

# English Language Arts

*Grade 5*

**Interim Edition**



*Curriculum Guide*  
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# Introduction



## Background

The curriculum described in *Foundation for the Atlantic Canada English Language Arts Curriculum* (1998) and in this curriculum guide, *English Language Arts Curriculum: Grade 5* (2013), has been planned and developed collaboratively by a provincial working group tasked with elementary curriculum renewal for English Language Arts. The English language arts curriculum has been developed with the intent of:

- responding to continually evolving education needs of students and society;
- providing greater opportunities for all students to increase literacy levels;
- helping students develop multiple literacies and become more critically aware in their lives and in the wider world;
- contributing toward students' achievement of the essential graduation learnings (See *Foundation for the Atlantic Canada English Language Arts Curriculum*, pages 5-9).
- fostering a unified approach to teaching and learning in English language arts within Newfoundland and Labrador.

Pervasive, on-going changes in society – for example, rapidly expanding use of technologies – require a corresponding shift in learning opportunities in order for students to develop relevant knowledge, skills, strategies, processes, and attitudes that will enable them to function well as individuals, citizens, workers, and learners. To function productively and participate fully in our increasingly sophisticated, technological, information-based society, citizens will need to flexibly use multiple literacies.

The English language arts curriculum is shaped by the vision of enabling and encouraging students to become reflective, articulate, critically literate individuals who use language successfully for learning and communication in personal and public contexts.

## Purpose of the Grade 5 English Language Arts Curriculum

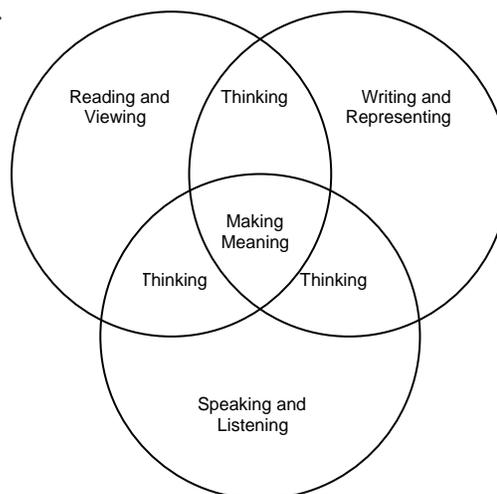
*Foundation for the Atlantic Canada English Language Arts Curriculum* provides a comprehensive framework for developing an integrated language arts program for school entry to grade 12. This guide has been developed to support teachers in the implementation of the Grade 5 English language arts curriculum in Newfoundland and Labrador.

It articulates the language arts curriculum by providing a focus for learning, suggestions for teaching and assessment, and suggested resources and notes. The curriculum document:

- reflects current research, theory, and classroom practice;
- provides a coherent, integrated view of the learning and teaching of English language arts;
- places emphasis on student-centered learning;
- provides flexibility for teachers in planning instruction to meet the needs of their students.

## The English Language Arts Strands

The Grade 5 curriculum is designed to engage students in a range of experiences and interactions. It creates opportunities for balance and integration among the six strands of learning in language arts which include speaking and listening, reading and viewing, and writing and representing. These language processes are interrelated and can be developed most effectively as interdependent rather than discrete processes.



The curriculum includes choice and flexibility in classroom organization, teaching practices, resources and assessment. Based on the needs, interests and skills of elementary learners, there are a number of organizational approaches that teachers and students may select and combine in planning learning experiences to meet student needs in many different contexts.

## The Speaking and Listening Strand

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

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

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

The Speaking and Listening strand encompasses General Curriculum Outcomes 1-3.

Oral language is the cornerstone of successful experiences with reading and writing since speaking and writing both share the same skills (e.g., describing, explaining, elaborating, planning, composing meaning). Students learn a great deal about language through oral interactions which support them to make the connection between the spoken and written word. Students will continue to develop their knowledge of the sound-symbol system (graphophonics), their background knowledge base (semantics and syntax), and the complexity of their language structure. They also bring this knowledge to the reading and writing process at varying developmental levels as they develop their literacy skills.

The classroom should be a place where the use of spoken language is supported and where active listening is developed and valued. The role of the teacher in this environment is to

- create a safe and caring classroom that encourages purposeful talk and thinking aloud;
- give students opportunities to gather information, and to question and interpret, building on what they already know;
- make informal talk and sharing of facts and opinions a regular part of the language arts classroom;
- respect cultural traditions;
- assess both processes and products.

As students experience the power of language in authentic and modelled situations, students gain insight into the importance of developing and improving their speaking and listening skills, becoming more aware of and sensitive to others' opinions and beliefs. Listening is a skill that must be cultivated, nurtured and taught. Explicit instruction on selected types of listening is important.

Type	Purpose
Aesthetic Listening	Refers to listening for enjoyment
Critical Listening	Listening for the purpose of evaluating the speaker's message
Discriminative Listening	Used for non-verbal communication and for the deciphering of sound
Efferent Listening	Role in efferent listening is to make sense of messages

## The Reading and Viewing Strand

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

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

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

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

The Reading and Viewing Strand encompasses General Curriculum Outcomes 4-7.

While speaking and listening are important in their own right as a means for students to make sense of the world around them, they are equally important as a route to the development of reading and writing skills. Through sharing and talk, students not only acquire new meanings and interpretations from their peers, but also refine and enhance their own initial impressions of texts.

Reading and viewing extend comprehension and foster the complex thinking processes necessary to analyze, compare, and evaluate texts and synthesize information.

Teachers guide students in selecting reading materials, and provide descriptive feedback on their oral and written responses to readings. On other occasions, teachers provide for more student-directed reading and viewing. In these situations, teachers become listeners, observers, and class participants.

The classroom should be a place where positive reading and viewing experiences are developed and valued. The role of the teacher in this environment is to:

- designate a space for meeting (whole group, small group);
- provide seats reserved for reading;
- offer an author's chair for students to read their own writing;
- arrange desks and seating that allow for work as individuals, pairs, or small groups;
- maintain an attractive and accessible classroom library with book displays, shelves, bins, or baskets;
- post student responses to reading and viewing around the room and school;
- display supportive text around the room, such as anchor charts or word walls;
- establish an expectation of reading without interruptions.

### *Four Resources Model*

The skills and resources students use to make meaning of text are complex and research to understand them is still evolving. Luke and Freebody (1990) suggests one model where they describe reading as an integration of four roles to gain meaning from text: meaning maker, text user, code breaker and text analyst. In combination, these four roles help students become proficient readers who can:

- sense purpose for reading in all curriculum areas
- understand the structures of a variety of texts
- build on prior knowledge
- have competency in using higher-order thinking skills to support future learning

<b>Role</b>	<b>Activity</b>
Code Breaker	<ul style="list-style-type: none"> <li>• Decoding the codes and conventions of written, spoken and visual text. Readers of text (including online text) must be able to break the code – the language, syntax, vocabulary the author uses to articulate the message.</li> </ul>
Meaning Maker	<ul style="list-style-type: none"> <li>• Once a reader has broken the ‘code’ of the text – meaning is brought to the words. The reader makes meaning by drawing on prior knowledge and knowledge of similar text.</li> </ul>
Text Analyst/Critic	<ul style="list-style-type: none"> <li>• Being a text critic is about taking a critical stance as a reader of a text and asking questions about the origins, intent and messages of texts.</li> </ul>
Text User	<ul style="list-style-type: none"> <li>• Readers must be able to navigate and apply strategies across different texts and genres. Readers must be able to understand genre, structures, form and features of texts, so they can apply the appropriate strategies necessary for making meaning.</li> </ul>

*Adapted from: Luke and Freebody, 1990*

## The Writing and Representing Strand

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

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

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

The Writing and Representing strand encompasses General Curriculum Outcomes 8-10.

Creating texts through writing and representing is a social practice. The writing and representing processes consist of many aspects including planning, drafting, revising, editing, and publishing. It is the recursive process of recording language graphically, through a variety of media to explore and communicate ideas, information and experiences.

To ensure student engagement, writing instruction should include daily independent writing that is supported by explicit instruction, choice, movement, social interaction, established classroom routines, and flexible groupings.

The classroom should be a place where positive writing and representing experiences are developed and valued. The role of the teacher in this environment is to

- write regularly with students and share their experience (both successes and frustrations);

- use strong mentor texts to model writing techniques;
- provide explicit writing and representing instruction;
- provide opportunities for students to apply independently what they have learned through instruction;
- ensure time for conferencing with individuals or groups about the text they are creating;
- allow time for sharing and reflection with the whole group.

Through writing and representing, students can express themselves, clarify their thinking, communicate ideas and connect with new information. By being habitually engaged in text, a text creator will develop concepts and ideas, and become aware of forms, structures, styles, and conventions used by others.

## **Contexts for Learning and Teaching Comprehension and Metacognition**

Those who can monitor their learning, assess their strengths and needs, and set goals for improvement become independent, lifelong learners. When students learn language arts in an integrated fashion, they use the strands interdependently to comprehend and make meaning. For example, a structured talk may lead to writing, while viewing graphs and images may also lead to writing. By thinking about how they think and learn, students gain personal control over the strategies they use when engaged in literary activities. This control develops through metacognition – that is, thinking about thinking which empowers learning. Students become increasingly aware of and more purposeful in using the strategies for self-monitoring, self-correcting, reflecting and goal setting to improve learning. Every student can develop metacognitive strategies and skills when teachers explain, model and help them practice talking and writing about their thinking.

## **Definition of Text**

In this document, the term text is used to describe any language event, whether oral, written, visual or digital. In this sense, a conversation, a poem, a novel, a poster, a music video, and a multimedia production are all considered texts. The term is an economical way of suggesting the similarity among the many skills involved in viewing a film, interpreting a speech, or responding to an online forum. This expanded concept of text takes into account the diverse range of texts with which people interact and from which they construct meaning.

## Literacy Learning

“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.”

*The Plurality of Literacy and its Implications for Policies and Programmes* (2004) p.13

In all curriculum areas students are challenged to make connections, form hypotheses, make judgements, and analyse and synthesize information. Literacy learning is a process of making and not just receiving meaning. It also involves negotiating meaning with others, rather than only thinking alone. Literacy is

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

The elementary English language arts curriculum 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 information. Published work, student exemplars, existing criteria and student-teacher developed criteria can be used as references when discussing assigned tasks.

### *Developing Multiple Literacies*

Understandings of what it means to be literate change as society changes. The rise of the Internet and consumerist culture have influenced and expanded the definition of literacy. No longer are students only exposed to printed text. While functional literacy skills such as knowing how to create sentences and spell words correctly are still important, effective participation in society today requires a knowledge of how to understand and apply a range of literacies including media literacy, critical literacy, visual literacy and information literacy.

New technologies have changed our understandings about literacy and how we use language. As adolescent learners become more skilled with locating, analysing, extracting, storing and using information, they require skills to be able to determine the validity of information and select the most appropriate technology to complete a learning activity. They need to learn, read, negotiate and craft various forms of text, each with its own codes and conventions. Multi-media materials often have a variety of texts embedded within them, requiring students to consider multiple text structures and contexts simultaneously.

### **Media Literacy**

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.

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. It is the ability to

- bring critical thinking skills to bear on all media;
- ask questions about what is there, and noticing what is not there;
- question what lies behind the media production (motives, money, values and ownership);
- be aware of how these factors influence content.

Most mass media is produced for general consumption and rarely reflects the culture of smaller groups and issues on a local level. It is necessary for individuals to *see themselves* and *hear their own voices* in order to validate their culture and place in the world.

Engaging students in recognizing the types of media they are interacting with (e.g., television, videos, electronic games, films and various print media forms) is an important part of media awareness. They can examine the reliability, accuracy and motives of media sources. They can

- analyse and question what information has been included;
- explore how information has been constructed;
- investigate information that may have been left out.

Media awareness also involves exploring deeper issues and questions such as, “Who produces the media we experience – and for what purpose?”, or “Who profits? Who loses? And who decides?”

Media literacy involves being aware of the messages in all types of media. It 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

Texts are constructed by authors who have different purposes for writing. 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. It involves the ability to read deeper into the content and to recognize and evaluate the stereotyping, cultural bias, author’s intent, hidden agendas, and silent voices that influence texts.

Critical literacy requires students to take a critical stance regarding the way they use language and representations in their own lives and in society at large in an effort to promote and effect positive change by addressing issues of social justice and equity. It is a way of thinking that involves questioning assumptions and examining power relations embedded in language and communication. Students need to recognize their personal power and learn how to use language and other text features to communicate a perspective or influence others.

Critical literacy learning experiences should offer students opportunities to

- question, analyse and challenge the authority of the text;
- read resistantly;
- rewrite texts in ways that are socially just;
- identify the point of view in a text and consider what views are missing;
- write texts representing the views of marginalized groups;
- examine the processes and contexts of text production and text interpretation;

*“Critically and reflectively reading the word, ultimately empowers readers to critique and transform their worlds toward greater equity and social justice.” (Giese, 2009)*

Students can interrogate a text by asking some of the following questions:

- 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 version of reality does this present?
- Who is marginalized in this text?
- 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 themes and discourses are being used?) What are other ways in which this topic could be presented?
- What view of the world does the composer assume that the reader/viewer holds?
- What has been included and what has been omitted?
- 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**

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. If viewing is meant to be a meaningful experience, it should consist of more than merely eliciting a quick reaction from students. Teachers guide students through the viewing experience as they engage in dialogue about elements of design and colour, for example, and discuss how the artist/illustrator uses these effectively to convey a message. This includes questioning the intended meaning in a visual text (for example, an advertisement or film shot), interpreting the purpose and intended meaning, investigating the creator's technique, and exploring how the reader/viewer responds to the visual.

Students must learn to respond personally and critically to visual texts imagery and be able to select, assimilate, synthesize, and evaluate information obtained through technology and the media. Students can be asked, for example, to create their own interpretation of a poem through a visual arts activity (drawing a picture, making a collage, or creating their own multimedia productions).

Since response is a personal expression, it will vary from student to student. A climate of trust and respect for the opinions of all students must be established to ensure that everyone feels free to express his/her own personal point of view. The unique perspectives of many different student voices will enhance the understanding of all and will help students to appreciate the importance of non-verbal communication.

Students can also discuss the feelings that a visual image evokes in them, or associations that come to mind when viewing a visual image.

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** 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. Teachers are encouraged to use a wide range of print, non-print, and human resources in their learning and teaching in order to provide students with the knowledge and skills they need to be *information literate*.

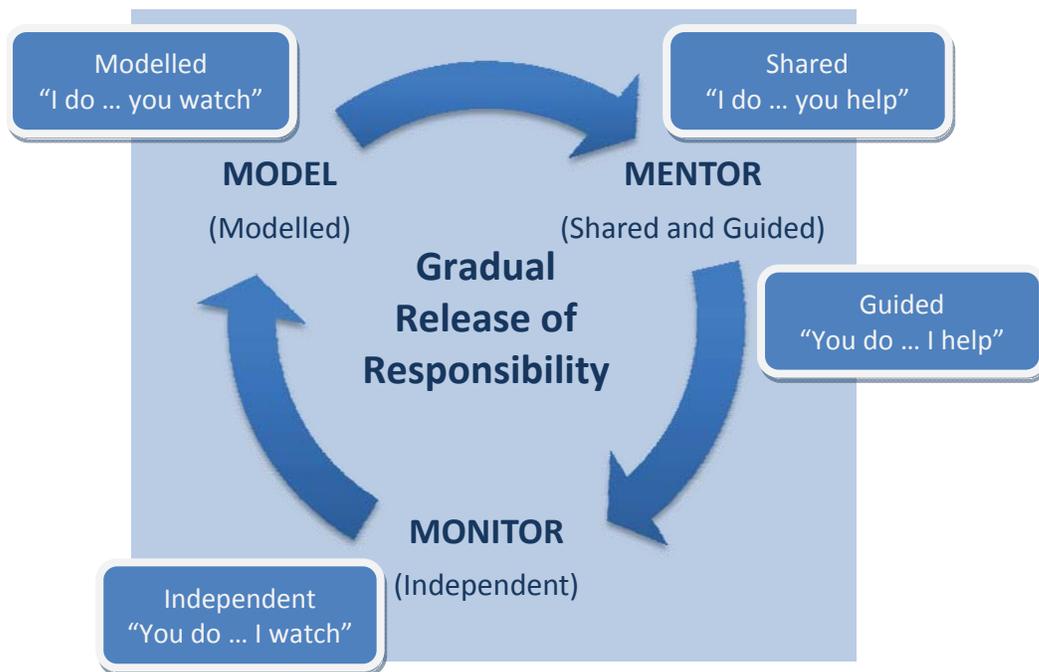
Once students have located a resource they must be able to evaluate information from it. This involves detecting bias, differentiating between fact and opinion, weighing conflicting opinions, and evaluating the worth of sources. Information literacy also focuses on the ability to synthesize the information so that it can be communicated.

Using technology, media and other visual texts allows students to develop information literacy and critical thinking skills – more specifically, accessing, interpreting, evaluating, organizing, selecting, creating and communicating information in and through a variety of technologies and contexts.

## **Gradual Release of Responsibility**

Teachers must determine when students can work independently and when they require assistance. In an effective language arts program, teachers choose their instructional activities to model and scaffold composition, comprehension and metacognition that is just beyond the student's independence level. In the gradual release of responsibility approach, students move from a high level of teacher support to independent practice, as students become more skilled at using the new strategies. If necessary, the teacher increases the level of support when students need further assistance.

The goal is to empower students to make the strategies their own, and to know how, when, and why to apply them when speaking, listening, reading, viewing, writing, representing, and thinking about their thinking. Guided practice supports student independence. As a student demonstrates success, over time the teacher gradually decreases his or her support. By differentiating instruction and assessment, teachers can provide various levels of support as students' independence increases.



## Principles Underlying the English Language Arts Curriculum

Language is a primary instrument of thought and the most powerful tool students have for developing ideas and insights, for giving significance to their experiences, and for making sense of both their world and their possibilities within it.

The following underlying principles of the English language arts curriculum describe that language learning is

- an active process of constructing meaning, drawing on all sources and ways of knowing;
- a primary instrument of thought and the most powerful tool students have for developing ideas and insights, for giving significance to their experiences, and for making sense of both their world and their possibilities in it;
- assessed in an integrated manner and it is an ongoing part of the learning process itself, not limited to final products;
- best when students are aware of the strategies and processes they use to construct meaning and to solve information related problems;
- best when students experience frequent opportunities to conference with the teacher as they assess and evaluate their own learning and performance;

- continual and multidimensional; it can best be assessed by the use of multiple types of evidence that reflect authentic language use over time;
- developed out of students' home language and their social and cultural experiences;
- developmental in that students develop flexibility and fluency in their language use over time;
- helpful when expressing cultural identity;
- most effective when students learn language concepts in context rather than in isolation, as all the language processes are interrelated and interdependent;
- open for students to have opportunities to communicate in various modes what they know and are able to do;
- personally connected to individuality;
- purposeful and challenging when experiences are designed around stimulating ideas, concepts, issues, and themes that are meaningful to them;
- receiving various forms of feedback from peers, teachers, and others – at school, at home, and in the community.

English language arts teachers can help all students become competent and confident language users. Students must develop an understanding of ideas and language processes that will allow them to participate and communicate in a variety of roles and settings. For information regarding what language arts is and what it is not, refer to the table which follows.

**English Language Arts ...**

... IS	... IS NOT
Appreciating children as active learners and accepting them as competent co-learners who can socially and culturally construct knowledge with adults	Seeing children as passive vessels to be filled and believing that learning is received from outside sources and it is to be recapitulated
Helping children actively seek to understand the world around them and to learn about life and language	Telling children what knowledge they need to know but not having them use it or apply it
Using visual, multimedia, oral, and written communication competently, appropriately, and effectively for a range of purposes	Using only print resources with a fictional emphasis for a limited range of purposes (usually isolated to a school task)
Recognizing the central role of language in communicating, thinking, and learning	Letting printed books, isolated activities, and worksheets drive the program
Setting meaningful and relevant contexts for teaching and learning including connections to students' experiences, knowledge, and personal and cultural identity	Giving isolated language activities and using unrelated texts
Helping students know what and why they are learning and doing something (share outcomes, indicators, and exemplars)	Having only teacher awareness of the outcomes and not sharing them with students
Teaching and learning for "deep understanding" (including using compelling questions as a focus)	Asking and answering solely teacher-directed questions
Making meaning of ideas or information received (when viewing, listening, and reading)	Answering only comprehension questions, individually, after reading print texts
Creating meaning for students and others (through speaking, writing, and representing)	Using only limited forms of communicating, usually writing
Using a variety of strategies (before, during, and after) depending upon the activity	Following only teacher-directed skills and strategies and spending time on isolated skill and drill
Engaging in inquiry learning	Doing a project or, if time permits, a series of activities to bring closure
Reflecting on own learning and literacy	Assuming that the responsibility for learning and literacy lies with the teacher

This table has been adapted from *English Language Arts 1* (Saskatchewan Ministry of Education, 2008). Used with permission of Saskatchewan Ministry of Education.

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# Considerations for Program Delivery

## The Nature of the Elementary Learner

There is a wide range of interests, behaviours, readiness and ability levels inherent in elementary classrooms. However, there are many general characteristics which apply to large numbers of students at this level. It should be cautioned that these are general patterns and there are considerable individual differences. Elementary students may:

### *Physically*

- differ in growth patterns by gender
- have an inherent need to move
- display some awkwardness
- have improving physical coordination
- easily accomplish activities using large muscles more easily
- be still developing fine motor skills

### *Intellectually*

- be curious and ask many questions
- have increasing attention spans
- have an increasing ability to use language and reasoning skills
- be still in a concrete stage of thinking (some are able to handle more abstract concepts and to apply simple problem-solving techniques)
- understand increasingly difficult concepts
- be developing personal interests

### *Emotionally*

- display egocentric behaviours
- be growing in independence
- become discouraged easily
- need to feel successful
- display more aggression as they struggle to determine their own identity
- enjoy repetition of favoured activities
- enjoy competition but can be easily upset with losing
- become concerned by issues such as pollution, war, poverty and death (can become frightened and pre-occupied by these)
- may have behaviour affected by the onset of puberty

### *Socially*

- judge their own ability and the abilities of their peers on the levels of performance they observe
- be aware that their classmates have different levels of competence in various areas

- view achievements as a result of a person’s ability level and not just their effort
- view social comparison as more and more important in the appraisal of self and others
- become more interested in group involvement and sociability
- require structure and clear limits
- be cautious and fear failure
- be hesitant to demonstrate affection
- continue to seek attention and approval
- form tight social circles which exclude some peers
- develop love-hate relationships with peers of opposite sex
- respond to new knowledge and experiences according to its relevance to their emerging interests
- experience external regulation of learning

### *Spiritually and Morally*

- develop internal standards of right and wrong
- choose “suitable” behaviours in order to avoid censure

## **The Role of Teachers**

Teachers bring diverse knowledge, strengths and experience to their roles. They have knowledge of the subject area and the skills necessary for teaching. The language arts learning environment must be inclusive, caring and safe for all students. Teachers should:

- **act as coach, facilitator, editor, a resource person, or a fellow learner** (some situations call for teacher-supported activities with the whole class, a small group of students, or individual students);
- **create activities** that are inquiry-based to challenge students to develop critical analysis as they question and analyze issues;
- **provide students** with relevant and engaging learning opportunities that integrate the language arts processes and scaffold learning;
- **monitor learning** as students become more responsible and develop a focus for their learning; the teacher intervenes, when appropriate, to provide support;
- **plan learning activities** that enhance students’ self esteem, recognize their accomplishments, and encourage the development of positive attitudes (affective domain);
- **provide learning opportunities** that allow students to learn how language can empower them to make a difference in their personal, peer, family and community lives;

## Establishing Community in the English Language Arts Classroom

*“Effective teachers believe that all students can learn and be successful ... consciously create a climate in which all students feel included ... believe that there is potential in each learner and commit to finding the key that will unlock that potential.”*  
(Gregory and Chapman 2007)

- **select appropriate strategies** for student learning, considering the ways in which gender, race, ethnicity and culture shape students’ ways of viewing and knowing.

To create a community of learners, teachers need to demonstrate a valuing of all learners, emphasizing that diversity enhances everyone’s experience of learning. Teachers need to establish and maintain a supportive environment. Students’ level of comfort and trust within a class is built on teacher-student and student-peer relationships and impacts the learner’s engagement.

If an environment sensitive and responsive to the needs of all students is to be created, the students must come to know and interact with one another. Flexibility is important for all students, especially for those who need extra support. The teacher and the students together can make decisions as to appropriate groupings for various activities. This builds the base for peer partnerships, for peer teaching, sharing and various other collaborative efforts. Students need to feel supported as they learn about themselves, others and the world around them.

It is necessary that the teacher’s role as facilitator be a very active one. The teacher circulates around the room, tuning in to the vocal and the silent members of each group, modelling ways of drawing everyone into the dialogue as well as ways of respecting and valuing each person’s contribution, making notes about students to confer with on an individual basis. Considerations for establishing a safe and caring classroom:

- asking for students’ opinions on relatively safe topics (at first) during whole-class discussion, demonstrating confidence that the student has something worthwhile to say on the topic;
- guiding peers to field questions evenly around the group;
- encouraging questioning and never assuming prior knowledge on a given topic;
- guiding students to use flexible grouping in various collaborative activities;
- helping students to establish a comfort zone, a small group in which they will be willing to speak and take learning risks;
- observing students within a group, getting to know their strengths, and conferring with them about the roles for which they feel most suited;
- assisting students to move beyond their comfort zone and out of one role into another;

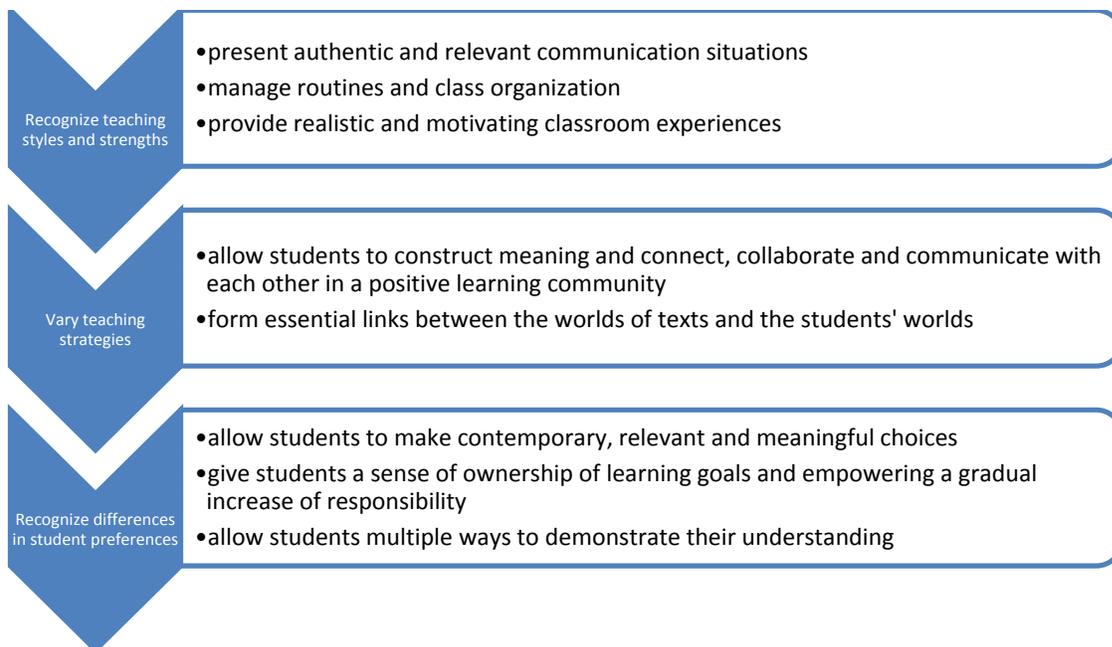
- allowing students to work alone if they choose, so long as they still benefit from some group experience;
- conferring with students to provide mini-lessons or strategy instruction on a one-on-one basis or with other students who have similar learning needs.

## Learning Preferences

Students have many ways of learning, knowing, understanding, and creating meaning. How students receive and process information and the ways in which they interact with peers and their environment are indicated by and contribute to their preferred learning styles. Most learners have a preferred learning style, depending on the situation and the type of information the student is dealing with, just as most teachers have a preferred teaching style. Learning experiences and resources that engage students’ multiple ways of understanding allow them to focus on their learning processes and preferences.

Preparing students means engaging them with texts and with people from whom they can learn more about themselves and their world. Prior knowledge and experience has a large impact on their ability to make meaning, and what they will take away from the experience. The learning environment must be structured in such a way that all students can gain access to information and to the community, while developing confidence and competence with using language for real purposes. Through the English language arts curriculum, students must be encouraged to question their assumptions and attitudes, and to find their own voice.

### Teachers should



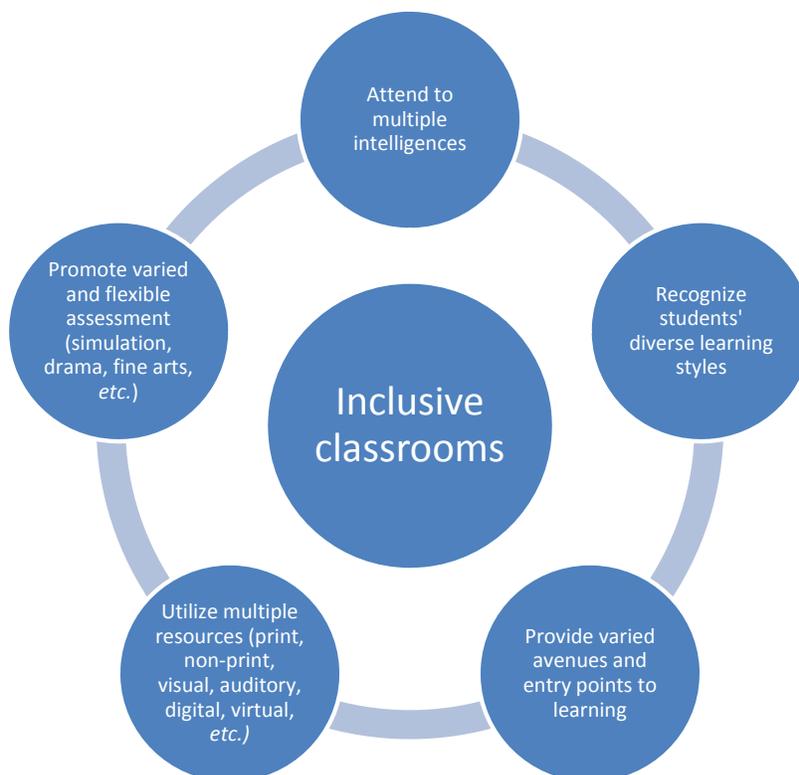
## The Inclusive Classroom

### 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)*

An inclusive classroom values the social and ethnocultural backgrounds of all students while creating opportunities for community building. Students can learn much from the diverse backgrounds, experiences, and perspectives of their classmates in a community of learners where participants discuss and explore their own and others' customs, histories, traditions, values, beliefs and ways of seeing and making sense of the world. In reading, viewing, and discussing a variety of texts, students from different social and cultural backgrounds can come to understand each other's perspectives, to realize that their ways of seeing and knowing are not the only ones possible, and to probe the complexity of the ideas and issues they are examining. Learning resources should include a range of texts that allows students to hear diverse social and cultural voices, to broaden their understanding of social and cultural diversity, and to examine the ways language and literature preserve and enrich culture.

English language arts activities can provide opportunities in a safe and caring environment for students to express feelings, to think critically about problem solving, or to simply reflect on current issues. All students need to see their lives and experiences reflected in their school community. The promotion of inclusive attitudes builds respect for one another, creates positive interdependence and allows for varied perspectives.



**Co-Teaching Environments** Some English language arts (ELA) classrooms may have more than one teacher at a time. The ELA teacher may partner with either another subject teacher or an instructional resource teacher (IRT). Co-teaching can occur between two classroom/subject teachers or between a classroom/subject teacher and an IRT who are:

- working collaboratively in the same physical space.
- collaborating on the delivery, assessment and evaluation of outcomes.
- devoting common time for planning, reflection and/or problem solving.
- instructing a heterogeneous class.

When the co-teaching partnership involves two classroom/subject teachers, both are focused on curriculum delivery. There are obvious benefits such as a smaller teacher-to-pupil ratio, opportunities for collaborative planning and increased diversity in classroom activities.

By contrast, classroom/subject teachers and IRTs have complementary skill sets. The classroom/subject teacher has expertise in curriculum while the instructional resource teacher brings expertise in addressing the strengths and needs of students with exceptionalities. Each brings their areas of expertise to the classroom and supports the other, increasing the knowledge and capability in the classroom as a whole. The collective effort of these two professionals ensures that the outcomes of alternate programs, courses or curriculum are addressed concurrently with the outcomes and activities of the prescribed curriculum.

**Students with Exceptionalities** Some students may need specialized equipment such as brailers, magnification aids, word processors with spell checkers, and other computer programs and peripherals such as voice synthesizers or large print to help achieve outcomes. Speaking and listening outcomes can be understood to include all forms of verbal and non-verbal communication including sign language and communicators.

Teachers should adapt learning contexts to provide support and challenge for all students, using the continuum of curriculum outcomes statements in a flexible way to plan learning experiences appropriate to students' learning needs. When specific outcomes are not attainable or appropriate for individual students, teachers can use statements of general curriculum outcomes, key-stage curriculum outcomes, and specific curriculum outcomes for previous and subsequent grade levels as reference points in setting learning goals for individual students.

**Students Learning English as an  
Second Language (ESL)**

Students from language backgrounds other than English add valuable language resources and experiences to the classroom. The language, prior knowledge, and culture of ESL students should be valued, respected and, whenever possible, incorporated into the curriculum. The different linguistic knowledge and experience of ESL students can be used to extend the understanding of linguistic diversity of all students in the class.

The learning environment and organization of the classroom should affirm cultural values to support ESL students and provide opportunities for individual and group learning. Teachers may need to make explicit the ways in which different forms and styles of English are used for many different purposes. Teachers need to consider the specific needs of ESL students with regards to vocabulary and language structure. This is best considered in the context of meaningful literacy activities and with a mind to the students' stage of language development. For example, error corrections, vocabulary and language focus should be limited to those the student is developmentally ready to learn.

**Students with Advanced  
Abilities**

Teachers should adapt learning contexts to stimulate and extend the learning of advanced learners (gifted), using the continuum of curriculum outcome statements to plan challenging experiences. In designing learning tasks, teachers should consider ways that students can extend their knowledge base, thinking processes, learning strategies, self-awareness, and insights. Advanced learners also need significant opportunities to use the general curriculum outcomes framework to design their own learning experiences, which they may undertake individually or with community partners. Project-based learning is one example of this type of opportunity.

Advanced learners need experiences working in a variety of grouping arrangements, including partnering, mixed-ability and similar-ability cooperative learning groups, and interest groups. Many of the suggestions for teaching and learning in this curriculum guide provide contexts for acceleration and enrichment (for example, the emphasis on experiment, inquiry, and critical perspectives). The curriculum's flexibility with regard to the choice of texts also offers opportunity for challenge and extension to advanced learners.

## Differentiating Instruction

Differentiated instruction is instruction that responds to students of different abilities, interests or learning needs so they may acquire appropriate ways to learn, use, develop and present concepts. It involves actively planning for student differences in a learning situation in terms of the core concepts and skills being taught, the process by which the content is delivered, and the product that students will create based on their readiness and interests.

Teachers continuously make decisions about how to select teaching strategies and structure learning activities to meet the diverse learning styles of their students. Given the changing nature of adolescents' development, creating such a responsive environment will provide all students with a safe place to grow and succeed in a dynamic and personalized space.

Differentiating instruction is an essential tool for engaging students and addressing their individual needs. Teachers can differentiate in the content, process, product or environment of the classroom.

### *Differentiating the Content*

Content can be described as the knowledge, skills and attitudes we want students to learn. Differentiating content requires teachers to pre-assess students to identify those who do not require direct instruction. Students who demonstrate an understanding of the concept may move past the instruction step and proceed to apply the concepts to the task of solving a problem. Another way to differentiate content is simply to permit the apt student to accelerate their rate of progress. They can work ahead independently on some projects, i.e. they cover the content faster than their peers.

Teachers should consider the following examples of differentiating by content:

- Using reading materials at varying readability levels
- Creating recordings of reading
- Presenting ideas through both auditory and visual means
- Meeting with small groups to re-teach an idea or skill or to extend the thinking or skills when necessary

### *Differentiating the Process*

Differentiating the process means varying learning activities or strategies to provide appropriate methods for students to explore the concepts and make sense of what they are learning. The content and product is kept consistent for all students, but activities that lead to task completion will vary depending on the learner. A teacher might assign all students the same product (writing a story, for example)

but the process students use to create the story will differ, with some students meeting in groups to peer critique while others meet with the teacher to develop a storyboard. The same assessment criteria is used for all students.

Teachers should consider flexible groupings of students which include whole class, small group or individual instruction. Students can be grouped according to their learning needs and the requirements of the content or activity presented. It may be necessary to form short-term groups of students for specific purposes.

Teachers should consider the following examples of differentiating by process:

- Using activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity
- Providing activities and resources that encourage students to further explore a topic of particular interest to them
- Providing students with activities that contain both common work for the whole class and work that addresses individual needs and interests of learners
- Offering manipulatives or other supports for students who need them
- Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth

### *Differentiating the Product*

Differentiating the product means varying the complexity of the product that students create to demonstrate learning outcomes. Teachers provide several opportunities for students to demonstrate and show evidence of what they have learned. When students have a choice in what the end product can be, they will become more engaged in the activity.

Teachers should consider the following examples of differentiating by product:

- Giving students options of how to express required learning (e.g., create an online presentation, write a letter, or develop a mural)
- Using rubrics that match and extend students' varied skills levels
- Allowing students to work alone or in small groups on their products
- Encouraging students to create their own assignments as long as the final products contain required elements

**Opportunities for Student Choice**

Offering students a choice in how they demonstrate their understanding is a powerful way to engage students. It is important to offer students learning activities that are appropriate to their learning needs, readiness, and interests. When learning goals are clearly defined, it is easier to determine whether students should have free choice, a guided choice, or no choice at all.

Examples of **free choice** in learning activities include allowing students to

- choose whether or not to work with a partner, and with whom to work;
- choose a text they wish to read;
- choose an assessment task they wish to complete;
- choose topics for independent study projects.

Examples of **guided choice** in learning activities might include allowing students to

- choose from teacher selected options (for example, the teacher identifies three articles on a topic, and students choose which one to read based on what their interests are);
- demonstrate their understanding of new concepts by using previously developed skills (for example, a teacher may allow students who have already developed videography or Power Point presentation skills to demonstrate their understanding of new concepts using one of these mediums).

At times it is appropriate for teachers to provide **no choice** of learning activities for students. Students will understand and accept not having a choice about a learning activity when the teacher feels it is not in the best interest of the student to do so and if the teacher offers choice on a regular basis.

*Differentiating the Learning Environment*

The learning environment of a classroom is the way a classroom works and feels. It embodies the physical and affective tone or atmosphere in which teaching and learning take place, and includes the noise level in the room, whether student activities are static or mobile, and how the room is furnished and arranged. A classroom may include tables of different shapes and sizes, spots for quiet individual work, and areas for collaboration.

Teachers can divide the classroom into sections, create learning centers, 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 individually, in small groups, and as a whole class.

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

- Making sure there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration
- Providing materials that reflect a variety of cultures and home settings
- Setting out clear guidelines for independent work that matches individual needs
- Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately

# Assessment and Evaluation

## Understanding Assessment and Evaluation

What learning is assessed and evaluated, how it is assessed and evaluated, and how results are communicated send clear messages to students and others about what is valued — what is worth learning, how it should be learned and what elements or qualities are considered important.

Assessment techniques are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs in their achievement of English language arts and guides future instructional approaches. Practices must meet the needs of diverse learners in classrooms and should accept and appreciate learners' linguistic and cultural diversity.

Teachers are encouraged to be flexible in assessing the learning success of all students and to seek diverse ways in which students might demonstrate what they know and are able to do. Assessment criteria and the methods of demonstrating achievement may vary from student to student depending on strengths, interests and learning styles.

Evaluation involves the weighing of the assessment information against a standard in order to make an evaluation or judgment about student achievement. Assessment can be a preliminary phase in the evaluation process.

### *Assessment*

Assessment should provide students over time with a variety of ways to demonstrate what they know and are able to do with many different types of text. It is the journey of their learning. Teachers collect, interpret and synthesize information from a variety of student learning activities to gather information about student progress in relation to achieving learning outcomes.

Students must recognize each learning activity as worthwhile and relevant, and understand the expectations for each. Information provided through assessment activities allows teachers to give descriptive feedback to students to support and monitor future learning, and allows for necessary adjustments to instruction (formative assessment).

### *Evaluation*

Inherent in the idea of evaluating is “value”. Evaluation should be based on the range of learning outcomes which should be clearly understood by learners before teaching and evaluation takes place. The quality of student work is judged on the basis of defined criteria

of quality, in this case, the curriculum outcomes and related criteria identified in provincial rubrics.

Evaluation, closely related to the concept of assessment, is defined as a continuous cycle of collecting data to analyze, reflect upon and summarize the information in order to make decisions regarding future instruction of students. It is an integral part of the teaching and learning process that provides feedback to students, parents/guardians, and other educators who share responsibility for a student's learning.

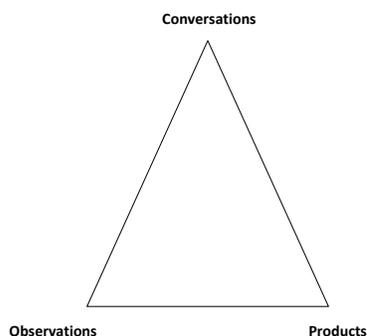
Evaluation occurs in the context of comparisons between the intended learning, progress, or behaviour, and what was obtained. Interpretation, judgments and decisions about student learning are brought about, based on the information collected. Evaluation is a snapshot (summative assessment) of student learning as it relates to curriculum outcomes.

During evaluation, the teacher

- interprets the assessment information and makes judgment about student progress;
- makes decisions about student learning programs based on the judgments or evaluations;
- reports on progress to students, parents/guardians and appropriate school personnel.

Upon completion of evaluation, the teacher reflects on the appropriateness of the assessment techniques used to evaluate student achievement of the learning outcomes. Such reflection assists the teacher in making decisions concerning improvements or modifications to subsequent teaching, assessment and evaluation.

## Designing Effective Assessment



Effective assessment improves the quality of learning and teaching. It can help teachers to monitor and focus their instruction and help students to become more self-reflective and feel in control of their own learning. When students are given opportunities to demonstrate what they know and what they can do with what they know, optimal performance can be realized.

Teachers must collect evidence of student learning through a variety of assessment tools. Valuable information about students can be gained through conversations, observations and products. A balance among these three sources ensures reliable and valid assessment of student learning.

- **Conversations** may either be informal or structured in the form of a conference, and can provide insight into student learning that might not be apparent through observation or from products. Student journals and reflections provide a written form of conversation with the teacher.
- **Observing** a student while they are engaged in a learning activity allows a teacher insight into this process at various points throughout the activity. Observation is effective in assessing achievement of many of the speaking and listening outcomes.
- **Products** are work samples completed by a student. Samples can be in the form of written texts, visual, or oral products.

#### **Effective assessment strategies**

- are explicit and communicated to students and parents at the beginning of the course or the school term (and at other appropriate points throughout the school year) so that students know expectations and criteria to be used to determine the quality of the achievement;
- are valid in that they measure what they intend to measure and are appropriate for the learning activities used;
- involve students in the co-construction, interpretation, and reporting of assessment by incorporating their interests (students select texts or investigate issues of personal interest);
- reflect where the students are in terms of learning a process or strategy and help to determine what kind of support or instruction will follow;
- allow for relevant, descriptive and supportive feedback that gives students clear directions for improvement;
- are fair and varied in terms of the students' interests, needs and experiences and provide all students with the opportunity to demonstrate the extent and depth of their learning in a range of contexts in everyday instruction;
- accommodate the diverse needs of students with exceptionalities including those with strategies outlined in their Record of Accommodations or their Individual Education Plan;
- assist teachers in selecting appropriate instruction and intervention strategies to promote the gradual release of responsibility;
- are transparent, pre-planned and integrated with instruction as a component of the curriculum;
- include the use of samples of students' work that provide evidence of their achievement.

### *Student Self-Assessment*

**Self-assessment** is an essential part of the learning process. Engaging students in self-assessment and goal setting can increase their success as learners. Challenge students to consider two key questions when it comes to their learning:

- What can I say now that I couldn't say before?
- What can I do now that I couldn't do before?

Self-assessments may be very open-ended, or designed so that students focus on a particular aspect of their learning (e.g., writing, listening, reading). In either case, structure and support will have to be provided for students. Helping students narrow their reflection to something manageable is essential. You can provide students with prompts or questions for reflection (see Appendix I), a checklist, a rating scale on which to focus their self-assessment or create rubrics with students to be used as part of a self-assessment.

### *Rubrics*

A **rubric** is a set of categories identifying various degrees of achievement with descriptive criteria. This helps to ensure that the students truly understand what a task is and what the expectations are. Rubrics are helpful tools because they provide students and teachers with a written description of various degrees of success *prior to* engaging in an assigned task. Feedback from rubric use also provide students and teachers with information and direction for next steps. The challenge when creating rubrics is to ensure that the criteria reflect what is truly important and that the descriptors are specific enough that when looking at the work, the correct criteria can be easily identified. Consider the following suggestions for creating rubrics:

- Involve the students in the process.
- Avoid or limit the use of quantitative words and phrases such as “very”, “often”, “sometimes”, and “to a great extent”.
- Limit the number of criteria being focused on at one time; individual students may require individualized criteria.
- Consider the range of descriptors provided – three as a minimum, six a maximum.
- Decide if certain criteria require only two descriptors (this may be necessary if a criterion is simply met or not, with no range in between).
- Decide if some criteria are more important than others; weight these criteria more heavily, especially if grades are being assigned as a result of the rubric.
- Use student work samples of a variety of strengths to generate criteria and descriptors; students can examine them and build a rubric with these in mind.

### *Purposes of Assessment*

According to research, assessment has three interrelated purposes:

- assessment *for* learning to guide and inform instruction;
- assessment *as* learning to involve students in self-assessment and setting goals for their own learning;
- assessment *of* learning to make judgments about student performance in relation to curriculum outcomes.

Other research indicates that assessment as learning should be viewed as part of assessment for learning, because both processes enhance future student learning. In all circumstances, teachers must clarify the purpose of assessment and then select the tools that best serve the purpose in the particular context (see page 178-179).

The interpretation and use of information gathered for its intended purpose is the most important part of assessment. Even though each of the three purposes of assessment (*for, as, of*) requires a different role for teachers and different planning, the information gathered through any assessment tool is beneficial and contributes to an overall picture of an individual student's achievement.

### Assessment *for* Learning

Assessment *for* learning involves frequent, interactive assessments designed to make student understanding visible to enable teachers to identify learning needs and adjust teaching accordingly. It is **teacher-driven** and an on-going process of teaching and learning.

Assessment for learning

- integrates learning strategies with instructional planning;
- requires the collection of data from a range of assessments as investigative tools to determine as much as possible about what students know;
- uses curriculum outcomes as reference points along with exemplars and achievement standards that differentiate quality;
- provides descriptive, specific and instructive feedback to students and parents regarding next steps in learning;
- informs judgments made about student progress;
- provides information on student performance that can be shared with parents/guardians, school and district staff and other educational professionals.

