appendices

- Appendix C4 – Checking Texts for Bias

Overview

GCO 3: Students will be expected to effectively use oral communication.

The focus for this general curriculum outcome is on building students' confidence and ability to communicate their ideas effectively when speaking. Oral communication permeates most interactions in daily life, mainly through conversations. In the school environment, students must quickly move back and forth between talking and listening while engaging with information that may be new, unfamiliar, or challenging. Effective communication happens in the context of critical thinking; students will make decisions about how to listen to others and will express their ideas in a way that satisfies their purpose(s).

Links Across the Curriculum

In a whole-school, cross-curricular approach to literacy, there are a wide variety of strategies and tools which support the cognitive processes associated with literacy development. Students may face challenges when communicating effectively in multiple subject areas. Effective communication has far reaching applications: talking about possible outcomes while testing a hypothesis in science, debating cause and effect relationships in social studies, explaining perceptions about an artist's purpose in art, or using dynamics to communicate a message in music. Implementation of the suggestions below may help students meet the oral communication expectations of other courses.

When students have challenges listening, teachers can try

- asking students to repeat or rephrase what they have heard
- assigning specific roles during group work
- modelling attentive listening strategies
- providing sentence starters/stems for feedback conversations and critiques
- scaffolding the group size (i.e., begin in pairs and gradually increase the size of the group)
- using a variety of cooperative learning strategies
- using exit cards after listening activities
- using text annotation strategies during shared reading/viewing activities

When students have challenges expressing ideas clearly, teachers can try

- asking students to write notes before they speak
- breaking questions into small parts
- encouraging students to speak about topics they know well
- establishing think-time before speaking
- providing numerous opportunities for students to speak
- providing students with sentence starters/stems, or guiding questions/prompts
- using a variety of assessment options (i.e., more than paper/pencil activities)

GCO 3: Students will be expected to effectively use oral communication.

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>3.1 express ideas appropriately in a variety of situations</p> <p>3.2 express ideas clearly</p> <p>3.3 justify reasoning for personal opinions</p> <p>3.4 use active listening to recognize others' ideas and perspectives</p> <p>3.5 demonstrate empathy, compassion and encouragement to others</p> <p>3.6 consider the implications of their modes of communication</p>	<p>While the focus is on oral communication, other modes of communication (e.g., digital, writing, or representing) may be part of speaking and listening activities. Students might also discuss a text or listen to a presentation that includes visual or print elements.</p> <p>To communicate orally, students need to become flexible and competent when using modes of communication and when making judgements about types of communication. They must be able to adapt to situations based on audience and environment. It is important for students to be able to determine how to appropriately and effectively convey their ideas to an audience. They must understand the difference between formal (e.g., presentation, introduction, debate, book talk, speech) and informal (e.g., conversation, fishbowl, peer-conference, focus group, role-play) settings.</p> <p>To communicate effectively and appropriately, multiple strategies take place simultaneously and automatically. These include</p> <ul style="list-style-type: none"> • adjusting content or tone of voice based on a listener's reaction • asking questions to help clarify information • evaluating the content or message of what is seen, heard, or read • filtering irrelevant information or distractions when listening • inviting other group members to contribute • self-monitoring listening and speaking behaviours • supporting opinions with examples or evidence <p>In any setting, students must develop skills and strategies that will help them express all ideas clearly. To do this, teachers may</p> <ul style="list-style-type: none"> • introduce and provide opportunities for students to use new vocabulary on a regular basis • model appropriate verbal communication • model appropriate listening skills <p>See Appendix D1 for a student oral communication checklist.</p>

GCO 3: Students will be expected to effectively use oral communication.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Choose appropriate and relevant topics/issues to be explored in role-plays or other dramatic activities. See Appendix D2 for role-play strategies and Appendix D3 for a suggested role-play rubric.
- Use a survey or poll to gauge students' feelings on a current social issue. Discuss as a class.
- Explore the consequences of how people portray themselves in social media (e.g., look at how the media or employers have access to private information).
- Discuss how effective messages can be communicated through body language, intonation, tone of voice, and vocabulary.

Students may

- Use a journal response to reflect on their communication skills. Prompts may include
 - How do I know if others get my message when I'm talking to them?
 - How do I express my opinion when I disagree with others?
 - What do I do to acknowledge and build on others' ideas during discussions/conversations?
 - Does my attention wander when I'm listening during a discussion? What do I do when that happens?
- Collaborate with peers and teachers to develop classroom expectations for oral communication, including expectations for quiet when needed. See Appendix D4 for collaboration guidelines.
- Share and discuss opinions on current issues.

Connection

Teachers may

- Provide a chat topic and observe/listen as students express their opinions.
- Lead a discussion to model appropriate and inappropriate ways of communicating.
- Discuss the implications of offering a personal opinion in a public forum.

Continued

Resources and Notes

Authorized

Appendices

- Appendix D1 – Student Oral Communication Checklist
- Appendix D2 – Role-Play Strategies
- Appendix D3 – Suggested Role-Play Rubric
- Appendix D4 – Guidelines for Collaborating

Texts & Lessons: 14-15; 29; 34-37; 156-166

Cross-Curricular Reading Tools: 9; 12-16; 24-25; 33-35

Writing in the Content Areas: 34-37; 42-46; 61-63; 73-74; 116; 118

Boldprint Fight for Your Life: 28-33; 38-48

Boldprint Survivors: 16-17

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/1204/strat.html>

- Communicating for a Purpose

Supplementary

Environmental Print Kit

- Environmental pamphlets
- "We Are" booklet
- Identity Theft and Shopping Safely Online brochures
- Job applications as framework for interview questions

GCO 3: Students will be expected to effectively use oral communication.

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>3.1 <i>express ideas appropriately in a variety of situations</i></p> <p>3.2 <i>express ideas clearly</i></p> <p>3.3 <i>justify reasoning for personal opinions</i></p> <p>3.4 <i>use active listening to recognize others' ideas and perspectives</i></p> <p>3.5 <i>demonstrate empathy, compassion and encouragement to others</i></p> <p>3.6 <i>consider the implications of their modes of communication</i></p>	<p>It is important for students to understand that to convey their opinions effectively, they must be able to justify their reasoning. To help students achieve this, teachers may model think-alouds that show their own reasoning processes. Through watching and/or participating in activities such as informal classroom debates, rants, or vlogs, students may develop strategies to defend a position.</p> <p>Students need to use active listening skills and be responsive when they interact with other people in any environment. Students who use active listening skills</p> <ul style="list-style-type: none"> • ask questions at appropriate times • face the speaker when listening • make eye-contact with others when speaking and listening • make jot-notes or notations while listening • nod in agreement when appropriate • rephrase or summarize what someone else said • take turns during a conversation and invite others to speak <p>Using active listening skills will allow students to become more empathetic and compassionate towards others. Regular classroom discussions will help students recognize appropriate responses to situations and regularly reflect on how they react to others' experiences, opinions, and situations.</p> <p>To become more flexible communicators, students should reflect on how they communicate and recognize that they communicate in different ways for different reasons. They must understand that their communication style may have positive or negative implications. This may depend on</p> <ul style="list-style-type: none"> • body language • intonation • tone • vocabulary <p>Sample Performance Indicator</p> <p>Participate in a round table discussion on topics of interest such as</p> <ul style="list-style-type: none"> • appropriate use of language within social media contexts • legal age laws or laws in general • school rules <p>See Appendix D5 for suggested questions when participating in a panel or round table discussion.</p>

GCO 3: Students will be expected to effectively use oral communication.

Sample Teaching and Assessment Strategies

Students may

- Prepare five to seven slides on a topic of interest. Share and explain their choices.
- Choose an item they would like to sell. Make a list of details and specifications about the item and present to the class. Pay attention to word choice and order of information.
- Participate in a mock job interview to practice interviewing skills and appropriate ways to interact in formal situations.
- Discuss pros and cons of various forms of digital communication.
- Participate in vocabulary building activities (e.g., vocabulary jar: randomly choose a word from a jar and give a definition).

Consolidation

Teachers may

- Conference with students to help them reflect on their own speaking and listening.
- Use a student observational checklist based on a specific activity.

Students may

- Identify appropriate and inappropriate ways of communicating (e.g., debrief after a speaking activity or after watching a video).
- Conduct a survey on the topic of cyber-bullying, school culture, or part-time jobs. Create questions, talk to participants, and share results.
- Create and complete self and peer assessment checklists about their communication.
- Participate in a children's story read-aloud. Choose and read a children's story to classmates; use the conventions of speaking and listening (e.g., eye contact, voice projection, intonation).
- Create a 'how to' video for speaking and listening. Demonstrate what to do and what not to do when listening to a teacher, peer, guest speaker, etc.
- Respond orally to questions posed during class discussions.

Extension

- Prepare and share a media presentation to demonstrate understanding of a current social issue (e.g., poster, advertisement, video blog, Prezi™, Animoto™).