Assessment *for* Learning contributes “to learning by identifying aspects of learning as it develops ... this focuses directly on the learner’s capabilities as they are developing.”  
Lorna Earl, Louis Volante, and Steven Katz (2011) “Unleashing the Promise of Assessment for Learning”, *Education Canada* Vol. 51, No. 3

**Assessment *as* Learning** Assessment *as* learning actively involves students' reflection on their learning and monitoring of their own progress. **Student-driven** and supported with teacher guidance, it focuses on the role of the student as the critical connector between assessment and learning, thereby developing and supporting metacognition in students.

Assessment *as* learning is on-going and varied in the classroom and

- enables students to monitor what they are learning, and use the information they discover to make adjustments, adaptations or changes in their thinking to develop new understandings;
- supports students in critically analyzing their learning related to learning outcomes;
- engages students in their own learning as they assess themselves and understand how to improve learning;
- prompts students to consider how to integrate strategies to improve their learning.

Assessment *for* learning and assessment *as* learning, both formative, provide ways to engage and encourage students to acquire the skills to promote their own achievement. Feedback on students' achievement is based on established criteria rather than comparisons to the performance of other students. The goal is for students to become aware of their increasing independence as they take responsibility for their own learning and construct meaning for themselves with support and teacher guidance. Through self-assessment, students think about what they have learned and what they have not yet learned.

**Assessment *of* Learning** Assessment *of* learning involves strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualized learning plans, or to certify proficiency and make decisions about students' future learning needs. Assessment of learning occurs at the end of a learning experience that contributes directly to reported results.

Traditionally, teachers relied primarily on this type of assessment to make judgments about student performance by measuring learning **after** the fact and then reporting it to others. However, when teachers use a wide range of assessment tools before, during and after learning, then reporting on student achievement is more accurate and comprehensive.

*Assessment of learning*

- provides opportunities to report to parents/guardians, school and district staff and other educational professionals, evidence to date of student achievement in relation to learning outcomes;
- confirms what students know and can do;
- occurs at the end of a learning experience using a variety of tools;
- uses either criterion-referenced (based on specific curriculum outcomes) or norm-referenced (comparing student achievement to that of others);
- provides the foundation for discussions on student placement or promotion.

Because the consequences of assessment *of* learning are often far-reaching and affect students seriously, teachers have the responsibility of reporting student learning accurately and fairly, based on evidence obtained from a variety of contexts and applications.

*Providing Feedback to Students*

Students learn from assessment when the teacher provides specific, detailed feedback and direction to guide learning. Feedback *for* learning is part of the teaching process. It is the vital link between the teacher's assessment of a student's learning and the action following that assessment.

To be successful, feedback needs to be immediate and identify the way forward. Descriptive feedback makes explicit connections between student thinking and the learning that is expected, providing the student with manageable next steps and exemplars of student work. It gives recognition for achievement and growth and it includes clear direction for improvement.

Learning is enhanced when students see the effects of what they have tried, and can envision alternative strategies to understand the material. Students need feedback to help them develop autonomy and competence. Feedback *as* learning challenges ideas, introduces additional information, offers alternative interpretations, and creates conditions for self-reflection and review of ideas.

# Curriculum Outcomes



## Curriculum Outcomes Framework

### Essential Graduation Learnings

Essential graduation learnings are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school, which are

- cross-curricular
- the foundation for all curriculum development
- found on pages 6–9 of the *Foundation for the Atlantic Canada English Language Arts Curriculum* and page 38 of this curriculum guide

### General Curriculum Outcomes

General curriculum outcomes are statements identifying what students are expected to know and be able to do upon completion of study in English language arts, which

- contribute to the attainment of the essential graduation learnings
- are connected to key-stage curriculum outcomes
- are found on page 14 of the *Foundation for the Atlantic Canada English Language Arts Curriculum* and page 39 of this curriculum guide

### Key-Stage Curriculum Outcomes

Key-stage curriculum outcomes are statements identifying what students are expected to know and be able to do by the end of grades 3, 6, 9, and 12. They reflect a cumulative continuum of learning in English language arts, which

- contributes to the achievement of the general curriculum outcomes
- connects to essential graduation learnings (pages 40-41)
- can be found on pages 15-35 of the *Foundation for the Atlantic Canada English Language Arts Curriculum* and in the flow charts at the beginning of each 2-strand grouping in this guide

The complete list of key-stage curriculum outcomes for the end of grades 3, 6, 9, and 12 are found on pages 16-35 of *Foundation for the Atlantic Canada English Language Arts Curriculum*.

While there may appear to be similarities in outcomes across the key stages, teachers will support the increase in expectations for students through a gradual release of responsibility as it pertains to

- the nature of learning language processes
- students' maturity of thinking and interests
- students' increasing independence as learners
- the complexity and sophistication of ideas, texts, and tasks
- the level or depth of students' engagement with ideas, texts, and tasks
- the range of language experiences and the repertoire of strategies and skills students apply to those experiences

**Specific Curriculum Outcomes**

Specific curriculum outcomes are statements identifying what students are expected to know and be able to do at a particular grade level, which

- contribute to the achievement of the key-stage curriculum outcomes ;
- are found throughout the guide in column one.

**Essential Graduation Learnings**

Graduates from the public schools of Atlantic Canada will be able to demonstrate knowledge, skills, and attitudes in the following essential graduation learnings:

**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) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

**Personal Development**

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

**Problem Solving**

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

**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.

**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.

## General Curriculum Outcomes

The statements of general learning outcomes are organized in six strands in three groups: Speaking and Listening, Reading and Viewing and Writing and Representing. However, it is important to recognize that these language processes are interrelated and can be developed most effectively as interdependent processes.

### Speaking and Listening

Students will be expected to

- GCO 1 • speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences
- GCO 2 • communicate information and ideas effectively and clearly, and to respond personally and critically
- GCO 3 • interact with sensitivity and respect, considering the situation, audience, and purpose

### Reading and Viewing

Students will be expected to

- GCO 4 • select, read, and view with understanding a range of literature, information, media, and visual texts
- GCO 5 • interpret, select, and combine information using a variety of strategies, resources, and technologies
- GCO 6 • respond personally to a range of texts
- GCO 7 • respond critically to a range of texts, applying their understanding of language, form, and genre

### Writing and Representing

Students will be expected to

- GCO 8 • use writing and other ways of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations
- GCO 9 • create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes
- GCO 10 • use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness

## Connections

The following English language arts Grade 6 key-stage curriculum outcomes are examples of outcomes that enable students to achieve the essential graduation learnings.

### Essential Graduation Learnings

### Key-stage Curriculum Outcomes

#### 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.*

By the end of Grade 6, students will be expected to

- make language choices to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing
- demonstrate an understanding that particular forms of writing and other ways of representing require the use of specific features, structures, and patterns
- read widely and experience a variety of children’s literature with an emphasis in genre and authors

#### Citizenship

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

By the end of Grade 6, students will be expected to

- listen attentively and demonstrate an awareness of the needs, rights, and feelings of others
- compare their own thoughts and beliefs to those of others
- consider information from alternative perspectives

#### Communication

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

By the end of Grade 6, students will be expected to

- contribute to and respond constructively in conversation, small-group and whole-group discussion
- select from a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies to develop effective pieces of writing and other representations
- use a wider range of pictorial, typographical, and organizational features of written texts to obtain, verify, and reinforce their understanding of information

#### Personal Development

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

By the end of Grade 6, students will be expected to

- ask and respond to questions to seek clarification or explanation of ideas and concepts
- formulate goals for learning
- select independently, texts appropriate to their range of interests and learning needs

Essential Graduation Learnings	Key-stage Curriculum Outcomes
<p><i>Problem Solving</i></p> <p><i>Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.</i></p>	<p>By the end of Grade 6, students will be expected to</p> <ul style="list-style-type: none"> <li>• listen critically to others' ideas or opinions or points of view</li> <li>• frame questions and design investigations to answer their questions</li> <li>• use and integrate the various cueing systems and a variety of strategies with increasing independence to construct meaning</li> </ul>
<p><i>Technological Competence</i></p> <p><i>Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.</i></p>	<p>By the end of Grade 6, students will be expected to</p> <ul style="list-style-type: none"> <li>• engage in, respond to, and evaluate a variety of oral presentations and other texts</li> <li>• use technology with increasing proficiency to create, revise, edit, and publish texts</li> <li>• use a range of reference texts and a data base or an electronic search to facilitate the selection process</li> </ul>
<p><i>Spiritual and Moral Development</i></p> <p><i>Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.</i></p>	<p>By the end of Grade 6, students will be expected to</p> <ul style="list-style-type: none"> <li>• contribute thought, ideas, and questions to discussion and compare their own ideas with those of peers and others</li> <li>• use writing and other ways of representing to compare their own thoughts and beliefs to those of others</li> <li>• with increasing independence, answer their own questions and those of others by selecting relevant information from a variety of texts</li> </ul>

# How to Use the Four Column Curriculum Layout

Header: refers to time of the school year

Column 1: contains Specific Curriculum Outcomes. Strands are indicated in brackets.

Column 2, Focus for Learning, provides context and elaboration for the ideas and concepts identified in the SCOs. This may include:

- References to students' prior knowledge
- The depth of treatment of particular concept
- What teachers need to know to scaffold and challenge students' learning
- Common misconceptions
- Cautionary notes as applicable

The purpose of this content is to assist teachers with instructional planning.

Beginning Grade 5	
<p>Outcomes</p> <p><i>Students will be expected to</i></p> <p><b>1.1 express ideas with supporting evidence (SL - Speaking and Listening)</b></p>	<p>Focus for Learning</p> <p>Talking is critical to literacy learning. It promotes intellectual development and is foundational for reading and writing development.</p> <p>Speaking and listening is intertwined with, and supportive of reading, viewing, writing and representing. Student development of speaking and listening skills is continuous and repetitive. Students practise many of the same skills in Grades 4, 5 and 6 but apply them more effectively as they respond to more complex ideas and issues.</p> <p>Although student responses may take various forms such as written work, projects, performances, etc. these most often begin with discussions. Glass, Green, and Gould Lundy (2011) state that students should be encouraged to “talk themselves into understanding” as they consider issues and respond in personal ways. Students become more proficient, orally, when they have frequent opportunities to speak to a range of audiences with an authentic purpose.</p> <p>Since students are social by nature, they enjoy sitting with peers and sharing ideas. Learning in small groups provides a supportive environment for students to interact. To encourage interaction, consider arranging students so that they can comfortably see and hear each other without having to move desks or speak loudly.</p> <p>It is important to build an environment of mutual respect and inclusiveness so that students are comfortable expressing themselves, orally, in a risk-free environment. Continuing to express ideas and thoughts throughout the year in a positive environment, will help students build confidence and develop a sense of belonging to a caring community.</p> <p>There are many strategies to encourage oral language development. Some examples include:</p> <ul style="list-style-type: none"> <li>• Turn and Talk</li> <li>• Think Pair Share</li> <li>• Inside Outside Circle</li> <li>• Gallery Walk</li> <li>• Talking Stick</li> <li>• Talking Chips</li> </ul>

Column 4: This feature references additional information and resources.

Header: contains General Curriculum Outcome

Column 3: Provides teachers with ideas for instruction and assessment. Instructional activities are recognized as possible sources of data for assessment purposes on an ongoing basis (assessment *for* and *as* learning). This column contains specific sample tasks, activities and strategies that enable students to meet the goals of the SCOs.

Cross Curricular Link: This icon indicates a task that can be used with content from another subject area.

<p>GCO 1: Students will speak and listen to explore, clarify, extend and reflect on their thoughts, ideas, feelings and experiences.</p>							
<p>Suggestions for Teaching and Assessment</p> <ul style="list-style-type: none"> <li>With your students create an anchor chart that describes what accountable talk looks and sounds like. Students may suggest some of the following:</li> </ul> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="2">Accountable Talk</th> </tr> <tr> <th>Looks Like</th> <th>Sounds Like</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>look at the speaker</li> <li>take turns talking</li> <li>positive feedback</li> <li>respect your partners opinion (e.g., "I agree with .... and I also think...")</li> <li>compromise - agree to disagree sometimes</li> <li>cooperate with your group members</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>stay on topic</li> <li>students asking questions of each other (e.g., "How do you know that?" or "Why do you think that?")</li> <li>listen carefully</li> <li>speak quietly</li> <li>all members are participating</li> </ul> </td> </tr> </tbody> </table>	Accountable Talk		Looks Like	Sounds Like	<ul style="list-style-type: none"> <li>look at the speaker</li> <li>take turns talking</li> <li>positive feedback</li> <li>respect your partners opinion (e.g., "I agree with .... and I also think...")</li> <li>compromise - agree to disagree sometimes</li> <li>cooperate with your group members</li> </ul>	<ul style="list-style-type: none"> <li>stay on topic</li> <li>students asking questions of each other (e.g., "How do you know that?" or "Why do you think that?")</li> <li>listen carefully</li> <li>speak quietly</li> <li>all members are participating</li> </ul>	<p>Resources</p> <p><b>Authorized Resources</b></p> <p><b>Moving Up With Literacy Place: Program and Planning Guide</b> (Scholastic 2008) <i>Oral Language Development</i>, pp. 33-38</p> <p><b>Moving Up With Literacy Place: Program and Planning Guide</b> (Scholastic 2008) <i>Oral Language Continuum</i>, pp. 198-202</p> <p><b>Moving Up With Literacy Place: Literacy Support Guide</b> (Scholastic 2008) <i>Oral Language Developmental Checklist</i>: pp. 6-10</p> <p><b>Moving Up With Literacy Place: Literacy Support Guide</b> (Scholastic 2008) <i>Oral Language Strategies</i> pp. 39-51</p> <p><b>Moving Up With Literacy Place: Literacy Support Guide</b> (Scholastic 2008) <i>Think-Pair-Share</i> p. 49</p>
Accountable Talk							
Looks Like	Sounds Like						
<ul style="list-style-type: none"> <li>look at the speaker</li> <li>take turns talking</li> <li>positive feedback</li> <li>respect your partners opinion (e.g., "I agree with .... and I also think...")</li> <li>compromise - agree to disagree sometimes</li> <li>cooperate with your group members</li> </ul>	<ul style="list-style-type: none"> <li>stay on topic</li> <li>students asking questions of each other (e.g., "How do you know that?" or "Why do you think that?")</li> <li>listen carefully</li> <li>speak quietly</li> <li>all members are participating</li> </ul>						
<ul style="list-style-type: none"> <li>Use the strategy <i>Turn and Talk</i> to encourage conversation among students. Turn and Talk requires students to turn to the person next to them and have a brief (approximately 2-3 minutes) conversation about the topic given. This strategy can be used across the curriculum, for example: in Mathematics students may be asked <i>What is division? Turn and talk to your partner about it.</i> In Social Studies students may be asked <i>What is an artefact? Turn and talk to a classmate about it.</i></li> <li>To encourage free expression and foster a risk taking environment allow students to <i>Think-Pair-Share</i>. This is a strategy designed to provide students with an opportunity to formulate individual ideas and share these ideas with another student. In Think-Pair-Share students are given time to think about a topic independently (e.g., Are we doing enough to save the environment? How much homework should you have in grade 5?) to discuss their ideas and opinions with a partner, and finally to share with the class.</li> <li>Designate an object as the <i>Talking Stick</i> (a piece of driftwood, pencil). Provide a topic for discussion and allow <i>think time</i>. Pass the Talking Stick to one student to begin the discussion with their thoughts, ideas, feelings, and experiences related to the topic. After a set period of time the student passes the stick to another student who has not yet spoken. Repeat until all students have had a chance to express themselves. Depending on time and topic students may have a second chance to share.</li> </ul>							



**English Language Arts**  
**Beginning Grade 5**

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## Beginning Grade 5: Planning for Literacy Learning

Grade 5 students start the school year at a particular developmental stage and they bring a wide variety of learning experiences which will impact what they are ready and able to learn. In establishing an inclusive classroom where each student is valued and considered a contributing member of the classroom community, it is important to get to know the students with the view to providing the most suitable learning opportunities for all.

The Beginning Grade 5 section is intended to set up many of the classroom structures and routines which will enable a productive and engaging learning environment for the entire year. It is also designed to access the knowledge and skills students have acquired throughout the previous grades and to continually build on this, providing increasing opportunity for greater independence in student learning over time.

An effective English Language Arts program incorporates a variety of tasks which support student learning. There is a focus on all modes of communication - speaking and listening, reading and viewing, and writing and representing. In order to optimize literacy learning it is recommended that teachers, with the help of administrators, schedule a block of time (approximately 70-90 minutes a day), referred to as a Literacy Block, where interruptions are minimal. A sample Literacy Block can be found in SCO 4.3 on page 75. Although all aspects of literacy are integrated, this approach allows times for explicit instruction, time for students to apply newly learned skills, time for teachers to support students as they practice, and time for appropriate assessment and feedback. It should also include a time for the teacher to check the status of the class, to determine where students are in their work and set direction for the remainder of the block. The Literacy Block includes routines, established early in the year, which clearly indicate to students procedures to follow for instruction, guided learning, independent practice, group work, conferences with other students and the teacher, etc. Routines, once established will provide opportunities for the teacher to work with a small group or an individual while the remainder of the class engages in purposeful learning in English Language Arts.

It is important that a variety of texts, including electronic texts, that are interesting to students as well as at appropriate reading levels, are available in the classroom. As routines become established, teachers regularly conference with students to offer meaningful feedback on both the successes they are experiencing, as well as to provide specific direction on how to improve in a particular area. This learning structure encourages students to work at their own pace while taking a greater responsibility for their own learning. A sample of a Literacy Block is shown in column 3 of outcome 4.1.



- Cross Curricular Link. This icon indicates a task that can be used with content from another subject area.

The table below contains specific outcomes for Beginning Grade 5. While all outcomes are integrated, aspects of different outcomes are given focus at different times in the year. **After an outcome, strategy or concept has been selected as a focus and is introduced, it becomes part of regular classroom activity for the remainder of the year, being revisited many times.** Page numbers, in brackets, show all references to each outcome in this curriculum guide.

<b>CURRICULUM OUTCOME OVERVIEW (BEGINNING GRADE 5)</b>	
<p>GCO 1: Students will speak and listen to explore, clarify, extend and reflect on their thoughts, ideas, feelings and experiences. (SL - Speaking and Listening)</p> <p><i>Students will be expected to:</i></p> <ul style="list-style-type: none"> <li>1.1 express ideas with supporting evidence (p.48-51)</li> <li>1.2 use active listening strategies for a variety of purposes (p.52-55, 148-149)</li> <li>1.3 ask and respond to questions to extend personal thinking (p.56-57, 150-151)</li> </ul>	<p>GCO 6: Students will be expected to respond personally to a range of texts. (RV - Reading and Viewing)</p> <p><i>Students will be expected to:</i></p> <ul style="list-style-type: none"> <li>6.1 extend understanding of text by responding personally (p. 96-97, 190-191)</li> <li>6.2 quote from a text to support thinking (p. 96-97)</li> </ul>
<p>GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically. (SL - Speaking and Listening)</p> <p><i>Students will be expected to:</i></p> <ul style="list-style-type: none"> <li>2.1 engage in a range of collaborative discussions (p.58-59, 152-153)</li> <li>2.2 use effective presentation skills (p.60-61, 154-155, 220-223)</li> </ul>	<p>GCO 7: Students will be expected to respond critically to a range of texts, applying their knowledge of language, form and genre. (RV - Reading and Viewing)</p> <p><i>Students will be expected to:</i></p> <ul style="list-style-type: none"> <li>7.1 ask critical questions of texts (p. 98-99)</li> <li>7.2 analyze intended messages in texts (p. 100-101,192-193)</li> </ul>
<p>GCO 3: Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose. (SL - Speaking and Listening)</p> <p><i>Students will be expected to:</i></p> <ul style="list-style-type: none"> <li>3.1 use non-verbal communication that is sensitive to others (p.62-63, 160-163)</li> </ul>	<p>GCO 8: Students will be expected to use writing and representation to explore, clarify and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations. (WR - Writing and Representing)</p> <p><i>Students will be expected to:</i></p> <ul style="list-style-type: none"> <li>8.1 develop proficient writing and representing skills (p. 102-103)</li> <li>8.2 create texts that represent experiences, personality and interests (p. 104-107)</li> </ul>
<p>GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media and visual text. (RV - Reading and Viewing)</p> <p><i>Students will be expected to:</i></p> <ul style="list-style-type: none"> <li>4.1 use cueing systems to construct meaning (p. 64-65)</li> <li>4.2 select appropriate texts (p. 66-69, 164-165)</li> <li>4.3 develop proficient reading and viewing skills (p.70-75)</li> <li>4.4 explain how text structures help readers construct meaning (p. 76-81, 166-169, 224-227)</li> <li>4.5 explain how text features help readers construct meaning (p. 82-85, 170-171)</li> <li>4.6 use a variety of comprehension strategies (p. 86-93, 172-177, 228-233)</li> <li>4.7 reflect on themselves as readers (p. 94-95, 178-179, 232-233)</li> </ul>	<p>GCO 9: Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes. (WR - Writing and Representing)</p> <p><i>Students will be expected to:</i></p> <ul style="list-style-type: none"> <li>9.1 create texts for a wide range of audiences and purposes (p. 108-109, 198-199)</li> <li>9.2 create texts in various genres and forms (p. 110-119, 200-207, 236-239)</li> </ul>
<p>GCO 5: Students will be expected to interpret, select and combine information using a variety of strategies, resources and technology. (RV - Reading and Viewing)</p> <p><i>GCO 5 will be addressed in Mid-Grade 5</i></p>	<p>GCO 10: Students will be expected to use a range of strategies to develop effective writing and representing and to enhance their clarity, precision and effectiveness.(WR)</p> <p><i>Students will be expected to:</i></p> <ul style="list-style-type: none"> <li>10.1 create texts using the processes of writing and representing (p.120-141, 208-215, 240-241)</li> <li>10.2 collaborate with others during text creation (p. 126-129, 212-213)</li> <li>10.3 use language conventions appropriately (p. 132-137, 212-213, 242-243)</li> <li>10.4 reflect on themselves as writers (p. 140-143, 214-215, 244-245)</li> </ul>

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## Beginning Grade 5

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### Outcomes

*Students will be expected to*

#### **1.1 express ideas with supporting evidence (SL - Speaking and Listening)**

### Focus for Learning

Talking is critical to literacy learning. It promotes intellectual development and is foundational for reading and writing development.

Speaking and listening is intertwined with, and supportive of reading, viewing, writing and representing. Student development of speaking and listening skills is continuous and repetitive. Students practise many of the same skills in Grades 4, 5 and 6 but apply them more effectively as they respond to more complex ideas and issues.

Although student responses may take various forms such as written work, projects, performances, etc. these most often begin with discussions. Students become more proficient, orally, when they have frequent opportunities to speak to a range of audiences with an authentic purpose and they talk themselves into an understanding as they consider and respond, personally, to issues.

Since students are social by nature, they enjoy sitting with peers and sharing ideas. Learning in small groups provides a supportive environment for students to interact. To encourage interaction, consider arranging students so that they can comfortably see and hear each other without having to move desks or speak loudly.

It is important to build an environment of mutual respect and inclusiveness so that students are comfortable expressing themselves, orally, in a risk-free environment. Continuing to express ideas and thoughts throughout the year in a positive environment, will help students build confidence and develop a sense of belonging to a caring community.

There are many strategies to encourage oral language development. Some examples include:

Turn and Talk

Think Pair Share

Inside Outside Circle

Gallery Walk

Talking Stick

Talking Chips

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

Suggestions for Teaching and Assessment

- With your students create an anchor chart that describes what accountable talk looks and sounds like. Students may suggest some of the following:

Accountable Talk	
<p style="text-align: center;">Looks Like</p> <ul style="list-style-type: none"> <li>• look at the speaker</li> <li>• take turns talking</li> <li>• positive feedback</li> <li>• respect your partners opinion (e.g., “I agree with .... and I also think...”</li> <li>• compromise - agree to disagree sometimes</li> <li>• cooperate with your group members</li> </ul>	<p style="text-align: center;">Sounds Like</p> <ul style="list-style-type: none"> <li>• stay on topic</li> <li>• students asking questions of each other (e.g., “How do you know that?” or “Why do you think that?”)</li> <li>• listen carefully</li> <li>• speak quietly</li> <li>• all members are participating</li> </ul>

-  Use the strategy *Turn and Talk* to encourage conversation among students. Turn and Talk requires students to turn to the person next to them and have a brief (approximately 2-3 minutes) conversation about the topic given. This strategy can be used across the curriculum, for example: in Mathematics students may be asked *What is division? Turn and talk to your partner about it.* In Social Studies students may be asked *What is an artefact? Turn and talk to a classmate about it.*
- To encourage free expression and foster a risk taking environment allow students to *Think-Pair-Share*. This is a strategy designed to provide students with an opportunity to formulate individual ideas and share these ideas with another student. In Think-Pair-Share students are given time to think about a topic independently to discuss their ideas and opinions with a partner, and finally to share with the class Sample topics for Think-Pair-Share may include: *Are we doing enough to save the environment? How much homework should you have in grade 5? .*
- Designate an object as the *Talking Stick* (a piece of driftwood, pencil). Provide a topic for discussion and allow *think time*. Pass the Talking Stick to one student to begin the discussion with their thoughts, ideas, feelings, and experiences related to the topic. After a set period of time the student passes the stick to another student who has not yet spoken. Repeat until all students have had a chance to express themselves. Depending on time and topic students may have a second chance to share.

Resources

**Authorized:**

- **Moving Up With Literacy Place 5** (Scholastic 2008)

**Program and Planning Guide:**

*Oral Language Development*, pp. 33-38  
*Oral Language Continuum*, pp. 198-202

**Literacy Support Guide:**

*Oral Language Developmental Checklist*: pp. 6-10

*Oral Language Strategies* pp. 39-51

*Think-Pair-Share* p. 49

Outcomes

*Students will be expected to*

**1.1 (cont'd) express ideas with supporting evidence (SL)**

Focus for Learning

Although talking is a means to learning, not *all* talk promotes learning. Students should be accountable for what they say. Accountable talk extends beyond recall and rote experiences to a new level where the speaker is challenged to bring significance and meaning to the topic. The teacher's role is to teach students what accountable talk looks like and encourage them to express their ideas, deepening their level of discussion and engagement. Some prompts may include:

- How do you know that?
- Why do you think that?
- Say more about what you mean.
- What is your evidence?

*Anchor charts* are effective teaching tools that can be used with this outcome as well as others. An anchor chart is a visual to reinforce strategies, concepts, and topics discussed. These charts are co-created with students. They can be posted within the classroom and/or smaller versions can be distributed to students. They are the foundation of many mini lessons and large group instruction and will be suggested frequently through this guide.

*Modelled Talk* (teacher talk) is an effective instructional strategy which provides an opportunity for teachers to demonstrate their own thinking processes. Through demonstrations where teachers talk about how they think about text, for example, students gain insight into their own thought processes and also learn how to respond to texts. Teachers should *think aloud* to students, showing how to clearly support their ideas with evidence. E.g., *I think ... because...* or *I feel ... because ...*. Remind students that backing up their thinking by providing evidence strengthens their thoughts and ideas. They can do this by:

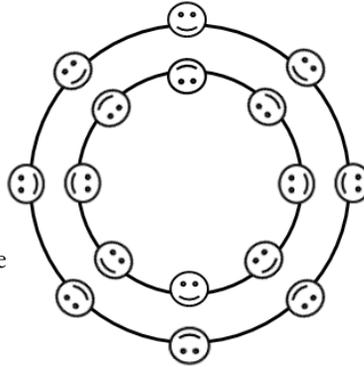
- calling on their background knowledge or personal experience
- providing details and examples
- telling 'why' using 'because' statements

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

### Suggestions for Teaching and Assessment

- Use the *Inside Outside Circle* as a way for students to express their ideas. Divide the class into 2 groups, numbered 1 and 2. Group 1 forms the inner circle facing outward and group 2 forms the outer circle, around group 1, facing inward.

Make sure each student in group 1 is aligned with a student in group 2. Pose a question or idea and give students approximately 30 seconds of *think time*. Partner 1 shares his/her thoughts with partner 2. Partner 2 then shares with partner 1. Rotate the outside circle one person to the right or to the left and repeat with a new partner.



- Using the *Gallery Walk* strategy, small groups of students examine texts, quotes, pictures, or artefacts, placed at various stations around the classroom. As students examine the gallery items they respond by asking questions, comparing items, and drawing conclusions. Allow time for students to visit each station. Ask students to record their observations and supporting evidence. Gallery Walks can occur in all subject areas, for example:

-  In Social Studies, place artefacts (or pictures of artefacts) related to the Middle Ages around the room. Ask: How do you think this object was used in the Middle Ages? Why do you think that?
-  In Art, place pictures from various artists around the room. Ask: Who is your favourite artist? Why do you feel this way? (See column 4)

- Provide students with *Talking Chips* (i.e., counters, colored chips) and engage them in a small group discussion. Each member of the group receives the same number of chips. A student wishing to speak, places his/her chip in the center of the table. The conversation continues until all members have used all of their chips. This is an excellent strategy to encourage reluctant speakers to contribute to the discussion.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Literacy Support Guide:

*Oral Language Strategies* pp. 39-51

*Inside-Outside-Circle* p. 43

*Share an Artifact* pp. 119-120

- For the Art activity referenced in column 3, use the Grade 5 authorized Art resource: *Explorations in Art: Large Art Reproductions (2008)*

Outcomes

*Students will be expected to*

**1.2 use active listening strategies for a variety of purposes (SL)**

Focus for Learning

Effective listening skills are beneficial for success everywhere, including home and the workplace. Listening helps to avoid conflict and misunderstanding as well as increase productivity. Although not statistically proven, a common belief is that we learn 10 percent of what we read, *20 percent of what we hear*, 30 percent of what we see, 50 percent of what we see and hear, *70 percent of what we discuss with others*, 80 percent of what we experience, and 95 percent of what we teach to someone.

Listening skills are learned and should be a significant part of elementary education. It requires a lot of concentration and determination to be an active listener and requires effort on the part of the student. Keep in mind that listening is not necessarily every student's strength or preferred mode for learning. Some students learn better through visual or kinesthetic means.

It is important to discuss with students the variety of purposes for listening:

- to obtain information (e.g., in order to develop a response)
- to understand (e.g., a strategy modelled by the teacher)
- for enjoyment (e.g., different types of poetry)
- to learn (e.g., about weather)

Active listening is when a person makes a conscious effort to hear not only the words that another person is saying but tries to understand the complete message being sent. In order to do this, students should gradually increase focus stamina and not be distracted by other things going on in the environment or allow themselves to become bored, losing focus on the message.

At the beginning of the year, teachers and students should discuss what *active* listening looks like and when it should occur. It may be beneficial for teachers to discuss listening cues, with students, which will signal when it is time for them to actively listen. These will vary from teacher to teacher (e.g., raising a hand, ringing a bell, clapping, etc.). Later in the year, teachers should see evidence of students becoming more independent active listeners in a variety of contexts (formal, informal, one-to-one, small groups, whole group, etc.).

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

### Suggestions for Teaching and Assessment

- Activities which promote good listen can be done routinely. For example, at pre-planned times in the day, ask students to:
  - listen to and make a list of sounds heard in one minute.
  - choose a sound and try to figure out where it is coming from
  - close their eyes and select one student to speak in a disguised voice. Other students guess where the sound is coming from and who is speaking.
  - look at a picture (e.g., a beach). Ask them to suggest the sounds that they may hear if they were in the place represented by the picture.
- Create an anchor chart, with students, based on what they have discussed about how to be an active listener. Students may suggest:

How to be an Active Listener
<ul style="list-style-type: none"><li>• Look at the speaker</li><li>• Give the speaker my undivided attention</li><li>• Focus on the message (no daydreaming)</li><li>• Think about what I hear (repeat words in my mind)</li><li>• Monitor understanding (summarize, paraphrase)</li><li>• Acknowledge the speaker (nod, smile)</li><li>• Participate when appropriate (ask questions)</li><li>• Ask for clarification</li><li>• Ignore distractions (side conversations, background noise)</li></ul>

- Provide students with a *graphic organizer* such as the one shown below. Read aloud or play a recording of a descriptive passage, poem or song. Ask students to listen carefully and write words or phrases they hear that relate to the senses.

Sight	Sound	Taste	Smell	Touch

- Choose a simple object and do not show it to the students. Ask students to listen carefully as the specific attributes of the objects are described. Ask them to draw the item. Show the object and invite students to share their pictures. Ask:
  - Is your drawing similar to the object?
  - Do you feel you were an active listener?
  - What other characteristics were described that you might have added to your picture?
  - List other times when it is important to listen to detail.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Literacy Support Guide:

*Listening to and Learning from My Peers* p. 44-45

Outcomes

*Students will be expected to*

**1.2 (cont'd) use active listening strategies for a variety of purposes (SL)**

Focus for Learning

One component of active listening is *paying attention* to the speaker.

Paying attention means:

- acknowledging the message
- giving the speaker undivided attention
- looking at the speaker directly
- recognizing the speaker's non-verbal communication (e.g., gesturing)
- repeating the words mentally as they are heard

Another component of active listening is *avoiding distractions*. This means they put aside distracting thoughts (e.g., daydreaming) and environmental factors (e.g., side conversations, background noise, room temperature, intercom announcements, ads/pop-ups). Students should reflect on which distractions most affect their listening and provide suggestions for reducing these distractions. By becoming aware of personal distractions to listening, students may adopt new strategies to improve active listening skills. For example, if a student finds the view through the window distracting, they may decide that asking to close the curtains or move to another area of the room may help improve their listening skills.

A third component of active listening is for students to *show* that they are listening. Discuss with students some ways they can use body language to show they are paying attention by:

- being aware of posture to ensure it is inviting and receptive
- contributing with small verbal comments, when appropriate, to encourage the speaker (e.g., yes, uh-huh)
- nodding occasionally
- smiling and using other facial expressions

It is important that teachers model these active listening skills with students.

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

---

### Suggestions for Teaching and Assessment

- Play a game of *Charades* in which a student acts out words or phrases without speaking. The remaining students watch the body language and facial expressions until they are able to guess the word phrases. Highlight that watching for non-verbal clues is an important part of listening to others.
- Use *Paper Folding* to provide opportunities for students to practice listening to procedures and directions. Give students the step by step instructions to create various items, such as:
  - paper airplane/ boat, etc. (instructional videos on creating origami on the internet may be helpful).
  - fractional parts (e.g., halves, fourths, eights) in mathematics
- *Barrier Games* are valuable and help students develop active listening skills. In barrier games, two or more students are working to achieve the same result without being able to see each other. Two students sit facing each other with a physical barrier (e.g., a screen or big book) placed between them. One student is the *speaker* the other is the *listener*. The speaker gives instructions and the listener attempts to follow them accurately. Examples include:
  - making things - each person has an identical set of materials (e.g., beads to make a necklace or friendship bracelet).
  - creating a scene with playdough - the speaker creates a scene with his/her playdough and gives instructions so that listeners can create the same scene
  - recreating a picture - the speaker is given a picture which he/ she must describe to the listener so that they can create a duplicate image.
  - drawing detail - each person is given the same outline/picture. The speaker tells the listener what to do to add extra detail (e.g., *Draw a window to the left of the front door.*).

### Resources

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## Beginning Grade 5

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### Outcomes

*Students will be expected to*

#### **1.3 ask and respond to questions to extend personal thinking (SL)**

### Focus for Learning

In our complex and ever changing world, there is a growing emphasis on the need for teachers to place a high priority on empowering students to make meaning for themselves. In Grade 4, students focused on asking questions to *explore* and *clarify* information. The focus in Grade 5 is to use questioning and responding to *extend* student understanding, by connecting ideas to:

- their own knowledge, experience and insights
- to other texts
- to the world around them

*Read alouds* should be used frequently throughout Grade 5 for many purposes. A read aloud is a planned oral reading of a text for a specific purpose. Questioning before, during and after reading a text aloud, is a powerful way to help students extend their personal thinking. In selecting a text to read aloud consider the interests and background experiences of students.

Provide opportunities for students to converse by asking and responding to questions. Through these discussions, students extend their thinking by going beyond the literal meaning. Teachers should plan the questions they ask, and frequently pose higher-order (open) questions, requiring students to consider additional possibilities and to do more ‘wondering’. Use questions that elicit personal connections.

Conferencing is an essential part of the literacy block. It usually occurs on a daily basis. Questioning can be an integral part of conferencing. This is a time when the teacher and the student can identify strengths and discuss areas for improvement. Conferencing with a small group or an individual allows the teacher to assess how well students are able to respond to questions that extend their personal thinking.

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

---

### Suggestions for Teaching and Assessment

- Choose a text to read aloud. Periodically, stop at appropriate times while reading and ask students to share any connections they may have to the text. After reading, provide time for discussion about what was read. Encourage students to make connections to extend their understanding. Ask questions such as:

- Can you explain what might have happened when....?
- Can you think of any other text similar to this one?
- Could this have happened in \_\_\_\_\_? Why/why not?
- Do you know another instance where \_\_\_\_\_?
- Does this remind you of anything in your own life?
- How is \_\_\_\_\_ related to \_\_\_\_\_?
- How might you feel if....?
- If ..... happened, what might the ending have been?
- If you....?
- Is there anything happening in the world that this text reminds you of?
- What ideas justify....?
- What if....?
- What is the relationship between .....?
- What questions would you ask in an interview with....?

- Conference with students individually or in small groups regarding a personal experience that was significant to them (e.g., vacations, sporting events). While conferencing:

- set aside an uninterrupted time with the student(s) while the remainder of the class engages in other literacy tasks
- ensure that student(s) do the majority of the talking
- encourage the student(s) to think about what they learned from the experience
- ask clarification questions, if needed. e.g., *What happened next? What were you thinking when...? How did this make you feel?*
- observe student(s) ability to speak and listen to express, extend and reflect on their experiences. Record observations.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Literacy Support Guide

*Summarize Question and Share*  
pp. 87-88

Outcomes

*Students will be expected to*

**2.1 engage in a range of collaborative discussions (SL)**

Focus for Learning

By nature, students have a desire to talk. Often times, talk is social, therefore teachers need to intentionally provide a focus and framework to allow for constructive and engaging talk with purpose. Focused discussion goes beyond conversation, wherein students contribute their ideas to be examined and refined by others. During focused discussion, students express their own ideas, listen to responses of others, compare and evaluate, then refine and extend their own understanding.

In Grade 4, students were encouraged to participate in focused discussions. Because students at every grade level apply similar oral language strategies, Grade 5 students continue to strengthen these strategies as they explore increasingly complex ideas and issues. This will prepare them for more formal discussions (e.g., debates) as the year progresses (SCO 2.2).

Teachers should provide frequent opportunities for students to participate in focused discussions about authentic situations or issues that are of interest to them. Discussions provide opportunity for students to collaborate while considering new information or extending a topic, consequently leading to a deeper understanding. Teachers are encouraged to think about limiting teacher talk during discussions and to be conscious of providing longer wait times. Arranging students in groups may also encourage more student-to-student discussion.

Components of a discussion include:

**Preparing** - students listen, read or view a topic being presented, reflect on the ideas and make jot notes. During reflection, students think and record a question or response to discuss with the group.

**Listening** - students listen to discussion with an open mind, concentrating on what is being said.

**Staying on topic** - students comment appropriately

**Valuing others** - students consider others as sources of information and ideas

**Elaborate** - building on the ideas of others

**Supporting** - learning how to support other ideas effectively

**Challenging** - learning how to introduce a new idea or disagree

**Rethinking** - students are willing to revise their thinking as a result of listening to comments of others

Teach discussion strategies explicitly and give students opportunities to observe them being used, successfully, in focused discussions. Ensure that the strategy is named as it is modelled. Teachers should then listen for instances when students use the strategy and bring it to the attention of the class. As students are given opportunities to practice, they become more confident and increase independence.

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

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### Suggestions for Teaching and Assessment

- Ask students to listen as you read a text aloud to them. Ask them to remember information that they find interesting. Stop reading periodically and ask students to turn and talk to their partner to discuss interesting points. Remind students of points to consider on how to contribute effectively to a focused discussion.
- Use *brainstorming* to generate ideas and encourage collaborate thinking. With students, create a list of ideas for discussion. Using a *Fishbowl* strategy, sit with a small group of students in an inner circle while the remaining students form an outer circle around them. The teacher and students in the inner circle participate in a discussion on a chosen topic while the outer circle of students observe. Once the discussion has ended, the students can brainstorm the behaviours which helped contribute to a good discussion. Possible discussion topics could include:

We think these are good topics to discuss:
<ul style="list-style-type: none"><li>• Should organized sports should be free to all those who want to participate?</li><li>• Is television a bad influence?</li><li>• Should snowmobilers have to pay for a trail pass to drive snowmobile on the groomed trails?</li><li>• Should computers replace teachers?</li><li>• Should mobile phones be allowed in schools?</li><li>• Should junk food be banned in schools?</li><li>• Should celebrities be role models?</li><li>• Do violent video games trigger violent behavior in kids?</li><li>• Are online chat rooms for kids necessary?</li><li>• What household chores must kids be allowed to do?</li><li>• Should animals be kept in cages?</li><li>• Should school be year-round?</li></ul>



### Resources

**Authorized:**

- **Moving Up With Literacy Place 5** (Scholastic 2008)

**Literacy Support Guide**

*How to Share What you Have Read: Book Conversations*  
pp.173-174

*Brainstorming* p. 51

## Beginning Grade 5

### Outcomes

*Students will be expected to*

#### **2.2 use effective presentation skills (SL)**

### Focus for Learning

Formal presentations can be overwhelming and cause anxiety in many students and adults. In Grade 5, presentation skills will be taught, learned and practised in a supportive environment with increasing formality throughout the year. Teachers should teach and model presentation skills frequently throughout the year and, using the *Gradual Release of Responsibility Model*, enable students to assume more independence. It is important to note that levels of formality are not restricted to certain times of the year but that, over time, students should experience a variety of presentations, ranging from spontaneous to formal. The following chart suggest a progression in the focus on presentation skills:

Beginning Gr. 5 (Spontaneous)	Mid Gr. 5 (Prepared)	Late Gr. 5 (Formal)
<ul style="list-style-type: none"> <li>no rehearsal</li> <li>not scripted</li> </ul>	<ul style="list-style-type: none"> <li>jot notes</li> <li>not scripted</li> <li>some rehearsal</li> <li>may involve props, technology</li> </ul>	<ul style="list-style-type: none"> <li>fully developed</li> <li>scripted</li> <li>rehearsed</li> <li>may involve use of props, technology</li> </ul>
Suggestions	Suggestions	Suggestions
impromptu discussions about books	informal book talks	formal book talk
storytelling (personal experiences)	storytelling	storytelling
choral speaking/Poetry	readers theatre	drama
retelling	oral summary	formal presentation
topic talks	mini presentations	
focused discussion	informal debate/ interview	formal debate

Explicitly teach students responsibilities they have, as speakers and discuss what some of these responsibilities might look like:

- Delivery - keep papers away from the face
- Pace/Breathing - speak slow enough for the audience to understand
- Voice - speak clearly, using appropriate volume
- Content - give accurate information and stay on topic
- Posture/stance - stand tall

---

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

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### Suggestions for Teaching and Assessment

- Create an *Improv Box* with your students. Ask students to generate a list of topics they feel they could talk about for about 1 minute. Put each topic on a strip of paper and put them in the Improv Box. An Improv Box is any available container (e.g., shoe box, small plastic tub, etc.). Students take turns drawing a topic out of the box and give their unrehearsed talk.
- Ask students to create an *Oral Book Talk*, share a story about an event in their life, by recording their voice using a suitable application. Give them *think time* to decide on the personal experience they wish to share.
- Ask for a student volunteer, to sit in the *Hot Seat* (designated chair). This student will assume the role of a character from a well-known novel or story. This could also be a famous mathematician, scientist, artist, or athlete. Students then create a list of questions to ask the character. The volunteer sits in the Hot Seat and students take turns asking a question from the list. The student in the Hot Seat answers the questions from the character's point of view. Students can take turns sitting in the Hot Seat as the same character or different characters.
- Provide opportunities for students to do *Topic Talks*. Topic Talks are short discussions on a topic which students can know well and discuss in depth. Sample topics include: care of animals, history of an invention, an historical landmark, earthquakes or skateboarding.
- Periodically, initiate *Popcorn Share* sessions. This involves one person sharing their thoughts on a topic and then calling on the next person to share his/her thoughts. This process continues in a rapid-fire fashion. As students become familiar with this discussion strategy, a flood of ideas will come from a variety of people. At any time, students may say *pass*.
-  In connection with the Social Studies curriculum, ask students to bring an old and interesting object to class to describe. Students may use the artefact analysis sheet included in the Social Studies teacher guide to help them create a video or a photo story (see Resource Links).

### Resources

#### Authorized:

- **Moving Up With Literacy Place** (Scholastic 2008)

#### Literacy Support Guide:

*Making a Book*

*Recommendation* pp. 81-82

*How to Share What you Have*

*Read: Book Buzzes* pp.171-

172

*Presenting a Text Orally* pp.

320-321

*Small-Group/Whole-Class*

*Choral Reading and Rereading*

p. 371

- **Grade 5 English Language Arts Curriculum Guide (2013)**  
*Gradual Release of Responsibility*  
pp. 13-14

#### Resource Links:

- For *Oral Book Talk* applications referenced in column 3, see <http://www.k12pl.nl.ca>
- For applications to use in creating a video or photostory as referenced in column 3, see <http://www.k12pl.nl.ca>

Outcomes

*Students will be expected to*

**3.1 use non-verbal communication that is sensitive to others (SL)**

Focus for Learning

Some of our communication is verbal but much of the information we give and receive is actually nonverbal. When we interact with others, we continuously give and receive *wordless* signals. Even when people are silent, nonverbal communication occurs. Although we do not always realize it, nonverbal communication often influences people to make judgments, assumptions, inferences and decisions.

Nonverbal communication can contradict or undermine verbal communication. It is important to discuss with students that body language sometimes can be misinterpreted by others. A puzzled look may mean that a student is actively listening but is uncertain about something or it may also convey the message *I do not value what you are saying and I am not listening anymore.*

It is important that students become aware of nonverbal messages, so they can avoid sending unintentional messages that may be hurtful to others. For example, sighing loudly during a conversation with someone or talking with your back turned to someone may lead to miscommunication, awkwardness, and isolation. Encourage students to let the speaker know they are listening to what he or she is saying. Ask students if they have ever been engaged in a conversation and wondered if the other person was listening to what they were saying. Discuss non-verbal expressions and acknowledgements as something as simple as a nod. This does not necessarily mean agreement, it simply indicates the person is being listened to. It shows our true feelings and clues us in to the feelings of those around us.

Sometimes what people say and what they communicate through body language are different. When faced with these mixed signals, the listener has to choose whether to believe the verbal or nonverbal message, and, in many cases, they choose nonverbal.

Through discussion, help students become more sensitive to nonverbal expressions to be sure that the messages being sent are what is intended.

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

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Suggestions for Teaching and Assessment

- Ask students to role play various situations using body language and discuss its message. E.g., if a student uses non-verbal language to say *I am impatient*, they may tap their fingers on the desk. If a student's message is *I am surprised*, they may open their eyes widely and gasp.
- With students, create an anchor chart to identify a variety of non-verbal expressions and their impact on the message conveyed to others. The chart may include:

Non- verbal Communication	Positive	Negative
Eye contact	inviting	overly intense
Facial expression	emotionally present and filled with interest	masklike unexpressive
Tone of voice	projects warmth, confidence and interest	strained
Posture and gesture	relaxed	stiff immobile
Touch	appropriate physical contact	uncomfortable physical contact
Intensity	warm inviting	cool over-the-top and melodramatic
Timing and pace	flow of non-verbal expressions back and forth	delayed nonverbal responses
Sounds	sounds that indicate caring or concern	disinterested cold

Resources

Outcomes

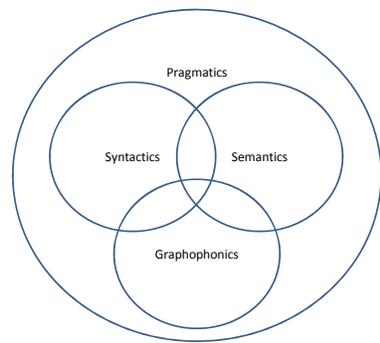
*Students will be expected to*

**4.1 use cueing systems to construct meaning (RV - Reading and Viewing)**

Focus for Learning

It is important to provide opportunities for Grade 5 students to continue to *learn to read* in order to *read to learn*. Reading and viewing are the processes of constructing meaning from a variety of texts, whether oral, written, visual or digital. In this sense a conversation, a poem, a novel, a poster, a music video and a multi-media production are all considered texts.