Resources and Notes

Authorized

Appendices

- Appendix D5 – Panel or Round Table Discussion

Suggested

Wordless picture books such as:

- *The Arrival* by Shaun Tan
- *Sector 7* by David Wiesner
- *The Middle Passage* by Tom Feelings
- *Robot Dreams* by Sara Varon

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1204/resource-links/gco-3.html>

- Vocabulary Building Games and Activities

Cultural Connections

Texts to support students as they effectively communicate include:

- *Mentioned in Song: Song Traditions of the Loggers of Newfoundland and Labrador* (provided Spring 2016)

Overview

GCO 4: Students will be expected to create information.

Students in Literacy 1204 will need to interact with and create a range of texts, including, but not limited to fiction, nonfiction, informational, oral, media, and digital. They may create a paper, media, oral, or artistic text. When students are creating information, they will engage in inquiry and critical thinking. They will express ideas in a way that achieves their purpose(s) and ensures an intended audience will understand the message.

Links Across the Curriculum

In a whole school, cross-curricular approach to literacy, there are a wide variety of strategies and tools to support the cognitive processes associated with literacy development. Students may face challenges when creating information in multiple subject areas. Implementation of the suggestions below may help students meet the reading and writing demands of other courses. As well, Appendix E2 offers suggestions for texts students can create.

When students have challenges generating their own ideas, teachers can try

- employing brainstorming strategies (e.g., thought webs)
- establishing peer-to-peer collaboration settings
- modelling note-making strategies based on ideas generated from free writes, brainstorming, and webbing
- using rapid writing and sketching strategies

When students have challenges organizing their ideas, teachers can try

- developing acronyms to structure paragraphs, stories, reports, or constructed responses to questions
- providing examples or models of completed work and projects
- providing students with sticky notes (e.g., Post-its™)

When students have challenges using appropriate text features when creating texts, teachers can try

- co-creating checklists to identify text features
- providing anchor charts with key concepts about text features
- providing exemplars of text features

When students have challenges revising or editing their texts, teachers can try

- choosing only one element to revise or edit for a particular task
- modelling a question/answer strategy
- providing or co-creating editing checklists
- rereading questions
- using partners for peer editing and peer conferences

GCO 4: Students will be expected to create information.

Outcomes

Students will be expected to

- 4.1 use a variety of specific features, conventions, and structures to create texts
- 4.2 create a variety of texts collaboratively and independently
- 4.3 create texts for personal organizational purposes
- 4.4 create texts that meet specific purposes

Focus for Learning

This general curriculum outcome focuses on students' ability to create a range of texts for a variety of reasons or purposes. It is not limited to paper and pencil writing. When creating texts, students will

- use a variety of text features (e.g., glossary, index, bullets, diagrams, headings). See Appendix B9 for information on text features.
- use conventions appropriate for text form, audience, and purpose (e.g., grammar, punctuation, capital letters, plurals and possessives, sentence structure, indentation, spelling, style). See Appendix E1 for more information on grammar and usage.

It is important for students to have opportunities to create a variety of products collaboratively and independently. Students may need direct instruction on interpersonal skills, problem solving, and leadership. Students will be expected to adapt their texts and products for a variety of audiences and purposes. Types of texts students may create include

Digital	<ul style="list-style-type: none"> • Email, social networking (blogging, tweeting, texting), PowerPoint™, Prezi™, Smart Notebook™, Glogster™ • Application (e.g., job, credit, post secondary, hunting, driver's licence, passport)
Written	<ul style="list-style-type: none"> • Letter (personal, letter to the editor) • Resume and cover letter • Application • Report or review (book, product, movie) • Paragraph (persuasive, opinion, narrative) • Journal
Representation	<ul style="list-style-type: none"> • Flyer (windshield, junk mail, classified ad) • Musical composition, sculpture, painting • Business card • Poster, collage, book cover • Graph, diagram, chart • Video, photo story

See Appendix E2 for sample writing and representing forms and Appendix E3 for modes of writing.

When creating texts, students may

- delete or add words to clarify meaning when revising
- make notes, webs or outlines to record and organize ideas
- rearrange sections of to improve the presentation of ideas

GCO 4: Students will be expected to create information.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Use a checklist to assess students' ability to identify text features such as caption, graph, headline, subtitle, subject line, URL, etc.
- Use exemplars to review purposes of various text features.
- Use mentor texts to illustrate a text feature, convention, or structure.
- Review types and purposes of text forms (e.g., persuasive/opinion article, informational video, descriptive poetry).
- Model the use of jot notes, idea webs, sketches, graphic organizers, lists, etc.

Students may

- Brainstorm the use of text features and how they create meaning.
- Identify the audience and purpose of different texts.
- Identify characteristics of various text forms and structures.

Connection

Teachers may

- Provide exemplars and mentor texts (e.g., persuasive writing, informational graphics or videos, descriptive poetry or songs).
- Guide students to annotate when possible and use annotated ideas when creating texts.

Students may

- Use the following prompts when creating texts:
 - What do you know about your audience?
 - What helps you decide the most appropriate text form to use?
 - What information do you need to make your message clear?
 - What is your purpose?
 - What message do you want to give the audience?
 - Would visuals or sound appeal to your audience?
- Use acronyms to help form answers to constructed response questions. See sample professional learning (PL) video.
- Use lists, graphic organizers, webs, graphs, charts, or notes to create products (e.g., Connections Notebook; see Appendix B3 for more information).
- Produce the written announcements for the school.
- Create a Jeopardy™ category for a subject area of interest (e.g., cars, pop culture, movies, video games).

Resources and Notes

Authorized

Appendices

- Appendix B3 – Connections Notebook and Growth Portfolio
- Appendix B9 – Text Features
- Appendix E1 – Grammar and Usage
- Appendix E2 – Sample Writing and Representing Forms
- Appendix E3 – Modes of Writing

Texts & Lessons: 115-120; 203-214

Cross-Curricular Reading Tools: 9-12; 17; 22; 24; 33; 52-53; 57

Writing in the Content Areas: 15-21; 30-33; 38; 42-45; 57-72; 75; 86-89; 92-94; 106; 108; 110-119

Boldprint Fight for Your Life: 38-45; 44-47

Boldprint Survivors: 44-46

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/1204/strat.html>

- Tools for Constructed Response

Supplementary

Environmental Print Kit

- Travel & Tourism selections
- Workplace Safety Info Sheets

GCO 4: Students will be expected to create information.

Outcomes

Students will be expected to

- 4.1 use a variety of specific features, conventions, and structures to create texts*
- 4.2 create a variety of texts collaboratively and independently*
- 4.3 create texts for personal organizational purposes*
- 4.4 create texts that meet specific purposes*

Focus for Learning

Creating texts for personal organizational reasons should focus on student directed, teacher supported products. Some examples include a daily activity or fitness log, high school course plan (graduation requirements), shopping list and to-do list to prioritize tasks and organize tasks.

Teachers should look for evidence of critical thought when students create texts and products for specific purposes.

- Does the student question the purpose of the product?
- Does the student verbalize reasons for creating in a certain way?
- Does the student consider the needs of or anticipate the responses of the intended audience?
- Does the student defend or explain personal choices?

Text forms will vary depending on the purpose and audience. To begin, students may identify the purpose, which may include to:

- advocate social change
- clarify personal thoughts
- entertain
- gain personal enjoyment
- identify problems
- inform or persuade
- present information
- record information
- reflect on a text
- reflect personally
- respond to text
- summarize text

Sample focus questions for purpose and audience include:

Creating Texts	
Purpose	<ul style="list-style-type: none"> • Is there an action that I want my audience to take? • What do I want my audience to believe or agree with? • What do I want my audience to know when I have finished?
Audience	<ul style="list-style-type: none"> • How can I most clearly communicate or present information? • How much information does this audience already know? • Knowing my audience, should I use a formal or informal style? • What information does this audience need? • Who will be reading, hearing, or seeing this text?

Sample Performance Indicator

Create a survival guide in written or graphic form. Options include how to survive a zombie apocalypse, a week with no cell phone, a blizzard, etc.

GCO 4: Students will be expected to create information.

Sample Teaching and Assessment Strategies

Consolidation

Teachers may

- Conference with students about the creating processes they used:
 - What did you do to generate ideas or gather information?
 - How did you decide what information to include?
 - Why did you organize your ideas this way?
 - Did your product consider the opinions of others, as well as your own?
 - Were you open to feedback? Did you change anything based on feedback you received?
 - What strengths do you see in the product you created?
 - How is your work different from someone else's?
 - How can you improve your product or the processes you used?

Students may

- Create a movie trailer (for a movie that is currently available or for a movie they create themselves).
- Draw, paint, or create a mural, graffiti wall, or collage to represent an element from a text.
- Maintain a Growth Portfolio. See Appendix B3 for more information.
- Choose a personal skill or interest. Create an advertisement for a course they might offer based on their knowledge.
- Design a brochure or another type of media text (e.g., tourism, environmental issue, commercial product) to convey information to a specific audience.
- Create an anti-advertisement (spoof ad) to satirize a known product.
- Create a self portrait. Divide an outline of a head into four sections. Draw a symbol in each space which represents an interest. Write a sentence or a paragraph to describe each.
- Create a photo essay tracing a specific time line (e.g., the evolution of an invention, travel time line, or life time line including past, present, and future).

Extension

Students may

- Write a time capsule letter outlining what they would like to accomplish over the next three years. The letter may be saved to be given to the student upon high school graduation.