The process of constructing meaning requires the integration and coordination of four cueing systems. While the four cueing systems can be separated for purposes of discussion, research, and assessment, they cannot be isolated from each other during the process of reading (as shown). They must all be available and interact for comprehension to occur. Students in Grade 5 will gradually become independent in using all the cueing systems in an integrated way to become effective readers.



The cueing systems are:

- **Semantic** - focuses on meaning through interaction within, beyond and about the text. If text containing new information is connected to students' prior knowledge, then they can more easily integrate this new information and understand it.
- **Syntactic (Syntax)** - is the knowledge of the language structure (grammar). It is how the order of the words assist in making meaning. It forms the understanding of the order of nouns, verbs, adjectives and other types of words in the sentence. Students move from an intuitive understanding of these forms in their oral language to reading them in texts and using them in their writing.
- **Graphophonic** - is the knowledge of the relationship between the written letters and the sounds of the language (decoding). The reader continuously develops a vocabulary that allows access to a variety of texts.
- **Pragmatic** - refers to the structure of texts and to the particular context in which the texts occur. For example, a fluent reader is able to use headings and subheadings of texts to find main ideas, or use glossaries as aids in constructing meaning. More information can be constructed from a text if the reader understands the structure of a particular text. Understanding the basic structure of a narrative, as well as the features of a particular narrative genre can help the reader activate prior knowledge and predict meaning.

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

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### Suggestions for Teaching and Assessment

- Students in Grade 5 will gradually become independent in using all cueing systems, in an integrated way, to become effective readers. There are times, however that some students may need support to integrate the cueing systems. The following prompts may be used for support, depending on the student's need, when an error occurs in reading:

Prompts to Support use of the Cueing Systems
Graphophonics (Code breaker) - knowing about letters and sounds and how they work together:  Ask: Does that look right? What word would you expect to see?
Syntactics (Text User) - knowing about language. It involves identifying the function of the word (noun, verb, adjective, adverb, etc.).  Ask: Does that sound right? Can we say it that way?
Semantics (Meaning Maker) - attach meaning to words and use prior knowledge as a context for understanding the word  Ask: Does that make sense?
Pragmatic (Text Analyst) - knowing about purposes or functions of reading.  Ask: What is the purpose and function of this text? How should your use of language vary given the context?

- Teachers assess their students to gauge their progress, to guide instruction and to address reading problems. This can be done formally or informally. When a variety of assessment measures are used, it equips the teacher with the information needed to give the most beneficial assistance to the student. Assessment should be frequent and built into daily experiences. Assessment tools may include:
  - Observation - watching students to identify strengths and weaknesses
  - Reading Record - an oral (and silent) reading assessment used to diagnose students' developmental literacy levels through oral retelling and an individual reading inventory.
  - Conferences - A meeting or conversation involving the teacher and the student to discuss the student's progress.
  - Reading responses - response activities such journals and literacy logs.
  - Checklist - An assessment guideline listing skills, behaviors, or characteristics to help guide and record teacher observations of students as they perform certain tasks.
  - Rubric - lists the important features that should be present.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Program and Planning Guide:

*Reading Continuum*, pp. 203-207

#### Literacy Support Guide:

*Home Links: Reading Aloud to Your Child* p. 57

*Reading Developmental Checklist*: pp. 11-15

*Reading Behaviours to Notice and Support* pp. 198-207

*Observation Record Sheet* p. 208

- **Grade 5 English Language Arts Curriculum Guide 2013: Four Resources Model**, pp. 6-7

Outcomes

*Students will be expected to*

**4.2 select appropriate texts (RV)**

Focus for Learning

Create a climate where reading is an exciting and important part of everyday life. Encourage conversation about books (e.g., book talks) to help others create an interest in reading.

Students read more and are likely to continue reading when they have the opportunity to choose what they read. Therefore, at some point during *every* day, students should be able to choose what they *want* to read. In Grade 4, students were taught how to make appropriate text choices depending on purpose and how to find texts by their favourite authors, genre or interest. They were also taught there are times when it is appropriate to abandon a text that is not a ‘good fit’. It is important to note that some Grade 5 students will still require guidance in text selection as they work toward independence.

Teaching our students to choose good fit books is an ongoing process. It is not something that we can expect them to do independently after one, two, or even three lessons. Some students may be able to choose good fit books quickly while others need more guidance.

To reinforce this outcome, teachers and students may discuss how to choose a good fit book by comparing book selection to bike riding. While displaying a real bike or a visual, discuss the types of terrain (e.g. uphill, downhill, flat) that a biker could encounter. An *anchor chart*, such as the one shown below, can be created with students as a reference:

<p>UPHILL BOOKS are too hard for me to read right now.</p>  <ul style="list-style-type: none"> <li>- 5 or more tricky words (Five Finger rule)</li> <li>- I'm confused about what is happening in the text</li> <li>- I'm reading so very slowly</li> <li>- When I read the words, I sound choppy</li> <li>- I need help to read this book</li> </ul>	<p>DOWNHILL BOOKS are too easy for me</p>  <ul style="list-style-type: none"> <li>- I can retell what I read without much effort</li> <li>- I know and understand every word</li> <li>- I can read the text easily without practice</li> <li>- I go too fast</li> <li>- I am not paying attention</li> </ul>
<p>JUST RIGHT BOOKS are not too hard and not too easy</p>  <ul style="list-style-type: none"> <li>- The book may be new</li> <li>- The topic is interesting</li> <li>- I understand what is happening in most of the text</li> <li>- I recognize most of the words but there are some words to work on</li> <li>- I can read it by myself but may need help if I reach a tough spot</li> </ul>	

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

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### Suggestions for Teaching and Assessment

- Set aside regular times for student and teacher *Book Talks* where favourite books are shared. Place those books in a specific location with a sticky note on the front indicating who recommended the book. Invite other teachers, parents, community members to do the same.
- Help students get started on reading a series or genre. Sometimes getting started can be the *hook* to foster the student's interest. Conference with a reader to help build their knowledge of the characters, settings, etc. Repeat this for other books in the series.
- Place a large blank sheet of chart paper or butcher paper in the hall or on the outside of the classroom door. Label it *Books You'll Want To Read!* Anyone can stop and place their name and title of a recommended book there.
- Gather a small group of students. Chose twenty different titles from the classroom library or the school library prior to meeting with the students. Review how to decide if a book is "too hard," "too easy," or "just right". Ask students to preview each book and determine if the book would be easy, hard, or "just right." Ask them to write the title of the book and whether or not it was hard, easy, or "just right" on their paper. Next, students look at the "just right" books and decide whether or not they would want to read them. If so, they place a check beside the title.
- Give small groups a bin of books on varying levels. Ask student to work with a partner at their table. Each student will take a turn reading a page aloud to their partner. Using the Five Finger Rule, the partner is responsible for keeping count of how many words the student misses while reading. Remind students to communicate with sensitivity and respect. Repeat this process until they find a book that is "just right" for each one of the students.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Literacy Support Guide:

*Book Talks* p.40

*Home Links: Enjoying Reading with Your Child* p.58

*How to Choose Appropriate Books* p.154

*How to Know When Not to Finish a Book* pp.155-156

*How to Know Broaden Your Range in Reading* pp.156-157

*How to Share What you Have Read: Book Recommendations* pp.174

*Reading Collections* p. 218

- **Video: 'Good Fit' Books**  
Department of Education (2013)  
[www.k12pl.nl.ca](http://www.k12pl.nl.ca)

Outcomes

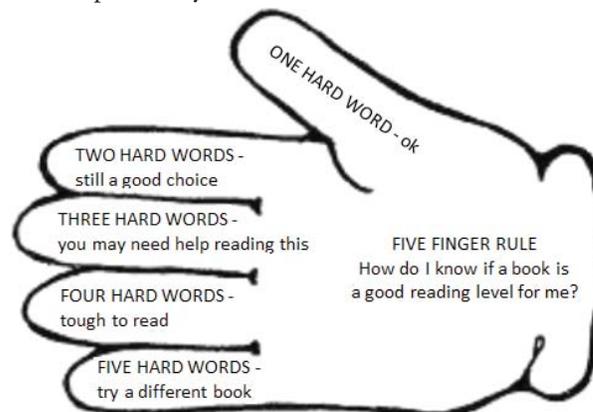
*Students will be expected to*

**4.2 (cont'd) select appropriate texts (RV)**

Focus for Learning

The Five Finger Rule is another helpful tool that guides students in finding reading materials that are appropriate for them. Students may be familiar with this rule from Grade 4 but it should be revisited and reinforced in Grade 5. It will be useful to model the Five Finger Rule often during the school year. Together, teachers and students may create an anchor chart such as the one below. Demonstrate to the students the following steps:

1. Open your book to any page.
2. Read the words on that page.
3. Count the number of words that you do not know on that page.
4. Use the 'finger tips' below to help you decide if this book is good for you, to read independently, at this time.



Show students some of your reading materials and discuss why they are a *good fit* for you, at this time. You may have:

- a real estate magazine because you are looking to buy a new house (purpose)
- a recipe book because you enjoy baking (interest)
- a novel by your favorite author on your e-reader because you are able to read it fluently and understand it (interest)
- a blog post because you like to blog (interest)

Next, show texts that would not be a *good fit* for you at this time:

- How to Care for Your Cat brochure - Say, *I have a dog, not a cat, so the brochure serves no purpose for me at this time.*
- A nursing textbook - Say, *I am curious and started to read this a few times but found that the words are too challenging and I could not make any connections to the information.* Explain that through our lives, we continue to learn to read. Even as adults, we sometimes find a book that is challenging for us. Help students conclude that some texts fit better than others depending on the purpose and interest at the time.

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

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### Suggestions for Teaching and Assessment

- Allow students time to *shop* for text that are a good fit for them. They may choose books from a peer's collection, the class library or the Resource Center. Ask students to share their selections and how they made their choice. Their explanations may include purpose, interest, appropriate reading level (using Five Finger Rule), etc. Students may store their selections in a convenient place for easy access during independent reading times (e.g., shopping bag hung on individual chairs, students bins on reserved shelving, student-created book locker made from cereal boxes, basket under individual desks, etc.)
- In setting up text shopping, teachers should be aware of their students' interests. Teachers may interview students or ask them to complete an *interest inventory*. This information can be used to set up the classroom library. Questions on the interest inventory may include:
  - The three things that I do best in school are ...
  - I would like to learn more about...
  - Outside of school, my favourite activity is ...
  - My hobbies are...
  - The clubs or private lessons that I participate in are...
  - My favourite sport is ...
  - My three favourite texts are ...
  - One of my favourite authors is ... because ...
  - The types of texts I enjoy are ... (e.g., Fiction, Non-fiction, Poetry, Fairy Tales, etc.)
  - The person that I consider to be a hero is... because ...
  - I have traveled to ...
  - If I could pick a place to travel to, I would choose...
  - Something about me that I'd like to share with you is ...
- Ask students to create a *Reader's Notebook*. It may be used to:
  - keep a reading log
  - keep track of genres they are reading
  - list books they would like to read in the future
  - respond to their reading
  - prepare for book talks
  - keep track of peer conferencing

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Literacy Support Guide:

*How to Keep a Reading Log*  
p.135

*Reading Log* p. 176

Outcomes

*Students will be expected to*

**4.3 develop proficient reading and viewing skills (RV)**

Focus for Learning

As described in SCO 4.1, numerous skills and knowledge is necessary for students to develop into proficient readers. Students need to learn and integrate skills such as decoding, fluency, reading multi syllable words, comprehension, vocabulary development.

The most effective and efficient way to ensure that students learn these, as well as many other necessary skills, is to assess each student and plan lessons to meet learning needs using a combination of the following instructional approaches:

- Modelled Reading
- Shared Reading
- Guided Reading
- Independent Reading

These instructional approaches are best delivered in a *Reader's Workshop* context. A description and suggestions about each instructional approach follows.

**Modelled Reading (Read Aloud)** - There are many advantages to reading aloud to students, daily, from the beginning of the school year. Carefully-selected literature exposes students to a variety of rich texts in different genres. Reading aloud to students motivates them to read. Additionally, they encounter new vocabulary which assists with expanding their oral language development. Modelled reading can take two forms:

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

**Shared Reading** is a non-threatening way to invite students into the reading process. Students follow along while the teacher reads the text aloud, inviting them to join in or to take over from time to time. It is necessary that the text be visible or multiple copies be available for students, to allow for participation. This is an effective way for the whole class to study the same text, with teacher support.

Shared Reading should occur daily throughout the school year. The purpose of the lesson will determine the text chosen. It can include various text forms such as poetry, charts, blogs, web sites, short stories, pamphlets, books, etc.

*(continued)*

Modelled

Greatest Support

Gradual Release of Teacher Responsibility

Least Support

Independent

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

### Suggestions for Teaching and Assessment

- Set up a *literacy block* as the overall structure for the Language Arts program (see table below). It should involve a Reader’s Workshop, a Writer’s Workshop or a combination of both. A Reader’s Workshop is a block of time which allows explicit instruction in reading. It begins with the whole class and may involve a mini-lesson, a shared reading, etc. Following the mini-lesson, students may be involved in various small group or individual literacy events (guided reading, reading conference, book club, reading response, independent reading, reading to others, etc.). At the end of the Reading Workshop, students meet together in a whole group meeting to share something about their reading.

Literacy Block (Reader’s Workshop/ Writer’s Workshop)				
Organization and Time	Teaching and Learning Context			
Whole Group (10-20 minutes)	Read Aloud/Mini-lesson - students are gathered together for explicit teaching, Modelled Writing/Mini-lesson Shared Reading/Writing			
	Status of the Class - quick overview of upcoming student activity for next 50-60 minutes			
Small Group and Individual (50-60 minutes)	Teacher	Students		
	Guided Reading/ Guided Writing	Independent Reading or Independent Writing - students work independently and teacher offers support only as necessary		
	Conferencing	Follow-up Activities	Responding to Text	Personal Reading/ Writing
Whole Group (10-20 minutes)	Group Sharing Time			

- Shared reading instruction provides an opportunity to observe reading behaviours. In each shared reading session, choose two or three students to pay close attention to. Record students’ strengths and needs using anecdotal notes, checklists etc.

*During the pre-reading* discussion of the text, observe if the student shares background knowledge and personal experiences.

*During the reading* of the text, observe if the student joins in, makes accurate predictions, asks questions about or beyond the text, demonstrates knowledge of word solving and/or demonstrates use of comprehension strategies.

*During and after the reading* of the text, observe if the student makes connections (text-to-self, text-to-text, text-to-world), forms opinions about the text and support their opinions with evidence.

*After the reading* of the text, observe if the student demonstrates thoughtful responses to the text and uses ideas from the text in personal writing.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Program and Planning Guide:

*Read Aloud*, pp. 60-74

*Shared Reading*, pp. 74-91

#### Literacy Support Guide:

*Guided Reading Planning Chart*, pp. 124-127

*Read Aloud Observation Checklist* p. 196

*Shared Reading Observation Checklist* p. 197

*Shared Reading Observation Checklist* p. 197

#### Professional Support DVD:

#3 *Read Aloud: Listen*

#4 *Shared Reading: All Together Now*

- **Video: Reader’s Workshop**, Department of Education (2012) [www.k12pl.nl.ca](http://www.k12pl.nl.ca).

Outcomes

*Students will be expected to*

**4.3 (cont'd) develop proficient reading and viewing skills (RV)**

Focus for Learning

Shared Reading lessons are also appropriate times to make connections to other subject areas. For example, a Social Studies text can be used in a shared reading session. The first reading of the shared text focuses on comprehension. Multiple readings of the text helps to extend students' comprehension, oral language and word knowledge.

To improve reading fluency, the graphophonemic cueing system must be modelled during shared reading. This means that teachers should show students how to solve words (decode) efficiently. The goal is to help students learn strategies that they can use to solve words, independently, while reading. Efficient decoding allows students to focus their attention on the meaning of text. Developing readers are supported by both their peers and the teacher in a shared reading arrangement.

**Guided Reading** - All students should participate in Guided Reading instruction. Guided reading is a context in which teachers give explicit instruction to a small group of students who are similar enough in their reading development that they can be taught together. The teacher selects and introduces texts, sometimes provides supports while reading the text, engages the students in a discussion and makes purposeful comments about the text. Guided reading is designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency. Students are supported as they read, think, talk, and question. The groups are not static and students move in and out of groups based on teacher observations.

For effective Guided Reading instruction, small groups can be formed based on similar reading behaviours and strategies. Students who require focused teaching on a similar reading strategy would be placed in the same small group.

While students will be placed in groups, these groups will be *flexible*, meaning that students should be able to move in and out of them based on criteria such as:

- Ability to read and interact with text - This can be determined through individual student reading assessments such as comprehension checks, documented observation, reading behaviour checklists, reading conferences and reading records. A *Reading Record* is a valuable tool which helps to inform instruction. Students read orally (and sometimes silently) while the teacher uses a form to record *how* the student reads the particular text and his/her use of comprehension strategies to understand the text.

*(continued)*

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

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### Suggestions for Teaching and Assessment

- Engage students in guided reading lessons. *Guided Reading* generally follows a pattern. Below are suggestions for *before*, *during* and *after* the reading which will give direction for each lesson.

#### Before reading:

- set a purpose for the reading
- select an appropriate text (one that will be supportive but has something that needs work)
- prepare an introduction to the text, discussing the title, cover, pictures, author, layout, diagrams, etc.
- allow time for students to make connections as they activate prior knowledge
- note and clarify any challenges that the students may experience while reading the text (e.g., unfamiliar vocabulary or new text structures) and provide help
- engage in conversation, predicting what the text might be about

#### During reading:

- ask students to read aloud or silently a selection of the text and observe
- interact with individuals to assist with problem-solving at point of difficulty
- provide comprehension prompts that are specific to the lesson or to the student's needs
- observe and record students' reading behaviours, strategies and understanding of the text

#### After Reading:

- discuss what they have read with reference to the purpose for the reading
- ask a range of questions to determine depth of comprehension. Ask students to explain what they did to understand the selection, what they found difficult, and how they used strategies to maneuver the text
- prompt the group to revisit the text for one or two specific reasons such as, finding evidence to support an opinion, confirming predictions, discussing author's word choice, etc.
- engage in follow-up activities, such as reading response journal, visual art response, rereading text, etc. to further develop comprehension
- assess, through observation, and record students' understanding of the text
- reflect on the assessment and the implications it has for future guided reading instruction

### Resources

#### Authorized:

- **Moving Up With Literacy**

Place: (Scholastic 2008)

#### Program and Planning

**Guide:** *Guided Reading*, pp. 92-116

#### Literacy Support Guide:

*Performing Our Favourites* pp. 364-365

*Poets' and Writers' Cafe* p. 365

*Book Recommendations/Stories/Poems* p. 365

*Poem In My Pocket* p. 367

*Reading Buddies* pp. 367-368

*Paired Reading* p. 368

*Radio Show* p. 369

*Reader's Theatre* pp. 369-370

*Book Raps* pp. 370-371

*Say it Like the Character* pp. 371-372

*Express an Emotion* p. 372

*Podcasts* p. 372-373

*Super Signals* p. 374

*Modelling with Favorites* p. 374-375

#### Professional Support DVD

#4: *Guided Reading: Now You Try It*

- **Supplementary** (provided in 2012):

For Reading Record Tool as referenced in Column 2 - Fountas, Irene and Pinnell, Gay Su, *Benchmark Assessment System 2* (2011), Heinemann

Outcomes

*Students will be expected to*

**4.3 (cont'd) develop proficient reading and viewing skills (RV)**

Focus for Learning

- Interest level - Student interests are paramount in learning to read. Interest inventories are an effective way for students to tell what they like to read about.
- Progression in learning to read - Continual monitoring of student progression is an essential component of Guided Reading instruction in that it provides information to the teacher about group composition.

The frequency of times to meet with the different groups will vary depending on class size, student needs and other variables. **Students who demonstrate challenges in reading should participate in guided reading instruction on a daily basis.** Fluent readers may require less time, however will need instruction on a regular basis to ensure they maintain the strategies they have in place, as well as learn new strategies.

Before beginning Guided Reading instruction, structures should be in place so that students can work independent of the teacher, while the teacher works with the guided reading group. At the beginning of the year, take time to set up a routine in which the remainder of the students are engaged in other literacy tasks such as independent reading, reading to a partner, independent writing, partner writing, word study, etc. In beginning Grade 5, students need to be encouraged to build stamina for reading. Discuss with the students that having stamina for something means being able to stick with something for periods of time even when your brain or body is tired. This stamina, or endurance, builds strength. Stamina can apply to lots of different areas, such as exercise or painting. It can also apply to reading. Reading stamina is the ability to focus and read independently for longer periods of time without being distracted or without distracting others. To promote increased reading stamina:

- provide opportunities for students to select their own texts
- model independent reading
- set realistic goals
- celebrate student success

**Independent Reading** - One key purpose of independent reading is to provide opportunities to practice strategies that have been modelled, which will lead to improved understanding. Another key purpose is to promote enjoyment of reading. The length of time that students will engage in independent reading will increase as the year progresses.

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

### Suggestions for Teaching and Assessment

- Create an anchor chart with students as they think about and describe what it looks like when they read independently. E.g.,

Reading Independently - What Does it Look Like?
<ul style="list-style-type: none"><li>• choose my own book</li><li>• read the whole time</li><li>• get started quickly</li><li>• usually still and quiet</li><li>• think about the book</li></ul>

- Use the *Ask 3, Then Me* technique during small group time to keep the group focused and to alleviate interruptions. Tell students that if a question arises (e.g., *What are we supposed to do next?*), they should ask three classmates before coming to the teacher. The teacher simply raises three fingers as a reminder and does not have to say anything. By the time the third student has been asked, they usually have the answer.

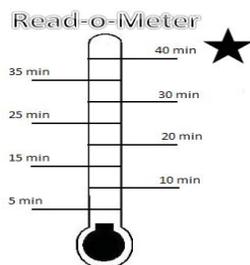
- Use reading *Stamina Chains* to encourage increased lengths of time spent in silent reading. Each student receives a paper strip for a preset amount of time suitable to your class (e.g. for every 15 minutes) for sustained, silent, focused, independent reading.

15 minutes = 1 chain link

30 minutes = 2 chain links

Each student pastes their strips to form a chain to celebrate independent reading. Randomly check with students, asking them to share what they have read.

- Create a display in which students can show that they are building stamina. E.g.,



- Set up *Book Clubs*. Students, in small groups, in which students can read and discuss texts. Students should plan to meet every day to discuss what they read the night before and to decide how much to read next. Their discussions might include predictions of what would happen next as they discuss the text.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008):

#### Program and Planning Guide:

*Independent Reading*, pp. 133-140

#### Literacy Support Guide:

*How to Organize and Run an Independent Book Club* pp. 167-168 and p.180

*Using a Response Organizer for Independent Book Club Discussions* pp. 168-169 and p. 181-182

*Using Discussions Cards for Independent Book Club Discussions* pp.169-170

*Book Club Log* p. 216

#### Professional Support DVD:

#6 *Independent Reading: Using Everything You Know*

#9 *Book Clubs: Putting It All Together*

## Beginning Grade 5

### Outcomes

*Students will be expected to*

#### 4.4 explain how text structures help readers construct meaning (RV)

### Focus for Learning

*Text structure* is how a text is organized and the patterns authors use to inform, describe and explain. Teaching students to recognize and analyze the structure of a text familiarizes them with various ways authors represent ideas and information and facilitates understanding.

Students were introduced to text structure in Grade 4 with the focus being on three text structures (narrative, compare/contrast and sequential). The table below shows the text structures that will be the focus in beginning (highlighted), mid and late Grade 5.

Text Structures			
	Grade 4	Grade 5	Grade 6
Beg.	<ul style="list-style-type: none"> <li>Narrative (Fiction)</li> </ul>	<ul style="list-style-type: none"> <li>Description</li> <li>Compare/Contrast</li> </ul>	<ul style="list-style-type: none"> <li>Narrative (Fiction)</li> <li>Compare/Contrast</li> <li>Sequential</li> <li>Enumerative</li> <li>Description</li> <li>Cause/Effect</li> <li>Question/Answer</li> <li>Problem/Solution</li> </ul>
Mid	<ul style="list-style-type: none"> <li>Compare/Contrast</li> </ul>	<ul style="list-style-type: none"> <li>Sequential</li> <li>Narrative (Fiction)</li> <li>Enumerative</li> </ul>	
Late	<ul style="list-style-type: none"> <li>Sequential</li> </ul>	<ul style="list-style-type: none"> <li>Question/Answer</li> <li>Cause/Effect</li> <li>Problem/Solutions</li> </ul>	

It is important that students understand what a text *structure* is. One way to present the concept of text structure to students is to compare a *building structure* with a *text structure*. Tell students that builders use different kinds of structures to build different things. A skyscraper, for example, is a different kind of structure than a house. It looks different and is used for a different purpose. Writers, like builders, use different structures to build their ideas. Each text structure communicates ideas in a different way. For example, an author may want to describe the life cycle of a butterfly. He/She would use the *Sequential* text structure. If he/she wanted to explain how two types of penguins are similar and different, *Compare and Contrast* would be more effective.

Sometimes students who have difficulty comprehending text, do so because they do not recognize the organizational structure of what they are reading. It is important to note that teachers realize that students' ability to identify patterns of organization is not the ultimate goal of teaching text structures. Recognizing the text structures is only beneficial as students begin to develop automaticity with practice to enhance the understanding of text.

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

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### Suggestions for Teaching and Assessment

- Ask students to write using the text structure taught. Model writing a paragraph using the taught text structure and think aloud his/her thoughts as he/she is writing. Next, students write a paragraph using the text structure described.
- Have a *Text Structure Hunt* using a newspaper, classroom magazine, nonfiction text, textbook or students independent text.
- Choose texts that are samples of various text structures. Prepare cards by folding card stock to create a *tent*. On each side of the tent attach a sample text for each structure that has been a focus. Ask students to work in pairs. Provide each pair of students with a tent, a third copy of the text and a highlighter. Ask them to sit facing each other and place the *tent* so that both can read the text on the side facing them. Ask students to read the entire text independently and look for signals that help them determine the text structure (e.g., topic sentence, clincher sentence, signal words, etc.). Students then use third copy of text to mark agreed-upon details with the highlighter and pencil. Switch tent with another pair and repeat.

### Resources

Outcomes

*Students will be expected to*

**4.4 (cont'd) explain how text structures help readers construct meaning (RV)**

Focus for Learning

One effective way to help students identify nonfiction structures is to teach them about topic sentences, clincher (closing) sentences and signal words. This will help students to identify the structure and to understand the text as a whole.

It is suggested that the text structures be introduced separately and that ample time be given for students to explore and identify each structure before moving on to another one. The initial focus for beginning Grade 5 is:

**Description** - this structure is one of the most widely used text structures. An author uses description to describe the attributes of an object, person, animal, event or process.

A main topic is developed by giving several subtopics which relate to the main topic. Each subtopic is generally placed in a separate paragraph within a report or mini-essay. A Bubble Map or a Web Chart can be used to create a graphic for a descriptive paragraph.

The description structure does not have specific signal words but may contain words such as *for example, for instance, such as, characteristics are, looks like*. Instead often involves sensory words to help the reader gain a deep understanding of text by creating a vivid image of the topic. Often times other structures will be used within the descriptive structure and signal words specific to those structures may be present.

This type of structure should contain:

- descriptive details
- descriptive adjectives to describe people, places, events, etc.
- descriptive adverbs to describe actions
- sensory imagery created by using figurative language, (e.g., similes, metaphors)

Two forms of description that students generally encounter are:

- One-paragraph descriptions - It has a topic sentence, descriptive words and a clincher sentence which ties the whole paragraph together.
- Description reports – This is a more developed form of the structure. It is a longer version of the one-paragraph descriptions, in that it is made up of two – three paragraphs. Each paragraph contains a topic and a clincher sentence.

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

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### Suggestions for Teaching and Assessment

- In a modeled or shared reading lesson, display a text that has a one-paragraph description structure. Highlight characteristics of the structure. Discuss the importance of the topic sentence, the supporting ideas, and the clincher sentence. It is also important to point out the descriptive words throughout the paragraph.

#### The Polar Bear

The polar bear is one of the largest and strongest carnivores in the world (*topic sentence*). Its *massive* body measures 240 to 260 centimetres in length, and it can weigh up to 800 kilograms. Glossy guard hairs on its thick winter coat and a *dense* under-fur protect it from the *harsh* Arctic winter. Both layers of fur, along with the layer of fat that is under the fur, keep the bear warm in the cold temperatures. Its white colour serves as an excellent camouflage in the Arctic environment. Small bumps and cavities on its soles act *like suction cups* and help to prevent the bear from slipping on the ice. Its short, fairly straight, and *sharply pointed* claws aid it in catching and eating its food. All these characteristics make the polar bear well equipped for living in the harsh Arctic climate. (*Clincher sentence*)

- In a modeled or shared reading lesson, display a text that uses a description structure. Ask students to help you locate the topic and clincher sentences for each paragraph as well as the descriptive language used throughout.

#### The Beaver

The beaver's watery home is for a member of the rodent family (*topic sentence*). Found in rivers, streams, dammed-up swamps, and freshwater lakes near woodlands, the beaver lodge is made of sticks and twigs that are packed together with mud and stones. Its entrance is under the water. As the weather becomes cold, the outside of the lodge is plastered with mud. Bank beavers burrow dens beside streams and lakes. No wonder these animals are considered "creative creatures" (*clincher sentence*).

With the two layers of fur to keep them warm and dry, the beaver is well adapted to a life in the near water(*topic sentence*). Its flat tail, which resembles a paddle, acts like a rudder as it swims. On land, the tails helps prop the beaver up when sitting or standing upright. Besides the tail, the beaver's most unusual feature is its two huge front teeth. With them, it can gnaw down trees as large as 30 centimetres in diameter. All these characteristics make its appearance unique in the animal world (*clincher sentence*).

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Resource Links:

- For activities to use teaching Text Structures see [www.k12pl.nl.ca](http://www.k12pl.nl.ca)

#### Other:

- Dillabough, Diane (2008) Text Structures Teaching Patterns in Reading and Writing, *The Polar Bear*, p. 185
- Dillabough, Diane (2008) Text Structures Teaching Patterns in Reading and Writing, *The Beaver*, p. 189

Outcomes

*Students will be expected to*

**4.4 (cont'd) explain how text structures help readers construct meaning (RV)**

Focus for Learning

**Compare and Contrast** - this structure shows the similarities and/or differences between two or more items such as objects, events, people or ideas. This type of text should contain:

- a topic sentence that tells the reader what is being compared
- a clincher sentence which sums up the paragraph, restating the similarities or differences
- signal words e.g.,

Signal Words for Compare and Contrast Structure		
Similar	Different	
also	although	but
too	contrast	difference
in common	even though	however
likewise	instead of	more (than, like, etc.)
resembles	on one hand	rather
similar	unless	unlike
both	while	on the other hand

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

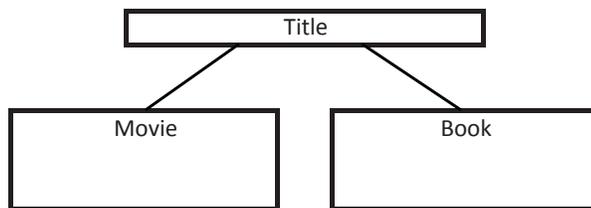
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### Suggestions for Teaching and Assessment

- In an Shared Reading context, using the paragraph, Frogs and Toads, circle the signal words which indicate it is a Compare and Contrast structure. Also, ask students to locate the topic sentence and the clincher sentence. Together with the students, complete a Venn Diagram, displaying the similarities and differences (in point form) between Frogs and Toads.

Frogs and toads - how can you tell them apart? (*topic sentence*). *Even though* they are *similar* in appearance, frogs and toads do have notable differences. *On one hand*, the frog is slim, agile and has smooth skin. *On the other hand*, the toad is fat, slow moving and has warty skin. Another *difference* is how each defends itself. When threatened, the frog relies on its large, powerful back legs to leap to safety *whereas* the toad puffs itself up with so much air it is impossible for a snake to swallow it. *However*, the frog and toad do have a lot in common. They are **both** amphibians, which means that they live in the water and on land. Each has lungs and can breathe by absorbing oxygen through its skin. The sounds they make are also *similar*. Male frogs and toads croak to attract females in the breeding season. *Both* of these amphibians eat almost anything, with their usual diet being insects. Knowing these characteristics should help you the next time you are trying to decide if the amphibian you are looking at is a frog or a toad (*clincher sentence*).

- Ask students to use a graphic organizer, such as the one below, to compare a movie version and a book version of the same story.



- Ask students to use colored highlighters to indicate parts of a text structure. E.g.,
  - use a yellow highlighter to mark a topic sentence
  - use a green highlighter to mark the clincher sentence
  - use a blue highlighter to mark the signal words

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Literacy Support Guide:

*Comparison Organizer* p. 401

#### Other:

- Dillabough, Diane (2008) *Text Structures Teaching Patterns in Reading and Writing, Frogs and Toads*, p. 65

Outcomes

*Students will be expected to*

**4.5 explain how text features help readers understand text (RV)**

Focus for Learning

SCO 4.4 described how *text structures* help readers construct meaning. *Text features* also provide information about the text that promotes better understanding. The goal, as students progress, is that they will become competent with using text structures *and* text features to enhance their understanding of text.

Explain to students that text features are the different parts of a book or other type of text that helps us understand the information better. Suggest that they can think of text features as tools. Just like a carpenter uses a hammer or a chef uses a blender, readers use text features to help them get the job done well. Text features enhance understanding of text by helping readers:

- identify the most important ideas in a text
- anticipate what's to come
- find the information they are looking for
- understand challenging ideas

Understanding text features is useful in all curriculum areas. Social Studies textbooks, for example, use many features to explain, organize, emphasize, reinforce and extend important information. As students are explicitly taught how text features are helpful, it will help them better understand content in all subject areas.

Most texts read by adults today are non-fiction (newspapers, magazines, blogs, menus, recipes, etc.): therefore it is important for teachers to make a conscious effort to incorporate more non-fiction texts throughout the school day. Students also experience a variety of non-fiction texts in the multi-media world in which they live. Grade 5 students spend a significant amount of time 'reading to learn' using non-fiction texts, it is important that they learn how to use text features. They should gradually understand and be able to explain how these features help them to understand text.

Being able to identify features of non-fiction text as well as explain how this knowledge helps students to become proficient readers. They will be able to select specific comprehension strategies that fit a particular text based on their knowledge of how the information is presented and organized. Knowledge of text features helps students prepare to process and understand text more effectively.

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

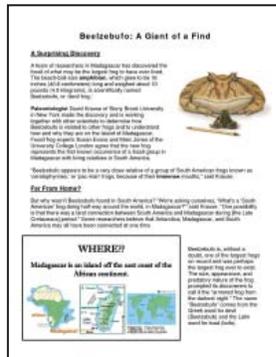
Suggestions for Teaching and Assessment

- Ask them to identify text features they already know about (title, sub titles, bold, etc). Make a list of student responses. Over a period of time, as students read independently, ask them to add other features they encounter, to the list.
-  To prepare for this mini-lesson choose any piece of non-fiction text from the Social Studies or Science student resource and prepare it in two ways:

*without* text features



same text *with* text features

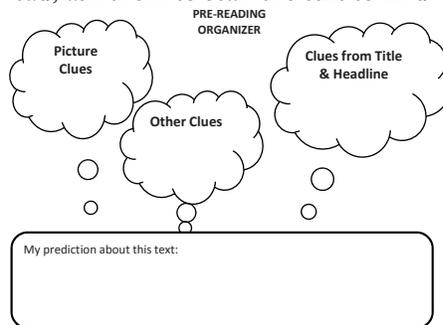


Resources

- **Resource Links:**  
For activities for teaching Text Features, see [www.k12pl.nl.ca](http://www.k12pl.nl.ca)

First, give the students the text without text features and ask them to read it silently. Then, present them with the same piece of text, but with all the text features included. Again, ask students to read the text silently. Next, ask students to *turn and talk* to the person next to them to discuss the difference between the two text samples and to determine how the text features helped them better understand the text. Ask some pairs to share their ideas with whole group.

- Ask students to use a pre-reading organizer and text features to predict about a text. Before they read, ask them to scan the text to find clues or information from the title, headings, pictures, as well as other text features that might help them be able to predict what the text will be about. Discuss some of the predictions that students make; be sure to ask them how they formed their ideas.



Outcomes

*Students will be expected to*

**4.5 (cont'd) explain how text features help readers understand text (RV)**

Focus for Learning

Below is a suggested list of text features that students will encounter throughout the school year. Students will be familiar with many of these but greater depth of treatment is expected in Grade 5. By the end of Grade 5, many students will be able to recognize and intentionally use text features. They should be able to explain how the text feature helps them to understand text. This list is not all inclusive and teachers are encouraged to add to this list as opportunities arise.

Text Features		
Organizational Features	Visual Features	Print Features
Acknowledgements	Black/White Photos	Bold
Appendix	Captions	Dash
Author Information	Charts	Ellipses
Author's note	Coloured words	Font Style
Bulleted Lists	Cross section	Font Size
Chapters	Enlargements	Hyphen
Column format	Environmental Print	Italics
Epilogue Layout	Graphs	Quote
Fold out pages	Illustrations	Use of capital letters (for emphasis)
Glossary	Illustrated Timeline	
Headings	Inset Photographs	
Hyperlinks	Labels	
Illustrator Information	Labelled Diagrams	
Index	Logos	
Information boxes	Maps	
Legends	Photos	
Lines to indicate changes	Speech Balloons	
Numbered steps	Speech Boxes	
Prologue		
Pronunciation Guide		
Sidebar		
Sub Headings		
Table of Contents		
Timeline		
Title		
Verses		
Website		

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

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### Suggestions for Teaching and Assessment

- During a modeled or shared reading lesson use a sample of non-fiction text to illustrate specific text features. Ensure the text is visible for all students. During the lesson ask:
  - How does this text feature help you understand the text?
  - Where have you seen this text feature in your own reading?
  - How could you use these text features in your own writing?
- Divide students into groups of 3 or 4 for a *Text Features Scavenger Hunt*. Give each group access to pre-selected texts (see column 4 for suggestions) [index.html](#) and an assortment of texts including magazines, newspapers, fiction and non-fiction books, etc. Give each group a copy of a blank *Text Features Scavenger Hunt* (sample shown below) and have them find as many text features as they can. Next, ask students to list text features and explain how that particular text feature helps readers. Ask students to share the examples they found and construct an anchor chart (example below) which can be extended throughout the year.

Text Features Scavenger Hunt	
Text feature	Helps the reader:
<i>Table of Contents</i>	<i>to identify key topics in the book and the order they are presented in</i>
<i>Index</i>	<i>to see everything in the text listed alphabetically, with page numbers</i>
<i>Glossary</i>	<i>by defining words contained in the text</i>
<i>Toolbar</i>	<i>etc.</i>
<i>Hyperlink</i>	
<i>Bold Print</i>	
<i>etc.</i>	

- In a modeled or shared reading lesson, display a text that has a hyper-linked feature. Invite them to help locate the feature that will take readers to the next page. Ask how this feature may help to maneuver within and understand the text.
-  Ask students to use a pre-selected website to practice using several online text features which will give them more information related to Grade 5 Science and Health topics.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

**Literacy Support Guide:**  
*How Illustrations Enhance Comprehension and Enjoyment* p. 167

#### Resource Links:

- For sample texts for tasks (bullets 2 and 4) referenced in column 3 see [www.k12pl.nl.ca](http://www.k12pl.nl.ca)

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## Beginning Grade 5

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### Outcomes

*Students will be expected to*

#### **4.6 use a variety of comprehension strategies (RV)**

### Focus for Learning

Students' development of reading comprehension strategies is continuous. Students practice many of the same strategies in Grades 4, 5 and 6 but will begin to apply them with more automaticity as they read and view varied and more complex texts over time.

Students will encounter a large amount and variety of text which they will be required to understand, therefore it is important that they learn to *think about their thinking* (known as *metacognition*) and that they are aware when they understand and when they do not. Metacognition is an abstract concept and sometimes difficult for students to understand.

Taking time to talk with students and helping them become aware of how they think is foundational. The more students think, strategically, about their understanding of text, the better they become at making decisions about what they already know and about what they still need to know. As teachers, the goal is to teach students this repertoire of strategies that they can use, independently, when reading text so that they will be able to recognize when comprehension breaks down and take steps to restore it.

Student thinking is not directly observable but reading behaviours are. Conference with students to get more information about students' use of the comprehension strategies. This information guides reading instruction.

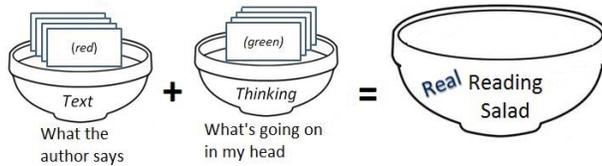
There are a variety of effective strategies to improve reading comprehension. Following is a list of suggested strategies (sometimes labelled differently depending on the source) to use in developing proficient readers:

Comprehension Strategies		
Beginning Gr. 5	Mid Gr. 5	Late Gr. 5
Self Monitoring (includes questioning)	Sequencing	Inferring (includes Visualization)
Analyzing (includes determining importance)	Making Connections	Evaluating
	Predicting	Synthesizing (includes summarizing)

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

## Suggestions for Teaching and Assessment

- Use a concrete demonstration to illustrate metacognition such as a comparison with making a salad. Prepare bowls and colored paper as shown (adapted from *Comprehension Connections: Bridges to Strategic Reading*)



Ask students to help create a *reading salad* that is a mixture of tomatoes (text) and lettuce (thinking). Use red pieces of paper labeled *Text* and the green pieces of paper labeled *Thinking*.

The following comparison may be used to illustrate the pattern of *text-thinking-text-thinking*:

- Select a piece of text to read aloud to the students. As the teacher reads, he/she points to the text as it is being read from the page and points to his/her head when he/she injects with thinking aloud about the text. Designate one student to be in charge of the green pieces labeled *Thinking* and another student will be in charge of the red pieces labeled *Text*. When the teacher points to the text a red piece will be dropped into the large bowl and when the teacher points to their head a green piece will be added to the large bowl.

The following task may also be used to illustrate to students that it is important to focus on their thinking about what they are reading and that readers have many thoughts while reading text.

- As the teacher reads from the text, he/she drops a red *text* card into the bowl for each page read. Students will be asked to drop a green *thinking* card into the bowl placed in the middle of the group when they have a thought about what they are hearing. Some students may comment that green *thinking* cards are being dropped in at a faster rate than the red *text* cards, symbolizing that readers have a lot of thoughts while reading text.

## Resources

### Authoried:

- Moving Up With Literacy Place (Scholastic 2008):

#### Program and Planning Guide:

*Reading Strategies and Behaviours*, p. 57

*Comprehension Strategies*, pp. 58-59

#### Literacy Support Guide:

*Say Something* p. 47

*How to Use Reading Strategies to Read a Text*. p.162

*Comprehension Strategies Anecdotal Record* pp.186-187

### Other:

- Reading Salad* task in column 3 is adapted from: McGregor, Tanny [Comprehension Connections: Bridges to Strategic Reading](#) Heinemann (2007)

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Beginning Grade 5

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Outcomes

*Students will be expected to*

**4.6 (cont'd) use a variety of comprehension strategies (RV)**

Focus for Learning

It is important to explicitly teach these strategies. Teachers may following these steps:

- |   |
|---|
| 1. State the strategy to be learned   |
| 2. Inform students about the strategy by discussing:<br>how it works<br>when it should be used<br>when it is not effective  |
| 3. Model the use of the strategy. When teachers share their thinking, it provides direct access to their own minds, enabling the student to observe how understanding comes about.<br><br>One of the most effective instructional approaches, is the ' <i>think aloud</i> '. This is when teachers read a <i>mentor text</i> (a text that lends itself, easily, to using that particular strategy), talk aloud about their thinking, and share how they constructed meaning of the text. 'Think alouds' help students see what other proficient readers do. |
| 4. Provide varied opportunities for students to practise the strategy on relevant reading material during guided and independent reading times.   |
| 5. Encourage students to apply a strategy purposefully and independently.   |

The comprehension strategies are introduced one at a time but it is important to note that they are interrelated and students will learn to use them flexibly to help them understand what they have read. At times, students will need to purposefully choose one or two strategies to use, depending on the demands of the text.

Although there is no one sequence for teaching comprehension strategies, it is recommended that self-monitoring be taught first as it helps students become more aware of their own thinking. Students should be explicitly introduced to all strategies and guided to recognize which strategy to use to construct meaning.

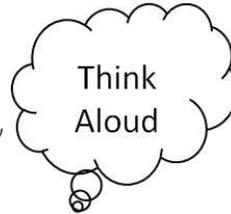
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GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media and visual text.

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### Suggestions for Teaching and Assessment

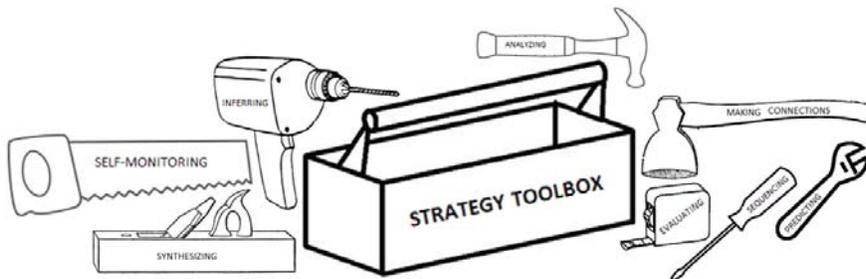
- Create a thought bubble (as shown) to indicate thinking aloud. As the teacher reads the text, he/she should stop at various points, hold the thought bubble near his/her head and say thoughts aloud for students to hear. For example the reader might say: *The sky is golden.* Next, holds the think aloud bubble near head and says: *Hmmm... That's funny the sky is not usually golden, so I wonder if that means it a great day or something...* After this has been modeled several times, pass the thought bubble to a student who indicates he/she would like to think aloud. A variation of this would be for all students to have a small *think aloud bubble* and hold it near their heads each time they have a thought, indicating they would like to share their thoughts. This can be done with whole or small groups or in partner reading.



- Ask students to reflect on their thinking by completing a thinking stem on an index card or in their readers notebook. Thinking stems may include:

- I'm thinking...
- I'm noticing...
- I'm wondering...

- Teachers may wish to begin a display of the comprehension strategies and refer to them as *tools*, shown below. Strategies can be added as they are taught and discussed. Frequently direct students' attention to the tool box and encourage them to identify the strategies they found most helpful before, during and after reading and communicate how they use these and other strategies to improve as readers.



### Resources

Outcomes

*Students will be expected to*

**4.6 (cont'd) use a variety of comprehension strategies (RV)**

Focus for Learning

**Self Monitoring** emphasizes the importance of readers paying attention to their thinking. Proficient readers know when the text they are reading makes sense and when it does not. In previous grades, students were introduced to the purposes for reading and have been made aware of many strategies that can be used to make meaning from text. In Grade 5, provide opportunities to reinforce these strategies. Readers must learn how to consider meaning in the text, reflect on their understanding and use different strategies to enhance their understanding. This process is best learned by watching the teacher think aloud and by gradually taking responsibility for monitoring their own comprehension, as they read independently.

When reading aloud, model to the students that:

- you have made it a habit to consistently stop and check to make sure the text is making sense (e.g., This makes sense because...)
- if there is something you don't understand, you identify it (e.g., I didn't understand...)
- you choose *Stop and Fix* strategies to solve the problem (e.g., I need to reread this because...). Create a list of fix-up strategies that they know and can add to, as new strategies are introduced (See sample in Appendix B).

*Questioning* can be discussed as self-monitoring is taught. Students are encouraged to develop good questions and then seek possible answers. Searching for other possible answers can deepen thinking.

When students are learning to ask questions they may realize that questions fall into different categories. In Grade 5, introduce the idea of two different types of questions - *thin* and *thick*. Describe thin questions as ones whose answers can be found in the text. Describe thick questions as ones that readers have to think about since the answers come from one's thoughts and not just from the text. Let students know that answers to thick questions are open to debate, but that the answer should be supported by the text.

One way to focus on types of questions is to read a text aloud to students and think aloud, modelling questioning and how readers find answers to their questions. Write the questions on sticky notes so students can see them. After reading, ask the students to help code them, based on the following system. Questions that:

- are answered in the text – T
- are answered from someone's background knowledge – BK
- answers can be inferred from the text – I
- can be answered by further discussion and talking together – D
- require further research from an outside source – OS
- that signal confusion – Huh?

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

### Suggestions for Teaching and Assessment

- Provide sticky notes and ask students to label the top of the sticky note with “Huh?”. Ask them to select a short text and place the “Huh?” sticky notes at places in the story where something confused them. If they find information in the story as they read on or if the confusing part becomes clear, they can go back to the sticky note and draw a light bulb. After reading the short text, any “Huh?” that has not been clarified should be given further attention by the student. Ask them to think about *fix-up* strategies and select a strategy to help clarify meaning of the text.
- In a guided reading context or during a reading conference, use three-colour paint chips or color cards (as shown below) for students to illustrate their own level of understanding of what they are reading. This visual will help students become more aware of *thinking about their thinking* as they read or view a text. As a student reads they can touch a colour, indicating their understanding of the text.



A light colour indicates a *clear understanding*.

A darker shade would indicate the student *does not understand all* they are reading.

The darkest shade would indicate *little or no understanding* of the text.

- Ask students to choose a text they can read independently. Provide blank paper and ask students to create a bookmark. *Before* reading, ask students to write a question they have about the text on the top of the bookmark. Next, students read independently, and as they find answers to their question, they record them on the bottom of the bookmark, giving evidence in the text that answers their question. *During* the reading, on the flip side of the bookmark, students write other questions that occur to them. *After* reading, students share their questions, discussing whether or not they were answered in the text.
- Provide students with sticky notes in two different sizes. Ask students to self-select a text or assign a pre-planned section of text and create questions about things they are wondering about as they read. Ask students to try to create *thick* and *thin* questions. Thick questions can be written on the front of large sticky notes and thin questions on the front of smaller sticky notes. Select a few sticky note questions and demonstrate the answers to them.
- Ask students to choose one book from their independent reading book bin that already has question sticky notes in it and code them.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Literacy Support Guide:

*Reading Tip Bookmarks* pp. 149-151

*How to Figure Out Unknown Words.* pp. 162-163

*How to Use Text Patterns to Work Out Word Meanings* pp. 163-164

*Self-Monitoring Strategy Checklist* p.188

*Resource List of Word Recognition Strategies* p. 377

*Resources List for Finding Word Meanings* p. 377

- **Grade 5 English Language Arts Curriculum Guide 2013** Appendix B: *Stop and Fix Chart*

Outcomes

*Students will be expected to*

**4.6 (cont'd) use a variety of comprehension strategies (RV)**

Focus for Learning

When students ask themselves higher-level (thick) questions while they read a text, they gain a deeper understand of its meaning. Create an anchor chart with students, displaying each level of Bloom's Taxonomy (revised version shown below) and question starters for each of them. Provide opportunities for students to ask questions, using the starters in the anchor chart below:

Levels of Thinking	Question Starters
Creating (Critical Thinking)	Can I see a possible solution to...? What would happen if ...? How many ways can I ...?
Evaluating (Critical Thinking)	Why did they (the character) choose...? What influence will....have on our lives? What are the pros and cons of....?
Analyzing (Critical Thinking)	What is the theme...? How is...similar to...? Why do you think...?
Applying	How would you solve _____ using what you've learned...? Do you know of another instance where...? What would result if...?
Understanding	What is the main idea of...? Which statements support...? Can you explain why...?
Remembering	What is...? Can you list the three...? What happened after...?

**Analyzing** - is taking something apart, in order to understand it better. Through analyzing (examining, questioning and probing the ideas from their own viewpoint) readers are able to make deeper meaning of the text. When analyzing any form of text readers look for meaning beyond what the author states directly.

When students analyze, they may:

- skim to locate information
- determine importance
- find evidence to supporting thinking
- recognize problems and solutions
- sort information into pre-established categories

Students need to distinguish between important ideas that need to be remembered and the information that may be interesting but not critical to understanding.

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

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### Suggestions for Teaching and Assessment

- Provide numerous opportunities to build critical questioning skills through newspaper and Internet usage. Ask students to read a news article or articles and pose only one thick question that probes deeply into the subject matter. Next divide students into small groups and the other students in the group attempt to answer each other's questions through logical thinking, referring back to the text, and connecting to other readings. In a conference or reflection session with a students after they complete this task, ask students:
  - What have you learned about asking questions?
- To demonstrate determining importance in reading and writing, show students a backpack containing everyday items. Ask students to pretend that they are going for a walk after school and they did not want to take all the items in this backpacks. The teacher only wants them to take what is really important. Students are asked to look at the contents of the pre-selected items in the backpack and through discussion decide which are the three most important items and why. Some suggested items in the backpack could include: a cell phone, a pack of gum, a set of keys, an epi-pen, a receipt and a pencil. After identifying all the items they are taking, students *turn and talk* to a classmate. They should be able to justify their selections and tell reasons why one item is more important than another. Bring the group back together to discuss students' choices and reasoning.
- Using a flashlight in a darkened classroom, view posters or charts. With students, determine what is important and direct the beam of light from the flashlight, to illustrate the important words or details that are the focus of attention. Display other texts and give pairs of students time to discuss it and then use the flashlight to show the class what they determined as important and tell why.
- Select a wordless book, calendar picture or art reproduction to share with the class. Provide students with sticky notes and ask them to write their name on them. Ask students to identify what they think is important in a text or image and place the sticky note on it. Using the sticky note signifies that a student can identify what they feel is important. Student's personal choice and background knowledge will influence their selection and the varied choices can lead to a rich classroom discussion.

### Resources

**Authorized:**

- **Moving Up With Literacy Place 5** (Scholastic 2008)

**Literacy Support Guide:**

*Self-Monitoring Strategy Checklist* p.189

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## Beginning Grade 5

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### Outcomes

*Students will be expected to*

#### **4.7 reflect on themselves as readers (RV)**

### Focus for Learning

In the beginning of the Grade 5 year, students should think about their own reading and set general personal reading goals (e.g., I want to read a new type of text). Later in the year, students will be asked to reflect on themselves as readers in a more focused way.

Students should begin to collect, select and organize items which will be used for reflection and begin to build their portfolios. This process will allow them to construct the story of her/himself, as a reader. *Student Reading Portfolios* may be used to organize the items and take any form that best suit the purpose and the needs of the students (e.g., file folders, accordion folders, binders, boxes). Included in the portfolio are student-selected items that demonstrate what a student knows, can do and hopes to do. It should be more than just a file folder of work samples. Items that may be placed in the portfolio include:

- guided reading/book club
- interest surveys
- reflections and goals
- letters
- reading response
- positive teacher feedback
- reading list - inventory of books read
- references to reading responses created electronically (e.g., blog posts, audio clips and/or video productions)
- word lists of interesting words
- video

The Student Reading Portfolio should not include the teachers anecdotal records/observation or the reading record assessment.

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

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### Suggestions for Teaching and Assessment

- Create a video of each student reading. Make it a part of their portfolio to be used in a reflection session, with the student, later in the year.
- Ask students to complete a reading inventory and place in their reading portfolio. Questions may include:
  - Do you like to read? Tell me why or why not.
  - Do you think of yourself as a good reader? Why or why not?
  - Where do you like to read? Do you like quiet or noise when you read?
  - What nonfiction topics do you like to read about?
  - What is your favourite book (or types of books) to read?
  - What do you think is easy about reading?
  - What do you think is hard about reading?
  - Tell me about one good experience you have had with reading.
  - When you read, what would you like to be able to do better?

### Resources

#### **Authorized:**

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### **Literacy Support Guide:**

*Reading Conference* p. 219

- **Video: *Reflective Readers***, Department of Education (2013)  
[www.k12pl.nl.ca](http://www.k12pl.nl.ca)

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## Beginning Grade 5

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### Outcomes

*Students will be expected to*

#### **6.1 extend understanding of text by responding personally (RV)**

#### **6.2 quote from text to support thinking (RV)**

### Focus for Learning

A personal response to text can take various forms but always involves students creating an individual response to something they have read or viewed. Students need a specified place where they can respond to texts, in writing, as the need arises. Designate a section in the Reader's Notebook for personal response and model ways to respond.

Students in Grade 5 should be encouraged to use higher-order thinking when responding to or expressing opinions about a text. A personal response is not the same as a summary or main idea of what was important in the text. It is the reader sharing their understanding of something they have read and giving a reaction to it. A personal response may include the reader's feelings about a character, impressions about the story, or similarities or differences the text might have to the reader's own life. They may tell about something they like or dislike in the text or something that seems unusual to them. Point out, to students, that they can not be wrong in their personal responses, so encourage them to take risks.

Remind them that when they respond personally to a text, they need to tell enough about the text so that a reader, who did not actually read the text, can understand their response. They should also be sure to clearly describe their reactions, supporting them with evidence from the text.

Encourage students to give supporting elements from the text to explain their thinking, rather than giving a simple restatement. Listen to the student's explanation and if necessary, use questions such as the following to draw out deeper meaning:

- How do you know that?
- What did the author tell you about that?

Students easily and naturally fall back on their generalized thoughts and opinions. It is when students are expected to draw on examples from the text, however, they are forced to read more carefully and think deeply about what they have read. For example, after reading the Cinderella story, which has a *never giving up on your dreams* theme, a student might simply say *because it's important to always pursue something you want to do*. A better statement about a text might have included .... *because in the text, it said...*

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

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### Suggestions for Teaching and Assessment

- During a read aloud or during independent reading, ask students to have their Reader's Notebook available so they can record personal responses. Alternatively, students may use digital mapping tools to record. Ask students to state their feelings, thoughts, reactions, and questions about any elements of the text.
- During a mini-lesson share prompts to help students as they think about how to respond personally to texts. These prompts can be posted in the classroom, or provided to students on cards which can be placed in a pocket of the Reader's Notebook. Prompts may include:
  - This event made me think...
  - This setting reminds me of...
  - This character reminds me of somebody I know because...
  - This character reminds me of myself because...
  - This part of the story reminds me of...
  - This made me realize that...
  - This text helped me to improve myself by ...
  - The character I most admire is \_\_\_\_\_ because...
  - If I were (name of character) at this point, I would...
  - I wish \_\_\_\_\_ would have happened because...
  - I love the way...
  - I can't believe...
  - If I were...
  - I like the way the author...
  - I felt \_\_\_\_\_ (sad, happy, etc.) when...
  - This text teaches...
- Ask students to include BITS in their constructed responses to texts. BITS stands for *Because In the Text it Said ...*  
Display the acronym in the classroom or say *Give me some BITS* to remind the students that quoting evidence from the text is important.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Literacy Support Guide:

*Pick a Quote* pp. 67-68

*Reader Response Assessment* pp. 122-123

*Fact Summary* p. 404

*Opinion Summary* p. 405

#### Professional Support DVD:

*#8 Writing: Text Types Studies and More*

#### Resource Links:

- Digital mapping tools referenced in this task can be found at [www.k12pl.nl.ca](http://www.k12pl.nl.ca)

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Beginning Grade 5

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Outcomes

*Students will be expected to*

**7.1 ask critical questions of text (RV)**

Focus for Learning

Questioning is an important strategy when reading critically. As students become text analysts and more critical, it places them in a questioning frame of mind. Critical literacy does not mean taking a negative stance, rather it means looking at things in different ways. It is a way of thinking that involves questioning assumptions. Critical literacy is vital in order for learners to communicate and interact with multiple texts in various contexts, both online and face-to-face.

Help students develop an awareness that language can be used to exercise power to enhance everyday life. Use topics that are familiar to students and that arise in the classroom daily as a part of the critical literacy curriculum.

Critical questioning enables students to analyze texts for:

- |                          |                |
|--------------------------|----------------|
| audience                 | language       |
| authenticity             | perspective    |
| connections and identity | points of view |
| culture                  | purpose        |
| equality and privilege   | stereotype     |
| genre and form           | values         |
| influence                |                |

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

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### Suggestions for Teaching and Assessment

- Select a text which contains examples of stereotyping or marginalization of people. Explain to students that they are to practise being *text-analysts* as they listen to the text being read aloud. Ask them to listen thoughtfully to see if someone is described or treated unfairly and to jot questions on sticky notes that come to mind as the text is being read. Ask students to use R.A.F.T. as a strategy for analyzing the text. Provide the explanation listed below to help students understand this strategy.

Role – Who is the writer(s)?

Audience - Who is the intended audience?

Form – What is the form of the writing? Why do you think this writing form was selected?

Topic – What is the topic or issue addressed in this text?

Next, use the information from R.A.F.T. to answer some of the following questions:

- Who would benefit from this text?
- What kind of text is this? (genre and form)
- What is the purpose of this text? (purpose)
- What words are used to convince me? (language)
- Who is this text created for? (audience)
- What group or interests does the writer represent? How is gender, race, class, sexual orientation, age, etc. portrayed in this text? (stereotype)
- How is the setting similar/different from your own experiences? (culture)
- Who wrote this text? What values and view of the world does the writer have? (perspective)
- What values are expressed in the texts? (values)
- From whose point of view is the text written? (points of view)
- Whose voices are being heard? Whose voices are left out? What is fair/unfair in this text? (equality and privilege)
- Are the characters stereotyped? (authenticity)
- How does the text try to influence your thinking? (influence)
- What parts of the text do you identify with? Why? (connections and identity)

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Literacy Support Guide:

*Writing Developmental*

*Checklist:* pp. 16-28

*Media Developmental*

*Checklist* pp. 29-30

*Questioning the Author* p. 46

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## Beginning Grade 5

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### Outcomes

*Students will be expected to*

#### **7.2 analyze intended messages in texts (RV)**

### Focus for Learning

All texts are created by someone, somewhere, for some reason and all texts have intended and unintended messages. Teaching students to analyze messages in text is an important part of developing critical literacy and media literacy. There is a lot of information available and it is important that they learn tools to analyze, critically, what they view and read in order to distinguish their own views from views and values of others.

The goal of SCO 7.2 is to help students develop a critical perspective towards texts by analyzing them for intended messages. They begin to realize that texts are never neutral and that they must explore beyond surface meanings to uncover underlying messages. In Grade 5, students analyze texts by asking themselves questions such as the following:

- What is the message?
- Who is sending the message?
- Why is the message being sent?
- How is the message being sent?
- Who is the intended audience?

The influence of media, such as TV, videos, magazines, games and popular music, is pervasive in the lives of students today. It is important, therefore, that students in Grade 5 have opportunities to analyze media resources critically and thoughtfully as well. Media Literacy is about empowering students to understand how the media works so that they can be in control of its influence in their own lives.

Think aloud as you read/view various texts to demonstrate how you think when analyzing texts, critically. Observe students for automaticity in their ability to critically analyze texts in all areas of the curriculum and throughout the school year. As students learn how text creators use media techniques to construct their own texts, they may begin to incorporate these techniques into their own texts, offering alternative messages and perspectives.

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

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### Suggestions for Teaching and Assessment

- Display a poster from the Art resource and use the questions below to guide discussion:

- What is the message the artist is attempting to convey?
- Why do you think the artwork was made?
- How does this artwork make you feel?

Repeat this with several pieces of visual text asking students to make jot notes during group discussion. When students are ready, they can be asked to interpret the message of other visual texts, independently. Students can also be asked to create their own interpretation of a poem through doing a visual arts activity (drawing a picture, making a collage, creating their own multimedia productions).

- Ask students to share jingles, slogans or ads they are familiar with for a specific type of product (e.g., games, food) and be prepared to discuss if they think they will remember these ads years from now? If yes, why?

- Ask students to consider what makes the Internet and children's TV programming so appealing to advertisers of products for children. Ask them to write a journal entry about their ideas.

- Create a place in Readers Notebooks for students to write questions that they ask of themselves as they think critically about a text they are reading. Ask them to respond to their own questions. These questions might include:

- are there parts of the book that puzzled you or made you ask questions
- does the information fit with what you already know? If not, explain.
- why do you think the book is popular with students in the class?

- Ask to students examine texts (posters, books, videos, etc.) asking, Who is represented here and how? Who isn't here and why not?

- Have students watch videos of their favourite movies or TV programs as a means of beginning a conversation about the ways that the world constructs a sense of who we are and how we ought to be. Students can learn a great deal about the ideals that are part of the taken-for-granted assumptions of many television programs.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Program and Planning Guide:

*Writing Continuum*, pp. 208-214

*Media Continuum*, pp. 215-216

#### Literacy Support Guide:

*What's the Author Really Telling Us?* pp. 166

- For the Art activity referenced in column 3, use the Grade 5 authorized Art resource:

*Explorations in Art: Large Art Reproductions (2008)*

- **Grade 5 English Language Arts Curriculum Guide 2013:** *Critical and Media Literacy*, pp. 10-11

Outcomes

*Students will be expected to*  
**8.1 develop proficient writing and representing skills (WR)**

Focus for Learning

GCOs 8, 9 and 10, provides information about teaching writing and representing skills. In Grade 5, students learn to create various text types such as descriptive, recount, procedural, narrative, poetic, persuasive and personal communication. They are also exposed to and use a variety of text forms (SCO 9.2).

To help students become proficient in writing and representing include Writer’s Workshop as part of the *Literacy Block* (See page 71). During Writer’s Workshop provide opportunities for students to examine excellent models for writing. Use thought-provoking texts, with students, in a variety of forms, and encourage rich discussions about them. Involving students in tasks, such as listening to a read aloud text about bullying, poverty or an environmental issue may motivate them to think creatively and write about topics and concerns of interest. These types of experiences help students develop a greater understanding of the importance of developing their writing and representing skills.

Teach writing and representing throughout the year by using the following instructional approaches which follow the *Gradual Release of Responsibility Model* as shown in the diagram:

- **Modelled Writing**
  - **Shared Writing**
  - **Guided Writing**
  - **Independent Writing**
- **Modelled Writing** - students observe as teachers compose, construct or share text. This explicit teaching is the greatest level of support to students and it is important that it be done frequently to help students understand how and why they are learning to write. Think aloud during modelled writing and model enthusiasm as you demonstrate how to use writing and representing to communicate thoughts, feelings, and understandings. Think aloud prompts may include, “*I am asking myself...*” and “*Why did I think that?*”
  - **Shared Writing** provides support for all writers in a safe, comfortable learning community. The teacher works collaboratively with students to discuss and then write a text. This approach can be used in large groups or tailored to meet specific student needs in small groups.
  - **Guided Writing** is an opportunity for small groups, with common writing needs, to meet together temporarily for a specific instructional focus from the teacher before they can write text more independently.
  - **Independent Writing** is a focused block of writing time with least teacher support and in which students practise writing strategies on their own. Students create text, drawing on the knowledge they have acquired from modelled, shared and guided lessons. It is important that students be given frequent opportunities to write independently.

Modelled

Greatest Support

Gradual Release of Teacher Responsibility

Least Support

Independent

---

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

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### Suggestions for Teaching and Assessment

- After each writing block, involve students in a *sharing time*. For a short time gather students together to share and celebrate their writings and ideas. Questions to ask during a sharing session may include:
  - Who rewrote something that didn't work?
  - Who tried something new?
  - Who wrote their best piece ever?
  - Who is experiencing *writer's block* and needs some ideas to help you?
- Guide students in developing a system for managing their writing. It is suggested that students have three places to organize and store their writing:
  - a *Writer's Notebook* - an ongoing collection of reactions, thoughts, feelings and things noticed or experienced. Writer's notebooks may include:
    - a personal topic list
    - a concert ticket stub from the event
    - a photograph of significant people or places and a description of why it's significant
    - a map of a place they have been and why it was special to them or what they saw when they were there
    - drawings of imaginary places and descriptions of who lives there and what happens
    - jokes or riddles they find funny and why they find them funny
    - the lyrics of songs they like and what it means to them
    - lists of things they find scary or funny
    - phrases or words they like and think they might be able to use
  - an *In-progress Folder* - a folder (can be a two pocket folder) containing:
    - first drafts, writing in the process of being revised
    - writing pieces (such pieces can be stamped "draft", "in revision", or "final draft" and can also be date-stamped)
    - guidelines and checklists that help students focus on specific tasks at different stages of the writing process
    - flash drives or other digital storage
    - illustrations
    - notes from writing conferences for future reference
  - a *Writing Portfolio* - a purposeful collection of a student's performances which demonstrate a student's achievement throughout the year. Through reflection of the artefacts contained in the portfolio, a student gains insight into their growth as a writer.

### Resources

#### Authorized:

- **Moving Up With Literacy Place** (Scholastic 2008):

#### Program and Planning Guide:

*Writing Continuum*, pp. 208-214

*Instructional Approached for Writing* pp. 150-163

*Make a Personal Topic List* p. 226

*Using Other Curriculum Areas for ideas* pp. 238-239

- Video: *Writer's Workshop*, Department of Education (2012) [www.k12pl.nl.ca](http://www.k12pl.nl.ca).

#### Other:

- For mini-lessons related to writing and representing, refer to Fountas, Irene and Pinnell, Gay Su. *Guiding Readers and Writers* (2001), pp. 68, 70, 72

#### Resource Links:

- Some examples of published books that use a Writer's Notebook style include the *Amelia's Notebook* series at [www.k12pl.nl.ca](http://www.k12pl.nl.ca)
- See [www.k12pl.nl.ca](http://www.k12pl.nl.ca) for resources on using a Writer's Notebook

Outcomes

*Students will be expected to*  
**8.2 create texts that represent experiences, personality and interests (WR)**

Focus for Learning

At the beginning of the school year, students will bring a variety of different experiences to the classroom and a wide variance in writing and representing skills and knowledge. There are numerous ways that learners can express themselves and demonstrate that material has been read, heard or viewed, the principle concepts understood, or the critical information researched.

In order to encourage students to explore their thoughts, feeling and experiences and reflect on them, it is important for students to have choice in the types of writing and representing they undertake. Help students realize that writing and representing can be imaginative, experimental, exciting and fun. Students may write frequently about the same topic because they write best about what they know best.

As students create they will discover they have important things to say, find their voice and develop confidence. Encourage them to use their imaginations without fear of criticism. To create a supportive writing community where risk-taking is promoted and students' ideas are valued, teachers should:

- involve students in activities to help generate and validate ideas
- provide uninterrupted blocks of time on a regular basis for students to explore and create at their own pace and their own ability.
- provide opportunities to share *in process* work and their completed pieces with peers, as well as with adults.
- give immediate and suitable feedback
- provide frequent demonstrations
- display student work
- create a physical space for writers that is comfortable and stimulates creativity
- provide a print-rich environment
- allow a student to use a computer or other technology to write
- respond positively to the message in student writing

Representing frequently helps students build confidence, explore their own thoughts/ feelings/ opinions, discover that they have experiences worth sharing, learn that writing can come from their own life experiences and come to the realization that they often know more than they initially thought.

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

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### Suggestions for Teaching and Assessment

- Ask students to do a *quick write*. To begin a quick write, display a text and read it aloud. Ask students to write as quickly as they can for 3 to 5 minutes on all that the whole text (or a specific line) brings to mind. Some ideas for quick writes may include:
  - describe the room as it is right now and how you feel about being there, an overheard conversation, or anything else that's happening right now.
  - write about a place that's meaningful to you. It could be anywhere from your bedroom to your cabin. List memories you have of that place. Write about one of those memories.
  - show students a piece of art, a photograph, or a drawing. Ask them to describe what they see, what they think is happening, and how it makes them feel.

For a variation on this task, ask students to work in pairs. Provide paper and time for students to write five topic ideas each, one on each piece of paper, and throw them into a bag. Students take turns pulling a topic out and both students write about the topic. After five minutes, students read what they wrote to each other.

- Ask students to keep a journal or diary. Brainstorm ideas and ask students to write one that inspires them. Begin the brainstorming with topics such as:
  - write about a name you wish you had
  - a bad injury you received
  - someone you would like to talk to today
  - when you lost your first tooth
  - something that you are scared of
  - the best Christmas

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008):

#### Program and Planning Guide:

*Written Reader Responses and Self-Selected Writing* pp. 171-178

#### Literacy Support Guide:

*Co-operative Writing* pp. 51-52

*Home Links: Encouraging Your Child to Write* p. 58

*Writing Developmental Checklist*: pp. 16-28

*Brainstorming Categories and Topics* p. 224

Outcomes

*Students will be expected to*

**8.2 (cont'd) create texts that represent their experiences, personality and interests (WR)**

Focus for Learning

Representing means communicating ideas in a way that can be seen and/or heard. It is important that students be given various opportunities to find their *creative zone* where they can go to express themselves, depending on the audience and purpose of the representing. This includes, in addition to written language, the visual arts, drama, music, movement, technological/media production and other forms of representation.

There are many forms of representing and all have equally important functions. For example, depending on the audience or purpose, it may be most effective to use drawing to communicate a message. To be proficient, students need to be fully competent with a variety of ways to represent.

Students commonly choose to express themselves digitally. Explicit teaching of Information and Communication Technology (ICT) skills related to writing and representing is necessary for students in order to support their increasing control of writing/creating, revising, editing and presenting digital compositions. Students need to learn how to create, name, save, and re-open their working files on devices including computers and various digital storage devices. To become effective digital writers, they need experience with keyboarding, word processing and various applications available for authoring and multimedia productions.

Motivate students to explore their topic by modeling interesting options for representing, such as:

- blogging (see Appendix D)
- book jackets
- cartoons
- collage
- costumed paper dolls (to recreate the scene)
- digital stories
- diorama (depicting the conflict or climax of the story)
- dramatizations
- drawing
- mini-movie of key events
- modelling clay
- painting
- photography
- poster/signs
- song writing
- storyboarding
- videotaped interview
- writing

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

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### Suggestions for Teaching and Assessment

-  Ask students to *blog*, to share their learning experiences across the curriculum, to highlight noteworthy events or to express themselves creatively. Before moving to individual blogs, some teachers may feel more comfortable establishing a class blog. The teacher and students may compose *posts* together, with teachers modelling the procedures involved and building the expectations for blogging. Later, students may be asked to write *posts* independently or with partners. For more information on blogging see Appendix E.
- Teach students to use digital storytelling as one way to publish their work for a real audience to view. Suggested steps involve:
  - teacher introduces the process by sharing a sample of a digital story and explain how it was created
  - teacher chooses a digital software programs teacher creates a text with students or use a previously created student text to demonstrate the procedure using the digital software
  - students choose a story
  - students create a storyboard or plan how they envision their story looking
  - students film video clips and/or take digital photos, record the narration and choose music and sound effects
  - students upload their digital stories to a pre-approved video sharing website.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)
- Video: *Blogging*, Department of Education (2012) [www.k12pl.nl.ca](http://www.k12pl.nl.ca).
- **Grade 5 English Language Arts Curriculum Guide 2013: Appendix D: Information and Communication Technology**

#### Resource Links:

- See [www.k12pl.nl.ca](http://www.k12pl.nl.ca) for information about setting up free blogging sites

Outcomes

*Students will be expected to*

**9.1 create texts for a wide range of audiences and purposes (WR)**

Focus for Learning

As students progress through elementary grades, their *audience* expands to include wider known or unknown audiences. In order to effectively plan the creation of a text, students should determine who their audience is and what specific needs they might have. Brainstorm with the students to write a list of audiences that they may be writing/representing for this year.

Possible Audiences
group specific audience
age specific audience
family members
classmates
friends
political leaders
community leaders
general public

Knowing their audience helps students make decisions about what information and detail to include for the reader to help them understand what is being communicated. Encourage students to appeal to and address their audience. Before modeling writing, teachers should *think aloud* their answers to the following questions:

- Who am I writing for (age, geographical location, etc.)?
- What might my audience already know?
- Should I use formal or informal language?

Students should be engaged in authentic writing tasks as much as possible because they represent best when they have a desire to express themselves for a real *purpose*.

Purposes of Writing
• to persuade
• to inform
• to entertain

Before and during the creation of text, model asking and answering the following questions:

- What do I want my audience to know when I have finished?
- What do I want my audience to believe or agree with?
- Is there an action that I want my audience to take?
- What will the writing do or accomplish?
- What is the main idea or message I want to communicate?

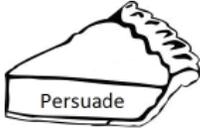
Determining the purpose for writing is important because it helps the writers maintain a focus. Students should be encouraged to adapt their writing to meet differing purposes.

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

Suggestions for Teaching and Assessment

Resources

- Create an anchor chart (example below), with students, to help them define the three main purposes of writing. Use and record students' language to describe each purpose.

Understanding Author's Purpose is as easy as P.I.E.		
		
The author wants to convince the reader to believe, agree with or do something.	The author wants the reader to learn something.	The author wants the reader to enjoy the text.

- Create a Planning Chart for students to use when preparing to create text. Ask them to circle or write their purpose for writing in the first column and answer the questions in the second column.

Purpose	Audience
Circle one. <ul style="list-style-type: none"> <li>• to tell a real story</li> <li>• to tell a made-up story</li> <li>• to describe a person, place, or thing</li> <li>• to explain how to do something</li> <li>• to find something out</li> <li>• to give an opinion</li> <li>• to ask something</li> <li>• to convince/persuade</li> </ul>	Write answers to these questions. <ol style="list-style-type: none"> <li>1. Who will read this? _____</li> <li>2. What do they already know about my topic? _____</li> <li>3. What do I want them to know? _____</li> <li>4. What part of my topic would interest them most? _____ _____</li> </ol>

- Present a scenario to demonstrate to students how they might change their writing to appeal to a specific audience. For example, say: Imagine something in the classroom got broken today and you were involved.
  - If you had to tell your parents about the event, what might you say?
  - Imagine how you might tell the story differently if you were telling your friends about what happened.
  - How might this version be different from the one you tell the principal? What details would you emphasize?
  - Are there some details you might tell your friends that you might not emphasize or even mention at all to your parents or principal?

Outcomes

*Students will be expected to*

**9.2 create texts in various forms and genres (WR)**

Focus for Learning

Throughout the elementary years, students can become more effective writers if they have practiced reading and writing a wide variety of text genres and forms, learning to adjust their writing style depending on the purpose and intended audience. In SCO 9.1, students learned that writers use different forms and genres depending on their audience and purpose for which they are writing/representing. In SCO 9.2, the focus is on the teaching of text forms and specific genres.

For the purpose of this document the terms *text forms* and *genres* (or *text types*) are used consistently. You may read other terms referring to the same idea in other literature.

A *text form* is the way in which a piece of text is designed. While the form may be fairly easy to identify (e.g., a brochure), understanding the thinking required to produce it is more complex. Seeing how authors use various forms effectively, may motivate students to experiment with that text form in their own writing. A text form should be modelled several times before students are expected to produce writing in that form, collaboratively or independently.

There are numerous text forms. Some forms that students will be exposed to in the elementary grades are listed in the table below; however, this is not an exhaustive list. Some forms of writing are used infrequently because of the purpose (for example, usually people do not write an obituary until one is needed). In previous grades, students created texts using a variety of forms. Explicitly teach and expose students to as many forms as possible.

Examples of Text Forms		
advertisement	fable/fairy tale	personal experience
advice column	game rules	persuasive note
anecdote	greeting card	poetry
article	horoscope	postcard
autobiography	instructions song	pourquoi tale
ballad	interview	readers theatre
biography	journal	research
blog	letter of complaint	report
brochure	letter of inquiry	response log
campaign speech	letter of request	review
cartoon	map	riddles
character viewpoint	matrices	role play
comic strip	memoir	short story
compare/contrast	menu	slide show
diary	monologue	sports column
editorial	my opinion	story
essay	newspaper article	survey
		tweet

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

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Suggestions for Teaching and Assessment

Resources

- Brainstorm with students to develop a list of text forms (e.g., lists, invitations, notes, websites, news stories, interviews, New Year’s resolutions, journals, letters, blogs, reports, etc.). Ask them to contribute forms they have previously encountered or would like to use. Use this list to inform your instruction. An anchor chart, as shown below, can be displayed in the classroom for students to reference during Writer’s Workshop and the list can be extended as students are exposed to a new form.

Form	Example
Letter of Inquiry	Dear Sir or Madam, I am interested in purchasing the car you have advertised on The Evening Telegram. Please phone me at 123-1234 and let me know if it is still for sale. Thank you.
Report - An essay about something you have learned about.	
Movie Review	

- Provide examples of different text forms (e.g., a novel, graphic novel, picture book, comic strip, a website). Ask students why they think the author chose that form. Ask:
  - Why did the author choose this way to display his/her idea?
  - Why didn’t he/she choose a different form?

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## Beginning Grade 5

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### Outcomes

*Students will be expected to*

#### **9.2 (cont'd) create texts in various genres and forms (WR)**

### Focus for Learning

Knowledge of genre and form will help students become more proficient writers. Many genres and forms are used repeatedly by students, year after year, with increasing sophistication.

*Genre* refers to different *text types*. It is the categories used to classify literary works. The two major genres are *fiction* and *non-fiction*. Within these categories are subcategories (e.g., narrative, persuasive, description, recount, poetry). There are also *hybrid genres* containing more than one genre (e.g., historical fiction may contain both fiction and non-fiction). Each genre places different demands on the writer. It is sometimes difficult for students to identify one genre as many texts include components of more than one genre and/or form.

Students are continuously immersed in a text-rich environment and as a result, they often encounter a wide variety of genres, formally and informally. Certain genres have been suggested as a focus throughout the Grade 5 school year:

Beginning Gr. 5	Mid Gr. 5	Late Gr. 5
Descriptive	Procedure	Personal Communication
Recount	Narrative	Persuasive
Poetry	Poetry	Poetry

Note that reading and learning about poetry is an integral part of the language arts curriculum and therefore, students should be given opportunity to build on their knowledge about poetry over time. Students learn as they read and write in this genre, and it is suggested that Poetry have an ongoing presence throughout the year.

Although other specific genres have been suggested for explicit teaching at certain parts of the year, this does not mean that other writing genres should not be discussed as opportunities arise or needs dictate. After a genre has been selected as a focus and is introduced, it becomes part of regular classroom activity for the remainder of the year, being revisited many times.

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

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### Suggestions for Teaching and Assessment

- Discuss with students the two main genres of literary works – fiction and non-fiction. Send students on a book hunt, either in your classroom or in the school library, to locate 1 or 2 examples each of fiction and non-fiction books. Designate one area for fiction and another for non-fiction and ask them to place their examples in one of the 2 areas. Once all students have returned, ask each of them to choose one book from each area, not one they contributed. Ask them to view the book and think about how they know it's fiction or non-fiction. Discuss as a class the features of fiction and non-fiction books. Encourage students to respond, in their Writer's Notebooks telling what features of their book selection helped them decide if it was fiction or non-fiction.
- Create a log (sample below) to monitor text forms and genres that students use when they write and. Encourage them to experiment with a variety of forms over the course of the year.

Writing and Representing Log					
Date	Audience	Purpose	Genre	Form	Comment
Oct.1	Principal	To persuade	Persuasive Writing	Letter of Request	I wrote the principal to request a meeting because ...
Nov. 4	Family	To entertain	Descriptive Writing	Postcard	While visiting my cousin, I wrote my family to tell them about ...

### Resources

**Authorized:**

**Moving Up With Literacy Place: 5 (Scholastic 2008):**

**Program and Planning Guide:**

*Text-Type Studies* pp. 163-171

**Literacy Support Guide:**

*Picture It* p. 71

Beginning Grade 5

Outcomes

*Students will be expected to*  
**9.2 (cont'd) create texts in various genres and forms (WR)**

Focus for Learning

**Descriptive** writing has been introduced in previous grades and is an important writing genre to continue to develop with students. Descriptive writing is observational writing that includes details. It provides the reader with a clear, vivid picture of something or someone. Descriptive writing evokes sensory images.

GENRE: DESCRIPTION		
Purpose - Provides information about a topic; describes a person, place or thing in such a way that a picture is formed in the reader's mind.		
Structure	Features	Form (examples)
Usually contains: <ul style="list-style-type: none"> <li>• a title</li> <li>• many vivid sensory details</li> <li>• figurative language such as similes and metaphors</li> <li>• is organized and has logical chunking</li> <li>• subject-specific vocabulary words</li> <li>• specific adjectives and nouns and strong action verbs to give life to the picture</li> </ul>	May contain: <ul style="list-style-type: none"> <li>• headings</li> <li>• illustrations</li> <li>• labels</li> <li>• photographs</li> <li>• captions</li> <li>• charts</li> </ul>	<ul style="list-style-type: none"> <li>• compare and contrast reports</li> <li>• cause and effect reports</li> <li>• problem-solving reports</li> <li>• magazine articles</li> <li>• explanations</li> <li>• newspaper articles</li> <li>• speeches</li> <li>• letters</li> </ul>

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

### Suggestions for Teaching and Assessment

- Set aside a place in the room entitled *Sparkling Sentences* where students can post descriptive sentences from the books they read during independent reading time or from their own writing.
- Ask students to write each of the five senses on separate sticky notes. Next, ask them to close their eyes and visualize themselves eating a particular food (e.g. a grape or a strawberry). After a short wait time, students can open their eyes and write as many words as they can that describe the visualization under appropriate categories. After students have had time to think of and write descriptive words, provide the food and allow them to experience eating it. When selecting the food item, keep in mind any allergies that students might have. Once finished, students can add other descriptive words that came to mind while they were eating. From students suggestions, create a class list of descriptive words that describe the experience. Ask students to write a paragraph describing their own experience. Coach them to add interesting words to their descriptions. Read the descriptions back to the class and analyze what makes their writing effective. Circle the descriptive words that were chosen.
- Ask students to complete a checklist about a description they have written to ensure they have included the appropriate text structures and features. The checklist may be expanded throughout the year. At the beginning of Grade 5, the checklist may look like this:

Description Self-Assessment and Edit Checklist	Yes	No
<b>Title:</b> The title is suitable.		
<b>Text Structure:</b> The description creates a picture in my mind. The description contains figurative language. This description contains strong action words. This description contains vivid sensory details.		
<b>Text Features (if included)</b> _____ _____		
<b>Conventions:</b> I have checked spelling. I have checked punctuation. My description is readable.		

- Display a visual on the class blog. Ask students to reply to the post using descriptive language.

### Resources

**Authorized:**

- **Moving Up With Literacy Place 5** (Scholastic 2008)

**Literacy Support Guide:**

*Writing a Descriptive*

*Paragraph* p. 267-268

Outcomes

*Students will be expected to*

**9.2 (cont'd) create texts in various genres and forms (WR)**

Focus for Learning

**Recount** writing has also been introduced in previous grades. It involves texts which list and describe past experiences by retelling events in the order in which they happened (chronological order). The purpose of a recount is to retell events with the purpose of either informing or entertaining the audience (or both).

The basic recount consists of:

- Setting or orientation: background information answering *Who? When? Where? Why?*
- Events: identified and described in chronological order.
- Concluding comments: expressed as a personal opinion regarding the events described

Create an anchor chart (sample shown below) with students which can be displayed to remind them of the structure of a Recount.

GENRE: RECOUNT (personal, factual and imaginative)		
Purpose - to retell an event or past event, whether real or imagined.		
Structure	Features	Form (examples)
Usually contains: <ul style="list-style-type: none"> <li>• setting (details about who, when, where, why)</li> <li>• events arranged in chronological order</li> <li>• evaluative comment or concluding statement (comment that sums up the author's opinion about the events)</li> </ul>	<ul style="list-style-type: none"> <li>• written in past tense to show it has already happened</li> <li>• includes action verbs (e.g., went, saw)</li> <li>• progresses sequentially</li> <li>• uses linking words to indicate time (e.g., before, after, during, next, later, when, then, first)</li> <li>• told from first person (e.g., I or We)</li> </ul>	<ul style="list-style-type: none"> <li>• biography</li> <li>• autobiography</li> <li>• report (factual or imaginative)</li> <li>• historical</li> <li>• diary</li> <li>• photo story</li> <li>• storyboard</li> </ul>

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

Suggestions for Teaching and Assessment

Resources

-  One form of a recount is an autobiography. Over several days, ask students to use their Writer’s Notebook to record personal memories from their life such as photographs of special moments, their birth announcement and other artefacts of their life in preparation for writing an autobiography. In the Social Studies curriculum, students are introduced to the purpose of an artefact and how to conduct an artefact analysis. Students can use a collection of their own artefacts to inspire their own autobiography. Ask them to create a timeline of important events in their lives, starting with their birth announcement or information about their birth and ending with their first day in Grade 5. Request that students use full sentences on their timeline. Teachers may ask students to develop this timeline into a more formal autobiography, or display the timelines around the classroom.
- (recount) Ask students to write a recount based on a holiday memory (or another topic of choice). Ask them to complete a checklist to ensure they have included the appropriate text structures and features. The checklist may be expanded throughout the year. At the beginning of Grade 5, the checklist may look like this:

Recount Self-Assessment and Edit Checklist	Yes	No
<b>Title:</b> The title is suitable.		
<b>Text Structure:</b> The recount tells who, where, when and why. The recount gives details about the events. The events are told in the order they happened. The recount tells how I feel about the event. Written like the audience feels they are really there.		
<b>Text Features:</b> The recount is written in the past tense. Uses past tense verbs. Is told from the first person. Uses linking words to indicate time.		
<b>Conventions:</b> I have checked spelling. I have checked punctuation. My recount is readable.		

Outcomes

*Students will be expected to*

**9.2 (cont'd) create texts in various genres and forms (WR)**

Focus for Learning

Poetry is a powerful form of text that most students have been familiar with from their toddler years beginning with their memory of nursery rhymes. Many students experience a natural enjoyment of rhythm and rhyme which makes poetry an effective way to foster their interest in writing (It is important to note that although rhyme and rhythm is often present in poetic text, it is not an essential component).

Poetry is appealing to many students because of its conciseness and its power to convey so much meaning in a few words. For many people, poetry helps develop the pleasure of reading. It evokes feelings and causes students to think about social issues and reflect on themselves and their world in different ways.

One way of teaching poetry throughout the year is to incorporate *Poetry Workshop* as part of the literacy block. It can be the focus of the *Reading Workshop* and/or *Writing Workshop* on a weekly or biweekly basis.

Making poetry a part of a routine may help students learn to appreciate poetry.

Different forms of poetry have been introduced to students in Grade 4 and should be revisited often throughout Grade 5. Review the structures and features of various forms, with students, on an ongoing basis so that they may choose a form that works best for their writing purposes.

GENRE: POETRY (non-rhyming, rhyming, pattern, variety of others)		
Purpose: to convey ideas, feelings and sensory images in a lyrical way		
Structure	Features	Form (examples)
Focus on: <ul style="list-style-type: none"> <li>• title words in a particular arrangement</li> </ul>	<ul style="list-style-type: none"> <li>• capitalization and punctuation may or may not be standard</li> <li>• may or may not rhyme</li> <li>• thoughtful word choice</li> <li>• is expressive</li> <li>• may be rhythmic</li> <li>• usually has a pattern</li> </ul>	<ul style="list-style-type: none"> <li>• narrative poetry</li> <li>• concrete</li> <li>• haiku</li> <li>• cinquain</li> <li>• limericks</li> <li>• formula poem</li> <li>• tanka</li> <li>• acrostic</li> <li>• free verse (focus in Late Gr. 5)</li> </ul>

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

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### Suggestions for Teaching and Assessment

- The most important part of the Poetry Workshop is helping students to experience and enjoy various types of poetry. There are numerous websites that support the teaching of poetry. A Poetry Workshop can be organized into the following parts:

- Minilesson (includes Poetry read aloud and a Poetry minilesson)
- Poetry Centers
- Poetry Sharing

First, do a *Poetry Read Aloud* (without introduction to the poem). Read it a second time, asking for comments from the whole group or inviting pairs to discuss the poem with each other. Note that it is important not to over-analyze a poem before reading it.

Next, teach a *minilesson* for approximately 10 minutes to the whole group, focusing on a specific aspect of poetry. E.g.,

- performing poetry
- collecting poems
- writing poetry
- the writing lives of poets
- teaching a form of poetry

Then, students become engaged in *Poetry Centers* to:

- work on a poetry project
- write poem ideas in their writer's notebooks
- draft, revise and edit their poetry
- create illustrations to complement their poetry
- illustrate works of other poets
- conference with the teacher

Finally, at the end of the Poetry Workshop, gather students together for a time of *Poetry Sharing* at which time, students share their completed poems, poetry they have enjoyed reading or to share their writing drafts and ask for ideas from classmates.

### Resources

#### Resource Links:

- See [www.k12pl.nl.ca](http://www.k12pl.nl.ca) for websites that support the teaching of poetry as referenced in column 3

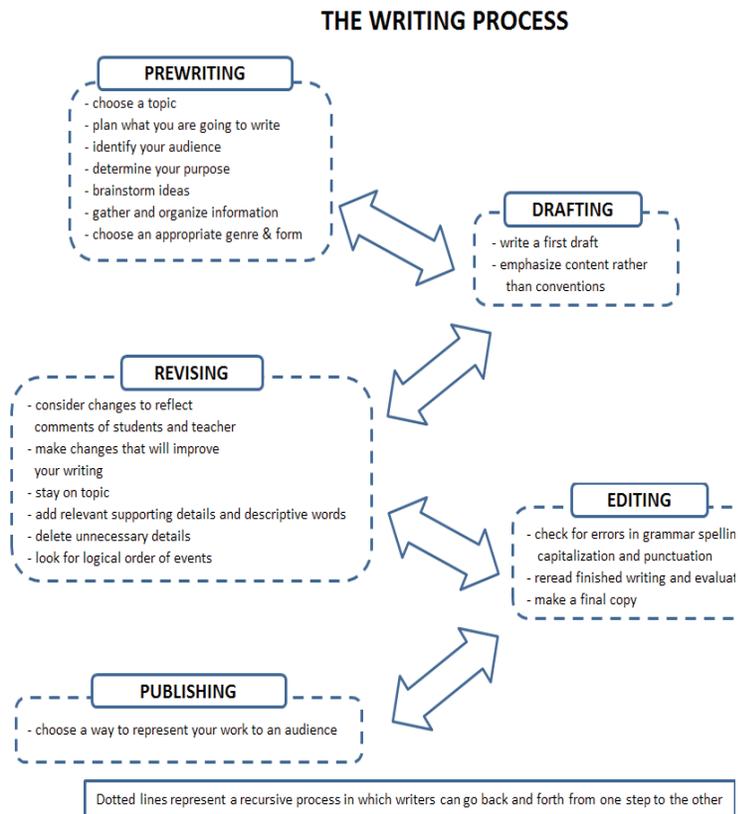
Outcomes

*Students will be expected to*

**10.1 create texts using the processes of writing and representing (WR)**

Focus for Learning

While representing in ways other than writing is encouraged, the focus on SCO 10.1 is on writing as one important type of representing. For more discussion of representing see SCO 8.2. Also note that SCO 10.1 is the main thread in this section with SCOs 10.2 and 10.3 integrated throughout.