Resources and Notes

Authorized

Appendices

- Appendix B3 – Connections Notebook and Growth Portfolio
- Appendix E1 – Grammar and Usage

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1204/links/gco-4.html>

- Grammar Activities
- Media Smarts
- Spoof Ads
- Story Maker
- Word Cloud Generators
- Writing Centre

Cultural Connections

Texts to support students as they create information include:

- *Blue Ice: The Sealing Adventures of Artist George Noseworthy* (provided Spring 2016)
- *I Remain, Your Loving Son* (provided Spring 2016)
- *The Christmas Turr* (provided Spring 2016)

Appendices

Appendix A: Formative Assessment

Appendix A 1: Setting a Purpose for Reading, Viewing, or Listening.....	56
Appendix A 2: Seven Thinking Processes.....	57
Appendix A 3: Sample Reading Checklists	58
Appendix A 4: Workshop Approach.....	60

Appendix B: Understanding and Interpreting Information

Appendix B 1: Would you rather...?.....	61
Appendix B 2: Self-Interest Inventory.....	62
Appendix B 3: Connections Notebook and Growth Portfolio	63
Appendix B 4: Goal Setting	64
Appendix B 5: Literary Genres	65
Appendix B 6: Stages of Reading	67
Appendix B 7: Lost at Sea.....	68
Appendix B 8: Reading Strategies	69
Appendix B 9: Text Features	70
Appendix B10: Cueing Systems	71

Appendix C: Critical Thinking and Inquiry

Appendix C 1: Multiple Literacies.....	72
Appendix C 2: Here's the answer. What's the question?	73
Appendix C 3: Media Devices and Strategies.....	74
Appendix C 4: Checking Texts for Bias	75

Appendix D: Oral Communication

Appendix D 1: Student Oral Communication Reflection	76
Appendix D 2: Role Play Strategies	77
Appendix D 3: Role-Play Rubric.....	78
Appendix D 4: Guidelines for Collaborating	79
Appendix D 5: Panel or Round Table Discussion.....	80

Appendix E: Creating Texts

Appendix E 1: Grammar and Usage	81
Appendix E 2: Sample Writing and Representing Forms.....	82
Appendix E 3: Modes of Writing.....	83

Appendix F: Resources	84
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Appendix A: Formative Assessment

Appendix A1: Setting a Purpose for Reading, Viewing, or Listening

Setting a purpose to read, view, or listen can increase students' opportunities to comprehend new information as well as make connections to texts. Setting a purpose to interact with texts requires that students examine and reflect on their abilities to monitor their comprehension as well as develop skills to choose texts independently, based on task-specific purposes. Students may ask

- Am I looking for answers to questions on something new to me?
- Am I looking for more information on a familiar subject?
- Am I gathering statistics or other data to defend my argument?
- Am I trying to widen my experiences with texts generally?

In preparing students to attend to an audio, video, or oral text experience, setting a purpose for the listening can enable students to increase their attention and respond thoughtfully. In oral communication, three general purposes for listening may be identified:

Listening to Receive Information	Listening to Think About Information	Listening to be Entertained
<ul style="list-style-type: none"> • Listening to and comprehending oral communication that aims to provide the listener with information • Listening as one-way communication between the giver of information and the receiver • Listening to instructions, explanations, or others' comments 	<ul style="list-style-type: none"> • Listening to evaluate a speaker's argument and evidence • Listening to ask questions and assess accuracy and reliability of information • Listening to assess whether bias is evident • Listening to engage in two-way communication; may include a wide variety of critical responses 	<ul style="list-style-type: none"> • Listening that has aesthetic enjoyment as its central purpose • Listening for enjoyment of language simply for its sound or its music • Listening for one-way and two-way communication • Listening to provide personal responses, depending on interest

Appendix A2: Seven Thinking Processes

Process		Students may say ...
Connecting	<p>Making connections means relating something in the text to something students have experienced, read about, or seen. It can include linking information with:</p> <ul style="list-style-type: none"> personal experience (text-to-self) known information (text-to-text) knowledge of the world (text-to-world) 	<ul style="list-style-type: none"> This part explains the part on page ... This reminds me of ... This makes me feel ... because ... I like this because ... This fits/doesn't fit with what I already know. This relates to, or is similar to... I already know that ...
Questioning	<p>Questioning means asking questions before, during, and after an experience to better understand or think critically about information. It may include:</p> <ul style="list-style-type: none"> identifying the main idea predicting what may happen next working to self-correct errors 	<ul style="list-style-type: none"> Before I started to read I wondered ... This part makes me wonder about ... I think this might be about... I thought it meant ..., but now I think ... What does the author mean ...? So far I have learned ... Because of the pictures, I think ...
Determining Importance	<p>Determining importance means sorting through and prioritizing information. Students may use strategies associated with questioning to determine importance as they interpret words, symbols, charts, and pictures.</p>	<ul style="list-style-type: none"> This is about ... The main idea of this is ... This is important because ... This word is in bold so it must be important. The headings help find information on ... The author/presenter is saying...
Visualizing	<p>Visualizing means picturing ideas in one's mind based on language, symbols, and descriptions. Students may create mental pictures while they interpret words, symbols, charts, and pictures.</p>	<ul style="list-style-type: none"> I imagine what it must be like to ... I like the way the author describes ... This makes me picture ... The text makes me imagine ... This idea is like... If this was a movie ...
Inferring	<p>Inferring means thinking about what is meant but has not been explicitly stated. Students have to use information left by the author or creator and combine it with their own ideas to create meaning.</p>	<ul style="list-style-type: none"> Based on what I see, I think this means ... I think ... because it says ... I wonder why/how/if ... I guess that ... Maybe this means ...
Analyzing	<p>Analyzing means examining parts or all of a text in terms of its content, structure, and meaning. Analyzing requires critical thinking.</p>	<ul style="list-style-type: none"> This would have been better if ... I think the author may have used this technique because ... What is the author trying to say? Does that make sense?
Synthesizing	<p>Synthesizing means creating new understandings by combining what is already known with what was read, heard, or seen. This thinking process demands that students be able to put parts together to form a coherent or unique whole.</p>	<ul style="list-style-type: none"> For me this is about ... After reading this, I think differently about ... I would/would not recommend this because... This makes sense because ... I did it this way because ... I think this works this way because ... I used this strategy because ... I see why ...

Appendix A3: Sample Reading Checklists

Reading Comprehension

Levels of Proficiency – S: Strong

A: Adequate

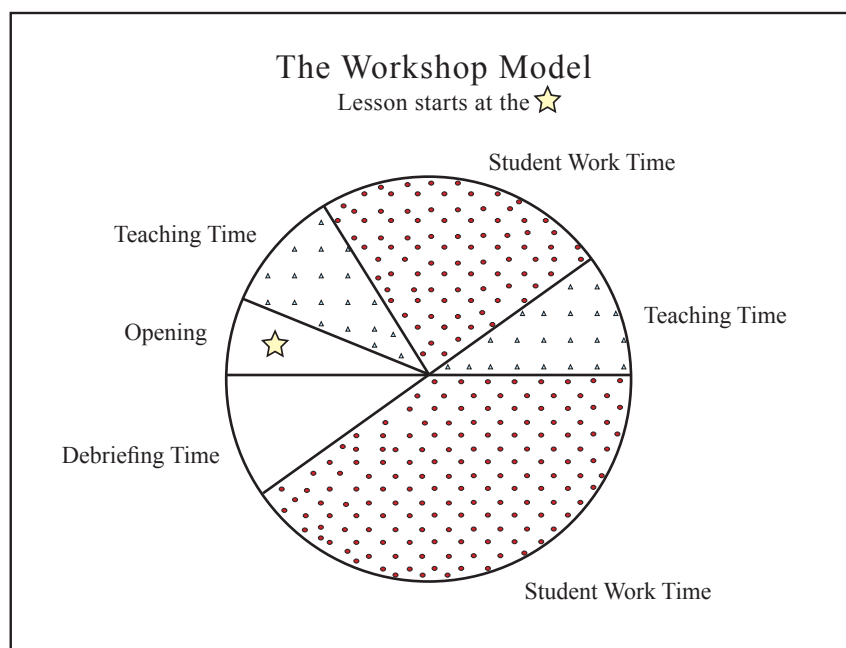
D: Developing

N/A: Not applicable

Name		Level of Proficiency				Date:
Text		S	A	D	N/A	Notes
Before Reading	• Uses titles, pictures, captions, graphs, blurbs to predict					
	• Uses background knowledge to predict					
During Reading	• Is aware when text doesn't make sense					
	• Uses preceding text to predict					
	• Reads "between the lines" (infers)					
	• Uses structure of text to make meaning					
	• Rereads when comprehension is difficult					
	• Changes reading mode (silent & oral) when comprehension is difficult					
	• Gets help when comprehension is difficult					
	• Able to identify concepts, language, or vocabulary that interfere with comprehension					
	• Searches for specific information in texts					
After Reading	• Extends comprehension through writing					
	• Extends comprehension through discussion					
	• Recalls important information					
	• Summarizes main points					
	• Identifies story elements in text					
	• Identifies developmental elements in text (e.g., introduction, conclusion)					
	• Identifies message of a text					
	• Uses support from text					
	• Retells main ideas fluently and coherently					
	• Makes connections					
	• Uses information from text to support statements and conclusions					
	• Identifies point-of-view and perspective					
	• Distinguishes between fact and opinion					

Appendix A4: Workshop Approach

A workshop model as a framework for instruction is effective in supporting the gradual release of responsibility. The graphic below suggests the proportion of time to be devoted to each activity during class.