The *writing process* (shown above) is the thought process writers go through as they write. Students will be familiar with this process from previous years. Although the writing process is articulated in stages in a particular order, writers seldom move through the stages in a linear fashion. Writers work through the stages in various ways often returning to an earlier stage to make changes or to combine actions from more than one stage. Some students may linger at one point for a longer period of time, refining their thinking and their texts, while others may move more rapidly. It is important to note that writing does not usually progress straight from pre-writing to publishing. On the other hand, not all stages need to be applied to all writing pieces. Students create work that can be revisited throughout the year or simply set aside. As writers become more independent, the stages may merge and the process may become more automatic. Practice with this process also prepares students to move through the process and prepares them to write on demand.

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

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### Suggestions for Teaching and Assessment

- Invite an author to speak to the class in person or on a video conference to learn where an author gets ideas and how these ideas are crafted into a text. Prior to the meeting, brainstorm with students questions about the authors experiences with the writing process that they might like to ask.
- Create a chart or tracking system for students to use during Writer's Workshop. Display it in the classroom with the heading *The Writing Process: Where Are You?* This helps everyone know where the students are in the writing process. E.g.,
  - Create a wheel with wedges, representing each stage in the writing process. Write each student's name on a clothespin. As students move through the steps, they move their pin to a different section on the wheel.
  - Use a pocket chart with a pocket assigned to each student. In each pocket place 5 cards, e.g., orange - pre-writing, red - drafting, blue - revising, green - editing, white - publishing. As students move through the steps, they change the color of the card that is on top and most visible.
  - Instruct students to create *Status Cubes* with each of the stages of writing and place them on their desks at the beginning of Writers' Workshop. The stage of writing they are in should face the front of the room and as students settle in the teacher can do a quick scan to see where students are in the writing process.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Program and Planning Guide:

*The Writing Process* pp. 142-149

#### Resource Links:

- To follow the book publishing process from start to finish in a seven-video series see [www.k12pl.nl.ca](http://www.k12pl.nl.ca)

Outcomes

*Students will be expected to*

**10.1 create texts using the processes of writing and representing (WR)**

Focus for Learning

In beginning Grade 5, students should see each stage of the writing process modelled extensively before they are expected to use them independently. Teachers should use the names of each stage and other writing terms (e.g., drafting, leads, revising, detail, figurative language) when talking about writing. When students are familiar with writing terminology they will be more able to communicate clearly about their writing.

As students create drafts and throughout the writing process, help them to focus on the *writing traits*. The stages for each trait are indicated:

1. **Ideas and Content** (Prewriting, Drafting and Revising Stages) - clear ideas are the foundations in any text. It is the main message or the reason for writing. Content describes how effectively the writer:
  - establishes a purpose
  - selects and integrates ideas (i.e. information, events, emotions, opinions, and perspective)
  - includes details (i.e. evidence, anecdotes, examples, descriptions, and characteristics) to support, develop, and/or illustrate ideas
  - considers the reader
2. **Organization** (Prewriting, Drafting and Revising Stages) - the logical and effective presentation of ideas. The purpose for the writing affects the organization. E.g., In a business letter, good organization might involve coming to the point quickly. As for a mystery story, however, good organization might call for the writer to keep some ideas hidden for a time.
3. **Sentence Fluency** (Revising) - the rhythm and flow of language that enhances clarity. Noticeable variety in sentence length and structure add to the fluency of a text. Fluent writing is a pleasure to read aloud.
4. **Voice** (Drafting and Revising Stages)- how you say what you are saying. It is often referred to as the *writer's conviction* or *the fingerprint of the writer* on the page. Voice in writing is highly individual and also changes with purpose.
5. **Word Choice** (Revising) - the language the writer uses to express his/her ideas. Effective words are clear, precise, descriptive and paints a picture for the reader. Strong word choice lets the reader experience the world of the writer.
6. **Conventions** (Editing Stage) - describes how effectively the writer controls standard writing conventions (i.e. punctuation, spelling, capitalization, usage, and grammar). Conventions are addressed in the editing stage in more detail.

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

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### Suggestions for Teaching and Assessment

- Create an anchor chart with students that contains key words about each writing trait. If students have been a part of making the chart they are more likely to refer to it and to better understand what it means. Display it for students to use as they are writing and reflecting on their writing.
- Create a *Word Wall* in the classroom. Talk with students to determine which words should go on the word wall. Write the words on cards, large enough to be seen from anywhere in the classroom and display them, alphabetically or in categories. Encourage students to use the word wall as a huge, convenient dictionary. Talk to students about the types of words that can be added to the wall. These may include:
  - new vocabulary / content area words
  - high frequency words
  - frequently misspelled words that occur in their writing
  - *million dollar* words that can be substituted for more frequently used words (these are higher-level words that mean the same thing as the simpler synonyms)
  - particular words that always seem to confuse them

By encouraging students to gradually build the word walls themselves, they take ownership of it and value its use. It is important to refer to the words on the word wall often, so that students understand its relevance and get into the habit of using the wall, independently, in their literacy activities. A *mini word wall*, that matches, exactly, the word wall in the classroom, can be created in student writing folders. As words are added to the wall, students add them to their mini word wall.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Literacy Support Guide:

*Using the Word Resource Wall or Personal Word Resource Book* pp. 269-271

*Thinking About Word Choice* pp. 271-273

*Exploring Tone and Voice* p. 273

*Paragraph Organizer* p. 400

- **Grade 5 English Language Arts Curriculum Guide 2013 Appendix D: Provincial Scoring Guide**

#### Supplementary:

- **Write Traits Classroom Kit (2006)**

#### Resource Links:

- See [www.k12pl.nl.ca](http://www.k12pl.nl.ca) for lessons on teaching the writing traits

Outcomes

*Students will be expected to*

**10.1 (cont'd) create texts using the processes of writing and representing (WR)**

Focus for Learning

Although the writing process is not linear, the stages are labelled for ease of discussion with students. The stages are:

**Pre-writing** is an essential part of the writing process which includes the *thinking work* writers do before they start to write, taking time to plan and organize. In this stage, writers choose a topic, gather ideas, think about the audience, identify the audience and choose a genre and form for their writing.

Wherever possible, the reading-writing connection needs to be emphasized. Use a variety of mentor texts with students. For example, students should read mysteries, if they are going to write a mystery.

Teachers should model the thinking process involved in planning a piece of writing and demonstrate a variety of ways to organize writing. Through this modelling, students become aware that thinking and organizing is important prior to any type of writing.

The amount of time needed to plan and think about writing varies with each student and is a valid part of the writing process. As needed, provide them with opportunities to brainstorm, do research (using both digital and print resources), reference read alouds, refer to anchor charts, use visual organizers, use ideas from writer's notebook, etc. Students can also be encouraged to use technology to interact with each other through blogs, wikis, instant messages, etc.

Students need to know that authors often get their ideas from their own life experiences. Help students see that potential for stories are everywhere, even in the smallest and most ordinary event. Reinforce that their lives and their thoughts are worth writing about.

Effective writers write about what they know. For example, Patricia Polacco's books usually tell about people who influenced her. Access authors' web sites to show students authentic writing ideas from real life authors.

**Drafting** is the stage in the writing process when students write *first drafts* from their ideas and plans they have developed during the pre-writing stage. Ensure that students have sufficient time to put words in print and to follow a plan. Teachers may encourage students to double space their writing, whether handwriting or using a word processor, as it is easier to read and leaves space for revising and editing.

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

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### Suggestions for Teaching and Assessment

- Brainstorm possible topics for a piece of writing and create a list to display in the classroom. After discussing the importance of planning prior to writing, select one of the topics on the list to demonstrate the pre-writing stage of the writing process. Use an appropriate graphic organizer (a variety of these can be found online) to outline ideas around the topic chosen. Be sure to share your thinking with students. This will enable them to see that writers often try something, and then change their minds. Encourage students to contribute their ideas as you work through the pre-writing plan. Post the pre-write in the classroom as a model for students to reference. Next, ask students to do a pre-write with a partner using a selected topic from the list posted (or a topic of choice). They may use any form of graphic organizer to prepare their plan for the writing. Select 5-6 pairs to share their topics along with their plans for writing. Ask them to talk about whether or not they had changed their plans and what prompted that change. Ask students to store their work in their Writer's Notebook so it can be used again later.
- Remind students that a story can evolve from an insignificant everyday occasion. As students come in to the classroom after lunch, ask them to choose one small story from all that happened at lunchtime and tell it to a partner. Remind them that it may be funny, touching, dramatic. After a short time of sharing, ask for volunteers to share with the class. Ask students to jot the event in their reader's notebook as a potential story to develop later. Do this frequently at the beginning of the year until students automatically think of jotting daily events that might develop into writing topics in their writer's notebooks.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008):

#### **Program and Planning Guide:**

*Using Computers and Technology for Writing* p.181

#### **Literacy Support Guide:**

*Developing a Focus* pp. 227-229

*Sequencing and Linking Ideas* p. 274

*Giving Details* pp. 275-276

*Developing Setting* p. 277

*Writing a Good Conclusion* pp. 278-279

#### **Resource Links:**

- To access authors' web sites to show students authentic writing ideas from real life authors see [www.k12nl.ca](http://www.k12nl.ca)

Outcomes

*Students will be expected to*

**10.2 collaborate with others during text creation (WR)**

**10.1 (cont'd) create texts using the processes of writing and representing (WR)**

Focus for Learning

The drafting stage is intended to be interactive and collaborative. Since writing is a social process, it is not intended that students work only in isolation. Many times discussion with others and brainstorming helps students get started. Students may try out some *leads* (how a story begins) or ideas on classmates before putting them to print.

In the drafting stage, the main focus is for the writer to get his/her thoughts in print. Encourage students to correctly spell as many words as possible without losing momentum. If the students understand that help with spelling and punctuation will be available after they have finished their first draft, they will be more likely to write freely. Students may write the words *first draft* on the draft version of their writing to indicate that the emphasis, so far in their writing, has been on content, not conventions. This does not mean there is no concern for readability. The term *first draft* is preferable to *rough draft* as students may infer that there is no concern whatsoever for legibility, spelling and punctuation in a *rough* draft.

**Revising** is an important part of the writing process. Once a draft is created, students revise (re-see and re-think) the text many times to improve their writing. Some of the best stories are those that were not just written once but those that were reflected on and re-written. In order to revise a piece of writing, students think critically about their writing and reflect on whether their message matches their writing goal. Revising includes:

- adding descriptive details, dialogue, information or examples
- subtracting unnecessary repetition or inaccurate details
- rearranging ideas and details to increase clarity
- changing title, opening sentence, ending, etc.
- replacing words with more descriptive words

To help students develop a perseverance for revising, explain that when they read a book, they cannot see the process the author used to write it. The finished product is a result of the author rewriting it several times. Tell students that Katherine Paterson, author of *Bridge to Terabithia*, described her experience with revising her writing as ‘painful, messy and horrible’. Her favorite part of the writing process was the revising stage when she transformed her work into something beautiful. Reinforce with students that revising should be a positive experience, an opportunity to make their writing the best it can be. The first step in the revising stage is for students to take a second look at their writing before peer and/or teacher conferencing. Students may need to be encouraged to distance themselves from their writing for a few days before revising, so they can look at it through fresh eyes. In this part of revising, students need to read aloud their own writing, listening carefully for fluency and clarity.

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

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### Suggestions for Teaching and Assessment

- Discuss with students that authors extensively revise their first drafts to make them the best they can be. Show them some examples of author's revisions and discuss what decisions were made and why. E.g., from *Edgar Allan's Official Crime Investigation Notebook*

First draft:

*It was raining when Edgar woke up, raining when he went out to catch the bus, and still raining when the bus pulled into the school parking lot.*

Second draft:

*Overnight, dark thunderclouds had invaded the sky, and now the rain was pounding on top of the school bus like it was trying to get in. An ominous morning. As the bus pulled into the school parking lot, Edgar looked out to see if there were any criminal looking types lurking around the school's entrance.*

Third draft:

*... As the bus pulled into the school parking lot, Edgar **peered** out to see if any criminal looking types were lurking around the school's entrance."*

- (revising) Walk students through the revising stage using either a student writing sample or a shared writing piece. Think aloud and ask questions such as:
  - Can we add any details to make this writing more alive for our readers?
  - Are there any unnecessary details we can take out?
  - Would rearranging any of our words or sentences make our writing more effective?
  - Should we change our title or any of our sentences?
  - Are there other words we could use to create a more vivid picture?
- In the revision stage, ask students to read their writing aloud to listen for fluency and clarity. Students may choose one of the following strategies to do this:
  - *Whisper read* - students plug their ears and whisper as they read. This will help to block out distractions and hear their own voice loudly in their head.
  - *Read to the wall* - ask students to leave their desks, take their pencils and go to the wall, a cupboard door or any flat surface and stand close to it. Ask them to read what they have written, aloud, looking for an area they can improve.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Literacy Support Guide:

*Building a Revising Checklist*  
p. 280-281

*Using a Revising Checklist* pp.  
282-283

*Rereading and Questioning Your Ideas* pp. 283-285

*Deleting Ideas* pp. 288-290

*Changing the Order of Ideas*  
pp. 291-292

*Using More Complex Sentences*  
pp. 292-293

#### Resource Links:

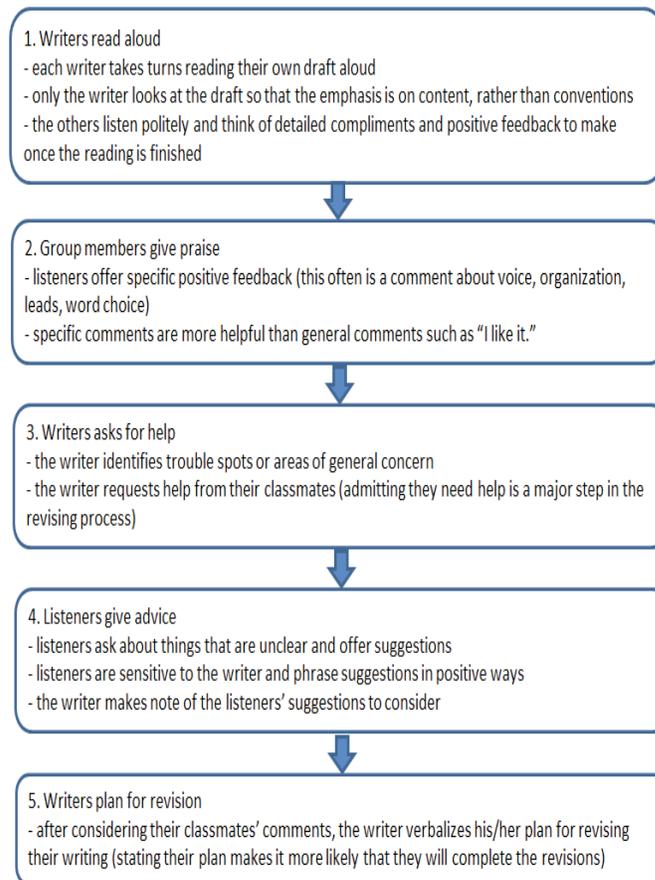
- To see an example of author's revisions in *Edgar Allan's Official Crime Investigation Notebook*, see [www.k12pl.nl.ca](http://www.k12pl.nl.ca) for task

Outcomes

*Students will be expected to*  
**10.2 (cont'd) collaborate with others during text creation (WR)**

Focus for Learning

When revising, students may meet in *revising groups* to share their drafts. In these groups, students have a supportive environment in which they talk with others to receive feedback and suggestions, generate ideas and plan. The following is one way to conduct a revising group:



There are different ways to form revising groups depending on the students and the writing task. The teacher may or may not be a part of the group. Groups may be created:

Spontaneously - as students finish a draft they go to an assigned spot and wait for other students to finish and join them to form a revising group.

Assigned - students are assigned to groups and the groups stay consistent for a period of time. The teacher may indicate the leader and change this role periodically.

Online - Students and teachers meet online through blogs, wikis, social networks, etc. and apply guidelines for appropriate online behaviour while offering supportive, constructive feedback to writers.

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

Suggestions for Teaching and Assessment

- Discuss with students the importance of choosing their words carefully as they give advice to the writer. Create an anchor chart, with students, to display their ideas or comments they can make to a writer during the revising stage. E.g.,

Polite Comments for the Revising Stage	
	
I like ... Your writing reminds me of ... My favorite part is ...	I got confused when ... What did you mean by ... Tell me more about ... Could you try to ...

- (revising groups) Before using revising groups, students may benefit from discussing a list of important things to listen for as their peer reads aloud his/her draft. Brainstorm ideas for this list with students and prepare an anchor chart to display in the classroom (sample below). This chart may be extended throughout the year as students' awareness of *writer's craft* develops.

Listen for...		
leads	powerful words	mind pictures
details	voice	dialogue
descriptive words	sequence	viewpoint
flow	organization	figurative language

Resources

**Authorized:**

- **Moving Up With Literacy Place 5** (Scholastic 2008)

**Literacy Support Guide:**  
*Sharing Your Ideas and Inviting Feedback* pp. 285-287

Beginning Grade 5

Outcomes

*Students will be expected to*

**10.1 (cont'd) create texts using the processes of writing and representing (WR)**

Focus for Learning

In the final part of revision, the writer polishes or strengthens the writing to make it effective. Use mentor texts to teach students about *writer's craft*. Choose an author or a few well-written texts to use with your class to demonstrate various strategies. As students explore these texts, help them to notice how writers add to their work to engage the reader. Some examples of how writer's *craft* their writing, include:

Writer's Craft	Purpose	Example
Frequently-used figurative language:		
Simile	compares two unlike things, using 'like' or 'as'	<i>She was as busy as a bee</i>
Personification	giving animals and objects, human qualities	<i>The ill-tempered wind ripped the box open.</i>
Metaphor	direct comparison of two unlike things <b>without</b> using <i>like</i> or <i>as</i>	<i>Jenna's eyes were diamonds.</i>
Idiom	an expression that means something other than the literal meaning of its individual words	<i>he kicked the bucket</i>
Onomatopoeia	a word that imitates the sound it represents	<i>splash, buzz, kerplunk</i>
Alliteration	repeating the initial consonant sound	<i>Of course, you may not like painting purple pictures.</i>
Other techniques writers use:		
Ellipse	three little dots at the end of a sentence that help build tension and pass time	<i>Three days later...</i>
Taffy Sentence	an idea that is stretched with more and more detail	<i>In the night, in the quiet night, in the quiet, moonlight night.</i>
Short, Short, Long	a set of three sentences where the first two sentences are short and the last one is long.	<i>It was cold. It was frosty. It was both of those put together.</i>
Strong Leads	a beginning that makes the reader interested and curious enough to want to continue reading.	<i>Parker stared grimly out the window. He couldn't believe his own mom signed him up for this.</i>
Show, Don't Tell	text gives a description of something without stating exactly what it is.	<i>Charlie ... stepped into a dazzling morning full of blue sky and drifting scarlet leaves.</i>

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

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### Suggestions for Teaching and Assessment

- Discuss how figurative language works to create a text which allows the reader to experience the writer's story. In modelled writing lessons, explicitly teach types of figurative language. Use mentor texts with examples of simile, metaphor, alliteration, personification, idiom and onomatopoeia. Display these books in the classroom library with a label on the front cover indicating that this is a good example of particular types of figurative language.
- Create a table on a large sheet of chart paper and post in the classroom. Place the name for each type of figurative language (metaphor, personification, etc.) inside a box in the table. Ask students to do a search to find two examples of figurative language. They may use a text they are currently reading or other sources both in the classroom and outside. Write their examples on sticky notes. Invite students to share their findings, and then to place their sticky notes on the chart. These examples may be used as a source for students when they are asked to do a piece of writing which incorporates figurative language.
- Ask students to create text which includes a minimum of two examples of figurative language. The topic for this writing can be determined by the students, or the teacher may provide a prompt. Explain to students that they may create an original example, select from the chart created earlier, or find a sample from a mentor text. Then in a sharing session ask some students to read what they have written. Invite students to comment on the effect of the figurative language on the writing.
- Display a piece of writing with *dull* words. Ask students to underline an overused or dull word in a story and choose words that best replace each of the underlined words in the story (e.g., *looked* could be replaced with *searched* or *peered*). Next have students look in their writer's notebooks and find a piece they have written. Ask them to choose one piece and underline over-used or dull words. Help students find several alternative words that could be used in place of the ones underlined. Encourage students to use the thesaurus, a dictionary, adjective word lists, word banks, etc. to help.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Program and Planning Guide:

*Introduction to Working with Words*, pp. 184-195

#### Literacy Support Guide:

*Starting With a Good Lead* pp. 262-264

*Adding Descriptive Language* pp. 287-288

*Considering Visual Features* pp. 293-294

*Connecting Ideas Between Paragraphs* pp. 294-296

*List of Idioms* p. 392

*List of Similes* p. 395

#### Other:

- Education Department of Western Australia (1997) First Steps: Spelling Resource Book. ON: Irwin Publishing

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## Beginning Grade 5

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### Outcomes

*Students will be expected to*

**10.1 (cont'd) create texts using the processes of writing and representing (WR)**

**10.3 use language conventions appropriately (WR)**

### Focus for Learning

**Editing** a piece of writing is about paying close attention to the surface features of the writing and putting the piece of writing into final form. Before this stage the focus of the writing has been on content and organization. This stage focuses on the conventions or the accepted rules of written Standard English. Out of consideration for the reader, students should carefully edit writing they intend to publish.

Teaching conventions during the editing stage is more effective than teaching them in isolation. It is often referred to as *Word Work* and covers word recognition, word analysis, grammar, spelling, capitalization and punctuation conventions, etc. Rather than simply correcting students' errors, use minilessons with small or large groups to teach the language conventions. While it is important to expose students to the conventions that they will encounter most frequently, it is not the expectation that they will master them all. Teachers should be guided by the needs of the students when planning instruction. Observe students writing, noting those who need help developing editing skills and write anecdotal notes which will help in forming guided writing groups or in planning for the next minilesson. It is important to use the term *editing* rather than *correcting* when talking to students about their writing.

Develop editing checklists for students to use individually or in pairs. Editing checklists can change throughout the year depending on the recent instruction. After students have edited as many errors as possible, they may meet with the teacher for a final editing conference.

When editing, students should read slowly, several times, each time looking for certain types of errors. Students need to make sure that each word, each punctuation mark, and each space between words contributes to the effectiveness of the writing. Errors can be identified with a set of proofreaders' marks, decided upon by the class.

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

### Suggestions for Teaching and Assessment

- Generate a set of proofreading marks, for students to use when they locate possible errors during self-editing or peer editing (sample shown). As students progress through the year more marks may be added to the chart. When introducing the editing process, provide a text and ask students to use the marks to edit the text.

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

- Use *Musical Papers* as a strategy to encourage peer editing. Ask students to place their drafts and a scoring guide or checklist on their desks. Play music and ask students to walk around the room, stopping when the music stops. Next students find a nearby draft and begin to read and provide feedback. The reviewer reads the paper, provides written feedback and signs his/her name. Repeat until each student has reviewed three different papers. After the third review, students return to their own seats and read each reviewers comments. Provide time for students to discuss the comments and for writers to revise their writing based on the feedback recieved.

- Crete small teams of student editors who will, based on personal strengths, serve as editors in areas in which they feel competent. In Beginning Grade 5, ask students to rank themselves on four or five different sub-skills of conventions. All students will find one sub-skill they feel better about than the others and sign their names to a classroom *Checker Chart* (see sample below). Ask students to visit someone from each Checker Chart during the editing stage.

Checker Chart	
<i>Spelling Checkers</i>	<i>Punctuation Checkers</i>
<i>Capitalization Checkers</i>	<i>Apostrophe and Comma Checkers</i>
<i>Grammar Checkers</i>	<i>Legability Checkers</i>

### Resources

#### Authorized:

- Moving Up With Literacy Place 5** (Scholastic 2008)

#### Program and Planning Guide:

*Introduction to Working with Words* pp.184-195

*Working with Words Continuum* pp. 217-223

#### Literacy Support Guide:

*Word Resource Wall Practice Activities* pp. 345-362

*Working with Words Developmental Checklist:* pp. 31-38

*Building an Editing Checklist* pp. 296-297

*Using an Editing Checklist* pp. 298-299

#### Other:

Sample proof reading chart is from <http://www.docstoc.com/docs/134903349/Editing-and-Proofreading-Marks>

Outcomes

*Students will be expected to*

**10.3 (cont'd) use language conventions appropriately (WR)**

Focus for Learning

At this stage of writing, students must draw upon all their knowledge of conventions including spelling, grammar, capitalization and punctuation. The table below lists some of the conventions that students will learn throughout the school year and should be able to use by the end of Grade 5. (See Appendix E for further information on each convention). Through observation and formative assessment determine conventions that need explicit teaching. This list is not exhaustive and, depending on the needs of the class, teachers may add other conventions.

	Conventions (ongoing in Beginning, Mid and Late)	
Grammar	<ul style="list-style-type: none"> <li>• action verbs ending with -ing</li> <li>• choosing appropriate tense</li> <li>• linking words (e.g., and, because, so, then, etc.)</li> <li>• possessives</li> <li>• tense consistency throughout a piece of writing</li> </ul>	
Capitalization & Punctuation	<ul style="list-style-type: none"> <li>• abbreviations</li> <li>• apostrophes</li> <li>• capital letters</li> <li>• colon in a list</li> <li>• commas</li> <li>• dialogue conventions</li> <li>• exclamation mark</li> <li>• periods</li> <li>• question mark</li> <li>• quotation marks</li> </ul>	
Spelling	<ul style="list-style-type: none"> <li>• comparatives and superlatives</li> <li>• small words in big words</li> <li>• spelling patterns and word families</li> <li>• classroom resources (print/online dictionary, word wall)</li> <li>• plurals</li> <li>• contractions</li> <li>• word origins</li> <li>• compound words</li> <li>• homophones</li> <li>• root-words and suffixes</li> </ul>	

**Spelling** instruction has generated much discussion in the education community. Spelling continues to be an important part of the writing process as it facilitates understanding of written communication. Spelling is not a separate subject, rather instruction in spelling is presented in Word Work minilessons and embedded within all writing experiences.

Spelling is developmental and students go through the various stages, from the pre-phonetic to standard spelling, at their own rate therefore a differentiated approach is needed.

*(continued)*

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

### Suggestions for Teaching and Assessment

- Ask students to create a *grammar journal*. After a minilesson in which some aspect of grammar has been taught, discuss it with students and ask them to jot notes about the topic. Each page in the grammar journal should contain a title, a definition, examples, and an interactive component (sometimes the interactive component is a blank space, where students add their own examples).
- Teachers should periodically perform *Word Work Checks* (not spelling tests) to monitor each students progress with their challenging words. These checks may be prepared and assessed by the teacher or by a peer. Evaluation of the Word Work Checks can be in the form of phrases indicating their performance such as *Wonderful Word Work! Terrific Try!* Word Work Checks may include activities such as:
  - Circle the correctly spelled word – a challenging word (from their personal dictionary or class word list) is written 3 times, some correctly and some incorrectly. Students circle the word each time they see it spelled correctly.
  - Sparkle – Each student takes a turn choosing a word from their personal dictionary for the group to spell. Student volunteers form a line. One student announces a word and starting on the left, students take turns saying one letter of the word in order. Students that miss their letter may go to the beginning of the line for the next word.
  - Scrabble – Groups of students are given a bag of word tiles. They may be teacher-made or commercially produced (e.g., Scrabble tiles may be used). Students create words from their personal dictionary using the tiles and add up the points.
  - Traditional Spelling check – Some students may prefer to demonstrate their learning by working with a partner to *quiz* each other.

• Provide students with a *choice board* (idea shown) for Word Work activities. A choice board is a grid of 9 to 12 containing activities that students may select as part of their work on conventions. Assign one or more of the tasks and ask students to choose two or three others to complete. The use of the Word Work Choice Board can be ongoing throughout the year and tasks can change as needed.

WORD WORK CHOICE BOARD		
<p><b>#1 Three Times!</b></p> <p>Write each word three times each.</p> <p>(1) Write each word in pencil.</p> <p>(2) Write each word in purple.</p> <p>(3) Write each word with a fine tip marker.</p> <p>Remember to write neatly!</p>	<p><b>#2 Shaping Up</b></p> <p>Draw one shape for each spelling word. Write your spelling words inside each shape.</p>	<p><b>#3 Writing</b></p> <p>Write all your words in cursive handwriting.</p>
<p><b>#4 Dictionary</b></p> <p>Use a dictionary to record the meaning of each word.</p>	<p><b>#5 Pyramid Writing</b></p> <p>Pyramid write your spelling words. Be sure to write neatly.</p> <p>EXAMPLE: P PP PPP</p>	<p><b>#6 ABC Order</b></p> <p>Write your spelling words in ABC order. Then record your spelling words in reverse ABC order. Be sure to write neatly.</p> <p>EXAMPLE: apple, ate, bear, candy, see, see, sandy, bear, ate, apple</p>
<p><b>#7 Goofy Letters</b></p> <p>First write each spelling word using regular letters. Then write the words ignoring "goofy" letters.</p> <p>EXAMPLE: PONY</p>	<p><b>#8 Backwards Words</b></p> <p>Write your spelling words forward and backward with two colors. Use one color for the consonants and another for the vowels.</p> <p>EXAMPLE: t-ub-r     u-b-t</p>	<p><b>#9 Sentence Types</b></p> <p>Using your spelling words, write a complete sentence for each sentence type. Be sure to underline each spelling word.</p> <p>• Command • Statement • Question • Exclamation</p>
<p><b>#10 Dacey Words</b></p> <p>Roll a die. Write your spelling words the number of times you rolled. If you roll a 2, then write your spelling words 2 times each.</p> 	<p><b>#11 Colorful Words</b></p> <p>Write each of your spelling words by writing each letter in a different color.</p> <p>EXAMPLE: COL-OR</p>	<p><b>#12 Across &amp; Down</b></p> <p>Write each spelling word across and then down starting with the first letter.</p> <p>EXAMPLE:</p> <p>F O U R F O U R</p>

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

**Literacy Support Guide:**  
*Using Dialogue in Fiction Writing* pp. 279-280

*Options for End Punctuation* pp. 300

*Building Words Demonstration Lesson* p. 325-330

*Resource List of Spelling Strategies* p. 376

*List for Adding Inflected Endings to Verbs* p. 383

*List of Affixes (Prefixes and Suffixes)* p. 384-387

*List of Comparative Adjectives and Adverbs* p. 387

*List of Compound Words* p. 388

*List of Contractions* p. 389

*List of Homographs* p. 390

*List of Homophones* p. 391

*List of Plurals* p. 393

*List of Possessives* p. 394

*List of Spelling Patterns* pp. 396-399

- **Grade 5 English Language Arts Curriculum Guide 2013 Appendix C: Conventions**

- **Professional Support DVD:**  
*#7 Working With Words: Always in Context*

Outcomes

*Students will be expected to*

**10.3 (cont'd) use language conventions appropriately (WR)**

Focus for Learning

Spelling instruction should be an extension of authentic and meaningful writing and be integrated at appropriate times. Spelling instruction should focus on words students need to learn for self expression, meaning and creativity in writing. Spelling should be seen as a problem-solving activity in which students are active participants. Research suggests that spelling instruction should not focus on memory work and that students benefit far more from 'solving' words and applying rules and various patterns in context.

Encourage students to underline or circle uncertain spellings when rereading a draft in the editing stage. Students may use a variety of sources to check the standard spelling of those words. The use of dictionaries and reference tools, either print or digital, in editing should be demonstrated and encouraged by the teacher.

Each student is unique, and differences in their abilities to read, write and spell are expected at every grade. A tool that can help each student improve their spelling is a *personal dictionary*. A personal dictionary is a list of words that the student and teacher have identified as challenging for that individual student. Students understand that there can be some negotiation of words that are to be included. It is important that students can add words that they *want* to learn not just words that the teacher indicated they *need* to learn. The purpose of a personal dictionary is to help students develop spelling strategies and to create a bank of words to use when writing. The personal dictionary may contain:

- frequently misspelled words
- content specific words
- interest words

Personal dictionaries can take many forms and is an integral part of Word Work. The personal dictionaries could be a part of the Word Work folder (See Column 3) or of the Writer's Notebook.

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

Suggestions for Teaching and Assessment

- Ask students to create a personal dictionary (as part of their Word Work holder). Show students how to identify words that are challenging and that should be added to the appropriate page in the personal dictionary. The challenging word can be placed in a t-chart (as shown). On one side the word is recorded, on the other, the spelling feature. As more words are studied new pages are added.

Word	Spelling Feature
teach	t, ee but its ea, ch
mitten	double tt, small word ten
through	th, ou, gh silent



- (Spelling) Ask students to complete a self-assessment about spelling. A Spelling Self-Assessment Form may look like this:

Spelling Checklist	Always	Some-times	Never
I sound out words to spell them.			
I use spelling rules to help me spell.			
I picture the words in my head to help me spell the tricky parts.			
I use the meaning of the word to help me spell.			
I break words into syllables to spell them.			
I listen for smaller words inside a bigger word.			
I use rhyming words to help me spell.			
I use a dictionary, personal dictionary, word wall, or other word list to help me spell.			
I can tell if a word doesn't look right.			
I look for spelling errors when I write a first draft.			
I look for spelling errors when I edit.			
I frequently spell the same words incorrectly.			
I think correct spelling is important.			

Resources

Authorized:

- Moving Up With Literacy Place 5 (Scholastic 2008)

Literacy Support Guide:

Home Links: Practising Spellings p. 58

Checking Spellings pp. 301

Using a Dictionary to Check Spellings pp. 301

Using Punctuation in Dialogue p. 303-304

Using Possessives pp. 304-305

Using Commas pp. 306-307

Using Abbreviations pp. 307-308

List of Abbreviations pp. 381-382

Using Contractions pp. 308-309

Outcomes

*Students will be expected to*

**10.1 (cont'd) create texts using the processes of writing and representing (WR)**

Focus for Learning

**Publishing** is the presentation of a final draft of a product to an audience. Teachers can take the opportunity to ask students to do their very best because their writing is going to be published. When students know they are writing for a real audience, it makes a difference. Writing goes from being something that only the teacher will see to something peers and the whole school will see. Student efforts increase and the end product is usually better.

It is important to note that although students should be encouraged to publish several pieces throughout the school year, not all pieces of writing need to be brought through to the publication stage.

A published piece may include a cover, illustrations, dedication and an author's page. A published piece of writing should be neat/polished and legible, revised and edited. Students choose their layout and format, font, etc. and create a final copy or publish it online. Sharing their writing with real audiences helps students to think of themselves as authors. Offer choices to students who are not yet ready to share their creation. You may suggest they share with you or one classmate. Offering praise helps to build confidence. Encourage them to share with larger audiences as they become more comfortable.

There are many opinions regarding the teaching and use of **handwriting and word processing**. In today's world there are many ways to communicate in writing, including keyboarding or handwriting (manuscript printing or cursive writing). Students may use all methods at various times but the use of word processing has become increasingly more common, as a form of written communication. Today's learner uses word processing more frequently in all stages in the writing process and in life (e.g., texting, instant messaging, etc). For students it is often faster and neater to take notes on a laptop or similar device.

Technology is readily available and offers an alternative method for individual expression. Students should become efficient users of available technology. While most communication is done electronically/digitally through word processing, there are times when students will use handwriting (cursive or manuscript) and legibility is important in order for others to read their work.

In Grade 5, the expectation is that students' communication in writing is legible. The choice of cursive writing, manuscript printing or keyboarding is individual to each student; therefore, the emphasis is on legibility and fluency rather than on uniformity of letter formation.

*(continued)*

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

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### Suggestions for Teaching and Assessment

- Teachers may guide students through steps to bind a book which is being published in the school. Ask them to bring in cardboard boxes (e.g., cereal boxes) to be used in making covers for their books (alternatively, wallpaper samples may be used as covers). Guide students in cutting the cardboard to make a front and back cover for their book. Provide students with construction paper, old magazines, wallpaper samples, or other materials to cover the cardboard and decorate their book. Show students how to bind the pages inside the covers by punching holes and using fasteners, sewing, gluing, stapling, etc.
- Ask students to publish a piece of writing for a real audience who may need information. For example, ask students to research and write about a public health concern such as the flu vaccine or hand washing. Students may choose to create an informational brochure providing valuable information. These brochures could be made available to the community.
- Invite students to use writing to represent their families, their cultures and traditions. To do this they may interview their family members and create a piece of writing which will be compiled into a book. This book can be published and shared with their families electronically or in print form.
- Ask students to publish some writing pieces. Others may be shared informally or used only by the writer. A published piece should be presented in a form that is appropriate for the intended audience. Some forms may include:
  - bulletin board display read from the *Author's Chair* (designated place for sharing)
  - constructing books, booklets, brochures, etc. to put in a class or school library
  - distributing copies of their work to classmates
  - entering contests
  - forwarding texts to authentic readers external to class
  - participating in an Author's Fair (students rotate around the room, reading/viewing each others' writing)
  - performing their work for an audience
  - publishing to a class blog, wiki or other website (Appendix D)
  - recording the writing for others to hear
  - submitting it to a local or school newspaper
  - submitting to a magazine or e-zine (online magazine)
  - taking texts home to share

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Literacy Support Guide:

*Making a Publishing and Sharing Checklist* pp. 310-311

*Considering Possible Presentation Formats* pp. 311-312

*Making the Finished Product Visually Appealing* pp. 313-314

*Creating a Table of Contents* pp. 314-315

*Creating an About the Author Biography* pp. 315-316

*Making an Index* pp. 316-317

*Including Visual Features* pp. 317-318

*Creating a Glossary* p. 319

*Presenting a Text Orally* pp. 320-321

Outcomes

*Students will be expected to*

**10.1 (cont'd) create texts using the processes of writing and representing (WR)**

**10.4 reflect on themselves as writers (WR)**

Focus for Learning

Find opportunities to present handwriting during minilessons or guided writing lessons, based on individual or group needs. Students who express an interest in developing their penmanship through cursive writing are encouraged to practice in their everyday writing activities rather than in isolated cursive writing practice activities.

Handwriting can be a skill used for times when technologies are not available or appropriate for certain forms of communication such as filling out forms and documents which require signatures.

Create a risk-free environment and encourage students to write for genuine purposes and audiences. Once students have an authentic purpose to write, they realize the importance of legibility.

Providing students with choice is encouraged in the inclusive classroom. How students represent is one of the choices students make but they need to realize the necessity for legibility in any method they choose to use. For some students who experience difficulties with manual dexterity, assistive technology devices may offer the most suitable method.

Student self-assessment is the process a student uses to gather information about and reflects on his or her own learning, setting goals as they plan for improvement. *Reflection* is a key component of effective self-assessment. Reflection occurs when students:

- think about how their work meets established criteria
- analyze the effectiveness of their efforts

Reflective thinking is a part of the critical thinking process referring specifically to the processes of analyzing and making judgments about what has happened. Students become more aware of and control their learning by actively participating in reflective thinking – assessing what they know, what they need to know, and how they bridge that gap during learning situations.

It is important that teachers develop, with students, clearly articulated learning goals and provide concrete exemplars of student work so that they understand what they are working towards. Teachers should talk with each student about his/her goal(s). The ability of students to self-assess has been shown to improve when they are explicitly taught how to self-assess.

Checklists are useful tools for students as they engage in the self-assessment and reflection process. Through the use of checklists, students learn how to assess their own progress by asking themselves some key questions about where they are in their learning.

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

Suggestions for Teaching and Assessment

Resources

- Develop a checklist for students to use as they reflect on their writing (sample below). Students may attach it to their writing, verifying that they have met the basic criteria for their writing. E.g.,

_____’s Writing Checklist	Yes	No
<p style="text-align: center;"><b>Ideas</b></p> <p>My writing:</p> <ul style="list-style-type: none"> <li>• has a clear message or reason for writing</li> <li>• has the right amount of detail</li> <li>• has interesting and important details</li> </ul>		
<p style="text-align: center;"><b>Organization</b></p> <p>My writing:</p> <ul style="list-style-type: none"> <li>• has an interesting and informative title</li> <li>• has a beginning, middle, and end</li> <li>• is in an order that makes sense</li> <li>• has a strong lead</li> <li>• has a strong ending</li> </ul>		
<p style="text-align: center;"><b>Voice</b></p> <p>My writing:</p> <ul style="list-style-type: none"> <li>• shows how I feel about the topic</li> <li>• shows that I care</li> <li>• sounds like me</li> </ul>		
<p style="text-align: center;"><b>Word Choice</b></p> <p>My writing:</p> <ul style="list-style-type: none"> <li>• has strong, descriptive words</li> <li>• has strong action words</li> </ul>		
<p style="text-align: center;"><b>Sentence Fluency</b></p> <p>My writing:</p> <ul style="list-style-type: none"> <li>• has sentences starting with different words</li> <li>• has long and short sentences</li> <li>• sounds good when you read it out loud</li> </ul>		
<p style="text-align: center;"><b>Conventions</b></p> <p>My writing:</p> <ul style="list-style-type: none"> <li>• has most of the words spelled correctly</li> <li>• uses proper punctuation</li> <li>• uses capital letters correctly</li> <li>• follows grammar rules</li> <li>• has paragraphs to organize my writing</li> </ul>		
<p>I will improve my writing by _____</p> <p>_____</p>		

Outcomes

*Students will be expected to*

**10.4 (cont'd) reflect on themselves as writers (WR)**

Focus for Learning

The use of a writing portfolio is also useful for students to reflect on their writing and demonstrate what they know and can do. Portfolios are a purposeful selection of student work that tells the story of their efforts, progress, and achievement. Portfolios are most effective when they encourage students to become more reflective about and involved in their own learning. Students should participate in decision-making. Teachers can place notes and work samples from informal assessments in the student's portfolio and conference with the student about his/her individual starting points, strengths, and needs. Students, in consultation with the teacher, set goals and then select pieces that reflect progress toward their goals. The portfolio offers the teacher a comprehensive look at a student's progress over time. It should offer the student an opportunity to reflect on their progress and periodically self-evaluate their performance. Multiple revisions of assignments saved altogether in the students' portfolios allow them to examine how they have progressed to more complex levels of thought. When students self assess, they become self-reflective. Their feelings about their own writing are important. The whole purpose of self-assessment is to help students recognize what they have done well and how they can improve their writing. The degree to which portfolios are a means for students to reflect on themselves as writers varies from student to student and from teacher to teacher. Teachers should determine how portfolios will be used based on the needs of their students and its value as a writing tool.

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

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Suggestions for Teaching and Assessment

- Provide a blank *Portfolio Reflection* (example shown) and model how to complete it for a variety of writing samples.

Portfolio Reflection
Name:
Date:
Type of writing/representing:
I have included this in my portfolio because: _____
_____
_____
_____
_____

Resources



**English Language Arts**

**Mid Grade 5**

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## Mid Grade 5: Cross Curricular Approach to Teaching

Much research supports the notion that teachers need to include more non-fiction texts in the reading and writing opportunities offered to students.

Most texts read by adults today are informational (newspapers, magazines, menus, recipes, etc.). Add non-fiction texts to guided reading lessons. Ask students to write about science experiments or mathematical experiences. Incorporate the teaching of reading strategies into other subject area such as science, social studies, etc. This infusing of non-fiction texts into Language Arts can help to teach curriculum outcomes in other subject areas. For example, science can be the focus of the read aloud or shared reading portion of the literacy block. Likewise, during the teaching of other subject areas, reading strategies can be taught. Teachers can challenge themselves to take stock of texts available in the classroom library to see how well non-fiction texts are represented. Ensure there is a wide range of non-fiction texts in the classroom. In an attempt to see if fiction and non-fiction get equal attention, try recording read alouds, guided reading and shared reading texts to determine if students are spending at least 50% of their time with non-fiction books. Record selections in a table such as the following:

<b>Reading</b>	<b>% Fiction</b>	<b>% Nonfiction</b>	<b>Writing</b>	<b>% Fiction</b>	<b>% Nonfiction</b>
Read Aloud			Modeled Writing		
Shared Reading			Shared Writing		
Guided Reading			Guided Writing		
Independent Reading			Independent Writing		

*Adapted from Make It Real by Linda Hoyt (2002)*

The table below contains specific outcomes for Mid Grade 5. While all outcomes are integrated, aspects of different outcomes are given focus at different times in the year. **After an outcome, strategy or concept has been selected as a focus and is introduced it becomes part of regular classroom activity for the remainder of the year, being revisited many times.** Page numbers, in brackets, show all references to each outcome in this curriculum guide.

<b>CURRICULUM OUTCOME OVERVIEW (MID GRADE 5)</b>	
<p>GCO 1: Students will speak and listen to explore, clarify, extend and reflect on their thoughts, ideas, feelings and experiences. (SL - Speaking and Listening)</p> <p><i>Students will be expected to:</i></p> <ul style="list-style-type: none"> <li>1.2 use active listening strategies for a variety of purposes (p. 48-51, p. 148-149)</li> <li>1.3 ask and respond to questions to extend personal thinking (p. 56-57, p. 150-151)</li> </ul>	<p>GCO 6: Students will be expected to respond personally to a range of texts. (RV)</p> <p><i>Students will be expected to:</i></p> <ul style="list-style-type: none"> <li>6.1 extend understanding of text by responding personally (p. 96-97, 9. 190-191)</li> </ul>
<p>GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically. (SL)</p> <p><i>Students will be expected to:</i></p> <ul style="list-style-type: none"> <li>2.1 engage in a range of collaborative discussions (p. 58-59, 150-153)</li> <li>2.2 use effective presentation skills (p. 60-61, 154-155, 220-223)</li> <li>2.3 analyze the impact of the presentation on the audience (pp. 156-157)</li> <li>2.4 determine whether they agree or disagree with the speaker's perspective (p. 158-159)</li> </ul>	<p>GCO 7: Students will be expected to respond critically to a range of texts, applying their knowledge of language, form and genre. (RV)</p> <p><i>Students will be expected to:</i></p> <ul style="list-style-type: none"> <li>7.2 analyze intended messages in text (p. 100-101, 192-193)</li> <li>7.3 discuss alternative points of view (p. 194-195)</li> <li>7.4 analyze how language is used to influence ways of thinking (p. 194-197)</li> </ul>
<p>GCO 3: Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose. (SL)</p> <ul style="list-style-type: none"> <li>3.2 use inclusive oral language to communicate to the intended audience (p. 160-163)</li> </ul>	<p>GCO 8: Students will be expected to use writing and representation to explore, clarify and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations. (WR - Writing and Representing)</p> <p style="text-align: center;"><i>GCO 8 was addressed in Beginning</i></p>
<p>GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media and visual text. (RV - Reading and Viewing)</p> <p><i>Students will be expected to:</i></p> <ul style="list-style-type: none"> <li>4.2 select appropriate texts p. 66-69, 164-165)</li> <li>4.4 explain how text structures help readers construct meaning (p. 76-81, 166-169, 224-227)</li> <li>4.5 explain how text features help readers construct meaning (p. 82-85, 170-171)</li> <li>4.6 use a variety of comprehension strategies (p. 86-93, 172-177, 228-233)</li> <li>4.7 reflect on themselves as readers (p. 94-95, 178-179, 232-233)</li> </ul>	<p>GCO 9: Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes. (WR)</p> <p><i>Students will be expected to:</i></p> <ul style="list-style-type: none"> <li>9.1 create texts for a wide range of audiences and purposes (p. 108-109, 198-199)</li> <li>9.2 create texts in various genres and forms (p. 110-119, 200-207, 236-239)</li> </ul>
<p>GCO 5 : Students will be expected to interpret, select and combine information using a variety of strategies, resources and technology (RV)</p> <p><i>Students will be expected to:</i></p> <ul style="list-style-type: none"> <li>5.1 create an inquiry question to gather information for various purposes (p. 180-181)</li> <li>5.2 select information from a variety of sources (p. 182-185)</li> <li>5.3 interpret relevant information from selected sources (p. 186-187)</li> <li>5.4 organize relevant information from selected sources (p. 186-187)</li> <li>5.5 evaluate information (p. 188-189)</li> <li>5.6 share relevant information from selected sources (p. 188-189)</li> </ul>	<p>GCO 10: Students will be expected to use a range of strategies to develop effective writing and representing and to enhance their clarity, precision and effectiveness. (WR)</p> <p><i>Students will be expected to:</i></p> <ul style="list-style-type: none"> <li>10.1 create texts using the processes of writing and representing (p. 120-141, 208-215, 240-241)</li> <li>10.2 collaborate with others during text creation (p. 126-129, 212-213)</li> <li>10.3 use language conventions appropriately (p. 132-137, 212-213, 242-243)</li> <li>10.4 reflect on themselves as writers (p. 140-143, 214-215, 244-245)</li> </ul>

Outcomes

*Students will be expected to*

**1.2 use active listening strategies for a variety of purposes (SL - Speaking and Listening)**

Focus for Learning

In Beginning Grade 5 students discussed what it means to be an *active listener* by paying attention to others while they talk, by avoiding distractions and by showing that they are listening. Discuss with students that it is important to listen closely and talk about what each of the following look like in the classroom.

- Prepare to provide feedback
  - confirm what has been said by paraphrasing. (e.g., *What I'm hearing is...* and *Sounds like you are saying...*).
  - ask questions to clarify certain points (e.g., *What do you mean when you say...* or *Is this what you mean?...*)
- Defer judgment
  - allow the speaker to finish each point before drawing conclusions. Interrupting can frustrate the speaker and may interfere with listeners fully understanding the message.
  - understand what is being said without allowing personal judgment and experiences to influence what is heard. (e.g., if students find themselves responding emotionally, they should wait to hear the whole message and then ask a question to clarify, such as "I may not be understanding you correctly. You said..., what did you mean?")

Students need to be aware that there are many different reasons why we listen. Teachers may review purposes for listening that were discussed in Beginning Grade 5 and add new purposes:

- for enjoyment (Beginning Gr 5)
- for information (Beginning Gr 5)
- to respond with a comment or question
- to make a personal connection
- to give an opinion
- to evaluate a message (critical listening)

Before starting an activity, it is essential that teachers inform students of the purpose for listening or help students set their own purpose. For example, during a science lesson on light, in which students watch a Bill Nye video, the teacher may establish the purpose by saying, "As you watch this video on light, I want you to find out how light travels." In this case the purpose of listening is to gather information.

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

Suggestions for Teaching and Assessment

Resources

- Provide students with the opportunity to self-assess their listening skills at various times during the school year (e.g., after a read aloud, whole group instruction). A sample rubric is shown below.

Self-Assessment Listening Rubric	
Excellent	<ul style="list-style-type: none"> <li>• I always try to understand the message before evaluating the message</li> <li>• I always prepare to give the speaker feedback</li> <li>• I always think about the speaker’s message</li> <li>• I always ignore distractions</li> </ul>
Satisfactory	<ul style="list-style-type: none"> <li>• I usually try to understand the message before evaluating the message</li> <li>• I usually prepare to give the speaker feedback</li> <li>• I usually think about the speaker’s message</li> <li>• I usually ignore distractions</li> </ul>
Developing	<ul style="list-style-type: none"> <li>• I sometimes try to understand the message before evaluating the message</li> <li>• I sometimes prepare to give the speaker feedback</li> <li>• I sometimes think about the speaker’s message</li> <li>• I sometimes ignore distractions</li> </ul>

-  On an ongoing basis, after listening to one student give their thoughts or explanation, ask another student to explain what the first student said. This strategy can be used at any time in any subject area. This encourages students to pay attention to each other so they can repeat what was said in another way. The student who is repeating often begins with *What she (or he) was saying was ...*
-  Discuss with students the importance of active listening and create silent hand signals that students can use as they listen to other students in a discussion, give an answer or explain their thoughts. Remind them that in order to use the appropriate sign they must pay attention to each speaker. Here are some suggestions:

- thumb and small finger extended meaning “*You and I think alike!*”. This encourages students to actively listen to see if they think like the speaker. 
- two fingers (pointer and middle) extended if a student has something to add to what another student said. may say *I’d like to add on to what classmate’s name said.* 
- thumb extended (as shown) means student has something new to say 

Outcomes

*Students will be expected to*

**1.3 ask and respond to questions to extend personal thinking (SL)**

Focus for Learning

When students interact with an audience they need to be prepared to respond to a variety of questions. Students need to be aware of the following, when responding to questions:

- answer the question that is being asked – stay on topic
- accept constructive criticism
- keep in mind situation and audience when responding (responses in a debate may have different language and tone than responses to questions during a show and tell)
- listen carefully to the question and make eye contact with the person asking the question
- be sure to understand what is being asked and seek clarification if necessary
- realize it is okay to not know an answer
- take time to organize thoughts before answering
- use supporting details in their answers (from text, own thoughts and ideas)

A Question Matrix (shown below) may be used to create questions and extend students’ personal thinking. Individual copies may be made available or it can be displayed in the classroom and used by both teachers and students. The matrix consists of thirty-six squares (divided into four quadrants), each square being labelled with a question prompt. Different levels of thinking are generated in the different quadrants of the grid - Quadrant A (lower level thinking) progressing to Quadrant D (higher level thinking). For example, a “What is?” question in quadrant A will tend to generate a factual, literal recall response (e.g. Who is Anne Marie’s best friend?), whereas a “How Might?” question in Quadrant D, will tend to generate a more open-ended, extended response which does not have one simple answer (e.g., How might the ending of the novel be altered if the package had been intercepted?).

<b>A</b>			<b>B</b>		
What Is?	Where/ When Is?	Which Is?	Who Is?	Why Is?	How Is?
What Did?	Where/ When Did?	Which Did?	Who Did?	Why Did?	How Did?
What Can?	Where/ When Can?	Which Can?	Who Can?	Why Can?	How Can?
<b>C</b>			<b>D</b>		
What Would?	Where/ When Would?	Which Would?	Who Would?	Why Would?	How Would?
What Will?	Where/ When Will?	Which Will?	Who Will?	Why Will?	How Will?
What Might?	Where/ When Might?	Which Might?	Who Might?	Why Might?	How Might?

*A* asks for facts / *B* asks for comparisons, explanations, examples / *C* asks for predictions and possibilities / *D* asks for speculations, probabilities and evaluation

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

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### Suggestions for Teaching and Assessment

- To help students become more aware of the types of questions they are asking, provide them with sticky notes and a large Q-matrix. Ask each student to develop a question (related to a recent topic of study), write it on the sticky note and place the sticky note on the Q-Matrix in the block with the corresponding prompt. Discuss, as a group, the questions that were developed. Ask:

- Were there more questions developed with prompts in quadrant A versus other quadrants?
- What do they notice about answers in quadrant A versus quadrant D?

Select some of the questions and answer them demonstrating the different levels of thinking and response that was needed to answer. As follow-up, provide a mini lesson which includes modeling and practice to ensure that students are comfortable developing all levels of questioning.

-  Discuss, with students, topics which may lend themselves to a debate (i.e. environmental issues, use of technology, Social Studies topic). Ask students to choose a topic and their role in the debate (*for* versus *against*). Encourage students to use a Q matrix to develop questions that dig deeper into the issue being debated.
-  Plan, with students, to video conference (e.g., Skype) with another class that may be studying or have some knowledge about content from the Science or Social Studies curriculum. Prior to the session, ask students to use a blank Question Matrix to generate questions in some of the squares which they will later ask the other group. Organize and display the questions. Students can take turns asking the created questions.

Question Matrix	is/are	did	can	would	will	might
Who						
What						
When						
How						
Why						

### Resources

#### Authorized:

- Moving Up With Literacy Place 5 (Scholastic 2008)

#### Literacy Support Guide:

*Summarize Question and Share* pp. 87-88

#### Other:

- Lowry, Lois, Number The Stars

Outcomes

*Students will be expected to*

**2.1 engage in a range of collaborative discussions (SL)**

Focus for Learning

Initiate a conversation about *good discussion behaviour* and what it looks like in action. Encourage discussion by asking questions such as:

How can students interrupt appropriately?

- discuss whether or not it is appropriate to interrupt a speaker, based on the situation and the speaker. For example, if they have an unrelated comment or something that can wait it is probably best not to interrupt. However, if they have an emergency they may have to interrupt.
- discuss that *if they have* to interrupt, decide *when* is the best time (right away, during a pause in the talk, once the speaker is finished, etc.).
- discuss that *if they have* to interrupt, find a good way to interrupt (raising hand, saying *excuse me*, clearing throat, or another approved signal, etc.).

How can students provide thoughtful responses?

- often when students are asked to orally respond during a discussion, their ideas are very limited (e.g., *me too, I agree, I like that too*). Use teacher modelling to provide students with examples of deeper and richer responses (e.g., *I agree/disagree with you because...*, *What made you feel that way?*, *Do you think ...?*, *I didn't understand...*, *Can you tell me more about...?*, *How do you know...?*)

In mid Grade 5, the role of the teacher in classroom discussions should begin to move from active to passive. Modelling and facilitating gradually becomes observing. Please note the time frame for this gradual release of responsibility will vary from class to class and some students may always need high levels of support during discussions:

Modelled	Shared Practice	Guided Practice	Independent
The teacher models contributing to discussion. The teacher may show examples of authentic real-world discussions while students observe.	The teacher and students work together. The teacher models contributing to discussion and encourages the students to practice it, noting needs and providing assistance.	The teacher coaches students in a small group, intervening when necessary making sure that students are participating and applying the discussion strategies.	Students work independently by adapting the teacher's model. The teacher observes and applies interventions only when necessary.

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

Suggestions for Teaching and Assessment

-  Present students with an appropriate media text of current local, national, and world events. This can be in print, visual, or audio form. Sources may include the Internet, TV (e.g., news broadcasts, talk shows), radio, magazines, or newspapers. After viewing, allow time for students to discuss their thoughts and feelings about the issue, information, or event. Repeat this several times through the school year providing opportunities for students to gradually become more independent in discussions. Record observations.
- Ask students to record some of their discussion experiences in a *log* such as:

_____’s Speaking and Listening Log				
Date	Topic/Focus	Purpose	Audience	Comments
<i>Oct. 6</i>	<i>Factual Report</i>	<i>To inform</i>	<i>Small group discussion</i>	<i>Did a good job with... Need to work on ...</i>

Resources

Authorized:

- Moving Up With Literacy Place 5** (Scholastic 2008)

Literacy Support Guide:

*Round Table* p. 53

*Group Leader Discussion* p. 113-114

Resource Links:

- For media texts to be used in task 1, column 3 see [www.k12pl.nl.ca](http://www.k12pl.nl.ca)

Mid Grade 5

Outcomes

*Students will be expected to*

**2.2 use effective presentation skills (SL)**

Focus for Learning

In beginning Grade 5, students were given many opportunities to be involved in focused discussions and informal presentation contexts. This should become part of regular classroom activity for the remainder of the year. In mid Grade 5 students will continue to strengthen and refine their presentation skills and with the intent of progressing to more formal presentations in Late Grade 5.

Continue to provide students with opportunities to observe teacher modelling and to practise presenting. As with many concepts, the role of the teacher in student learning should move from actively modelling to facilitating to observing. Students comfort with presentation skills will vary from class to class and some students may need high levels of support during presentations throughout the year.

As students move along the formality continuum (shown below), in Mid Grade 5, there are many activities that provide opportunities for students to speak/present to an audience.

Beginning Gr. 5 (Spontaneous)	Mid Gr. 5 (Prepared)	Late Gr. 5 (Formal)
<ul style="list-style-type: none"> <li>no rehearsal</li> <li>not scripted</li> </ul>	<ul style="list-style-type: none"> <li>jot notes</li> <li>not scripted</li> <li>some rehearsal</li> <li>may involve props, technology</li> </ul>	<ul style="list-style-type: none"> <li>fully developed</li> <li>scripted</li> <li>polished</li> <li>rehearsed</li> <li>may involve props, technology</li> </ul>
Suggestions	Suggestions	Suggestions
impromptu discussions about books	informal book talks	book report
storytelling (personal experiences)	storytelling	storytelling
choral speaking/poetry	readers theatre	drama
retelling	oral summary	formal presentation
topic talks	mini presentations	
focused discussion	informal debate/ interview	formal debate

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

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### Suggestions for Teaching and Assessment

- Provide opportunities for students to do informal *Book Talks*. These book talks should only take a few minutes and can be recorded electronically and presented at convenient times throughout the day. Ask students to:
  - include the title and author's name (showing both back and front covers if in person or on video)
  - give a brief summary of the book without telling the ending
  - read aloud a few interesting sentences to *hook* the listener
  - share how you feel about the book
  - tell who you think would like to read this book
- Engage students in a *Reader's Theatre*. Students prepare and perform in groups, using their voices to depict characters from a text. At this point in the year, students use jot notes to develop a script and may need to do some rehearsing. Any text can be adapted into a Reader's Theatre. Students may follow these steps:
  - Create teams of four or five readers. Provide a text or ask team members to select a text. Each team member should have a copy.
  - Ask them to read the story silently.
  - Students identify the roles in the story and divide them among the group.
  - Review the story and decide together which words each student will read and what words will be omitted. Ask them to use pencil to cross out the cuts and underline their own speeches.
  - Provide some time for students to practice and edit as needed.
  - Read/present to other groups.
-  Ask students to develop a class set of Public Service Announcements on relevant topics such as cyber-bullying, playground safety, winter safety, etc. These can be recorded and aired on the school's PA system, or embedded on the class blog.
-  In Mathematics, students may use an electronic device and application to explain a particular strategy and show their workings. Carrying out this type of presentation allows students to make changes, in response to hearing themselves, and re-record.
- Introduce students to the structure of an *informal debate*. Decide on an issue and select two teams: affirmative (support the issue) and negative (disagree with the issue). Ask students to give:
  - opening statements by the Affirmative team and Negative team, (introducing each team's position) - 3 minutes (3 minute for teams to prepare their rebuttals)
  - rebuttal (response to opponent's argument) by Affirmative team/ Negative team - 2 minutes
  - second statement by each team - 3 minutes (3 minute for teams to prepare their rebutals)
  - Rebutal and closing by each team - 2 minutes

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)
  - Literacy Support Guide:**
    - Three Step Interview* p. 50
    - Book Rap* p. 96
    - Reader's Theatre Script* pp. 97-98
    - Interviewing Characters* pp. 75-76
    - Become a Radio Announcer* pp. 107-108
    - Late Night Talk Show* pp. 109-110
    - Drafting an Interview* p. 260

#### Resource Links:

- For task 1 references in column 3, use applications such as Audioboo (see [www.k12nl.ca](http://www.k12nl.ca)) and embedded in blogs or share via class Twitter account.
- For an application that can be used in task 4, column 3 see [www.k12pl.nl.ca](http://www.k12pl.nl.ca)

Outcomes

*Students will be expected to*

**2.3 analyze the impact of the presentation on the audience (SL)**

Focus for Learning

Each presentation has a particular purpose - to inform, persuade or entertain and may take on various forms - oral presentation, song, read-aloud, advertisement, movie, announcement, news reports, etc.

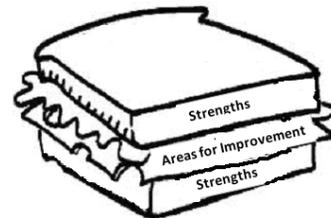
Model and facilitate focused discussion to teach students how to analyze the impact of a presentation on an audience. Often, but not always, in Grade 5, *audience* refers to a teacher, a classmate, a small or large group of familiar people. Provide a wide variety of oral presentations and analyze the impact of the presentation on the audience, by thinking aloud, answers to prompts, such as:

- Is the speaker trying to inform, persuade, or entertain?
- Did the presentation achieve the purpose?
- Who is the intended audience?
- Did the presentation capture the audience's attention and interest?
- Is the creator of the presentation attempting to positively or negatively influence the audience? How?
- Did the presentation get the audience thinking, excited, concerned, wanting to hear more, read more, or do something about what was said?

These types of discussions should be ongoing throughout the year as the students encounter various oral texts.

As students analyze the effectiveness of a presentation, they may be asked to give feedback to the speaker. *The sandwich technique* is one technique that may be modelled for students. The critical feedback is sandwiched between strengths so that the speaker will be more receptive to acting on the areas for improvement. Using the *sandwich technique*,

- begin the evaluation by highlighting strengths, demonstrated by the speaker
- discuss areas for improvement for the speaker
- conclude by highlighting additional strengths of the presentation



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

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Suggestions for Teaching and Assessment

- Ask students to videotape themselves or each other as they rehearse a presentation and then review the videotape for ways to make it more effective.
- Prepare several cards with a variety of speaking purposes and audiences/situations. E.g.,

**Goal:** Give a 4 min. presentation to inform the audience about what constitutes a *healthy* breakfast.

**Audience/Situation:** 50 Kindergarten through 3rd graders meeting in the elementary school library at 9 a.m.

Randomly distribute the cards and ask students, in pairs, to prepare a presentation. Ask them to brainstorm with a partner, what this particular audience probably already knows about the topic, what the audience needs to know and decide what main points should be covered. Next, ask students to assign responsibilities and look for resources as needed. Web advertisements may be used for this task. Ask students to develop the presentation, remembering to:

- take special care with the introduction
- think about how best to relate the subject to this audience
- think about if visual aids would be helpful

Ask students to decide on a plan for presenting so that both partners can participate in the delivery. After a set time (approximately one week) ask students to present. After the presentations, facilitate a reflection session on what they learned through this process.

- Create, with students, a rubric (a table with different criteria) that students can use to analyze the impact of the presentation on the audience. Ask them to choose criteria for effective presentations and list them along the left side of the page. Then create four columns with headings along the top of the table. These columns will define what level of impact a presentation at each of the four levels would have.

Resources

Outcomes

*Students will be expected to*

**2.4 determine whether they agree or disagree with the speaker's perspective (SL)**

Focus for Learning

Students need opportunities to be both presenters and part of an audience. To determine whether they agree or disagree and to respond constructively and sensitively, students should learn to identify a speaker's perspective. Often, when students are asked to orally respond to a presentation, they are very limited in the language they use to give feedback (e.g., *me too, I agree, I like that too*, etc.). As students learn how to identify a speaker's perspective or message, they can be taught to:

- consider the speaker's *point of view*
- consider the speaker's *purpose or motive*
- think about the *credibility* of the speaker

Students can learn to identify a speaker's message through the use of a wide variety of oral texts used with teacher modelling and through participation in rich class discussion. Once students have been explicitly taught and have focused on this outcome, there will be numerous times throughout the year to practise it as students encounter new oral texts (news reports, announcements, guest speakers, advertisements, read alouds, commercials, etc.).

After students understand how to identify a speaker's message and determine their opinion, it is important to teach students that even when they disagree with someone, it is impolite to *directly* contradict that person. Model appropriate ways to disagree respectfully. Students have been learning about *active* listening, a model for respect and understanding. Teach students that they can be open and honest in their responses and that all opinions can be expressed in a respectful manner. Nothing is added by attacking the speaker or putting him/her down. Use modelling to provide students with examples of richer responses and respectful ways to state agreement or disagreement, such as:

- *I agree/disagree with you because...*
- *I didn't understand..., can you tell me more about that?*
- *That reminds me of...*
- *Do you think ...? or How do you know...?* (posing a question might be a respectful way to state disagreement)
- *What made you feel that way?* (looking for more information)

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

### Suggestions for Teaching and Assessment

- Using various sources of messages (blogs, songs, advertisements, TED-Ed videos, etc.), ask students to think about the speaker's point of view, speaker's purpose and/or speaker's credibility and to determine if they agree or disagree and to orally present their thoughts. Use the following questions or create recording sheets to prompt students:

#### Point of View:

- What is the point of view and attitudes expressed?
- What is the speaker's experiences? How does it compare to students own experiences?
- From whose point of view is it fair or unfair? Whose point of view is presented/left out?

Speaker's Point of View		
Speaker:	_____	
Is anyone left out? If so, who?	_____	
Did you ...	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree
Do you think it is ...	<input type="checkbox"/> Fair	<input type="checkbox"/> Unfair
Speakers attitude is	_____	
Speaker's experience includes	_____	

#### Purpose:

- Is the speaker attempting to positively or negatively influence me? How?
- Who is the intended audience?
- Is the speaker trying to persuade, inform or entertain me?
- Did the speaker achieve their goal? Did he/she do it well?

Speaker's Purpose			
Intended Audience:	_____		
Were you...	<input type="checkbox"/> persuaded	<input type="checkbox"/> informed	<input type="checkbox"/> entertained
Were you...	<input type="checkbox"/> positively influenced	<input type="checkbox"/> negatively influenced	

#### Speaker Credibility:

- Is the speaker an expert on the subject?
- Is the message fact or opinion?
- Is the speaker telling the truth?
- Does this represent the world today?

Speaker's Credibility		
Is the speaker an expert on the subject?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is the message...	<input type="checkbox"/> Fact	<input type="checkbox"/> Opinion
Do you think the speaker is telling the truth ?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does this represent the world today? How?	_____	
_____		

### Resources

- **Moving Up With Literacy Place 5** (Scholastic 2008):

**Literacy Support Guide**  
*Value Line* p. 50

- **Resource Links:**

For a link to Ted-Ed talks see [www.k12pl.nl.ca](http://www.k12pl.nl.ca)

Outcomes

*Students will be expected to*

**3.2 use inclusive oral language to communicate to the intended audience (SL).**

Focus for Learning

Our language reflects our experiences, thoughts, feelings, beliefs, and concepts. Sometimes, people learn biases at a young age through prior experiences with patterns of speech and non-verbal expressions that become habits that are sometimes difficult to change later in life. As teachers we have opportunity to help students realize that oral language is a powerful tool that should be used by everyone to help create a supporting and welcoming environment for all.

*Inclusive* language acknowledges the value of all individuals and their worth in society as a whole. It is important that teachers model the use of inclusive language and sensitivity to non-verbal expressions. Help students learn to recognize appropriate expressions and respectful terminology for people from diverse groups.

Diversity may include ability, age, ancestry, culture, ethnicity, family dynamics, gender, gender identity, language, race, religion, sexual orientation and socio-economic status.

Insensitive language, a form of discriminatory language, may be considered an unintentional form of discrimination, however it is not accepted in our society today. It is important to create an awareness of this in students. What we say and how we say it can potentially change ways of thinking, alter beliefs or influence others to take action, whether positively or negatively. Inclusive and non-discriminatory language helps to alleviate feelings of embarrassment, shame, guilt, and discomfort for people.

- Job Titles - Forms of address and occupational descriptions should identify the positions or the role held by an individual rather than the gender of the person.
- Use of the word *man*
- Use of the pronouns his/her - Replace the pronoun “his” with *his or her* or *their* (if grammatically correct)
- Reference to a person’s physical characteristics - It is unacceptable to draw attention to a physical characteristic if it has no relevance in context (e.g., the *female* doctor)
- Stereotyping - Jobs, roles, and personal characteristics should not be stereotyped by gender. Contacts with students’ families should be phrased using inclusive terms unless the person initiating the contact knows the individual.
- Demeaning words - Words and expressions that demean others should be avoided.

*(continued)*

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

### Suggestions for Teaching and Assessment

- Brainstorm one or more categories below and ask students to evaluate various oral texts to find examples of inclusive and non-discriminatory language. Students may extend the list, making suggestions about how certain *terms to avoid* could be replaced with *preferred terms*.

Terms to Avoid	Preferred Terms
<b>Job Titles</b>	
janitor	custodian
fireman	firefighter
chairman	chairperson
stewardess	flight attendant
<b>Use of the word 'man'</b>	
<i>man</i> -made	artificial
best <i>man</i> for the job	best person for the job
<b>Stereotyping</b>	
Is your mother home?	Is your parent home?
mom and dad	family
<b>Demeaning Words</b>	
handicapped	person with a disability
special ed student	student with special needs
Indian, Eskimo	Aboriginal, First Nation, Métis, Indigenous, Inuit, Innu, Mi'kmaq
<b>Racial/Ethno-Cultural/Faith/Language Groups</b>	
Pakistani	A person from Pakistan
Christian, Muslim, Sikh	A person from the _____ Community

- Prepare slips of paper with several written examples of stereotypes such as:
  - people who wear glasses are smart.
  - women are better cooks than men.
  - girls are not as athletic as boys.
  - all tall people are good basketball players.
  - all grandmothers knit.
  - all girls like pink.

Place the papers in a bag and ask students to sit in a large circle. Play music and circulate the bag. When the music is stopped, the student holding the bag chooses a slip of paper, reads aloud the stereotype and then “bursts” it by refuting the stereotype on the paper.

### Resources

#### Authorized:

- Moving Up With Literacy Place 5** (Scholastic 2008)
- Literacy Support Guide: T Message** p. 43

#### Other:

Information source - [http://storage.canoe.ca/v1/suns-prod-images/file/1297310765557\\_Guidelines\\_for\\_Inclusive\\_Language\\_55x85\\_FINAL.pdf](http://storage.canoe.ca/v1/suns-prod-images/file/1297310765557_Guidelines_for_Inclusive_Language_55x85_FINAL.pdf)

Outcomes

*Students will be expected to*

**3.2 use inclusive oral language to communicate to the intended audience (SL)**

Focus for Learning

- Expressions and idioms - that were historically used to portray people of diverse age groups, cultures, ability levels, gender, gender identities, races, and socio-economic status in negative ways.
- Racial / Ethno-Cultural / Faith / Language Groups - It is important that we respect a group's or an individual's preference about how they wish to be addressed. People from non-dominant groups may prefer to be known by their country of origin, their faith group or by their language group.
- Pronunciation of Names - When respectfully communicating verbally with people of diverse backgrounds, learn the correct pronunciation of names. Avoid surprised reactions to diverse names. Do not shorten names.
- Presentations - Inclusive language should be used throughout presentations. Stories or jokes that may be offensive to a diverse audience should be avoided. Ensure invited guests are aware of the need to use inclusive language.
- Visual Communications - Men and women and children of all backgrounds should be shown as successful in all fields, including non-traditional occupations, at all levels of authority, participating in all aspects of life and finally, as capable, efficient, confident persons.

Discriminatory language creates or reinforces a hierarchy of difference between people. It is therefore both a symptom of and a contributor to, the unequal social status of women, people with disabilities and people from various ethnic and social backgrounds.

As students and teachers work together, they need to be aware that what people say, how they say it and when they say it can be hurtful to individuals such as a classmate or to a group. It is important to pay attention to language. Although we do not intend to promote stereotyping through our use of language, it is still possible to do so inadvertently. It is important that teachers are conscious to create classroom communities that are comfortable and respectful, where all students care about what is being said and how it is being communicated. In this type of environment all students:

- ask questions
- enjoy learning from others
- establish and maintain mutual respect share ideas and experiences
- solve problems
- work together

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

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### Suggestions for Teaching and Assessment

- Display examples of sentences with discriminatory language. On slips of paper, ask pairs of students write one of the sentences and then revise the statement to contain inclusive and non-discriminatory language, etc. Collect all slips of paper. Give half the class one of the original stereotypes. The other half receives the revised corresponding stereotypes. Ask students to circulate around class to find their match. E.g.:

Original	Revised
The fireman rescued the cat from the burning building.	The firefighter rescued the cat from the burning building.
Dear Mothers, Please bake cookies for our class party.	Dear Families, Please bake cookies for our class party.
This is a man-sized job.	This is a complex (huge, enormous, difficult) job.

- After a discussion about inclusive and non-discriminatory language, draw a continuum and ask students to think about where they think they fit on this continuum. Be attentive to language they use in the discussion that follows.

Tolerance \_\_\_\_\_ Equity

- Ask students to think about animated characters in movies and discuss if certain characters are typically portrayed in a certain way (e.g., bad characters having foreign accents). Discuss if young children are able to distinguish between character roles in movies versus real life. Ask students to discuss if they think certain movie characters inadvertently teach young children to discriminate. For example, ask students to analyze the language used in certain movies (e.g., *The Lion King*). Talk about how the story takes place in Africa, and the lions are brothers, Mufasa and Scar, therefore it would seem reasonable that both brothers should speak with the same accent, and that it would probably be derived from some African dialect. When students are prompted to think about this before watching the movie they will soon realize this is not the case. Mufasa speaks with a United States accent and Scar speaks with a distinctly British accent. This accent is very different from the accents of the other characters in the movie. Discuss why producers might have done this. Another example is from the movie, *Aladdin*. Ask students to think about Jaffar's character and his British accent. Students may debate or informally discuss the following:

Do children who view negative portrayals of characters with certain accents begin to adopt negative attitudes towards other people who also speak with those accents?

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Resource Links:

- For information on ways that media represents and sometimes misrepresents specific groups of people and on how media influence our attitudes and behaviours see link at [www.k12pl.nl.ca](http://www.k12pl.nl.ca)

Outcomes

*Students will be expected to*

**4.2 select appropriate texts (RV)**

Focus for Learning

Continue to stress the importance of selecting *just right* texts. Remind students to use strategies which ensure the text is not too challenging (where the student is solely occupied with decoding) and not too easy (so that the student is unlikely to learn anything new). Although reading success often is related to the amount of reading a student does, it is not the only contributing factor. A more accurate statement would be that it is not just the amount of time a student spends reading, but rather the amount of time a student spends reading *with high-success* that determines reading progress. When students read accurately they:

- solidify word recognition
- better understand what they read
- enjoy reading
- read more often

Unfortunately, students who are reading a text that is not of interest to them or one that is too difficult, read more slowly because they encounter many words that they do not recognize readily. They are less likely to understand what they have read and then become frustrated with reading. A book that is an appropriate reading level challenges readers to think but doesn't frustrate them. Therefore, having a text in the hands of all students for 30 minutes for independent reading time may have two very different outcomes - enjoyment and understanding or frustration.

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

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Suggestions for Teaching and Assessment

- Develop a reading and viewing log (samples shown) to track and assess the variety of texts read and viewed.

Date	Title	Author	Comments
<i>Oct. 6</i>	<i>Number the Stars</i>	<i>Lois Lowry</i>	<i>I noticed that ...</i>

_____’s Reading and Viewing Log	
Name: _____	Date: _____
Title: _____	
Author: _____	
Illustrator: _____	
Why I chose this text: _____	
_____	
_____	
What I thought of this text: _____	
_____	
_____	
What kind of text I want to read/view next: _____	
_____	
_____	

Resources

Mid Grade 5

Outcomes

*Students will be expected to*

**4.4 explain how text structures help readers construct meaning (RV)**

Focus for Learning

In Beginning Grade 5, students learned that text structure refers to how a text is organized and they focused on the two structures of non-fiction text. As indicated in the table below, students will be exposed to and use many text structures during their elementary school years :

	Grade 4	Grade 5	Grade 6
Beg.	Narrative (Fiction)	Description Compare/Contrast	Narrative (Fiction) Compare/Contrast
Mid	Compare/ Contrast	Sequential Narrative (Fiction) Enumerative	Sequential Enumerative Description
Late	Sequential	Question/Answer Cause/Effect Problem/Solutions	Cause/Effect Question/Answer Problem/Solution

In mid Grade 5 students will learn about three more text structures and the characteristics of each:

**Sequential** - This structure is used for information that needs to be presented in a sequence. This sequence may be a chronological telling of events, it may be a step-by-step telling of how to do something (e.g., recipe), or it may be a text that is placed in alphabetical or numerical order.

A paragraph with a Sequential Structure contains:

- topic sentence that tells the reader that something is going to be described sequentially
- a clincher sentence which sums up the ideas in the paragraph
- uses signal words such as:

Signal Words for Sequencing				
first	before	second	after	tomorrow
third	while	next	then	once
meanwhile	later	on (date)	now	
not long after	finally	today	soon	

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

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Suggestions for Teaching and Assessment

- In a modeled or shared reading lesson, display a text (sample below) that has a sequential structure (the sample below may be used without the underlining and italics). Discuss the importance of the topic sentence, the clincher sentence and signal words. Ask students to highlight characteristics of the structure.

A butterfly has four stages in its life cycle (*topic sentence*). First, the adult female butterfly lays her eggs on a plant. Next, the larva hatches from the egg and is known as a caterpillar. After, the caterpillar makes a case, or a chrysalis, around itself for protection as it changes into a butterfly. This stage is called the pupa. Finally, the adult butterfly comes out of the chrysalis and waits for its wings to dry so it can fly away, and the cycle begins again. The metamorphosis, or change from a caterpillar to a butterfly, is one of nature's miracles (*clincher sentence*).

- Ask students to view nonfiction text, in print or online, to find examples of text with a sequential structure (e.g., recipe or *How To* text). Ask students to use a graphic organizer such the one shown or design their own to display the details (in point form). Students should also be able to identify the topic sentence, the clincher sentence and some signal words to support their text choice. E.g.,

1.
2.
3.
4.
5.
6.
7.
8.

- Provide students with a self-assessment, such as the one shown below to help them reflect and record on how they use text structure when they are reading:

How did I use text structure when I was reading?
Signal words noted:
Kind of Text Structure Noted

Resources

Other:

- Dillabough, Diane (2008) Text Structures Teaching Patterns in Reading and Writing, *The Life Cycle of a Butterfly*, p.12

Outcomes

*Students will be expected to*

**4.4 explain how text structures help readers construct meaning (RV)**

Focus for Learning

**Narrative** - Many students are familiar with narrative text because they have many experiences hearing and reading stories in narrative form from a young age. *Story Maps* help create an awareness of narrative structure and they assist students in learning the vocabulary used to discuss a narrative. It is also an excellent way to prepare to write their own narratives making the link between reading and writing.

The vocabulary includes:

- setting - when and where the story takes place
- character(s) - the people /animals that are important in the story
- problem - the challenges experienced by the main character in the story
- goal - what the main character hopes to achieve (sometimes may include solving the problem)
- events (plot) - what takes place in the story
- resolution - how the problem is/or is not resolved

Discussions about narrative texts include setting, characters, conflict, plot, climax and resolution.



**Enumerative** - enumerative paragraphs list things that are examples of a main topic. Students may notice that the enumerative and sequential structures are similar. The difference is that, in sequential structure there *has* to be an order whereas in an enumerative structure the order is not important.

This type of text should contain:

- a topic sentence that tells the reader what types of things will be listed
- a clincher sentence which sums up the paragraph
- signal words e.g.,

Signal Words for Enumerative Structure		
another	also	furthermore
for instance	for example	some other
in addition	most importantly	finally

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

### Suggestions for Teaching and Assessment

- Read aloud a *narrative text* and model how to complete a Story Map (examples shown below). Ask students to read another narrative and complete a Story Map independently.

Title:	
Author:	
Characters:	
Setting:	
Somebody (The Main Character(s)):	
Wanted (What the Main Character is trying to do)	
But (The Problem the Main Character runs into):	
So (How the Main Character solves the problem):	

**Story Map**

Problem of the story
A story event
A story event
How the problem is solved
The ending

- Provide samples of text with the *enumerative* structure (example shown below). During a shared reading session, read aloud the text and highlight the characteristics of this structure. Point out that the order of the events (sequence) is not important in the enumerative structure.

#### Advertising Techniques

There are many advertising techniques companies use to convince people to buy their products (*Topic Sentence*). **To begin with**, there is the bandwagon technique. These ads claim that everyone is buying the product, so you had better do so, too. Otherwise you will be left out! **Another** technique is the celebrity endorsement. Famous people get money to endorse a product they say they use themselves. **Then** there is the “we’re the best” technique. This is where the advertiser claims to be better than the rest but doesn’t offer any proof. Regardless of which technique advertisers use, their goal is the same - for you to buy their product (*Clincher Sentence*).

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Literacy Support Guide:

*Fiction Organizer* p. 402

*Traditional Fiction Organizer* p. 403

#### Other:

- Dillabough, Diane (2008) Text Structures Teaching Patterns in Reading and Writing, *Advertising Techniques*, p. 35

Mid Grade 5

Outcomes

*Students will be expected to*

**4.5 explain how text features help readers construct meaning(RV)**

Focus for Learning

Below is a suggested list of text features that students will encounter throughout the school year. Students will be familiar with many of these but greater depth of treatment is expected in Grade 5. By the end of Grade 5, students should be able to recognize and intentionally use many of the text features. They should be able to explain how the text feature helps them to understand text. This list is not all inclusive and teachers are encouraged to add to this list as opportunities arise.

Text Features		
Organizational Features	Visual Features	Print Features
Acknowledgements	Black/White Photos	Bold
Appendix	Captions	Dash
Author Information	Charts	Ellipses
Author's note	Coloured words	Font Style
Bulleted Lists	Cross section	Font Size
Chapters	Emoticons	Hyphen
Column format	Enlargements	Italics
Drop down menu	Environmental Print	Quote
Epilogue Layout	Graphs	Use of capital
FAQs	Illustrations	letters (for
Fold out pages	Illustrated Timeline	emphasis)
Glossary	Inset Photographs	
Headings	Labels	
Hyperlinks	Labelled Diagrams	
Illustrator Information	Logos	
Index	Maps	
Information boxes	Photos	
Legends	Speech Balloons	
Lines to indicate changes	Speech Boxes	
Numbered steps		
Pop up menu		
Prologue		
Pronunciation Guide		
Sidebar		
Sub Headings		
Table of Contents		
Timeline		
Title		
URL		
Verses		
Website		

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

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### Suggestions for Teaching and Assessment

- After students are familiar with various text features, make a set of cards with the name of a text feature on the right and an example of the text feature on the left of each card. Next, cut the cards in half, mix them and distribute them to students. Ask students to walk around the room and find their matching partner.
- Play *Who has...I have...* to help students identify and explain the use of text features in non-fiction text. Create a set of cards that has an answer and an explanation. One student reads the starter card, which contains a question (shown below). The student holding the answer speaks up and reads the answer and proceeds to ask the question on his/her card. This continues to form a question-answer chain around the classroom. E.g.,

Starter Card	WHO HAS
<i>Words that describe what a picture is about?</i>	

I HAVE
<i>caption.</i>
WHO HAS
<i>A list of topics in a book listed in alphabetical order with page numbers?</i>

I HAVE
<i>index.</i>
WHO HAS
<i>A special type of letters that signal a word is important and/or found in the glossary?</i>

I HAVE
<i>bold print.</i>
WHO HAS
<i>The name of the feature that helps readers know how to say the words?</i>

This pattern continues until all students have had a turn. The number of cards created, varies from class to class, depending on text features that students are comfortable with when the game is played.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Literacy Support Guide:

*Minute Skim* and *Half-Minute Skim* p. 56

Outcomes

*Students will be expected to*

**4.6 use a variety of comprehension strategies (RV)**

Focus for Learning

Some students in Grade 5 have progressed beyond the need to learn decoding instruction and need more assistance with comprehension to help them become successful, independent readers.

In Beginning Grade 5 students focused on the comprehension strategies of Self-Monitoring and Analyzing. As they continue to use these strategies in mid Grade 5, *Sequencing, Making Connections* and *Predicting* may become the focus for explicit teaching.

Comprehension Strategies		
Beginning	Mid	Late
Self Monitoring (includes questioning)	Sequencing	Inferring (includes Visualization)
Analyzing (includes determining importance)	Making Connections	Evaluating
	Predicting	Synthesizing (includes summarizing)

**Sequencing** - Students in Grade 4 may have focused on the text structure, *Sequencing*, so this should be familiar to students. This strategy is used by readers to organize information they get from text in a logical sequence or present the general idea in a brief form. Understanding sequencing is important when reading text such as timelines, recipes, biographies, scheduling, narratives, etc. Review signal words such as *first, next, last*, etc. and model how to sequence text by using thinking stems such as:

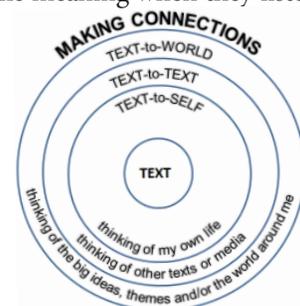
- The first thing that happened...
- The first thing you need to do is...
- The next step is...
- Finally, ...

**Making Connections** - Connections are links that readers make between what they are reading and things they already know about a topic (schema). A schema is a set of understandings or prior knowledge, which includes feelings, experiences, thoughts and opinions. It is a part of their knowledge base and helps them make meaning when they listen, speak, read, write and view.

There are three ways to connect with text:

- Text-to-Self
- Text-to-Text
- Text-to-World

Students are thinking when they are connecting and this makes them more engaged in the reading experience.



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

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Suggestions for Teaching and Assessment

- Choose a *tall tale* (or another text that shows a clear sequence of events) to read aloud to the students. Before reading, ask students to focus on the events in the story and take jot notes about the events. Read the story aloud to the class. After reading the story, ask students to brainstorm with the students to make a list of events they remember from the story. Guide students to divide themselves into three groups; beginning, middle and end. Within each group, students then place themselves in sequential order. After sequencing in small groups, the three groups join to make a human timeline showing the sequence of events in the story. As a reflection, ask students to write a journal entry about how this sequencing task helped them better understand the events of the story. Students may record their sequencing task in a timeline and display it in the classroom.
- Read a selected text aloud to students, thinking aloud while reading. Model using sticky notes coded with T-S (text-to-self), T-T (text-to-text) or T-W (text-to-world) to mark places in the reading that you might wish to refer to later. Discuss the places you marked. Discuss that it is possible not to have any connections with some texts. Ask students to repeat this task with a book they are reading independently.
- show students pieces of art or other visuals. Ask them to complete the following:

Connections to Illustrations	
I saw this visual...	It made me think about...
<i>(Give a written description or attach a copy)</i>	

- Remind students that talking about a book with another person helps readers understand things they may not have noticed otherwise. Choose a text to read aloud to students. Before reading, prompt them to think about ways they connect with the text and hold the connections they make in their heads until you are finished reading. Next, ask students to *turn and talk* or *go eye-to-eye and knee-to-knee* and discuss connections they made as they read. Ask students to choose their most meaningful connection to draw on paper. Encourage students to share their connections.
- Read aloud stories that have current events themes and discuss them. On the following day bring in age-appropriate articles that are related to the same topic. Ask students to make text-to-text connections and record these using a Venn diagram.

Resources

**Authorized:**

- **Moving Up With Literacy Place 5** (Scholastic 2008)

**Literacy Support Guide:**

*Making a Patchwork Quilt* p. 79-80

*Visual Story Line* p. 103-104

*Build a Timeline* p. 117-118

*Sequencing Strategy Checklist* p.190

*Sequencing Organizer* p. 406

*Making Connections Strategy Checklist* p.191

Outcomes

*Students will be expected to*

**4.6 (cont'd) use a variety of comprehension strategies (RV)**

Focus for Learning

It is likely that no two people interpret text, whether it be media, artwork, books or music videos, in the same way because their experiences are different. To teach students about making connections, choose a text that is personally meaningful to you, as the teacher, and model (think aloud) how *you* relate to parts of the text. Explain how making a connection helps readers and viewers to better understand what is happening or how the character in the text might feel. Next, read aloud a text that would be personally meaningful to students and invite them to share their connections. Record student responses. Remind them to connect it to the text by saying things like:

*When I read these words... it reminded me of..*

As students progress through the year, they should begin to understand the difference between two types of connections:

- a connection that is surface level (e.g., *His name is Justin and so is mine*). This connection is simply something the student has in common with the text but having the same name, although it is a connection, does little to help the student understand what happens in the text.
- a connection that enhances meaning (e.g., *That character has a special relationship with his grandfather and so do I*). This is a connection about the relationships of a character and his/her grandfather. When students are able to relate to how that relationship feels, it helps them understand the text.

As students develop into proficient readers, they will progress from making simple surface level connections to being able to relate to the personal experience and expand the interpretation to life experiences.

Connections help students visualize text (e.g., if the text is about going to a theme park, and the student has been to a theme park, they can visualize the setting and connect the senses to this visualization – the sounds, the smells, the tastes, etc.). If students have difficulty making connections to a text, it may be because they have not had a similar experience in their own life. Teachers may provide various experiences for students via other texts such as the Internet.

When students make connections it also helps them make predictions. For example, if a student has read other mystery novels, they may be able to make accurate predictions of the ending of the new mystery novel they are reading because of the connection they have to similar novels.

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

Suggestions for Teaching and Assessment

Resources

- Choose a story to read to students that might remind them of something in their own lives or something they can relate to. Give students a craft stick with the letter R (for *reminds me*) on it. As you are reading ask them to put up the R when something you read reminds them of something else. At appropriate times in the story, stop and ask students with the R craft stick raised, to identify the connection made and explain it to the class. Teachers may list their students' connections on a chart and this past experience may be used, later, as a topic for writing a narrative. Make assessment notes and repeat this task throughout the year noticing if students become more aware of making connections with the texts.
- After experiencing a text, either a read aloud, a book club or an independent reading text, ask students to record their personal connections:

Title of Text: \_\_\_\_\_

Event History	How I Connect to the Text

- Use the think-aloud strategy to model how to make each type of connection to a chosen text. Prompt students to think about connections they can make, using questions such as:

Connection Prompts	
Text to Self	What does this remind you of? Can you relate to it? Does anything in this text remind you of anything in your own life?
Text to Text	What does this remind you of in another book you have read? How is this text similar to other things you have read/viewed? How is this text different from other things you have read/viewed?
Text to World	What does this remind you of in the real world? How are events in this story similar to things that happen in the real world? How are events in this story different from things that happen in the real world?

Outcomes

*Students will be expected to*

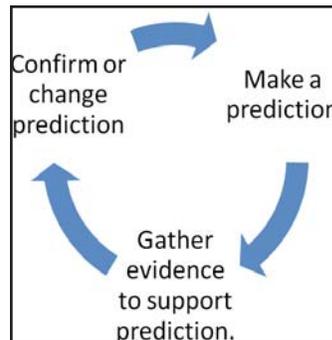
**4.6 (cont'd) use a variety of comprehension strategies (RV)**

Focus for Learning

**Predicting** - a prediction is something a student thinks will happen based upon the text, author and background knowledge. People make predictions every day. Students watch friends and family members and, based on actions and what is known about their personalities, can often guess what those people are going to do or say next. Explain to students that to make a prediction is more than *just guessing* what is going to happen next. When predicting, they will look at clues and make an *educated guess* about something that they do not yet know.

The prediction cycle begins for readers when they look for clues and use prior knowledge to determine what they are about to experience as they read the text.

Students monitor their comprehension and gather information to confirm their predictions. People are constantly predicting and can change their predictions based on new information they receive. Students should become aware when it is appropriate to abandon earlier predictions and make new ones. Predictions do not need to be accurate but they should be logical and supported in the text.



It is important to note the difference between predicting and inferring. When inferring, an answer may or may not be given. A prediction, however, will be proven or disproved. It is important to create a classroom climate in which students feel comfortable sharing their predictions no matter what the outcome. This is especially important for students who are not risk-takers. Encourage students to take risks without pressure about their predictions always being correct. Consider making adaptations (e.g., writing their prediction rather than speaking it to the whole class). Also, be sensitive to verbal and non-verbal reactions as students share.

When teachers pose questions requiring students to predict, it is important to wait after asking the question to allow students to process the information and form a prediction. Teachers may show students a book and ask them to predict what the text will be about. Allow several minutes of think time, then accept and record all predictions, encouraging them to justify their prediction with evidence (e.g., *Why do you think that?*).

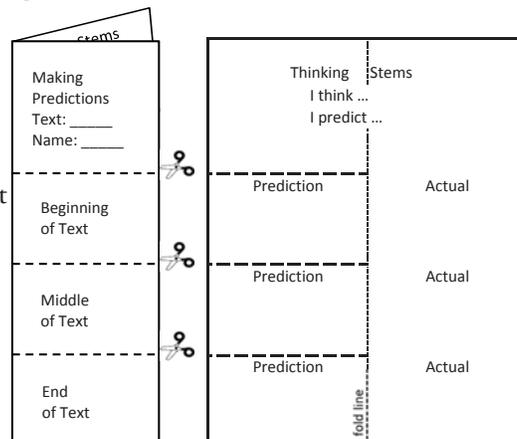
GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media and visual text.