Opening comments are used to review previous lessons, set a goal for the class, and activate student's knowledge for the current lesson.

Teaching Time is usually dedicated to teacher-led, whole class instruction, and is often based on teacher assessed student needs. A limited number of concepts or directions may be more effective than lengthy lists. Examples of whole-class instruction include an overview, outline, or review of a topic; demonstration or think-aloud; direct instruction, directions, reteaching, or questioning.

Student Work Time is student-directed. Students practice strategies and concepts focused on during explicit instruction. Student choice is essential, and work time must be of sufficient length to allow for sustained engagement. Student work time often includes peer or teacher conferences, small-group instruction, small group collaboration, mini-lessons, ongoing assessment, and feedback.

Debriefing Time is student or teacher led. Students reflect and focus on their learning and set goals for next steps. This may include discussion, questions, feedback, gathering assessment information, celebration of successes, reflection, self-assessment surveys, or exit cards.

Whole-class learning settings can provide a forum for critical thinking and challenge students to explore and extend their knowledge base. Examples of whole-class settings include author share (students read aloud from a text), discussion circles (students lead discussions on a controversial topic), talking sticks (students pass an object to take turns speaking), or text talk (students share opinions about a text).

Small-group settings help students learn to interact effectively and productively as team members. Students are required to assess their own contributions to the group, build on their own ideas and the ideas of others, consider different ways of completing an activity, and identify and solve problems.

Examples of small-group settings where time for reflection should be considered include book clubs, magazine clubs or reading partners; community project groups; inquiry and literature circles, media production groups and peer writers' conference groups.

Appendix B: Understanding and Interpreting Information

Appendix B1: Would you rather ...?

While self-interest inventories are available online for more specific targeting of students' areas of interest, self-interest activities may also be used to support students as they explore and reflect on their own choices.

The following or similar activities may be useful in helping students determine their own interests and reasoning processes.

Place a line of tape down the center of the room. Ask the group to place one foot on either side of the tape. When asked "Would you rather?", each person must move to the left or right. If students are reluctant to physically move around the room, they could be given two sheets of paper (e.g., blue for one answer and red for another) to hold up as each question is asked. Teachers may ask students to discuss their reasons for particular choices.

Questions could include: Would you rather...

<ul style="list-style-type: none"> • go without Internet or TV? • be invisible or be able to read minds? • work as a construction worker or a journalist? • watch a reality show or a movie? • go to a movie or a play? • meet the President of the US or the Prime Minister of Canada? • go on a ski holiday or a holiday at a beach? • live in a city or in a small community? • go hunting or join an animal rights group? • own a lizard or a snake? 	<ul style="list-style-type: none"> • read a novel or a magazine? • have a driver's license or another type of license? • read a magazine or a newspaper? • hang out with a group or with just a couple of people? • play a sport or a musical instrument? • not hear or not see? • go to a rock concert or a heavy metal concert? • go sky diving or bungee jumping? • have a cell phone or a tablet? • eat turnip or carrots?
--	--

Appendix B2: Self-Interest Inventory

How do you like to spend your time?

How do you like to spend your time? Review the list below and place a check mark next to the activities that you currently enjoy doing. Place an asterisk (*) beside those things that you enjoy but don't have the time and/or opportunity to do right now.

<input type="checkbox"/> animal rights	<input type="checkbox"/> going to the gym	<input type="checkbox"/> singing
<input type="checkbox"/> auto work/repair	<input type="checkbox"/> hanging out with friends	<input type="checkbox"/> sleeping in
<input type="checkbox"/> boating	<input type="checkbox"/> healthy lifestyles	<input type="checkbox"/> solving problems
<input type="checkbox"/> bodybuilding	<input type="checkbox"/> helping the elderly	<input type="checkbox"/> solving puzzles
<input type="checkbox"/> budgeting/financial matters	<input type="checkbox"/> hunting	<input type="checkbox"/> spending time with family
<input type="checkbox"/> building things	<input type="checkbox"/> learning how things work	<input type="checkbox"/> staying up late
<input type="checkbox"/> camping	<input type="checkbox"/> listening to music	<input type="checkbox"/> studying art
<input type="checkbox"/> cardio exercise	<input type="checkbox"/> meeting people	<input type="checkbox"/> studying languages
<input type="checkbox"/> child care	<input type="checkbox"/> organizing a physical space	<input type="checkbox"/> surfing the Internet
<input type="checkbox"/> church activities	<input type="checkbox"/> organizing information	<input type="checkbox"/> teaching others
<input type="checkbox"/> collecting things	<input type="checkbox"/> outside fitness	<input type="checkbox"/> texting
<input type="checkbox"/> concerts	<input type="checkbox"/> painting	<input type="checkbox"/> thrill rides and adventures
<input type="checkbox"/> conserving natural resources	<input type="checkbox"/> photography	<input type="checkbox"/> travelling
<input type="checkbox"/> cooking	<input type="checkbox"/> planning events	<input type="checkbox"/> using social media
<input type="checkbox"/> dancing	<input type="checkbox"/> playing a musical instrument	<input type="checkbox"/> volunteer activities
<input type="checkbox"/> designing things	<input type="checkbox"/> playing board games	<input type="checkbox"/> watching movies
<input type="checkbox"/> doing electrical work	<input type="checkbox"/> playing individual sports	<input type="checkbox"/> watching musicals
<input type="checkbox"/> doing extreme sports	<input type="checkbox"/> playing team sports	<input type="checkbox"/> watching plays
<input type="checkbox"/> doing housework	<input type="checkbox"/> politics	<input type="checkbox"/> watching sports
<input type="checkbox"/> drawing or sketching	<input type="checkbox"/> programming computers	<input type="checkbox"/> watching TV shows
<input type="checkbox"/> eating out	<input type="checkbox"/> public speaking	<input type="checkbox"/> weight training
<input type="checkbox"/> exploring new places	<input type="checkbox"/> reading magazines or newspapers	<input type="checkbox"/> working at a part time job
<input type="checkbox"/> fishing	<input type="checkbox"/> reading maps	<input type="checkbox"/> working with animals
<input type="checkbox"/> following news stories	<input type="checkbox"/> reading novels	<input type="checkbox"/> working with numbers
<input type="checkbox"/> following weather patterns	<input type="checkbox"/> riding ATVs	<input type="checkbox"/> writing essays
<input type="checkbox"/> gardening	<input type="checkbox"/> selling things	<input type="checkbox"/> writing poetry or songs
<input type="checkbox"/> getting up early	<input type="checkbox"/> shopping	<input type="checkbox"/> writing stories

Do you see any themes or trends in your choices?

Adapted from Interests checklist – careers.tufts.edu

Appendix B3: Connections Notebook and Growth Portfolio

Students in Literacy 1204 may benefit from keeping a **Connections Notebook**. This can be

- a paper notebook
- a binder with tabbed sections
- an expandable file folder
- a virtual notebook or directory on a computer or mobile device
- a combination of those listed above

This notebook may be used daily or weekly. Teachers may consider conferencing with students to suggest ways to extend on their learning. The intent is not to focus on students' ability to produce well-constructed sentences and paragraphs. Rather, it is to encourage the expression of coherent thoughts. These thoughts may be expressed in a single sentence, an illustration, or through pages of text. In talking with students about the content of their notebooks, teachers are able to provide direction and support students' interests when planning for instruction.

The Connections Notebook may include

- brainstormed ideas to be used when creating texts
- ideas about texts which can be used during class discussions and activities
- lists of ideas that interest the student
- lists of texts (books, movies, songs) the student has read/watched/heard or plans to read/watch/listen to, including recommendations from others
- photos, article clippings, song lyrics, headlines, ticket stubs, quotes, and other environmental texts that have meaning for the student
- sketches, drawings, or charts that capture the student's ideas about texts
- thoughts, feelings, and reflections about texts students' read, watch, or hear

The notebook is a safe place for students to try out ideas, discard the ones they aren't pursuing, and further develop the ones they are committed to seeing through to a published product and placed in a Growth Portfolio.

Growth Portfolios contain information pertinent to a student's progress. Portfolios may be comprised of a selection of students' published work that tells the story of their efforts, progress, and achievement. Maintaining a portfolio engages students in the assessment process and allows them a voice in the selection of portfolio samples. Growth portfolios may include, but are not limited to

- samples from classroom activities
- self-checklists
- student reflections of their own reading and writing strengths and needs
- student's published work with reflection notes
- teacher observations shared through conferences

A portfolio provides the teacher and parents with concrete examples of learning experiences, and real evidence regarding the nature of the learning that has occurred.

Appendix B4: Goal Setting

1. What is one area of interest that you really want to improve? This is your *long-term goal*. It may take you several weeks, months, or even a year to accomplish this goal.