### Suggestions for Teaching and Assessment

- Provide engaging opportunities or take advantage of *cliff hanger* moments in which students can form predictions. Read part of a text and stop, asking students to turn and talk with a classmate sharing his/her prediction about what will happen next. Teachers can not actually *see* a reader directly predicting, but evidence of predicting can be heard in conversation about a text. As evidence of learning, note students' use of:
  - I think the next chapter will be about..
  - I am predicting that...
- Ask students to read several texts by the same author. Read one text and stop, asking students to predict what happens based on their experience with that author already.
- Prepare a recording sheet with prediction tables (as shown) for students to use during reading. Before a guided reading lesson, select a point where you want students to stop in the text and make a prediction. Teachers may ask all students to stop in the same place, or students may stop in different places. Ask students to complete columns 1, 2 and 3 before reading on, recording their predictions and support for their reasoning. After recording their predictions students read on to find out what actually happened and record the result.

Section of Text	Prediction	Support	Actual

- Choose a text and ask students to make a four panel foldable labelled with the title and a *beginning, middle* and *end* (as shown). Ask students to predict what they think may occur at each stage of the text. For example, before reading, discuss the cover and title of the book. Look through the first few pages, table of contents (if there is one), etc. Ask students to record their prediction on the back of the flap labelled *Beginning*. Sample thinking stems may be written for students to use if needed. After reading approximately one third of the text students record on the inside of the foldable what actually occurred. Repeat for the middle and end sections of the text. Ask students to share with a small group or large group their predictions and if their predictions where confirmed.



### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

**Literacy Support Guide:**  
*Sketch a Prediction* p. 72

*Retell, Predict, Review* pp. 73-74

*Predicting Strategy Checklist* p.192

Outcomes

*Students will be expected to*

**4.7 reflect on themselves as readers (RV)**

Focus for Learning

As students read, they naturally and continuously respond to and think about the text. Every reader experiences unique thoughts, images and emotions however they may not always be aware of these thoughts.

*Reflection* is consciously thinking about these experiences, which helps students to become proficient readers. As a teacher, model how you reflect on yourself, as a reader, and demonstrate what meaningful reflections look like. To support reflective thinking, provide:

- emotionally supportive classrooms which encourage reevaluation of conclusions
- enough wait-time for students to reflect when responding
- encouragement of reviews of the learning situation (what is known, what is not yet known, and what has been learned)
- a less-structured learning environment that prompts students to explore what they think is important
- social-learning environments such as partner work and small group activities to allow students to see other points of view
- a time for reflective journal writing so students can write their thoughts, give reasons to support what they think, show awareness of opposing positions and the weaknesses of their own positions

Reflection should be a priority. These times of reflection are important and designed to help students develop knowledge about themselves and to set new goals as they develop as readers.

Encourage students to use a form of Reader's Notebook to record what they are reading. The Reader's Notebook is a composition notebook where students can record the texts they read, their written reflections about the texts and it is a place to store their sticky notes they used to track their thinking. Students may represent what they are thinking in general about reading (through a weekly reading reflection), and what they are wondering about. This organizational tool showcases growth throughout the year.

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

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Suggestions for Teaching and Assessment

Resources

- One way to reflect with students about their reading is to ask them to first evaluate and then talk or write about their reading habits and skills. Prompts may be given to help students represent how they think. The following sample prompts may be used by students for reflection.

**Self - Reflection Questions:**

- Do I pursue my own interests through reading?
- As a reader, what do I know how to do well?
- What are my favourite genres? Authors?
- Do I enjoy reading? How many books have I read so far this year?
- Can I find, review, and integrate information from a variety of sources independently?
- Do I think critically about what I read?
- Do I use a variety of comprehension strategies when I read (e.g. making connections, predicting, analyzing, etc.)?
- What have I learned, as a reader, that I am proud of?
- Do I reflect on my reading independently?

After helping students identify their current reading progress, help them set goal(s) to improve their reading and talk about how they might achieve these goals. E.g.,

Reflective Question	Student Response
<i>Do I enjoy reading? How many books have I read so far this year?</i>	<i>Not really. I started two but didn't finish them.</i>
Goal: <i>To read daily and enjoy it</i>	
How will I reach this goal: <ul style="list-style-type: none"><li>• <i>pick 'good fit' books</i></li></ul>	

These self-assessments and reflections can be included in a specified section of the students' portfolios created earlier in the year.

Outcomes

*Students will be expected to*

**5.1 create an inquiry question to gather information for various purposes**

Focus for Learning

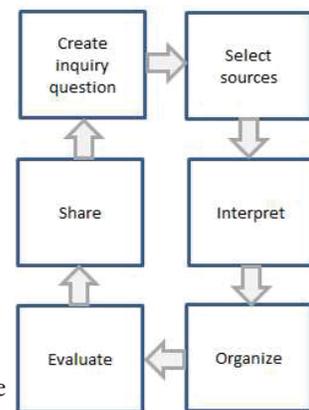
Students in Grade 4 learned that people often search for information for a specific purpose and organize their findings in a specific way. In other words, they are *inquiring* or *doing research*. Research can be done in a variety of ways and research findings can be reported in a variety of forms.

In Grade 5, teachers should reinforce that inquiry is ongoing and not just a *research project* done once a year. Help students see that while research is a part of curriculum, it is also a part of daily living. Sometimes, research is *formal* but many times research is *informal*. E.g.,

- talking to people to hear their opinions before making a decision when buying a new cell phone
- checking prices in weekly flyers to find the best value before making a purchase.

The inquiry process involves many different components. Students should be guided through the research process in a critical, efficient, effective, safe and ethical way.

As students are taught the inquiry process, they *learn how to learn*. The key to a successful inquiry is student interest. While teachers may guide a student's inquiry, it is important the student generate their own question. Encourage students to select a topic that they genuinely want to know more about. Since they will be spending a lot of time with the topic, it is best that they enjoy what they are learning.



Teachers should model how to form an inquiry question. Powerful inquiry questions should be interesting, open-ended (can't be answered by yes or no), lead to unexpected discoveries and not usually easy to answer.

Provide support to students in shaping their questions. Sometimes students are tempted to research everything written about a topic. In this case encourage them to narrow their topic and to focus on one main idea. If students experience difficulty finding information on a topic, they may need to be encouraged to broaden their topic.

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

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### Suggestions for Teaching and Assessment

- Ask students to respond to a *Research Question of the Day/Week*. Post a research question for students to respond to as they enter the classroom (e.g., Do you think cell phones should be allowed in school? Why? or why not?). A current event question would be interesting to use for inquiry. Students write an answer and sign their name. The survey results can be investigated further and considered as part of research.
- Design a classroom bulletin board or area entitled “Let’s Generate Questions” or “I Wonder”. Encourage students to post questions of inquiry that arise from classroom conversations. When there are a sufficient number of questions generated, form small groups based on common threads or interest in a topic and form *Inquiry Circles*. Model the inquiry process for students. They should be reminded of the importance of working collaboratively while conducting research. Students may share the results of their inquiry with the class. This could be done in a variety of ways (e.g., dramatic interpretations, artistic efforts, creative use of technology, written explanations, informal/formal presentations).
- After explicitly teaching and modelling how you would go about selecting a topic for research, ask the students to summarize the main points and together, write a guide that they can refer to. The guide may include:

My Topic: _____
Am I interested in the topic?
Do I need to narrow my topic?
Do I need to broaden my topic?
What is the purpose of my research?
Possible questions about my topic:
1.
2.
3.
4.

- Share a website that answers questions that may be of interest to students (e.g., *How does a doorbell work?* or *Is your heart shaped like a heart?*). Ask students to compose their own question and submit them. Questions may be focused on a particular area of study (e.g., Science - Forces and Motion).

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Program and Planning Guide:

*Using Computers for Research*  
p. 181

#### Literacy Support Guide:

*Doing Research* p. 77-78

#### Resource Links:

- For task 4 see [www.k12pl.nl.ca](http://www.k12pl.nl.ca)

Outcomes

*Students will be expected to*

**5.2 select information from a variety of sources (RV)**

Focus for Learning

Critical inquiry is important in all classrooms. Students will use specific criteria to select valuable and appropriate sources of information to use in their research tasks. Once students have located appropriate sources, they must learn to extract relevant information from the source. Model how to search for information, in texts, to answer questions. As students attempt to gather information, they might need help accessing appropriate sources (print, non-print, information technology, human, community, etc.) to use in their inquiry.

Research projects involve students learning how to use key words for searches and how to evaluate key words for relevance. It is also important to teach students to cite the sources they use. Teach students about ethical practices consistent with copyright laws and regulations.

Brainstorm with students some of the places they can find information related to their research question. These might include:

- almanacs - a reference book consisting of facts and records
- dictionaries - book of words and meanings
- atlas - book of maps
- databases and statistics - store huge amounts of data (i.e. information in the form of words, numbers, sounds, music or images). Statistics Canada can be accessed at [www.statscan.ca/english/edu/students.htm](http://www.statscan.ca/english/edu/students.htm)
- encyclopedias (book and digital form) - reference with short articles
- surveys - a way of gathering information to find out how many people feel about a topic
- government departments websites - good resources as they keep track of a lot of information
- interview - a tool that can be used to gather information from a person
- Internet - a network of computers located around the world
- library - place where many texts, both fiction and non-fiction are kept
- magazines - usually focus on one theme
- newspapers - give updates and current events surveys

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

Suggestions for Teaching and Assessment

- In a shared reading lesson, make a decisions about a topic to consider for research (e.g., hurricanes). Display five internet sites. Include two sites that have signs of being unreliable. Ask students to think critically about each and discuss if they think each site would be a good choice for them to use in the research process.
- Model for students how to use a search engine. Using a search engine, search a name or topic (e.g., Middle Ages). Show students the long list of web sites that talk about Middle Ages. Click on the first website in a search engine list. With the students, think aloud to decide if this website site seems reliable, or not. Use the following form as a guide:

<b>How Does It Look?</b>	YES	NO
As you look at the questions below, put an X in the “yes” or “no” column for each.		
Is the spelling correct on the page? Are the words correctly capitalized and punctuated? (If the person who created the web site didn’t use correct spelling and punctuation, there’s a good chance that the actual information is incorrect).		
Is the author’s name and e-mail address on the page? (Usually this information will be at the top of the page with the title, or at the very bottom of the page).		
Is there a date that tells you when the page was made? (Not always, but sometimes, it’s definitely preferable to use more recently created material)		
If there are photographs, do they look real?		
Is there an introduction on the page telling you what is included?		
Are the facts on the page what you were looking for?		
Does the author of the page say some things you disagree with?		
Does the page lead you to some other good information (links)?		
Does the page include information you know is wrong?		

 After looking at a number of web sites, use the form to decide which sites would be most appropriate for the research on the Middle Ages (Social Studies).

Resources

**Authorized:**

- **Moving Up With Literacy Place 5** (Scholastic 2008)

**Literacy Support Guide:**

*How to Skim to Find Specific Information* pp.157-158

*Interviewing for Research* pp. 232-234

*Planning to Present Various Points of View* pp. 234-236

*Researching Using a Variety of Sources* pp. 239-241

Outcomes

*Students will be expected to*

**5.2 (cont'd) select information from a variety of sources (RV)**

Focus for Learning

Students are encouraged to be critical thinkers and this is especially important when they are locating information on their topic from a variety of sources. The Internet, which may be described to students as a system of interconnected computer networks around the world, can be a tremendous resource for gathering information; however, students will need to learn to discern useful information from worthless data. Teachers must help students realize that just because it can be *searched* does not mean it is worthwhile. For example, a student researching a significant event in history may find nearly as many articles claiming nothing of the sort ever happened as those describing what did happen. Model for students that adults and children should not accept what they read online, at face value, without checking the source or verifying the facts.

Students should be reminded to use common sense when they find information that sounds too good or too odd to be true. Information is only as good as its source therefore students should always verify critical information with several other sources.

Teachers may begin by suggesting student-friendly sites for students while discussing Internet safety. Tell students they must think like detectives and use clues to help them. They may look for:

- the date of the publication to see if it is current
- the name of the author - search the author's name to see if he/she is credible. If the research does not contain a name, students should assume it is not reliable, even if it looks good.
- a common domain name such as .ca, .com, .edu, .gov, .org, and .net. Learning to “decode” a URL is helpful in analysis of a source because who “sponsors” a document can tell you something about it. E.g.,

Protocol	Server Name	Domain	Path Name(s)	File Name
http://	www.canadiangeographic	.ca	/kids/animal-facts/	animals.asp

Creating an anchor chart to guide students in locating sources of information may be useful. It may include questions such as:

- What are some possible sources of information to answer my question? Where can I find these resources?
- Can I read and understand the information?
- Have I found a variety of sources?
- Are these sources appropriate for the work I need to do?
- What are some key words that will help me locate the information I need?
- Have I sorted my sources of information correctly?

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

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### Suggestions for Teaching and Assessment

- Think of a topic and model for students how to use websites as sources of information. Think aloud as you show them examples of websites that offer relevant resources, as well as those with less useful resources. Next, ask students to think of a topic or famous person they might like to research and using a search engine, identify resources they think would be beneficial in their research and others that would not. Observe students while they are searching, to see if they are using a particular method to choose their sources or just clicking randomly. As a follow-up, provide opportunity for students to discuss the criteria they used in selecting or discounting sources. Students may wish to revisit two or three of the websites they found and print information from them for later use.
- Ask students to brainstorm a list of ideas of things they might take on a camping trip. Ask students to look through the list and highlight only items that are the most important things for camping. Explain that selecting information for research can be compared to choosing useful items for going camping. There are many related texts but researcher carefully select the best for their purposes.

### Resources

#### Authorized:

- **Moving Up With Literacy**  
Place 5 (Scholastic 2008)

#### Literacy Support Guide:

*Crediting the Source* pp. 242-243

*Creating Sources in a Bibliography* p. 244

#### • Resource Links:

To help students learn how to choose effective keywords for searching online see link to Digital Passport:Search Shark at [www.k12pl.nl.ca](http://www.k12pl.nl.ca) for

Outcomes

*Students will be expected to*

**5.3 interpret relevant information from selected sources (RV)**

Focus for Learning

Once students have located appropriate sources, they must learn to interpret relevant information from the sources to determine if it will be useful in answering their questions. This is another important part of the inquiry process that should be modelled. Students may ask themselves the following questions:

- What have I learned from my information?
- Is it fact or opinion?
- What does it tell me?
- Is this consistent with other information I have read?

If students determine the information is relevant, they may begin to record information that answers their research question. Recordings may take the form of:

- Point-form notes - facts, key words or main ideas are recorded using a dash or bullet to begin (rather than full sentences).
- Symbolic recording - pictures, a web, matrix sheet, chart, computer database or spreadsheet, or concept map.
- Outline notes - outline of headings and subheadings with only brief notes under each
- T notes - students draw a large T on the page. Above the top the main idea is written, on the right side write supporting ideas in point-form. On the left side draw pictures or webs showing relevant information.

**5.4 organize relevant information from selected sources (RV)**

After students have interpreted the research and recorded the parts they wish to use, they will need to organize their notes in a way that is easy to understand. Students should read their research question again and read the gathered information, highlighting the parts that help to answer their question. Remind them that they will likely have more information than they require and they will need to eliminate what is not useful.

Teachers should model for students how to organize their information, depending on the inquiry. Information can be recorded using various forms such as drawing, writing notes, tallying, making charts and using graphic organizers. Graphic organizers are good ways to organize research notes because they combine words and visuals and make it easier for students to see how the information is linked together. Students should also plan which text features they want to include in their work.

Teach students to keep track of what they have found by recording the web sites they used in print or electronically. In Grade 5 students should be instructed to acknowledge the source of the information and be introduced to simple citations. Model how to select and cite images, video and audio from the Internet appropriately. (See Appendix D).

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

### Suggestions for Teaching and Assessment

- Brainstorm, with students, characteristics they could use when searching for text to be used in research. Create a question that might be of interest to students and provide a variety of texts, some of which have information in them that will answer the question. Ask students to examine the articles to determine their relevance and helpfulness, highlighting or making notes. Ask students to rate the resources:

- \_\_\_ use with caution
- \_\_\_ good basic information
- \_\_\_ excellent source of information

Follow up with a discussion about why some of the texts would be useful, why others would not, and why some might need to be investigated further.

- Give students two sources of information on a given topic (e.g., Knights). The sources may include picture books, posters, websites, etc. Ask students to complete the following chart using jot notes:

Topic _____	Question: _____
Source 1 _____	Source 2 _____
Relevant Information	Relevant Information

- Show students various examples of graphic organizers that they may use to support their research. Observe students as they select one that best fits their purpose. There are numerous types of graphic organizers available, such as:
  - Tree Diagrams - Top to bottom, From center out, Steps, Fishbone diagram
  - Mind Maps - combination of words and drawings
  - Webs - diagram showing the links between ideas
  - Retrieval Charts - ideas organized into chart form
  - Charts - Sequence charts, Cause and Effect charts, Comparison charts, Venn diagrams, Timelines, etc.

### Resources

#### Authorized:

- Moving Up With Literacy Place 5** (Scholastic 2008)

#### Literacy Support Guide:

*How to Use Non-fiction Text Features to Find Information*  
pp.158-159

*How to Take Notes When Reading* pp.159-160

*Non-fiction Note-Taking Organizer* p.176

*Evaluating the Source* p. 242-243

*Jotting Down Key Words Using Sticky Notes or Fact Strips* p. 245

*Making and Organizing Jot Notes* p. 245-247

*Organizing Research for a Report* p. 247

*Planning for Text Features* p. 248-249

*Using a Graphic Organizer* p. 250-252

**Supplementary** (distributed for Social Studies 2012):

- Tools For Learning for Kids Looking At and Organizing Information (2006)

Outcomes

*Students will be expected to*

**5.5 evaluate information (RV)**

**5.6 share relevant information from selected sources (RV)**

Focus for Learning

Tasks that encourage students to evaluate various opinions are more likely to deepen understanding and increase student engagement. Before sharing information, students should stop and think about the information they are sharing. Remind them that evaluation is ongoing throughout the inquiry process as students decide on their question, which sources they will use, how they will present their information, etc. They should frequently reflect on the process asking questions such as:

- Does my work clearly show what I have learned?
- Is my research complete?
- How well is my project organized?
- Did I have enough reliable information?
- Should I do something else before I share?
- Are there things that I have done well or that I could do better?

The researcher's last step in the process is to share what was learned so others can learn from it as well. Ask students to think about what message they want to pass on to others and plan a form for presenting. Provide students opportunities to share what they have learned, discovered and created with a variety of audiences. The world today provides students with many options to consider when deciding how to present research. Provide opportunities for students to share, using a wide variety of mediums depending on the audience and the purpose of their inquiry.

Students may use the following questions to prompt their thinking:

- Did I do what I was supposed to do?
- How will I know that I have done a good job?
- What will I do differently next time?
- Was my presentation a good representation of what I learned?
- Do I feel okay about this?
- How can I use this inquiry process to answer problems in the future?

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

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### Suggestions for Teaching and Assessment

- After students have completed research, ask them to choose a form for sharing the information they have learned. They may choose to create a:
  - collage - a picture collection made by affixing many images, objects or words onto a large sheet
  - comic strip - a way to show events happening in sequence
  - diorama - a scene with three-dimensional figures set against a background
  - drama - story acted out before a live audience
  - drawing
  - game
  - graph - one way to present research involving numbers
  - map (3-D) - a map with width, depth and height which can be made from paper mâché
  - mobile - a group of objects hung to move freely in the air
  - mosaic - consists of many small pieces arranged to make a picture or design
  - models - 3-D representation
  - mural
  - music - song or dance may be used to share research findings
  - multimedia production - video, powerpoint, blog posts, wiki, etc.
  - newspaper - provide information about people, places or events
  - painting
  - pamphlet, brochure or advertisement - often used to persuade people to do, attend or buy something
  - puppet - used as props or visual aids in a presentation
  - scrapbook - one way of showcasing a collection of materials on a topic, in booklet form
  - speech - a talk prepared ahead of time for an audience, also called an oral report
  - television or radio play
  - web page -
  - written report - often done in a booklet form

*Adapted from Tools for Learning for Kids, Book 4, Passing on Information*

### Resources

#### Other:

- Luke, A. & Freebody online, <http://www.readingonline.org/research/lukefreebody.html>

Outcomes

*Students will be expected to*

**6.1 extend understanding of text by responding personally (RV)**

Focus for Learning

A personal response is when a reader states opinions about what is read and why he/she feels as they do. Teachers should first model how to respond personally to a text. For example, in a read aloud such as *Number the Stars*, the teacher might say:

*I didn't like the part of the book when the soldiers entered Annemarie's room when Ellen was sleeping over. I was afraid that the soldiers would find out she was Jewish and take her to a concentration camp. I can't imagine how Annemarie's parents felt when they lied to the soldiers to protect Ellen. It had to be hard to be discriminated against because of their faith!*

Prior to writing their personal responses, students may be involved in role-playing situations, assuming roles of characters from texts they are reading or viewing.

Students may need encouragement to respond personally to texts but as they see models and become more comfortable, it will enhance the meaning of the text and help them to develop their own *voice*. In the beginning, prompts such as the following may be used:

- What did the author do to capture your attention?
- How do you want the story to end?
- What do you like about the setting?
- Who was your favourite character and why?
- Which character is most like you?
- What is your favourite, or least favourite, part of the book?
- How does the story relate to your own life?
- Copy a short passage that you found to be interesting. Explain what made it interesting for you.
- Explain, in your own words, the information that is being presented (Who? What? When? Where? Why?)

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

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### Suggestions for Teaching and Assessment

- Ask students to role play a scene from a text and talk about how they would feel placed in the scene. For example, in the book *Number The Stars*, one of the beginning scenes describes Annemarie and Ellen meeting soldiers on the way home from school. Ask students to role play the scene and describe or represent their personal response about how they might feel if they were Annemarie or Ellen.
- Either during a read aloud session, a guided reading lesson or independent reading time, ask students to make a comment on the text they are reading or viewing. Display prompts, such as the following, to guide students in their responses:
  - This is good because...
  - This is difficult because...
  - This is confusing because...
  - I like the part where...
  - I dislike the part where...
  - I don't like this part because...
  - My favourite part so far is...
  - I think that...
  - I think this setting is important because...
  - This part is very realistic/unrealistic because...
- Ask students to respond to a read aloud, a text from a guided reading lesson or a self-selected fictional text used for independent reading. Students will assume each of the following roles, at least once, and write a response from that perspective in their Reader's Notebook:
  - Straight Talker - Speak directly to a character and give your *two cents worth*. Ask, *if you could stop the action at a particular point what would you say?*
  - Critic - Evaluate an action or a decision by a character or characters. *Do you feel a wise or a poor decision has been made? Why? What decision would you prefer to have been made? Why?*
  - Memory Storer - Perhaps you remember a similar experience from your own life, about a time when you kept a secret, and because of that secret, events began to unfold. Describe that experience and explain how it relates to the story.
  - Painter - What visual images come to mind as you read the story? Draw and colour these images. Write also what your visual image means or represents in the story. Include a dialogue between characters or create captions.
  - Fortune Teller - What has occurred that you consider an example(s) of foreshadowing? What do you believe will occur in the future? Why?

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Literacy Support Guide:

*Famous Abstract Artist* pp. 91-92

*Comic Strip* pp. 93-94

*Map It* pp. 95-96

*Back Cover Blurb* p. 99-100

*What Do the Shadows Tell Us?* pp. 99-100

*Making a Poster* p. 115

*Design a Bookmark* p. 116

*Responding to Media Texts* p. 170-171

*Writing a Reader Response* p. 264-267

#### Other:

Lowry, Lois. Number The Stars  
Houghton Mifflin Harcourt  
(1989)

Outcomes

*Students will be expected to*

**7.2 analyze intended messages in texts (RV)**

Focus for Learning

Becoming critically literate means that students have developed and mastered the ability to read and analyze the messages present within any form of text. Prejudice, discrimination and stereotyping are realities faced by many, either in the past or in recent world events. If this reality is addressed at an early age our students will begin to have the understanding they need to affect real change. By furthering student understanding of what prejudice, discrimination and stereotyping are, how prejudice and discrimination exists in our society, and how students themselves play a role in these concepts, students will be able to incorporate what they learn into a global perspective.

Discuss with students that writers often have intended messages and that their word choice and text form are chosen as a means of helping them share their message, whether fair or unfair, with readers. Discuss stereotyping, prejudice and discrimination:

- *Stereotyping* is when a group of people are judged based on ones own opinion and on the opinions of others. Stereotypes involve generalizations about the *typical* characteristics of members of particular groups, for example, Melissa is a teenage girl, so she probably has characteristics x, y, z. Guide students to realize that people within the same group do not necessarily all share the same characteristics. Stereotyping can be as subtle as an unintended message that is present in text. Brainstorm, with students, examples of gender stereotypes they have heard before. Remind students that stereotypes are not always about gender and that there are many other ways that people discriminate against other people (e.g., race, age, ability, family type, belief systems, sexual orientation, older people, people with physical challenges, toddlers, mothers, fathers, teens, people who live in poverty).
- *Prejudice* - attitude toward the members of some group based solely on their membership in that group (can be positive or negative).
- *Discrimination* - actual positive or negative actions toward the members of the group because they are members in a particular group.

Facilitating the development of critical literacy promotes the examination of social situations and exposes students to the biases and hidden agendas within texts. Thus, in order to become critically literate, students must learn to read and view in a reflective manner. This requires more than just looking at the words on a page and comprehending the meaning of those words. It asks students to make inferences by reading between the lines and beyond the lines of text.

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

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### Suggestions for Teaching and Assessment

- Working in groups of two or three, students create two stereotypical statements each and write them on strips of paper. They post the strips for brief whole-class discussion. Encourage students to challenge stereotypes and try to think of ways that people challenged stereotypical ideas over the years and made things more equitable. The list might include:
  - Teenagers/toddlers always get into trouble
  - Women are better with babies than men
  - Grandmothers know how to knit
  - Girls can't play hockey
  - Men do not make good nurses
- Tell students that stereotypes affect social judgments we make about others. Ask them to think about examples of times when stereotypes influenced how much they liked a person.
- Assemble students into groups of 2 or 3. Distribute one piece of text (e.g., magazine, newspapers, and flyers) for each group and allow students to examine advertisements. Students are asked to find a couple of advertisements which contain stereotyping ideas of gender, ethnic group, social status, and so on. Ask students to answer the following questions:
  - What stereotypes can you find in the advertisement?
  - Does the advertisement contain specific information about the products?
  - Is the stereotyping image positive or negative for the group?
  - How are the stereotypes used for marketing purposes?
  - Debrief by having a discussion once the students have answered the questions above.
- Students watch a Disney movie, or an excerpt from a movie, such as *The Little Mermaid*, *Cinderella*, *Aladdin* or *Beauty and the Beast*. Ask them to answer the following questions:
  - What is the physical appearance of the main characters?
  - Is there a character portrayed as good? Evil?
  - Does anyone get treated unfairly? Explain how.
  - What conclusions could be drawn about certain characters based on the movie?
  - What are some common characteristics you note about Disney movies?
  - Invite students to share their findings with the class.

### Resources

- **Resource Links:**

For more information on Critical Literacy see [www.k12pl.nl.ca](http://www.k12pl.nl.ca)

Outcomes

*Students will be expected to*

**7.3 discuss alternative points of view (RV)**

**7.4 analyze how language is used to influence ways of thinking (RV)**

Focus for Learning

Critical literacy involves students recognizing different perspectives and viewpoints. Critical literacy also involves helping learners see how texts that surround them construct a particular world view and influence them about how they are *supposed* to think, act, and be. Help students realize that texts are written by individuals who have a history and a particular point of view. Critical literacy involves questioning these taken-for-granted assumptions. Although it is challenging to teach students to accept that there are numerous interpretations and that there is rarely one right way to view the world, the intent is to give students the tools they need to view texts from alternative points of view. One of the most effective ways to help students see that there are various ways to view the world is through using children’s literature. There are many books, especially those in the form of journals or diaries, that may be used to demonstrate how different characters feel when faced with familiar situations. Examples include:

- Dairy of a Worm or Diary of a Spider (by Doreen Cronin)
- An Interview with Harry the Tarantula (by Leigh Ann Tyson) in which Harry Spyder describes his scary encounter with a girl who put him in a jar.

By mid Grade 5, students are becoming aware that text can be, not only unclear, but often deliberately persuasive, deceptive or manipulative. Propaganda is an important part of persuasion. It is an attempt to persuade people to buy something, do something or believe something. Used ethically, for good causes, propaganda is an important tool. Many people are fooled by the language of propaganda because they don’t recognize it and it appeals to their senses rather than to reason; it may distort, hide or exaggerate information:

- words that make the ordinary seem extraordinary (e.g., ‘pre-owned’ instead of ‘used’)
- misleading words (e.g., “50% better”, consumers need to ask 50% better than what?)

Some types of propaganda students may be introduced to include:

- glittering generality – advertisers use words like honesty, peace, scientific, love, justice to create positive feelings about a product. These words are so attractive that consumers do not think about challenging its true meaning.
- testimonial – advertisers sometimes associate products with a celebrity. The advertiser wants the consumers to believe that they can be like the celebrity by using the product.

*(continued)*

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

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### Suggestions for Teaching and Assessment

- Make available a variety of hats (paper or real) to use as you talk to students about seeing things from different points of view. Read a text and put on a new hat to illustrate thinking about things from various characters' perspectives. Students may make paper headbands with character names written on them, and wear them as they try to change their points of view when discussing events in a text they are reading.
- Discuss Thanksgiving dinner from the perspective of a hungry family and the turkey. Ask students to use a graphic organizer and to list reasons supporting both sides of the issue. Next, ask students to write a persuasive argument from the turkey's point of view as to why *turkey* should not be on the menu.
- Choose a story that the class has read or listened to recently. Ask students to suggest other characters who could have been in the story. List their suggestions. Briefly discuss two of their suggestions by describing ways the story would have been different if either (or both) of these characters had been included. Encourage students to think about the fact that the new character might have a different point of view.
- In a modeled reading lesson read the two versions of a Fairy Tale (e.g., *The Three Little Pigs* and *The True Story of The Three Little Pigs*). Then, ask students to complete a Venn diagram, to compare and contrast the texts. Next, ask students to write a brief description of how the wolf is presented in each text. Invite students to share their descriptions and talk about how point of view affects the reader. Ask students to re-write the simple tale of *The Three Little Pigs* from the point of view of a new character, such as a bird, observing the scene. Form groups of 2-3 students. Ask them to select a fairy tale and present the story from another character's perspective. They may represent this as writing, drama, or art. Invite students to share their work.
- Ask students to consider where they see propaganda materials in their daily lives. Provide one or two examples to share with the class.

### Resources

#### Authorized:

- **Moving Up With Literacy**  
Place 5 (Scholastic 2008)

#### Literacy Support Guide:

*Jump into the Role* pp. 85-86

*How to Think About the Author's Craft: Recognizing Author Bias* pp. 164-165 and p. 178

*How to Think About the Author's Craft: Writing From Different Viewpoints* pp. 165-166 and p. 179

*Exploring Point of View and Opinion* pp. 231-232

Outcomes

*Students will be expected to*

**7.4 (cont'd) analyze how language is used to influence ways of thinking (RV)**

Focus for Learning

- transfer – advertisers sometimes try to transfer the success of an object or person to another object or person. Someone with beautiful hair is using a special shampoo and implies that the consumer can have hair like this too, by using this shampoo!
- name-calling – advertisers create negative feelings about a competitive product by saying negative things with little or no reason or evidence.
- card stacking – advertisers use only pieces of information that make their products look good and ignore the unfavourable facts. Consumers must look elsewhere to find all the information. e.g., an editorial page of a newspaper where a writer takes a controversial issue and presents all the good or all the bad points about the issue (depending on their stance).
- bandwagon – advertisers claim that ‘everybody’ is doing it and the consumer should too. e.g., 9 out of 10 people use this shampoo.
- snob appeal – advertisers make consumers think they are part of an exclusive group. They think that high class inspires people to spend more or that some brand names are better than others. e.g., why buy a chevy when you can have a Lexus?
- rewards – advertisers offer coupons, free gifts and samples for buying a product. e.g., 2 for 1 sales

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

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### Suggestions for Teaching and Assessment

- Display a poster. In a whole-group discussion ask students to talk about the poster, using the questions below as a guide:

- Who created this poster?
- Who is the target audience?
- What is the message of this poster?
- What propaganda techniques are used?
- How is the message conveyed?
- Whose purpose is being served in this poster?

Next, organize students into groups of three or four. Present them with another poster and ask them to do an analysis of the poster following the same questions that were modeled above. Suggest to students to take notes on each question in their writer's notebook. Invite students to share their findings. Discuss how the illustrations and language in the poster influenced their thinking. Ask students to create a poster with content relevant to their lives. Suggest they carefully determine what issue they wish to share and their intended audience. Then, think of the kind of language, visuals, etc. they wish to use to have the greatest impact on their audience.

- Read and view text that connects with students' interests and issues from the world. Each time a social issue is discussed, ask students to create an illustration and a caption depicting the issue in the text to remind them of the conversation they had about it. Create a year-long bulletin board display. Post students' creations as the events unfold.

### Resources

Outcomes

*Students will be expected to*

**9.1 create texts for a wide range of audiences and purposes (WR)**

Focus for Learning

Teach skills and strategies necessary for students to become effective writers and provide adequate time for them to write. Time for writing can help students gain confidence in their writing abilities and allows the teacher opportunity to assess student strengths and needs. This will also provide information to assist students in guided writing groups or independent writing.

Time for the application of writing skills and strategies may occur in the context of other content-area instruction. In Science, for example, exploration can require detailed procedural writing and clear descriptions of observations. In Social Studies, students can be asked to write journal entries, imagining they are people from the particular place or time period they are studying. When teachers integrate writing tasks with other content-area lessons, students have numerous opportunities to practice writing while learning a wide variety of content.

Students write best when they have a desire to express themselves for a real purpose and audience. Students should understand the importance of why they are writing so that they can create text that best suits it. When students are engaged in writing tasks for real purposes, they learn that it is part of life, not just part of school. Determining *purpose* is important because it helps the writer maintain a focus. Before and during the writing process, the writer may ask:

- What do I want my audience to know when I have finished?
- What do I want my audience to believe or agree with?
- Is there an action that I want my audience to take?
- What is the main idea or message that I am trying to communicate?

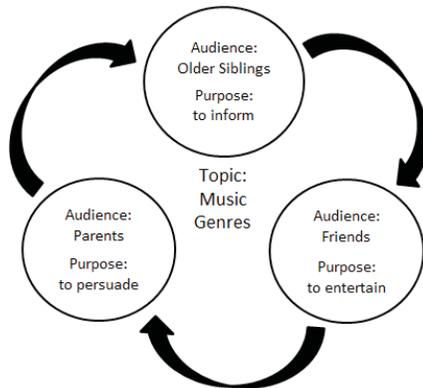
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GCO 9: Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.

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### Suggestions for Teaching and Assessment

- To help students become more aware that audience and purpose affect how they write, read several short texts aloud and discuss who they were written for and why they were written. For example, use a newspaper or magazine article, a friendly letter, and a narrative. The teacher may then choose one of these texts and ask students to create a similar text but alter it to fit a different audience or a different purpose.
- Divide students into groups of 3 - 4. For this task all students will be assigned the same topic to write about. (e.g., their favourite type of music or their favourite type of technology). Assign each group a different purpose for their writing (e.g., to persuade, to inform, to entertain) and an audience (e.g., parents, grandparents, friends). Ask students to collaborate for a predetermined amount of time and write their ideas about the topic. At the end of the allotted time, ask the groups to pass their writing (with purpose and audience indicated) to the next group. The next group will add to it. Continue until each product has circulated through all groups and each group has added to each piece of writing. The end products can be shared with the class and students analyze each piece of writing to determine if it fit the intended purpose and audience.



- Ask students how many of them have been to some sort of camp or a vacation. Provide time for students to describe details from their experience such as food, funny or scary experiences, activities, etc. Next, instruct students that they are now going to write two different letters about a pretend experience. Tell students, “You are on a vacation with your favourite aunt and uncle. Mom and dad couldn’t get time off from work to go with you. Ask them to write two letters:
  - write a letter to your best friend or classmate telling all about the vacation and your experiences
  - write a letter home to Mom and Dad. Tell them all about your vacation and experiences.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Literacy Support Guide:

*Newspaper Article* pp. 101-102

*Points to Consider When*

*Choosing a Writing Form* pp. 237-238

#### Other:

- Arnold, Phyllis A. Tools For Learning (Nelson 2001) *Writing* pp. 56-58

Outcomes

*Students will be expected to*

**9.2 create texts in various genres and forms (WR)**

Focus for Learning

Effective writers do not write in a genre or form without a purpose. When writers write, they select the genre or form according to the purpose they have in mind. They choose the genre that will best convey the meaning they intend. Some writers begin to develop a genre or form that is their favourite and write series of texts in that form.

Explicitly teaching characteristics of a variety of genres allows students to identify them in their own reading and use them in their own writing. Encourage students to read texts in the genre being taught to reinforce it. As a teacher, throughout the year, reflect on the following questions:

- Have students written in a variety of genres?
- Have students written in a range of forms in each genre?
- Have students had instruction and balanced opportunities to develop a variety of writing forms?

There are many genres and students should be introduced to several, as a means to building a repertoire of genres to choose from in their writing and representing. It is important to establish the desire to write in a genre by making it interesting and enjoyable.

Certain genres have been **suggested** as a focus throughout the Grade 5 school year:

Beginning	Mid	Late
Descriptive	Procedural	Personal Communication
Recount	Narrative	Persuasive
Poetry	Poetry	Poetry

After a genre has been selected as a focus and is introduced, it becomes part of regular classroom activity for the remainder of the year, being revisited many times. Although specific genres have been suggested for explicit teaching, this does not mean that other writing genres should not be discussed as opportunities arise or need dictates.

Naturally, many writing genres will be repeated throughout Grades 4 - 6. The expectation is that students will move toward increasing complexity of thought, refinement of expression, and depth of imagination. Signs of language growth and development should be evident.

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

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### Suggestions for Teaching and Assessment

- It is important to keep track of students' progress in writing which includes:
  - Observing - careful, focused observation is a part of good teaching as well as good assessment. Look for students' attitudes toward writing, the writing strategies they use, how they collaborate during writing and how they share their writing. Observing does not need to be time consuming, it may only take a few minutes. Ask questions such as *Are you having a problem?* or *What are you planning to do next?*
  - Keeping Records - anecdotal notes are brief recordings that provide rich details about specific writing events. Record as the observations are being made, or as soon after as possible, so recollections will be accurate. A collection of these notes during the year provides a full picture of each student's development as a writer. Once teachers find a routine and choose a method of organization that works best for them, the recording becomes comfortable and beneficial. There are numerous methods to organize the note taking. E.g.,
    - Use a *card file box* with dividers for each student. Notes can be written on file cards and added to the box.
    - Keep a binder with a separate page for each student. Record observations using a clipboard and peelable labels or sticky notes. Write the date and the student's name on each sticky note or label. Following the note taking, place individual notes on the page reserved for that student in the binder. Keep a class list in the front of the binder and check off each student's name as anecdotal notes are added to their section of the binder. This provides a quick reference of the students you have observed and how frequently you have observed them.
- Engage in conferences with students. These can be brief as a visit with students at their desks or a little longer at a writing conference table. The role of the teacher in a writing conference is to be a listener and a guide, learning much about the students and challenges they face.

### Resources

Outcomes

*Students will be expected to*

**9.2 (cont'd) create texts in various genres and forms (WR)**

Focus for Learning

**Procedural** writing has been introduced in previous grades and is an important writing genre to continue to develop with students.

Procedural writing should:

- clearly state a goal or objective
- provide an overview or list of materials or resources needed
- address any safety procedures that need to be followed
- include all the steps for the procedure.
- allow the reader to be able to follow the procedural writing fully without having to make any assumptions.

Create and display an anchor chart for students to use for reference.

E.g.,

GENRE: PROCEDURAL		
Purpose - to tell the reader how to do or make something		
Structure	Features	Form (examples)
Usually contains: <ul style="list-style-type: none"> <li>• logical sequence of events, which is broken up into small sequenced steps.</li> <li>• detailed information on how (carefully, with the scissors); where (from the top); when (after it has set)</li> <li>• detailed factual description (shape, size, colour, amount)</li> </ul>	<ul style="list-style-type: none"> <li>• contains headings, subheadings, numbered steps, diagrams, photographs</li> <li>• is written in the simple present tense (do this, do that)</li> <li>• focuses on generalized people rather than individuals (<i>first you take</i>, rather than <i>first I take</i>)</li> <li>• action verbs (cut, fold, twist, hold, etc.)</li> <li>• linking words to do with time (first, when, then, finally, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• recipes</li> <li>• map directions</li> <li>• rules for games</li> <li>• science experiments</li> <li>• road safety rules</li> <li>• 'how to' manuals</li> <li>• mathematics problems</li> </ul>

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

Suggestions for Teaching and Assessment

-  Ask students to brainstorm, with a partner, possible ideas for creating their own recipe. They can talk about what they would like to make, what materials they will need to make it and the steps they will need to follow to create it. When they have finished sharing, ask them to individually write their ideas in an organizer containing a title, purpose, ingredient and steps. Next, ask students to create the recipe and combine it with classmates' recipes to form a class recipe book. This recipe book may contain family favourites, cultural meals and/or healthy choices following Canada's Food Guide.
- Ask students to develop a set of directions that will help an invited guest to the school, find his/her way from the main office to their classroom or to another location in the school (e.g., gym, multipurpose room).
-  Ask students to think about a time in Mathematics when they would need to communicate through procedural writing. They can turn and talk to a classmate about it.
- Ask students to use a series of digital photos of an activity (how to play hopscotch, how to blow bubbles with gum, how to build a snowman, etc.) and write detailed instructions for that activity.
- Ask students to develop a game or sport including the purpose or goal of the game, the equipment or pieces needed and the rules. To test its effectiveness, students can then play the game or sport with the rest of the class using only the list they developed as an explanation.
-  Tell students about Rube Goldberg, a cartoonist and inventor, whose cartoons became well known for depicting complex devices that performed simple tasks. Ask students to provide instructions on how to create a Rube Goldberg contraption using a combination of simple machines.
- Create, with students, criteria that leads to a successful procedural text. Students may check those which apply to his/her procedural writing:

Procedural Writing Success Criteria	
I stated what is to be made or done.	
I listed all materials.	
I included step by step instructions.	
I started each step on its own line.	
I used a verb in the present tense at the beginning of each line.	

Resources

**Authorized:**

- **Moving Up With Literacy Place 5** (Scholastic 2008)

**Literacy Support Guide:**

*Explanatory Text Organizer* p. 409

• **Resource Links:**

For information on Rube Goldberg for see [www.k12pl.nl.ca](http://www.k12pl.nl.ca)

Outcomes

*Students will be expected to*

**9.2 (cont'd) create texts in various genres and forms (WR)**

Focus for Learning

Another genre that is a focus in mid Grade 5 is Narrative. **Narratives** are stories that have unique elements of structure, distinguishing them from other forms of writing. Often the structure is complex, as authors manipulate characters, plot, setting, and other elements to produce interesting stories. **Traditional narratives** are narratives that have been passed down, initially by word of mouth, from generation to generation. Consider connecting traditional narrative writing with ancient Egyptians. Relate the fact that the Egyptians were the first people to record oral stories.

Beginning writers usually find specific assignments easier than open-ended ones. Always give new narrative writers specific instructions. Once they are more proficient, give them more open-ended projects.

Create an anchor chart with students to remind them of the characteristics of narrative text. It is important to teach each element separately.

GENRE: NARRATIVE		
Purpose - to tell a story or account of a series of events; to entertain and engage the reader in an imaginative experience.		
Structure	Features	Form (examples)
Usually contains: <ul style="list-style-type: none"> <li>plot (the concept of beginning, middle and end)</li> <li>setting (e.g. location, time, weather, etc.)</li> <li>characters</li> <li>theme</li> <li>point of view</li> <li>conflict</li> <li>resolution (sometimes)</li> </ul>	<ul style="list-style-type: none"> <li>defined characters</li> <li>may be fictitious or true</li> <li>contains descriptive language or dialogue</li> <li>usually past tense</li> <li>linking words that are time related</li> <li>can be first person or third person</li> <li>progresses in sequence</li> </ul>	<ul style="list-style-type: none"> <li>short story</li> <li>cartoon</li> <li>poem</li> <li>play</li> <li>historical fiction</li> <li>realistic fiction</li> <li>autobiography</li> <li>traditional narrative                             <ul style="list-style-type: none"> <li>fable</li> <li>pourquoi tale</li> <li>myth</li> <li>legend</li> <li>tall tales</li> <li>fairy tale</li> <li>trickster tales</li> </ul> </li> </ul>

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

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### Suggestions for Teaching and Assessment

- Read two narrative texts (that are very different) aloud to students. Tell the students that both texts are examples of narrative writing. Discuss what makes them narrative and record students' ideas. Using these ideas, ask students (in pairs or independently) to sort and separate books they believe to be examples of narrative texts. Ask volunteers to share one selection and explain why they determined it was an example of narrative text.

- Look over the newspaper comic strips, and discuss some of the common features. They usually feature:

- 1-2 sentence conversations between characters
- 1 picture per frame with somewhat close-up perspective
- Humorous situations or dialogue

Brainstorm scenarios that students might like to use to create a comic strip. Ask students to draw a rectangle the length of the paper, and divide the rectangle into 4-5 squares, making sure the squares are large enough to draw the picture and add in the text while being both visible and legible. Next, students draw the picture that will go in each of the frames, trying to convey the comic with words and pictures. Point out that sometimes it is the contrast between text and image that is the source of the humor. Ask students to explore ways to share the comic strip with others. They may take a digital picture of the comic strip or scan it to be shared electronically. Once a digital copy of the comic is made students can email it or set up a blog to showcase the representation.

- Ask students to write a traditional narrative. Traditional narratives came from oral storytelling. Ask them to take a family tradition that has been passed on orally and create a written text.

-  Incorporate narrative writing in other curriculum areas. Ask students to:
  - write about a historical event from the perspective of the people involved (Social Studies)
  - write journal entries from a famous person's point of view (Social Studies)
  - write a Math story (Mathematics)
  - create a short story based on a visual
  - convert a story into a play or a comic strip (Art)
  - write about their favourite sport/activity and why they like it (Physical Education)
  - write about their favourite athlete (Physical Education)

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Literacy Support Guide:

*Comic Strip* pp. 93-94

#### Resource Links:

- see [www.k12pl.nl.ca](http://www.k12pl.nl.ca) for link to create cartoons digitally

Outcomes

*Students will be expected to*

**9.2 (cont'd) create texts in various genres and forms (WR)**

Focus for Learning

Poetry is an essential part of the language curriculum and should be integrated throughout the year. It is suggested that *Poetry Workshop* be incorporated as part of the Reader's and/or Writer's workshop and this structure is described in the *Beginning* section of this document.

Teaching poetry goes beyond using a print text, dissecting it and finding one meaning. In contrast, students need to hear poetry read aloud, engage with it, and probe for deeper meaning through discussion with others.

As students experience poetry and as they begin to pay attention to the language and rhythms of poetry, they build oral language skills. Students with well-developed oral language skills are more likely to be more proficient readers and writers.

Teachers can help students reach goals in literacy development by involving them in performances and discussions, as well as in the reading and writing of poetry during the Poetry Workshop. Provide opportunities for students to play with the words of a poem and to interact with it. Support students who wish to represent their understanding of poetry in a variety of ways (i.e., music, choral reading, dance, drama, shared reading, role play, etc.). The reading aloud and performing of poetry acknowledges that sound brings meaning.