2. What is one activity you can do to help you reach your goal? This is your *short-term goal*. You can accomplish this goal in 2-4 weeks.

3. What steps do you need to take to reach your goals?

4. What resources do you need to reach your goals?

5. List target dates for your short term and long term goals.

Short Term Goal	Target Date	Long Term Goal	Target Date

Appendix B5: Literary Genres

Genre is the term used to describe the various types of literature. It is a French term derived from the Latin genus/generis, meaning “type”. Genre designates forms of literature into classifications according to the formal structures, the treatment of subject matter, or both. Grouping literary works together in this way is beneficial because it

- allows a text to be valued on its own and also viewed in comparison with other texts of the same genre
- allows learners to have a better idea of the intended overall structure of the text and/or subject
- offers an orderly way to talk about literature

Providing students with varied opportunities to experience and respond to a wide range of literary genres, enables them to

- appreciate the range and power of language
- construct and elaborate upon their own interpretations
- develop a lifelong habit of reading as a rewarding leisure time pursuit
- develop as critical readers, writers, and thinkers
- increase their awareness of form and technique

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

Literary Genres	
Genre	Description
Adventure	Circumstances in which the characters experience new situations, overcome adversity, and grow as individuals
Autobiography	A story of one’s life as written by oneself
Biography	A written account of the series of events that make up a person’s life
Cross-genre	Includes books that fall into more than one category (mystery/fantasy book, or historical fiction/time travel story)
Drama	Stories composed in verse or prose, written in dramatic form; books can include collections of short plays or one play
Essay	A short literary composition that reflects the author’s outlook or point of view
Expository Text	Explains or provides direction
Fable	Narration demonstrating a useful truth, especially in which animals speak as humans; legendary, supernatural tale
Fairy Tale	A story about magical and imaginary beings and lands.

Fantasy	Fiction with strange or other worldly settings or characters; invites suspension of reality (time or animal fantasy, ghost stories, supernatural or space fiction)
Fiction	Narrative literary works whose content is produced by the imagination and is not necessarily based on fact
Fiction in Verse	Full length novels with plot, subplot(s), theme(s), and major and minor characters in which the narrative is presented in verse form
Folklore	The songs, stories, myths, and proverbs of a people or “folk” as handed down by word of mouth
Historical Fiction	Story with fictional characters and events in a historical setting (war stories, biographical fiction)
Horror	Fiction in which events evoke a feeling of dread in both the characters and the reader
Humour	Fiction full of fun, fancy, and excitement, meant to entertain; can be contained in all genres
Informational Text	Provides information, facts, and principles related to physical, natural, or social topics or ideas
Legend	Story, sometimes of a national or folk hero, which has a basis in fact but also includes imaginative material
Memoir	An account or reflection of a particular event, time, or period in a person’s life
Messaging Text	Computer mediated language presented in a range of text messaging formats and resembles typed speech
Mystery	Fiction dealing with the solution of a crime or the unravelling of secrets
Mythology	Legend or traditional narrative (may be based on historical events), that reveals human behaviour and natural phenomena by its symbolism; often pertaining to the actions of the gods.
Narrative Nonfiction	Factual information presented in a format which tells a story
Nonfiction	Informational text dealing with an actual, real life subject
Poetry	Verse and rhythmic writing with imagery that creates emotional responses
Realistic Fiction	Stories that often focus on universal human problems and issues; although it comes from the writer’s imagination, it is realistic
Science Fiction	Story based on impact of actual, imagined, or potential science, usually set in the future or on other planets
Short Story	Brief fictional narrative that usually presents a single significant scene involving a limited number of characters
Speech	Public address or discourse
Tall Tale	Humorous story with exaggerations and heroes who do the impossible

Appendix B6: Stages of Reading

Reading is developmental in that not everyone learns how to read at the same time or in the same way. However, there are common stages through which a reader progresses. Early readers are found predominantly in the earliest grades. However, students enrolled in Literacy 1204 may be reading below grade level in the early and transitional stages of reading. It is important for teachers to consider the dignity of their young adult learners when assessing their level of reading. The following descriptors may help in setting goals with students as they develop their reading and viewing strategies.

Early Readers	Transitional Readers
<ul style="list-style-type: none"> • can identify and discuss many different kinds of text • can read familiar text with confidence but are slow and deliberate when reading unfamiliar text • may rely heavily on initial letters and sounds • are beginning to develop new strategies to solve words 	<ul style="list-style-type: none"> • use a variety of reading strategies and can adapt reading to the type of text • enjoy texts that have a familiar structure or set of characters • are able to read aloud with expression and are able to respond personally to what they have read
Early and Transitional readers need <ul style="list-style-type: none"> • an awareness of how he or she reads • regular explicit instruction of activities and learning tools that can help improve his/her reading comprehension of more complex texts in all subject areas • explicit instruction about how to adapt his/her reading approaches and strategies to different reading contexts 	
Fluent Readers	Extended Fluent Readers
<ul style="list-style-type: none"> • use a variety of strategies automatically when reading • use their knowledge of text structures to construct meaning • are able to read about topics that are abstract or outside their own experiences • make both personal and critical responses to what was read • are able to read with appropriate phrasing, expression, and rate 	<ul style="list-style-type: none"> • have an extensive vocabulary • are able to read very complex and sophisticated texts with understanding • use multiple strategies and easily synthesize information and construct new meaning
Fluent readers need <ul style="list-style-type: none"> • explicit instruction about new kinds of text • explicit instruction about activities and skills that will extend their abilities even further 	

Appendix B7: Lost at Sea

“Lost at Sea” can be used to assess interests or for team building purposes. Students will learn about their own preferences to advocate for choices they make. There are several variations of this activity. Two possible variations are listed.

Newspaper Activity

Teachers pass out copies of a newspaper and ask students to cut out pictures or words to represent items they would feel necessary to have if they were on a deserted island.

Suggested guidelines:

- Students may work in groups.
- Each student in a group is responsible for choosing and explaining two items which would have personal significance for them.
- A time limit is given for gathering information.

Shipwrecked

Shipwrecked is another “Lost at Sea” activity. This version ranks items in terms of their usefulness and importance.

Suggested guidelines:

- Students may work in groups.
- Each group is responsible for listing 8-10 items which would be important to have if they were lost at sea.
- The group must work together to rank the items in order of importance and usefulness in terms of their own survival. Number 1 is the most important for survival.
- Each group will share their top 2-3 with the class.
- A time limit is given for gathering information.

Appendix B8: Reading Strategies

Strategy		Student thoughts
Pre-Reading	Reading begins before a text is opened. Students should activate the knowledge they already have that is related to the text and increase their relevant knowledge prior to reading a text.	I can <ul style="list-style-type: none"> • create a journal response on a topic, issue, or idea • create questions on a topic, issue, or idea • describe a time when I was involved in . . . (something similar) • summarize my prior knowledge on the topic • preview illustrations, graphs, glossary, table of contents, titles, and other text features
Connecting	Relating something in the text to what students have experienced, read about, or seen; can include linking information with personal experience (text-to-self), known information (text-to-text) and world knowledge (text-to-world)	<ul style="list-style-type: none"> • Another example of this is... • This explains the part on page ... • This also takes place in ... • The literary device is also used in ... • This makes me feel...because... • This is similar to...
Questioning	Asking questions before, during and after to better understand information. The questioning process may include <ul style="list-style-type: none"> • identifying main ideas • predicting • self-correcting 	<ul style="list-style-type: none"> • Before I started to read I wondered ... • I am confused because... • This part makes me wonder about ... • This doesn't seem to make sense... • I think the author/creator means... • So far I have learned...
Inferring	Interpreting “clues” left by the author and combining this with prior knowledge to create meaning	<ul style="list-style-type: none"> • Based on what I am reading, I think the word means ... • I think ... because it says ...
Visualizing	Picturing ideas and images based on the language and description used by the author	<ul style="list-style-type: none"> • I can visualize the part where it says ... • I imagine what it must be like to ... • I like the way the author describes ...
Determining Importance	Knowing what is important and being able to identify key ideas	<ul style="list-style-type: none"> • This is about ... • This is important because ... • This information is interesting but... • This word is in bold so it must be important. • I can use headings and subheadings to...
Analyzing	Examining parts or all of a text in terms of its content, its structure, and its meaning	<ul style="list-style-type: none"> • The author used this technique/word choice ... • I think the author tried to ... • This doesn't fit with what I know ... • This would have been better if ...
Synthesizing	Building a new understanding by combining what is already known with what was read	<ul style="list-style-type: none"> • Now that I have read this I am beginning to think differently about... • For me this is about ...

Appendix B9: Text Features

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

Organization
<ul style="list-style-type: none">• Bold Print• Coloured print• Bullet• Caption• Label• Heading• Sub-heading• Title• Italics• Sidebar

Graphic
<ul style="list-style-type: none">• Comparison• Cross-section• Diagram• Figure• Graph• Chart• Table• Map• Timeline

Print
<ul style="list-style-type: none">• Appendix• Glossary• Index• Key• Preface• Table of Contents

Illustration
<ul style="list-style-type: none">• Drawing• Photo• Sketch

Appendix B10: Cueing Systems

Cueing Systems

As students read and write, they use sampling, predicting, and self-correcting strategies. This requires the integration of cueing systems which help them become fluent, mature, and flexible readers and writers.

Semantics refers to the knowledge acquired through prior experience and background. Readers can more easily integrate new information with what they already understand.

Fluent readers and writers will:

- correctly use prepositions, homonyms, plurals and possessives, and general diction
- use a dictionary or other source to determine a word's meaning usage, pronunciation, and etymology

Syntactics refers to the knowledge of the structure of language. Word order, the relationship between words, tense, number, and gender support language structure.

Fluent readers and writers will:

- comprehend how word order and sentence patterns communicate meaning
- recognize when fragments or run-on sentences negatively impact meaning
- use formal spoken and written sentences that are meaningful, clear, and correctly punctuated

Graphophonics refers to the knowledge of the relationship between written letters and the sounds of the language.

Fluent readers and writers will:

- comprehend the spelling patterns of high-frequency, topic-specific, and Canadian spelling of words
- use the form and usage of a word to determine the pronunciation (e.g., “project” as a noun vs verb).
- use sounds, syllables, and accents to determine pronunciation and spelling

Pragmatics refers to the knowledge of how language and punctuation are used in particular contexts (an experienced reader knows what to expect from a web site as opposed to a short story).

Fluent readers and writers will:

- recognize and understand formal and informal language
- know how stylistic choices and context affect meaning and impact of the message
- select and use language appropriate across cultures, races, genders, ages, and abilities and avoid common usage problems including the use of jargon, slang, euphemism, and clichés

Textual cues refer to the form or structure and elements of a text. Ideas and information are organized in digital, paper, and live formats.

Fluent readers and writers will:

- create a variety of paper, digital, and live texts in a unified and coherent manner appropriate for subject, purpose, and audience
- recognize and understand the distinctive formats of a range of texts (and features)

Fluent text consumers (reading, listening, viewing) will:

- recognize and comprehend textual features including graphic aids
- recognize and comprehend how verbal cues and non-verbal cues clarify intent of message

Fluent text creators (writing, speaking, representing) will:

- use appropriate verbal and non-verbal cues
- use communication elements such as handwriting, font choice, placement, neatness, underlining, indentations, spacing, focal point, and margins to enhance the clarity and legibility of communication

Appendix C: Critical Thinking and Inquiry

Appendix C1: Multiple Literacies

Developing Multiple Literacies

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 order to explore, interpret, and communicate meaning.

Media literacy refers to an informed and critical understanding of the role of mass media in society (television, radio, film, magazines, Internet, etc.) and the impact of the techniques used. Media literacy involves students asking questions such as:

- Do I need this information? What is the message? Why is it being sent?
- Who is sending the message? How is the message being sent?
- Who is the intended audience? Who or what is left out? Who benefits from this message?
- Can I respond to this message? Does my opinion matter?

Critical literacy involves the ability to question, challenge, and evaluate the meaning and purposes of texts in order to learn how they are used to construct particular historical, social, cultural, political, and economic realities. Critical literacy involves questions such as:

- Who constructed this text? (age/gender/race/nationality)
- For whom is the text constructed? To whom is it addressed?
- Where did the text appear? For what purpose can it be used?
- What does the text tell us that we already know or don't know?
- What is the topic? What are the key messages?
- How is the topic presented? What are other ways in which this topic could be presented?
- Whose voices and positions are being/not being expressed?
- What is the author/text trying to do to the reader/listener/viewer? How does he/she do it?
- What other ways are there to convey this message? Should the message be contested or resisted?

Visual literacy involves the ability to decode, interpret, create, question, challenge, and evaluate texts that communicate with visual images as well as, or rather than, words. Students must learn to respond personally and critically to visual texts and be able to select, assimilate, synthesize, and evaluate information obtained through technology and the media.

Key questions for students to ask in the critical thinking process during visual literacy instruction include:

- What am I looking at? What does this image mean to me?
- What is the relationship between the image and the displayed text message? How is this message effective?
- How can I visually depict this message? How can I make this message effective?
- What are some visual/verbal relationships I can use?

Information literacy is a process in which the learner needs to find, understand, evaluate, and use information in various forms to create for personal, social or global purposes. It also involves the ability to judge whether the information is meaningful and how best to communicate the knowledge.

To become effective users of information, students need to know how to define a question and how to locate, access, and evaluate information from a variety of sources. Once students have located a resource they must be able to evaluate information from it. This involves detecting bias, differentiating between fact and opinion, weighing conflicting opinions, and evaluating the worth of sources. Information literacy also focuses on the ability to synthesize the information so that it can be communicated. In this way, students need to think critically about information and synthesize ideas as they communicate.

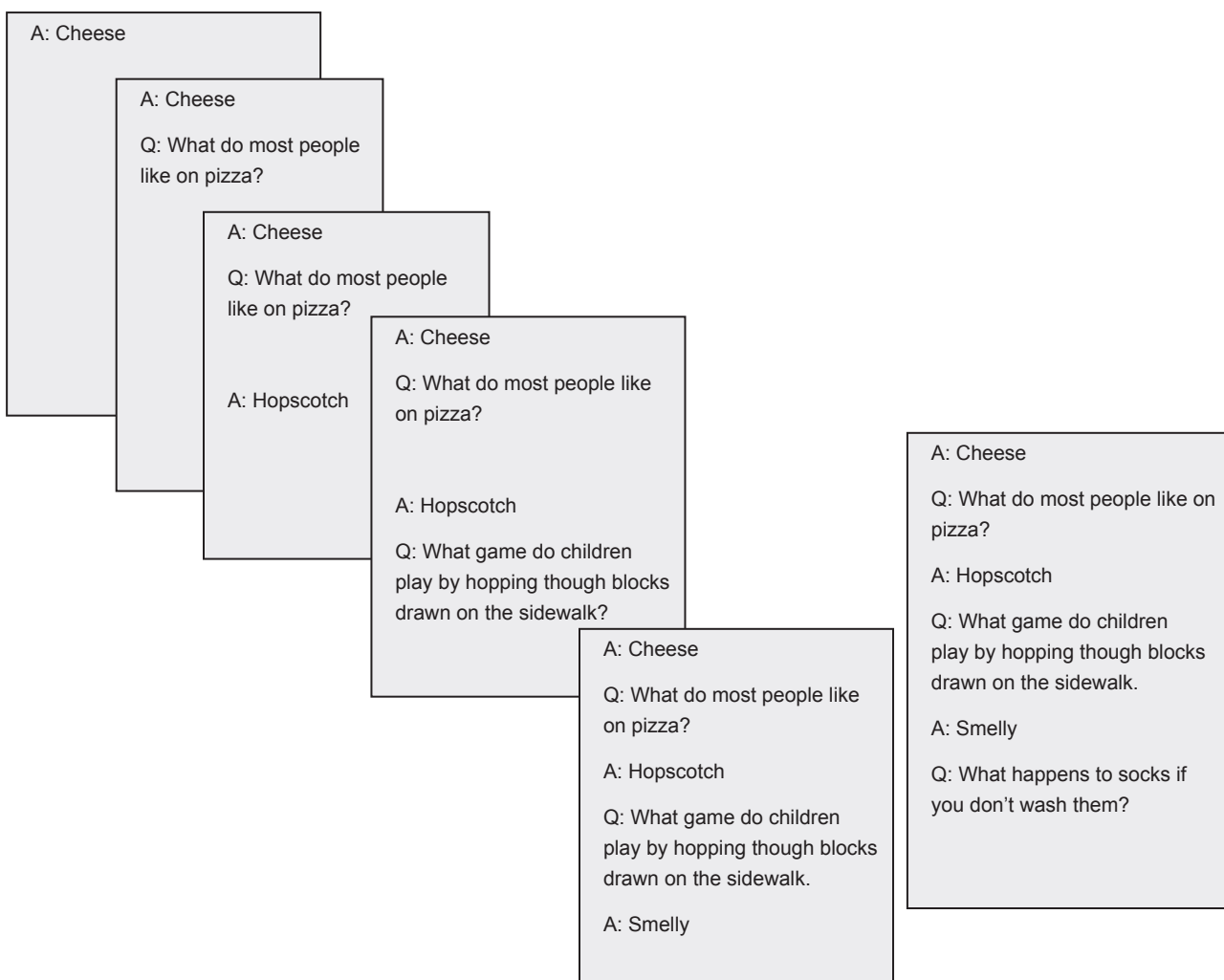
Appendix C2: Here's the answer. What's the question?

Here's the answer. What's the question?

This game may be played initially to build vocabulary and comprehension. Teachers may choose to design a structured list to focus students' learning on developing inquiry skills and critical thinking through creating effective questions.

To Play:

1. Divide students into groups of four.
2. Give each student a different word (the answer) on a regular sheet of paper (e.g., cheese, astronaut, laugh, sharp, chemistry).
3. Students write a question below the word, the answer to which could be their word (e.g., cheese, astronaut, laugh, sharp, chemistry, etc.).
4. Students then provide a new random word or phrase below their question.
5. Students pass their paper to their left in their group of four.
6. Repeat steps 2-5.



Appendix C3: Media Devices and Strategies

Students may encounter some of the following as they develop an awareness of the role of media in society:

Media Devices	<ul style="list-style-type: none">• advertisement• agenda• bias• blog• brochure• caption• commercial• deconstruct• demographic• dialogue bubbles• endorsement• form• format	<ul style="list-style-type: none">• headline• hypertext• icon• image• intent• lead• logo• mass media• media• media strategies*• medium• message	<ul style="list-style-type: none">• motive• podcast• poster• product• product placement• propaganda• speech balloon• subliminal message• subtext• target audience• webpage• white space
Media Strategies	<ul style="list-style-type: none">• bandwagon• cartoon/cute characters• celebrity endorsement	<ul style="list-style-type: none">• emotional appeal• facts and figures• gender/sex appeal• name calling• plain folks	<ul style="list-style-type: none">• shock appeal• snob appeal• testimonials• humour

Appendix C4: Checking Texts for Bias

As students become more independent as learners, they will take on the responsibility of choosing accurate and reliable information from bias free sources. Below is a sample checklist for detecting bias in various text forms.

Bias Checklist

Text:	Yes	Unsure	No
Illustrations <ul style="list-style-type: none"> • Are illustrations free of stereotypes? • Are aboriginal or minority or cultural groups/characters portrayed realistically? 			
Lifestyle <ul style="list-style-type: none"> • Are all cultures and settings depicted as being equal? • Do views about where people live remain neutral? 			
Language <ul style="list-style-type: none"> • Does the author stay away from offensive overtones? • Does the author stay away from sexist language that demeans males or females? • Does the author stay away from racist language? 			
Author(s) or Text Creator(s) <ul style="list-style-type: none"> • Does the author use a balance of diverse cultures and heritage? • Do their experiences qualify them to write about this topic? 			
Relationships <ul style="list-style-type: none"> • Are roles portrayed equally? • Are certain cultures or genders shown to be heroes, problem solvers, successful? 			
Information <ul style="list-style-type: none"> • Does information cover a wide range of topics? • Is the information neutral rather than attempting to sway the audience? 			
Overall the text can be considered unbiased.			
Notes			

Appendix D: Oral Communication

Appendix D1: Student Oral Communication Reflection

Speaking

Main message	
What steps did you take to prepare for the presentation?	
How did you make decisions regarding the organization of your presentation?	
How did you ensure that you presented both sides of your argument?	
How did you persuade your listeners with your argument?	
What would you consider to be your strengths as a speaker?	
How can you improve upon future presentations?	

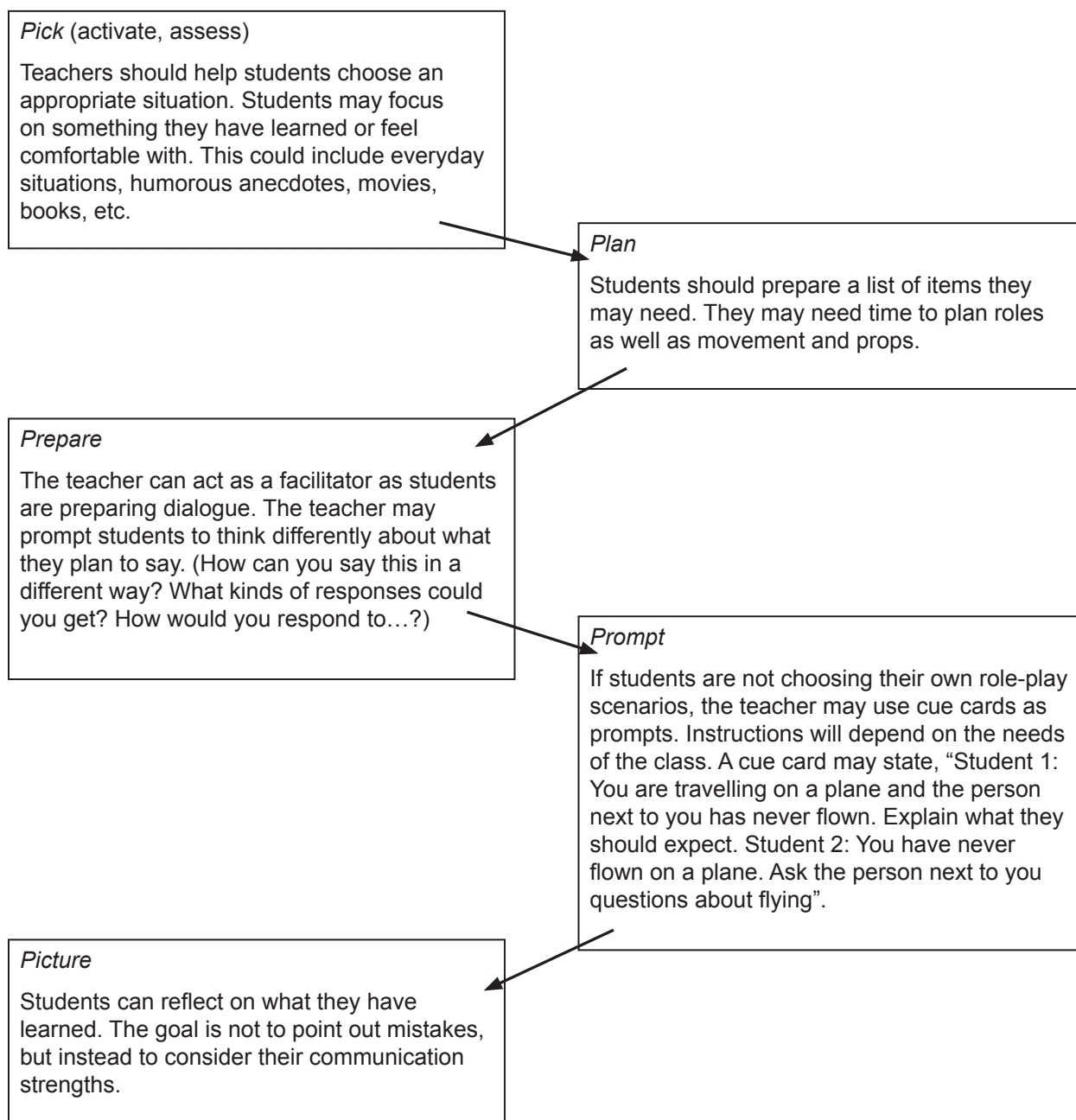
Listening

Main message	
How well did you understand the message?	
What helped you to understand the speaker's message?	
What strategies did you use to pay attention to the presentation?	
How would you improve the presentation overall?	

Appendix D2: Role-Play Strategies

During role-play, students put themselves into someone else's situation or put themselves into an imaginary situation. They may choose to role-play a familiar format such as a talk-show. By doing this, they can role-play key characters in a talk show or they may choose to role-play interviewers or reporters. This can be done individually, in pairs, as a small group, or as a whole class group. Students will have the opportunity to express themselves without feeling intimidated by formal presentations.

The following steps may be used as a guide in preparation for a role play.



Appendix D3: Role-Play Rubric

This is a suggested rubric for teacher use. It may be adapted as a student self-assessment rubric.

	Skilled	Satisfactory	Beginning
Content	<ul style="list-style-type: none"> Prepares notes that are relevant and meaningful to the audience Uses props or accessories purposefully and effectively Responds thoughtfully to questions from the audience Knows the topic well 	<ul style="list-style-type: none"> Refers to prepared notes that are helpful Uses props or accessories, predictably but not effectively Responds to questions from the audience Knows the topic 	<ul style="list-style-type: none"> Refers to brief or incomplete notes that are not helpful Props or accessories don't serve a clear purpose Unsure how to respond to questions from the audience Doesn't seem to know topic well
Voice	<ul style="list-style-type: none"> Speaks clearly Uses volume, pitch, and intonation to develop character and/or tell a story Engages the audience through tone of voice which suits the purpose of the drama 	<ul style="list-style-type: none"> Uses a clear voice but needs to develop speaking variation Reads notes but voice doesn't aid in the development of the drama Uses a tone of voice which doesn't suit the purpose of the drama 	<ul style="list-style-type: none"> Uses a voice which is not loud or clear enough for the audience Mumbles words so that the audience cannot understand what is said Speaks in a monotone without dynamic expression
Physical Delivery	<ul style="list-style-type: none"> Uses purposeful gestures and has a confident stance Uses props (optional) to enhance meaning 	<ul style="list-style-type: none"> Uses predictable gestures and has an open stance Uses props (optional) to contribute to meaning 	<ul style="list-style-type: none"> Doesn't use appropriate body language Uses props that serve little or no purpose
Dramatic Awareness	<ul style="list-style-type: none"> Has a strong stage presence and appears comfortable while performing Stays in the character role for the duration of the reading Pauses effectively 	<ul style="list-style-type: none"> Appears comfortable on stage Stays in the character role for parts of the reading Tries to take cues from the audience to enhance performance 	<ul style="list-style-type: none"> Appears uncomfortable on stage Does not develop character Remains unaware of the audience reaction while reading

Appendix D4: Guidelines for Collaborating

Teachers should model and explain clear expectations when students are organized to collaborate.

It is important that students understand what effective collaboration looks, sounds, and feels like. With practice and effective teacher feedback, students should gain confidence and improve their skills for collaborating with their peers. There are seven recognized norms of collaboration.

Norms of Collaboration	Group members
Promoting a spirit of inquiry	<ul style="list-style-type: none"> • are focused on hearing a wide variety of ideas from each other and asking questions to move the conversation forward • do not push their ideas on each other and insist their ideas are the right ones
Pausing	<ul style="list-style-type: none"> • listen to hear what others say and pause before responding • do not talk over each other at the same time or try to dominate the conversation
Paraphrasing	<ul style="list-style-type: none"> • summarize each others' ideas using fewer and different words to show they understood what was said • do not use negative or judgemental comments or body language in response to others' ideas
Probing	<ul style="list-style-type: none"> • ask questions for clarification and to seek logical conclusions • do not accept every idea at face value
Putting ideas on the table	<ul style="list-style-type: none"> • make suggestions, share ideas and opinions, and provide facts or reasons to back up their ideas • do not insist their ideas are the only right ones and are willing to modify their thinking based on discussions with others
Paying attention to self and others	<ul style="list-style-type: none"> • self-monitor their feelings, tone of voice, and body language • pay attention to others' non-verbal cues and emotional reactions
Presuming positive intentions	<ul style="list-style-type: none"> • believe others mean well and are always trying their best • do not react impulsively without thinking first

Adapted from Garmston and Wellman (2006) *The Adaptive School: Developing and Facilitating Collaborative Groups*

Appendix D5: Panel or Round Table Discussion

A panel discussion may assist students in achieving communication outcomes as well as helping them to elaborate on knowledge and understanding of a specific text.

In groups of 4-5, students can participate in a panel discussion. Each group is assigned a series of discussion questions on a topic or text and asked to prepare responses. A reflection time should be provided in which students complete a peer and self-evaluation.

Below are sample questions on a fictional text. Teachers will need to adjust these to fit other types of texts or for specific topics.

Group	Questions
1	<ul style="list-style-type: none"> • What do you like about characters in this text? Why? • What do you dislike about characters in this text? Why? • Do you think (name of character) was a one-dimensional character (does not seem to grow)? Why or why not? • How did the setting contribute to the development of a character?
2	<ul style="list-style-type: none"> • What do you think the author would have to say about the world today? Why? • What is the mood of the text? How do you know? How did the author create the mood? • How is humour (or sarcasm, etc.) achieved in the text? Why do you think the author chose to include this? • What can the author do to make this text clearer for the audience?
3	<ul style="list-style-type: none"> • What can you suggest about what might not be said but is implied? • What type of language is used in the text? Was it difficult to follow? Why or why not? • What new or challenging words did you find in the text? What words can replace these? • What headlines could you use if this text were to be reviewed in a newspaper article?
4	<ul style="list-style-type: none"> • What text features are present? • Which text features are the most important to convey the meaning of this text? Why? • How could this text be presented differently to a younger audience? What features would help with this? • How could this text be presented in a different form (e.g., instead of a visual, use a graph, etc)? Explain why you chose this.
5	<ul style="list-style-type: none"> • What is the purpose of this text? How do you know? • Is bias present in this text? How do you know? • Are there stereotypes present in this text? How do you know? • What could I create to provide further information on this topic for future audiences?

Appendix E: Creating Texts

Appendix E1: Grammar and Usage

Students learn to use language effectively and appropriately through interacting with the people around them, from listening to others read, from their own reading, and from learning about language in the context of their own writing.

Writing samples will reveal what students know, and what they do not know, or are ready to learn about writing and about the conventions of the language. One piece of writing will seldom give an accurate picture of writing skills. When teachers observe and monitor students' writing over a period of time, they can note students who:

- need help forming contractions
- need help with organizing, categorizing, and sequencing ideas for paragraphs
- need help with plurals and possessives
- need help with sentence construction and appropriate use of parts of speech within sentences
- need help with the use of capital letters
- use minimal or no punctuation
- use sentence fragments and need help organizing their thoughts into sentences

Teachers then have to make decisions about what to teach and which strategies to use to meet each student's needs and interests. Teachers may consider:

- working on the selected concept in the context of students' own compositions
- using grammatical terminology naturally in discussions about reading and writing, either the students' own writing or the writing of published authors (e.g., a compliment can be given to a student for his/her effective use of verbs to describe action)

Introduce grammatical terminology as it is needed, teaching as much by example as by explanation. Students can become aware of different sentence structures and patterns (question, command, statement, and exclamation) through exposure and practice. Consider the following suggestions when planning for explicit grammar instruction:

- Use classroom texts as models (e.g., poems, songs, stories and other descriptive texts to examine functions and importance of adjectives and adverbs).
- Use specially-prepared and personalized checklists, dictionaries, and published handbooks.
- Use demonstrations and lessons (spontaneous and planned) with groups or the whole class.
- Provide opportunities for students to use spell checkers, electronic spelling dictionaries, and computer graphics.
- Conference with individual students while they are at the editing stage. Focus on one or two identified skills.

Where a lot of editing is required, the teacher may choose one or two errors to work on at one time. It is important that students not become frustrated with a seemingly insurmountable list of errors to be corrected.

Appendix E2: Sample Writing and Representing Forms

Some writing and representing forms may include:

• acknowledgement	• form	• placard
• advertisement	• glossary	• play
• agenda	• greeting card	• poem
• anecdote	• guide	• postcard
• announcement	• headline	• poster
• article	• horoscope	• prayer
• autobiography	• infographic	• precis
• ballad	• instruction	• proclamation
• biography	• inventory	• prospectus
• blurb (e.g., for book)	• invitation	• proverb
• broadsheet	• journal	• questionnaire
• brochure	• label	• recipe
• caption	• legal brief	• record
• cartoon	• letter	• reference
• catalogue	• list	• regulation
• certificate	• log	• report
• charter	• lyric	• résumé
• confession	• magazine	• review
• constitution	• manifesto	• rule
• critiques	• manual	• satire
• crossword	• memo	• schedule
• curriculum vitae	• memoir	• script
• definition	• menu	• sermon
• dialogue	• minutes	• sketch
• diary	• monologue	• slogan
• directions	• myth	• soliloquy
• directory	• news	• song
• edict	• notes	• sonnet
• editorial	• notice	• spell
• epistolary	• novel	• statement
• epitaph	• obituary	• story
• essay	• pamphlet	• summary
• eulogy	• parable	• syllabus
• fable	• paraphrase	• synopsis
• flash fiction	• parody	• testimonial
• feature article	• pastiche	• travel log
• forecast	• petition	• weather forecast

Appendix E3: Modes of Writing

The modes of writing: expressive, poetic, and transactional, will guide students towards the form of writing they wish to use. Expressive writing is largely personal and allows students to explore ideas and opinions. Poetic writing uses the aesthetic qualities of language to evoke meaning. Transactional writing involves using language to inform, advise, persuade, instruct, record, report, explain, and speculate.

Mode	Description	Sample Formats
Expressive	<ul style="list-style-type: none"> • Often colloquial and spontaneous • Used to express personal feelings, describe personal experiences, and articulate personal opinions • Often written in the first person point of view • Audience may be less important than what the student has to say 	<ul style="list-style-type: none"> • Blog • Collage • Journal response • Learning log • Memoir/autobiography • Painting or Photograph • Personal letters, emails, or messages • Photo essay • Reflective paragraph • Storyboard • Thank-you note
Transactional	<ul style="list-style-type: none"> • Often planned using recognized processes (e.g., gathering information, creating more than one draft) • Primarily used to record and convey information • Sometimes used to provide directions or instructions • Sometimes used to organize or summarize factual information • Sometimes used to report or explain information • Sometimes uses standard formats (e.g., spacing, headers, font sizes) 	<ul style="list-style-type: none"> • Biography • Brochure • Business letter • Directions, instructions, or map • Documentary or time line • Feature or news article • Formal paragraph (e.g., paraphrase, summary) • Meeting minutes • Newsletter • Public service announcement or advertisement • Questionnaire or survey • Recipe • Report (e.g., financial, scientific, research) • Résumé or Curriculum Vitae (CV)
Poetic	<ul style="list-style-type: none"> • Often planned using recognized processes (e.g., creating more than one draft of the text) • Primarily used to express creativity • Sometimes presented from an identifiable point of view • Sometimes uses standard formats (e.g., spacing, headers, font sizes) 	<ul style="list-style-type: none"> • Graphic story • Movie or video • Music • Poem • Script or screenplay • Short story • Song

Appendix F: Resources

Teacher Resources

Texts and Lessons in Content-Area Reading (Heinemann 2011)

Exploring Writing in the Content Areas (Pembroke 2005)

Cross-Curricular Reading Tools (Council of Atlantic Minsters for Education and Training 2006)

Ontario Comprehension Assessment Student Success Kit (Pearson 2009)

Environmental Print Kit (Department of Education and Early Childhood Development 2012)

Student Resources

Selected titles from *Boldprint* Anthology Series (Oxford)

- *Adventure Travel*
- *Faceoff*
- *Rise Above*
- *Survivors*
- *Ride On*
- *Predators*
- *She's Got Game*

Selected titles from *Boldprint* Talk Series (Oxford)

- *Danger Zone*
- *Homes*
- *Fight for Your Life*

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