Different forms of poetry have been introduced in Grade 4 ( narrative poetry, free verse, concrete, haiku, cinquain, limerick, formula poem) and should be revisited often throughout Grade 5 (refer to online Grade 4 curriculum guide, page 108, 176 and 212). Continue to these poetic forms on an ongoing basis with students so that they may choose a form that works best for different writing purposes. In Grade 5 poetic forms may include:

- Narrative
- Tanka
- Concrete
- Haiku
- Cinquain
- Limerick
- Formula
- Acrostic
- Free Verse (focus late Gr. 5)

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

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### Suggestions for Teaching and Assessment

- Ask students to create formula poems such as:
  - *I am...* poems - written from the point of view of a particular character.

I am...
I became...
I believe....
I said...
I began...
I went...
I am....

-  *I used to... but now...* poems - each odd number line starts with *I used to....* and every even number line starts with *But now.....* This type of formula poem helps students recognize what they have learned or how the world changes. This might be done as a collective class poem after a unit of study in other content areas.

I used to think ...
But now I know ...
I use to think ...
But now I know..
I use to think ...
But now I know..

- Prepare a place in the classroom entitled, *Poetry in my Pocket*. Students may bring a denim pocket or create a paper pocket to add to the display. Ask students to gather their own poetry as well as poetry by others and place them in their individual pocket to make a collection of their favourites.
- To help students appreciate poetry as a form of text, arrange to have *open mic* once a week. Set up a space (may be called a *theatre*) in the classroom with a stage, a microphone and possibly a curtain and spotlight to shine on the performer. Ask students to be on a constant search for poetry. From their collection of poems, ask them to choose ones that inspire them and perform them at open mic. Students may also perform their original poetry pieces.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Resource Links:

- For video link to Open Mic task, see [www.k12pl.nl.ca](http://www.k12pl.nl.ca)

Outcomes

*Students will be expected to*

**10.1 create texts using the processes of writing and representing (WR)**

Focus for Learning

Through Mid Grade 5, the goal is for students to practice the writing process with greater independence.

The writing process is fluid and students often move through the stages with different levels of confidence. Students are guided and encouraged to become more independent. This independence will help them write and represent more effectively in all areas of the curriculum. Students progress at their own pace through the writing process and this is monitored by the teacher. It would not be typical to have all students working at the same point of the writing process at the same time. Several students may be gathering ideas while others may be editing or revising. Students at the Grade 5 level will have a wide range of writing skills and knowledge. Some will need focused direction and explanation while others will need to be challenged in topics, forms, text features, etc.

As students engage in this process, there should be frequent minilessons with small groups having similar needs (guided writing) focusing on clarifying meaning, refining ideas, the writing traits, etc. As students work with the writing process, refer to the writing traits explicitly taught in beginning Grade 5, page 122.

1. Ideas and Content
2. Organization
3. Sentence Fluency
4. Voice
5. Word Choice
6. Conventions

**Pre-writing** - Continue to model pre-writing for students as needed but the focus should now be on moving students toward greater independence with this stage. Small group instruction with those who have not moved beyond the guided stage should continue to occur. Also, as students move toward independence in their pre-writing stage they need to begin to initiate discussions with peers for ideas, clarifications, and suggestions that will help in their writing and representing.

As students are motivated to write and as they become more proficient in the writing process, they may begin to add ideas to their Writer's Notebook more automatically. It is important for teachers to encourage students to record their ideas in the Writers Notebook whenever an idea surfaces, rather than only when they are directed to do so.

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

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### Suggestions for Teaching and Assessment

- For students who need guidance with pre-writing, provide a story idea that you think would interest them (e.g., hockey). Instruct students to draw five or six large cloud shapes on paper. At the top of each cloud, ask students to write a main idea word that comes to mind about the topic. Inside each cloud, students then brainstorm detail words about each main idea. When finished, students can review the word clouds and begin to organize the ideas for their stories. In a modeled writing lesson about *word choice* when writing drafts, explore the question *Does my writing show what is happening?* Share the two writing samples below. Ask students which one appeals most to them.

*1. I missed the ball again. It was my second strike. Disappointed I stepped back and swung the bat back and forth. All I wanted was a hit. I went back to the plate. I was a little nervous. My heart beat fast. I put the bat over my shoulder and waited. The pitcher threw the ball. It came toward me really fast and I swung. I hit it! I dropped the bat and ran to the first base. I was safe.*

*2. Whooooosh! "Strike Two!" the umpire called. I stepped out of the batter's box and hung my head. Just a hit, I thought, that's all I want. I swung my bat a couple times to loosen up, and took my place again, near the plate. With my heartbeat throbbing in my ears, I raised the bat over my shoulder and waited. The pitcher pulled back and let the ball fly. I watched it speed towards me and ... SMACK! I dropped the bat and ran and ran and ran. Safe! First base.*

Ask students to jot down words or phrases, in their Writer's Notebook where the writer uses sounds, thoughts, and feelings to create vivid pictures for the reader. Invite volunteers to share their findings. Draw students' attention to how the writer *showed* what was happening in the second paragraph above. Guide the discussion to how the writer:

- used action words to show what's happening (*called, stepped, hung, swung, raised, pulled, watched, dropped, ran*)
- used the exact words spoken (*Strike Two!*, the umpire called).
- showed the feelings of a character by what he does (*hung his head, heartbeat throbbing in my ears*)
- painted pictures with specific words, or groups of words (*I raised the bat over my shoulder, and waited* and *I dropped the bat and ran and ran and ran. Safe! First base*)

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)
- **Grade 5 English Language Arts Curriculum Guide 2013 Appendix D: Provincial Scoring Guide**

#### Supplementary:

- **Write Traits Classroom Kit (2006)**

#### Resource Links:

See [www.k12pl.nl.ca](http://www.k12pl.nl.ca)

Outcomes

*Students will be expected to*

**10.1 (cont'd) create texts using the processes of writing and representing (WR)**

Focus for Learning

**Drafting** - when students are drafting texts, the intent is for them to be interactive and collaborative, seeking help with ideas or organization from peers. If necessary, remind students that their attention should be on content and not on conventions (spelling, grammar, punctuation, etc.) in this stage of the process. Students may write the words *first draft* on this version of writing to indicate that the emphasis, so far in their writing, has been on content, not conventions.

As students learn from the explicit teaching in the minilessons, some will gradually take on more responsibility for drafting their own texts, becoming less dependent on the teacher.

Through modeling, expose students to the type of questions they should ask when creating a first draft. For example:

- What ideas or thoughts will we include?
- What will the title be?
- How will we organize the ideas?
- How will we introduce, develop and conclude our first draft?

As students move through various writing tasks, these questions should be posed more often by the students than by the teacher. By asking more of these questions independently, students are taking on more responsibility for writing their own drafts.

**Revising** - When students are revising they are adding, subtracting, rearranging, changing, replacing to strengthen their drafts and make it more effective. This process should be positive and creative and often includes the addition of figurative language in poetic, descriptive or media texts. Continue to encourage students to think about the writer's craft that was discussed in beginning Grade 5.

There are many areas to consider for revision. For revision to be effective, teach traits in minilessons and ask students to look in their recent writing and concentrate on making revisions reviewed in the lesson. For example, if the teacher had just taught a lesson on *voice* in writing, the students should focus on just *voice* in their revisions.

By Mid Grade 5, the teacher may be able to take a less active role in some revising groups.

Checklists are useful for students in all stages of the writing process but especially in the revising stage. It is important to frequently change the items on the checklist to ensure that students read them carefully. Change can involve adding new things for students to check for or it may be as simple as mixing up the order of the items in the checklist. After students become comfortable with using checklists, consider giving them the opportunity to design their own checklist, in student-friendly language.

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

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### Suggestions for Teaching and Assessment

- Discuss how *figurative language* can be used to create a text which allows the reader to truly experience the writer's story. In modeled writing lessons, explicitly teach types of figurative language that students may use when they write. Use mentor texts as examples of simile, metaphor, alliteration, personification, idiom, onomatopoeia, etc. Display these texts in the classroom library with a label on the front cover of each, indicating that it is a good example of a particular type of figurative language. Ask students to add to the display as they find texts that also have examples of figurative language.
- Set up *Revising Centers* for students to use as they work on revising their drafts. Each center is a place where students can go to focus on each of the writing traits. These centers can be created in plastic containers or boxes with the instructions and any supplies that might be needed. During a writer's workshop, they may be set up on tables in corners of the classroom, or any area you wish to designate to them. Students may use one or more of these centers as needed. Below is a list of possible centers with a brief description. The important thing is to create centers which address the needs of your students.
  - **Organizing Center:** Students draw a chart or diagram to show the organization of their writing. Examine this diagram to see if the writing flows in a logical manner, and make appropriate revisions to ensure effective organization. This should be done with a partner.
  - **Rereading Center:** Students read their draft to a partner. The partner offers compliments and if needed, asks questions for clarification.
  - **Word Choice Center:** Students select 5-10 words in their drafts and look for more powerful synonyms using a thesaurus, classroom word walls, or suggestions from classmates.
  - **Sentences Center:** Students choose a section of their drafts with too many short sentences (often signaled by too many 'ands') and combine the sentences to improve the flow of ideas.
  - **Titles Center:** Students brainstorm possible titles for their writing at this center. They begin by writing three to five of the most important ideas or words from their writing, such as fishing-dad-me-prize. Then they make a list of at least three descriptive, unique titles, using the words they have identified.
  - **Highlighting Center:** Students use highlighter pens to mark their writing as per teacher's directions. Depending on the needs of the students, they may be asked to highlight things like; topic sentences, descriptive language, transitions between ideas, or genre characteristics. (*adapted from Thompkins 2012*)

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Literacy Support Guide:

*Converting A Plan into a First Draft* p. 256

*Changing Jot Notes into Continuous Text* pp. 257-258

*Presenting Your Point of View* pp. 258-259

*Drafting an Interview* p. 260

*Staying On Topic* p. 261

#### Other:

- Thompkins, Gail E. Teaching Writing: Balancing Process and Product (2012)

Mid Grade 5

Outcomes

*Students will be expected to*

**10.1 (cont'd) create texts using the processes of writing and representing (WR)**

**10.2 collaborate with others during text creation (WR)**

**10.3 use language conventions appropriately (WR)**

Focus for Learning

**Editing** - Providing students with many opportunities to edit will improve their critical thinking skills as well as their writing. Students should use sensitivity when pointing out errors in their classmates writing. Model editing by choosing writing by authors who are not personal acquaintances such as blogs of celebrities. Newspaper articles may offer good material for review and edit suggestions.

Help students to edit their work by setting up *Editing Centers* (e.g., Punctuation Center, Capitalization Center, Spelling Center, Homophones Center, Sentences Center) to help them focus on standard writing conventions. Each center is a place where students can go to focus on a particular feature in editing.

Students have been learning that the proper use of conventions is a courtesy to readers and it helps them to communicate their message. The editing stage is a good time to help students connect the skills being taught to their writing. By Mid Grade 5, many students will demonstrate a growing understanding of proper usage of language conventions and take more responsibility for editing their own writing, as well as the writing of classmates. Use the list below as a guide to planning instruction on language conventions (a brief explanation of each is provided in Appendix C). Mini-lesson topics should be selected based on assessment of student needs. After a topic has been addressed it should be reinforced in their daily writing as part of their writing repertoire.

	Conventions (ongoing in Beginning, Mid and Late)	
Grammar	<ul style="list-style-type: none"> <li>• action verbs ending with -ing</li> <li>• choosing appropriate tense</li> <li>• linking words (e.g., and, because, so, then, etc.)</li> <li>• possessives</li> <li>• tense consistency throughout a piece of writing</li> </ul>	
Capitalization & Punctuation	<ul style="list-style-type: none"> <li>• abbreviations</li> <li>• apostrophes</li> <li>• capital letters</li> <li>• colon in a list</li> <li>• commas</li> <li>• dialogue conventions</li> <li>• exclamation mark</li> <li>• periods</li> <li>• question mark</li> <li>• quotation marks</li> </ul>	
Spelling	<ul style="list-style-type: none"> <li>• comparatives and superlatives</li> <li>• small words in big words</li> <li>• spelling patterns and word families</li> <li>• classroom resources (print/online dictionary, word wall)</li> <li>• plurals</li> <li>• contractions</li> <li>• word origins</li> <li>• compound words</li> <li>• homophones</li> <li>• root-words and suffixes</li> </ul>	

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

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### Suggestions for Teaching and Assessment

- Discuss with students how the first lines of a text can *make or break* a piece of writing. Ask students to locate, in magazines, examples of topic sentences which they find interesting and discuss how it *makes* or *breaks* the writing. They may consider the dialogue, anecdote, character description, “hook” line, quotation, question, moral, setting, or description. Ask students to review text they have written and ask them to see if they need to choose a better lead.
- Display a sentence or paragraph. Tell the students how many errors there are and give until the end of the next day to find them.
- Set up editing centers. Use plastic containers or boxes with the instructions for each center. During a writer’s workshop, they may be set up on tables in designated areas of the classroom for students to visit at various stages of writing, as needed. Below is a description of centers that students could avail of as they work through the proof reading and editing stage of the writing process. These may be adapted to meet the needs of students.
  - Punctuation Center: Students proofread their drafts, focusing on punctuation marks. A highlighter should be provided to note missing punctuation marks and punctuation that is used incorrectly. Next, students make necessary corrections, either on their own or with a classmate.
  - Capitalization Center: Students check to see if each sentence in their draft begins with a capital letter. They also check that the word I is capitalized and all proper nouns (names, places, events) are capitalized. After they have corrected all errors, they use a highlight pen to mark all the capital letters in their draft.
  - Spelling Center: Students work with a partner to proofread their draft, looking for misspelled words. Next, students use a variety of strategies (e.g., dictionary, word walls, ask a classmate) to correctly spell them.
  - Homophones Center: Students check their drafts for homophone errors (e.g., there-their-they’re) and then look to an anchor chart which has been posted in the classroom to assist them with corrections.
  - Sentences Center: Students analyze the sentences in their drafts and categorize them as simple, compound, complex, or fragment on a chart. After that they make changes to improve the sentence fluency in their writing.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008):  
**Literacy Support Guide:**  
*Learning Buddies* p. 52
- **Grade 5 English Language Arts Curriculum Guide 2013**  
Appendix C: Conventions

Outcomes

*Students will be expected to*

**10.1 (cont'd) create texts using the processes of writing and representing (WR)**

**10.4 reflect on themselves as writers (WR)**

Focus for Learning

**Publishing** - Publishing is important. If students know that they are writing for a real purpose and audience, they tend to put more effort into doing their best work. Publishing does not have to be time consuming but when the writing goes from only something that the teacher sees to something that others see, students give it more value.

There are numerous ways to publish student work using ICT in the classroom. Depending on level of comfort, introduce students to one or more programs or applications (see column 4)

Successful writers have an ongoing awareness of their writing/representing and they monitor their own writing strategies. As students write they make deliberate choices about strategies to use as they purposefully plan, revise and edit their writing to communicate meaning. Proficient writers use appropriate strategies to organize ideas for writing, to monitor and evaluate progress as they work, to revise throughout and to correct conventional errors all in an effort to refine their writing. Writers carry on a running conversation with themselves about their progress as they maneuver these strategies:

- **Setting goals** - this usually occurs in the prewriting stage of the writing process. Students look at their purpose for writing and their intended audience to determine the most appropriate genre and form for their writing piece. These goals serve as a map from start to finish.
- **Self-questioning** - students ask themselves questions as they set goals, monitor, and evaluate their writing ( See Self-Assessment questions in column 3). The questioning strategy helps students guide their thinking throughout the writing process. Teachers should think aloud, modelling how to ask themselves questions. Provide support to students as they construct their own questions.
- **Monitoring** - This metacognitive strategy plays the role as supervisor in that it helps the student keep track of their progress, signal problems as they arise and take action to correct them. Students also use monitoring to determine how well they use the other writing strategies. At each stage of the writing process students consider whether they are using the strategies successfully, and judge the effectiveness of their writing.
- **Evaluating** – Students reflect on, and evaluate, their writing and make judgments about it. During each stage of the writing process, they review their writing to determine if it matches what they had set out to do, and to regulate their use of other writing strategies. The essential component to the ‘evaluating strategy’ is the student’s own thinking about whether their goals for writing have been achieved.

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

### Suggestions for Teaching and Assessment

- Ask students to create *Poetry Pages* on a class website, or in their blogs. Encourage students to select from their writing folders or portfolios, pieces they feel are ready or ones they wish to polish before sharing.
- Prepare an *Author's Chair* in the classroom. This is a special chair in which students sit to read his or her work to peers. The teacher then models and facilitates giving kind verbal comments, such as the following:
  - I really like \_\_\_\_\_ .
  - Something that really stood out in your text for me is \_\_\_\_\_ because \_\_\_\_\_ .
  - I could really picture \_\_\_\_\_ because \_\_\_\_\_ .
- Model a strategy as you write, revise, or edit a piece of writing. As they work through this, talk aloud about the thought processes and the decisions that are made. Ask students to select a piece of writing from their in-progress writing folder to conference with a partner. Focus on the strategy which was just demonstrated, or another one or two of their choice as they reflect on each other's writing. Students record their findings on the writing. Invite some students to share with the class.
- Ask students to examine the artefacts in their Writer's Notebook, In-progress Writing Folder and/or Writing Portfolio to identify their strengths and challenges as a writer, and to establish one-two goals for themselves. They may use the following sample Student Reflection:

_____ 's Reflection: Self-Assessment	Date:
The attached portfolio item/s is (e.g., first draft, prewrite plan, published piece) _____	
This/these piece(s) of work demonstrate(s) that I can:	
____ organize my writing in a logical way	
____ support ideas with details	
____ write using a variety of sentence structures	
____ include voice and feelings in my writing	
____ use effective and powerful word choice	
____ use appropriate spelling	
____ use appropriate punctuation	
____ use capital letters where necessary	
____ use paragraphs appropriately	
____ use transition words to connect my ideas	
____ use the writing process	
I feel I am best at: _____	
I seem to struggle with: _____	
The two goals I wish to set for my writing are:	
1. _____	
2. _____	

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Literacy Support Guide:

*Creating Sources in a Bibliography* p. 244

*Thinking About Your Writing* p. 262

- **Grade 5 English Language Arts Curriculum Guide 2013** Appendix C: Conventions

#### Resource Links:

- For ideas on publishing student work using ICT as referenced in column 2, see [www.k12pl.nl.ca](http://www.k12pl.nl.ca)

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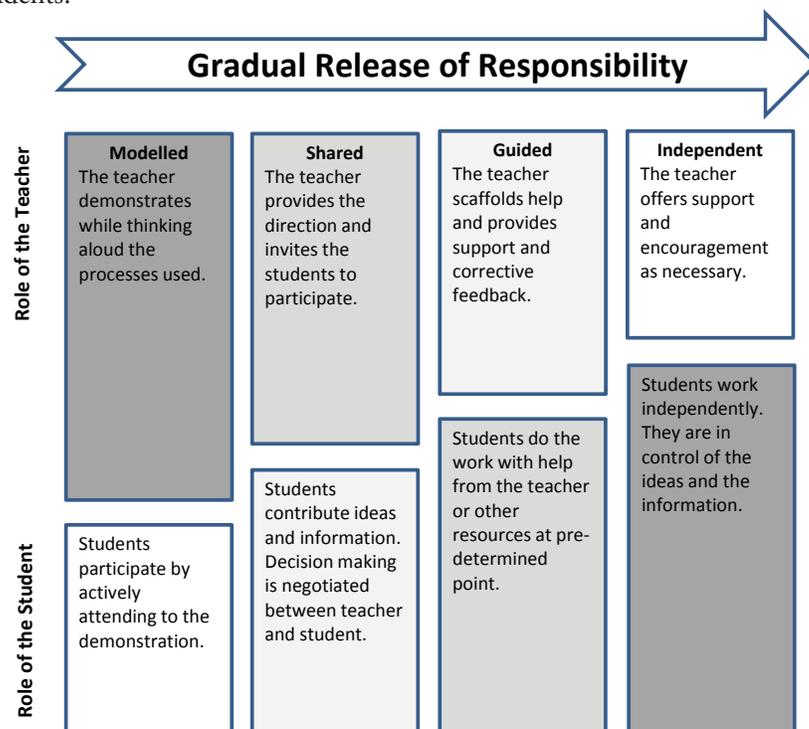
**English Language Arts**

**Late Grade 5**

## Late Grade 5: Gradual Release of Responsibility

The skills of the teacher, and how the teacher uses valuable instructional time is important. There is much research on effective literacy teaching, which includes small group instruction, differentiation, and a response to intervention, which can be challenging for teachers. Research shows that whole-class instruction, on its own, will not work to improve the literacy achievement of students. To be effective, teachers should engage students in purposeful instruction designed to meet the needs of individuals and smaller groups of students.

A common way that teachers can do this is to use a gradual release of responsibility model (Pearson & Gallagher, 1983). *Effective instruction often follows a progression in which teachers gradually do less of the work and students gradually assume increased responsibility for their learning. It is through this process of gradually assuming more and more responsibility for their learning that students become competent, independent learners. (Grays & Fitzgerald, 2003, pg. 98).* Stated another way, the gradual release of responsibility "... emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise" (Buehl, 2005). This gradual release may occur over a day, a week, a month, or a year. Beginning Grade 5 focused on setting up structures and laying foundations for literacy instruction. This will continue into mid and late Grade 5 with the teacher being aware of gradually releasing more responsibility to students.



Adapted from: *The Gradual Release of Responsibility Model* (Pearson and Gallagher, 1983)

The table below contains specific outcomes for Late Grade 5. While all outcomes are integrated, aspects of different outcomes are given focus at different times in the year. **After an outcome, strategy or concept has been selected as a focus and is introduced it becomes part of regular classroom activity for the remainder of the year, being revisited many times.** Page numbers, in brackets, show all references to each outcome in this curriculum guide.

<b>CURRICULUM OUTCOME OVERVIEW (LATE GRADE 5)</b>	
<p>GCO 1: Students will speak and listen to explore, clarify, extend and reflect on their thoughts, ideas, feelings and experiences. (SL - Speaking and Listening)</p> <p><i>* GCO 1 was addressed in Beginning and Mid</i></p>	<p>GCO 6: Students will be expected to respond personally to a range of texts. (RV - Reading and Viewing)</p> <p><i>* GCO 6 was addressed in Beginning and Mid</i></p>
<p>GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically. (SL - Speaking and Listening)</p> <p><i>Students will be expected to:</i> 2.2 use effective presentation skills (p. 60-61, 154-155, 220-223)</p>	<p>GCO 7: Students will be expected to respond critically to a range of texts, applying their knowledge of language, form and genre. (RV - Reading and Viewing)</p> <p><i>Students will be expected to:</i> 7.5 recognize that social action can bring about change (p. 234-235)</p>
<p>GCO 3: Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose. (SL - Speaking and Listening)</p> <p><i>* GCO 3 was addressed in Beginning and Mid</i></p>	<p>GCO 8: Students will be expected to use writing and representation to explore, clarify and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations. (WR - Writing and Representing)</p> <p><i>* GCO 8 was addressed in Beginning and Mid</i></p>
<p>GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media and visual text. (RV - Reading and Viewing)</p> <p><i>Students will be expected to:</i> 4.4 explain how text structures help readers construct meaning (p. 76-81, 166-169, 224-227) 4.6 use a variety of comprehension strategies (p. 86-93, 172-177, 228-233) 4.7 reflect on themselves as readers (p. 94-95, 178-179, 232-233)</p>	<p>GCO 9: Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes. (WR - Writing and Representing)</p> <p><i>Students will be expected to:</i> 9.2 create texts in various genres and forms (p. 108-109, 110-119, 200-207, 236-239)</p>
<p>GCO 5: Students will be expected to interpret, select and combine information using a variety of strategies, resources and technology. (RV - Reading and Viewing)</p> <p><i>* GCO 5 was addressed in Mid-Grade 5</i></p>	<p>GCO 10: Students will be expected to use a range of strategies to develop effective writing and representing and to enhance their clarity, precision and effectiveness. (WR - Writing and Representing)</p> <p><i>Students will be expected to:</i> 10.1 create texts using the processes of writing and representing (p. 120-141, 208-215, 240-241) 10.3 use language conventions appropriately (p. 132-137, 212-213, 242-243) 10.4 reflect on themselves as writers (p. 140-143, 214-215, 244-245)</p>

Outcomes

*Students will be expected to*

**2.2 use effective presentation skills (SL)**

Focus for Learning

In early and mid Grade 5, students were given many opportunities to learn and apply effective presentation skills. Continue to encourage oral presentations when opportunities arise and in late Grade 5 provide instruction and guidance for more formal, polished presentations.

The process of developing a formal presentation is similar to the writing process in which students choose appropriate language as they draft content and revise it. Technology tools can also be selected to meet the strengths and needs of individual students as they engage in different types of presentations. Students also need experiences working together to organize and deliver group presentations.

In late Grade 5, the role of the teacher in student learning is moving away from active involvement and facilitation to providing feedback and more scaffolded support. This will vary from class to class and some students may always need high levels of support during presentations. It is important that teachers continue to model presentation skills and support students, giving them time they need to prepare a formal presentation.

As students in Late Grade 5 move along the formality continuum (shown below), create opportunities for them to formally speak/present in front of an audience.

Beginning Gr. 5 (Spontaneous)	Mid Gr. 5 (Prepared)	Late Gr. 5 (Formal)
<ul style="list-style-type: none"> <li>no rehearsal</li> <li>not scripted</li> </ul>	<ul style="list-style-type: none"> <li>jot notes</li> <li>not scripted</li> <li>some rehearsal</li> <li>may involve props, technology</li> </ul>	<ul style="list-style-type: none"> <li>fully developed</li> <li>scripted</li> <li>polished</li> <li>rehearsed</li> <li>may involve use of props, technology</li> </ul>
Suggestions	Suggestions	Suggestions
impromptu discussions about books	informal book talks	formal book talk
storytelling (personal experiences)	storytelling	storytelling
choral speaking/poetry	reader's theatre	drama
retelling topic talks	oral summary mini presentations	formal presentation
focused inquiry/ discussion	informal debate/ interview	formal debate

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

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Suggestions for Teaching and Assessment

Resources

- Facilitate and record a *formal debate*, for example, *The Importance of Saving a Wetland* position. One might consider the builder who wants to clear out the wetland to build 200 affordable housing units. Position Two might consider the biologist who wants the wetland to be deemed a conservation area. Remind students about respectful speaking and listening. Draw students' attention to the speakers' abilities to:

- effectively communicate their positions
- support their position with facts
- see both sides but still provide a counter argument
- remain calm
- appeal to the audience
- effectively use body language

Show students the video clip of the debate and ask them to take jot notes on the bulleted items above. In pairs ask them to select three things that worked well and suggest one way to make the debate more effective.

- Collaborate with students to create a storytelling success criteria.

E.g.,

Success Criteria Checklist	Yes	No
I used a loud, clear voice.		
I used exaggerated facial expressions.		
I used gestures to match the story (hands up to show fear).		
I used tone of voice and pitch to match characters in my story.		
I created an atmosphere using sound effects and/or props.		

- Ask students to create voice mail greeting which reflect the interests and idiosyncrasies of the character(s) of a text. Ask them to pay particular attention to diction and tone as they deliver their messages.

Outcomes

*Students will be expected to*

**2.2 use effective presentation skills (SL)**

Focus for Learning

Discuss how some formal presentations are more effective than others and why. A framework for the discussion could include a focus on the Four P's:

- Planning - Presenters should think about the content of the presentation in relation to purpose, the audience's interest, and the audience's level of understanding of the topic.
- Preparing - Presenters should establish a positive mindset by valuing the message and preparing the structure and timing of the presentation. The structure may consist of three parts:
  - an attention-getting opening such as a question, a startling statement, or telling a relevant incident to create interest.
  - key ideas - 4 to 6 different points that are backed up with support.
  - a memorable closing such as a summary of the message or a challenge to the audience. It is usually effective when the closing relates to the opening.
- Practicing - to build confidence and enthusiasm, presenters should review the content, rehearse, and get feedback on the presentation.
- Presenting - Presenters should:
  - make a positive first impression
  - establish eye contact with the audience
  - relax
  - build rapport with the audience to hold their attention
  - project the value of the message
  - speak in a heightened conversational tone
  - speak slowly and emphasize important points by pausing before and after key points to set them apart

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

Suggestions for Teaching and Assessment

-  Ask students to create a video or a podcast (Appendix D) about an environmental health issue such as littering or the 3Rs (Reduce, Reuse, Recycle). Create a self-assessment rubric (sample shown) for students to use to analyze themselves, after a presentation. Ask them to use available recording equipment to record themselves or to ask a classmate to record them as they present something to an audience. Next, students can listen to their recording and use the rubric to assess themselves. The rubric can be discussed with students in a conference.

Oral Presentation Self-Assessment Rubric			
Name:		Date:	
Text:			
	0 points	1 point	2 points
Volume	I can't hear myself properly	I don't read loud enough to hear all the text	I read loud enough to hear all the text
Pace	I talked too quickly or too slowly	I mostly talked at the same speed all the way through	I talked at the right pace to make it easy to listen to
Pause	I don't use pauses	I sometimes use pauses	I pause/stop at the right places
Clarity	I stumble over or mumble lots of words	I mostly talk clearly with a few stumbles	I say each word clearly
Expression	My voice is boring with no highs or lows	I use some highs or lows to add life to my presentation	I use my voice to make my presentation come alive
Total Points:			

Resources

Authorized:

- Moving Up With Literacy Place 5** (Scholastic 2008)

Resource Links:

- For more information on creating a video or podcast see [www.k12pl.nl.ca](http://www.k12pl.nl.ca)

Outcomes

*Students will be expected to*

**4.4 explain how text structures help readers construct meaning (RV)**

Focus for Learning

When students understand the structure of a text, both their fluency and their ability to comprehend improves. At this point in the year, students are reading and writing for longer periods of time. They are exposed to more complex texts, therefore it becomes increasingly important that they recognize commonalities and are able to identify text structures. This does not mean that readers must say to themselves, every time they read, *This is compare and contrast, so I need to think about that structure.* While teachers are providing opportunities for Grade 5 students to experience text structure and identify them, the ultimate goal is to help students use this learning in an automatic way, without giving it a great deal of conscious attention.

At this point in the year, students have learned about several text structures as indicated in the table below. Continue to talk about these with students when opportunities arise. The goal in Grade 6 is for students to develop a deeper understanding of the text structures introduced in Grades 4 and 5.

	Grade 4	Grade 5	Grade 6
Beg.	<ul style="list-style-type: none"> <li>Narrative (Fiction)</li> </ul>	<ul style="list-style-type: none"> <li>Description</li> <li>Compare/Contrast</li> </ul>	<ul style="list-style-type: none"> <li>Narrative (Fiction)</li> <li>Compare/Contrast</li> <li>Sequential</li> <li>Enumerative</li> <li>Description</li> <li>Cause/Effect</li> <li>Question/Answer</li> <li>Problem/Solution</li> </ul>
Mid	<ul style="list-style-type: none"> <li>Compare/Contrast</li> </ul>	<ul style="list-style-type: none"> <li>Sequential</li> <li>Narrative (Fiction)</li> <li>Enumerative</li> </ul>	
Late	<ul style="list-style-type: none"> <li>Sequential</li> </ul>	<ul style="list-style-type: none"> <li>Question/Answer</li> <li>Cause/Effect</li> <li>Problem/Solutions</li> </ul>	

The structures that are suggested as a focus for late Grade 5 are:

**Question and Answer** - in this text structure, a question is asked about a topic and then answered. It is one of the easiest structures to recognize because the topic sentence is usually a question. Sometimes the answer is addressed in one or more paragraphs, requiring students to read the entire text in order to find the answer.

A paragraph with a Question and Answer Structure contains:

- a question (usually presented in the heading)
- a clincher sentence - this structure may not have one
- signal words e.g.,

Signal Words for Question and Answer				
who	what	where	when	why
how many	how	question	answer	

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

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### Suggestions for Teaching and Assessment

- Assessment of students understanding of text structures is done through on-going observation, checking to see if students are becoming familiar with reading this structure and if it is helping them gain a deeper understanding of text. As part of an opening routine, present a text and ask students to identify the text structure and support their answer. This should be an ongoing routine throughout the year and reinforce all text structures taught:

- Narrative (Fiction)
- Compare/Contrast
- Sequential
- Enumerative
- Description
- Cause/Effect
- Question/Answer
- Problem/Solution

-  In a shared reading text, ask students to read a text that has the *Question and Answer* structure (sample below). Ask them to identify the topic sentence, signal words and the clincher sentence in the paragraph. E.g.,

*Where* was Nubia located? (*question*) Ancient Nubia was located in North East Africa, along the Nile River. Part of the land that was Nubia is now in Southern Egypt but most of it is in modern Sudan. The Sahara Desert covers this region. (*answer*)  
(*Source:* )

-  Review the *Question and Answer* text structure. Ask students to use their science or social studies book to find an example of this text structure. Ask them to indicate if the structure helped them to understand the text and to explain why or why not. Select 4-5 groups to share their findings with the class.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Other:

- Source for text sample used in Task 2, column 4 is [Investigating Past Societies](#) (Grade 5 Social Studies Student Resource)

Outcomes

*Students will be expected to*

**4.4 (cont'd) explain how text structures help readers construct meaning (RV)**

Focus for Learning

**Cause and Effect Structure** - in this structure, the text explains the reason(s) why something happened. This type of text should contain:

- a topic sentence states a cause that will result in certain effects
- a clincher sentence which sums up the paragraph and connects back to the topic sentence
- signal words e.g.,

Signal Words for Cause and Effect Structure		
as a result	because	due to
if...then...	this led to	in order that
so that	for this reason	so
therefore	since it was	consequently

**Problem and Solution Structure** - texts with this structure provide information about a problem and provides suggestion(s) for its solution. The problem is often stated in the topic sentence. E.g., For the problem of forest fires, several solutions may be offered - put out campfires and not discarding cigarette butts outdoors.

A paragraph with a Problem and Solution structure contains:

- topic sentence
- clincher sentence
- signal words e.g.,

Signal Words for Problem and Solution Structure		
a problem is	the problem is solved by	one reason is
a solution is	conclude	the evidence is
in conclusion	issues are	research shows
a/the reason for	propose	resolved by

---

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

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### Suggestions for Teaching and Assessment

- Ask students to work with a partner. Present them with various scenarios. An example is shown in the top row of the table below. Ask students to discuss and complete the table. Students may also be able to provide additional information.

Sentence: Since it was such an exciting website, I decided to forward it to you.		
Cause	Effect	How I knew
<i>exciting website</i>	<i>I decided to forward it to you</i>	It had signal words, <i>Since it was</i>

- Ask students to read a text such as the one below:

*Have you ever had an ice-cream headache? That's when a painful sensation resonates in your head after eating something cold (usually ice-cream) on a hot day. This pain is produced by the dilation of a nerve center in the roof of your mouth. The nerve center is overreacting to the cold by trying to heat your brain. Ice-cream headaches have turned many smiles to frowns.*

Ask students, in small groups, to discuss and decide if the text has a *cause and effect structure*. Observe students as they look for usage of the key elements of this structure (e.g., cause, effect, signal words). Further to this, ask a few groups to model their conversations for the whole class. Teachers should document the students' level of understanding of the Cause and Effect Structure.

- As a reflective practice for students, ask them to think about and share verbally or by writing on an exit card how they know whether or not a text is an example of the *Cause and Effect* text structure.
- In a modeled or shared reading lesson use a sample text of a *problem and solution structure*. Highlight the topic sentence, signal words and clincher sentence. A sample text with these indicated is shown as an example:

*Garbage is becoming a major problem in many communities. (Topic Sentence) Several things can be done to help solve the problem (Signal word). One solution (Signal Word) is to reuse materials instead of throwing them away. Another solution is to recycle. It is much cheaper and also easier on the environment to recycle products such as newspapers, pop cans, and bottles than make new ones. A third solution is to reduce the amount of garbage we throw out. Take out materials that will decompose into the composter instead of the trash bin. If we all reuse, recycle, and reduce, we can cut down the amount of garbage going to our dumps. (Clincher Sentence)*

### Resources

#### Other:

- Dillabough, Diane (2008) *Text Structures Teaching Patterns in Reading and Writing*, *Garbage*, p.117

Outcomes

*Students will be expected to*

**4.6 use a variety of comprehension strategies (RV)**

Focus for Learning

Students continue to build a repertoire of comprehension strategies. Below is a table suggesting new strategies to be added in late Grade 5:

Comprehension Strategies		
Beginning	Mid	Late
Self Monitoring (includes questioning)	Sequencing	Inferring (includes Visualization)
Analyzing (includes determining importance)	Making Connections	Evaluating
	Predicting	Synthesizing (includes summarizing)

**Inferring** - a comprehension strategy that readers use to create meaning by combining relevant personal experiences with clues the author provides.

Inference = background knowledge + text clues

Observations occur when people can see something happening. In contrast, inferences are what we *figure out* based on an experience. Inferring is sometimes described as *reading between the lines*. Sometimes students confuse predicting and inferring because the two are closely related. Remind students that predictions can be proven or disproven but when inferring, an answer may not be confirmed.

The reading of all texts requires continual inference-making because much of what is implied is not directly stated; therefore, it can be a difficult strategy for some students to learn. Inferring is *filling in gaps* the author has left, visualizing text information (*painting a picture in ones mind*), and interpreting visuals. Visualizing and inferring should occur simultaneously.

Students who are inferring may think and say:

- I wonder if the text creator is trying to say...
- Perhaps ...
- It could be that ...
- This could mean ...
- The real message of this text is ...

Inferring requires students to think about what they know and to consider the author’s purpose and style. In fictional text, students learn to make inferences from such things as the character’s physical description, dialogue, inner thoughts, and actions. In non-fictional text, students interpret facts that they have observed. Students may learn to infer from background information or by comparing or combining visual information (e.g., charts or maps).

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

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### Suggestions for Teaching and Assessment

- Display a container (knapsack, suitcase, teacher’s handbag, etc.) containing several objects. Take the items out, one at a time, asking students to infer about the kind of person that might own the container and tell why they think that. As students make suggestions, record their responses in a chart such as the one below. E.g.,

Who owns this bag? _____	
Evidence	Inference
slipper with pet hair on the lining	this person has a pet
car key	this person has a car this person can drive

- Choose a mentor text that encourages students to infer. Read the text aloud and provide questions, such as those shown below, to encourage students to think deeply about inferences they may make about the text. These questions may be displayed for students to use during guided reading instruction and independent reading. E.g.,
  - What do you think the text creator is trying to tell us?
  - What do you think the author really means by this?
  - What clues did you use to make that inference?
  - How do you think the character is feeling when he said that?
  - What is the character *really* like?
  - Why did you find that so \_\_\_\_\_ (funny/sad/ etc.)?
- Select a piece of literature that has vivid descriptive images such as the beginning of Chapter 3 in *Charlotte’s Web*. Ask students to close their eyes and visualize the scene while the selection is being read aloud. Ask students to share with the group their image. A variety of descriptions will come from the group. Next, ask students to sketch the scene they visualized. Ask them to use a strategy such as *Turn and Talk* or *Shoulder Partners* to share their sketch and explain what they heard when the text was read aloud, that influenced their drawing.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Literacy Support Guide:

*Inferring Strategy Checklist* p. 193

#### Other:

- For literature suggestion containing vivid descriptive language as referenced in column 3 see White, E.B., *Charlotte’s Web*, Harper and Brothers (1952)

Outcomes

*Students will be expected to*

**4.6 (cont'd) use a variety of comprehension strategies (RV)**

Focus for Learning

**Evaluating** - Students are evaluating, daily, as they form opinions about their friends, food they are eating, games they play, etc. Evaluating a text requires students to recognize and consider a text creator's bias, assumptions, persuasions, facts, and opinion to help them make a personal judgment about the text. When people evaluate texts, they combine information in their heads with information from the text to assess and make judgments.

Use a mentor text and model for students how *you* evaluate as you are reading. Read the text and *think aloud*. E.g., During the reading of a book about wolves, allow the students to hear your thoughts. E.g.,

*As you view an inside cover say, "I think this red page with the dark black letters is very appealing because it gets me starting to make predictions about the text. The red colour makes me think of danger because it reminds me of the flashing red lights on emergency vehicles. I'm wondering how danger might come into play in this story."*

*After viewing another page say, "I don't think it is fair to portray the wolf in such a negative way because by dressing the wolf in a bulky jacket and hooded sweatshirt, it really makes him look mean. He reminds me of a thief that you might see in a movie. I am not sure this is fair! I know lots of people who wear hooded sweatshirts and they are not mean and they do not make trouble. And when you really stop and think about it, the wolf has been following the rabbit throughout the pages of the book up to this point, and he hasn't harmed the rabbit. Maybe he's not so bad after all."*

Although teachers cannot directly observe a student evaluating, it is possible to take note of student responses to texts, which indicates if they are evaluating. Avail of every opportunity to observe students and look for evidence that they are understanding and evaluating the text.

**Synthesizing** - Synthesizing is the comprehension strategy that ties the other strategies together. When proficient readers synthesize, their thinking grows and changes. They extend their thinking beyond the literal level. As students synthesize they learn to combine information from the text and from the world to create new understandings.

Many readers at the Grade 5 level will require support to learn to synthesize. It is important to model this strategy frequently with *think alouds* as synthesizing requires higher level thinking to make connections, sift through information and decide on main ideas.

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

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### Suggestions for Teaching and Assessment

- Ask students to read a text or listen to a text as it is being read aloud. Working in pairs or small groups, students select a task card with one of the following prompts on it:

- I think that ... (Express an opinion)
- Why do you think that...? (Ask an evaluating question)
- I don't believe... is right. (Challenge the text or the author)
- The author didn't convince me of... because... (Challenging a viewpoint).

Ask the student to read the task card, apply it to the text just read or heard and finish the sentence. The partner, or other members of the small group, can discuss and/or challenge the student's response.

- Conference with a student and talk about a text read recently. In the conversation, note if the student:

- recognizes if the text is fiction or non-fiction or an hybrid (a combination of fiction and informational strands)
- recognizes that the text creator is biased
- looks for authenticity and accuracy of information
- provides opinions about something in the text and can provide support
- changed his/her opinion as new information was learned
- recognizes validity of the perspectives of other people
- critiques the writer's craft
- learned something that can be applied to their writing

### Resources

**Authorized:**

- **Moving Up With Literacy Place 5** (Scholastic 2008)

**Literacy Support Guide:**

*Evaluating Strategy Checklist*  
p.194

*Synthesizing Strategy Checklist*  
p.195

Outcomes

*Students will be expected to*

**4.6 (cont'd) use a variety of comprehension strategies (RV)**

**4.7 reflect on themselves as readers (RV)**

Focus for Learning

Most often, new information only adds to or slightly changes our existing knowledge, however there are times when new information creates a major change in our own knowledge.

As we synthesize, we deepen our understanding of our own lives and those of others. Students may say:

- I'm thinking...
- Now I'm thinking ...
- Now I understand why ...
- I am changing my mind about ...
- I used to think \_\_\_\_\_ but now I think ...

The insightful reader will sometimes go beyond the text, making text-to-world connections to elaborate on or extend understanding. This process involves a student interacting with text and then taking the ideas in the text to make generalizations about the world at large. One example of text-to-world connection is when a student reads a text about conflict between characters and how that conflict gets resolved. In response to this a students may make a comment such as:

*If leaders in powerful positions would have done what the characters in the text did, then we would have a better, more peaceful world because there would not be any wars.*

The intent of this outcome is to maintain a focus on what it means to be a reader, and to continue to set goals which enable students to become insightful readers who gain deep understanding by reading *the* lines, *between the* lines, and *beyond the* lines of text.

Proficient readers interact with texts by sampling, predicting and affirming or self-correcting. This process requires students to be aware of their actions as readers in order to take the necessary steps to gain meaning from text. Therefore, it is necessary for students to thoughtfully reflect on themselves as readers and note how they interact with text.

Schedule a conference with each student to talk about the items they have collected in their Reading Portfolio in the past months. They may look at the Students' Reading Interest Inventories to note if any of the original thoughts have changed.

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

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### Suggestions for Teaching and Assessment

- Demonstrate synthesizing by using a set of objects that gradually increase in size (e.g., nesting dolls, toy nesting cups, set of measuring cups, a purple onion cut in half revealing the layers). Ask students to think about how the object represents their thinking and how their thinking changes as they read.

Thinking Stems	
<input type="radio"/>	I'm thinking ...
<input type="radio"/>	Now I'm thinking ...
<input type="radio"/>	I'm beginning to think ...
<input type="radio"/>	My new thinking is ...

- Videotape each student doing a short read aloud. These videos can then be viewed in a teacher-student conference and compared to ones that had been completed in early Grade 5. As you sit with the student, reflect on the video clips to determine if students feel they have grown as readers. Ask students to record how they feel as a reader, in their Reader's Notebook.
- Ask students to look back at the goals they created for themselves, as readers, earlier in the year. Reflect on the goals and determine if they have fully or partially achieved them.
- Ask students to form groups of three to four students to discuss what it means to be a reader. Ask one person to be the recorder and another person to be the reporter. Ask each group to share their ideas with the intent of highlighting key elements of proficient readers. Next, ask students to reflect, independently, and create a final goal for themselves as a reader for this year. Students should record their new goal in their Reader's Notebook.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Literacy Support Guide:

*Summarize Question and Share*  
pp. 87-88

*Here Are the Facts* p. 105-106

*How to Summarize in Fiction*  
p. 160

*How to Summarize in Non-fiction* p. 161

Outcomes

*Students will be expected to*

**7.5 recognize that social action can bring about change**

Focus for Learning

This outcome focuses on raising students' awareness and recreating ways they think about the world. As students become critically literate, they learn that they can take action in the interest of social justice. They are taught to recognize that the way things are, is not necessarily the way they have to be, and are encouraged to examine the conditions of their own lives and the lives of others carefully.

Share examples of movements of everyday people working together to address the issues of social injustice and create change. For example, Abolitionism, civil rights movement, various labor movements, etc. Teach students that there are appropriate ways for people to deal with things they view as unfair. When angry and upset about something they think is unfair, people can use their words to resolve the problem. Show examples of forms people can use to bring about change such as newsletters, public service announcements, letter writing campaigns, petitions, blogging, etc.

It is a common misconception for people to think that taking social action is being involved in charity projects. For example, when teachers encourage students to take action on the topic of *homelessness* without understanding the causes of people living without homes, they often plan soup suppers or penny-drives. Such projects are good but they attempt to make homeless people more *comfortable* without changing the structures that cause the problem. Social action could involve collaborative research about housing costs, minimum wage, etc. and as a result, students' social action could be to write letters to the Mayor or join an existing community campaign to raise the minimum wage so that people in the students' own neighborhood could afford to pay rent.

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

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### Suggestions for Teaching and Assessment

- Provide opportunities for students to debate a topic that may be relevant in their lives. For example, students may debate the commonly heard phrase: *Beauty is skin deep*.
- Choose a variety of texts to read aloud to students that connect with interests and issues from their own lives. After reading each text, ask students to utilize the authors creativity and power of persuasion to, in a direct way, affect social change. Ask students to write in response to some of the following questions:
  - Why do you think people should or should not read this book?
  - How is this text influencing/shaping you and your place in the world?
  - What does it teach you about others and their place?
  - What questions do you have about this text?
  - Did anything surprise you about this text?
  - Write about something in the text that connects with your own life.
  - Write a statement from someone whose perspective is represented in the text.
  - Write a statement from someone whose perspective is not represented in the text.
- After reading or viewing and discussing texts about social issues, discuss how students can make a change by donating, recycling, volunteering, etc. Ask students to work in small groups to organize a plan to make the social change.
-  Create a chart entitled, *Ways We Can Make a Difference*. Students and teachers can add to the list throughout the year as they see needs in the community. This can be connected with outcomes in the RE curriculum.

<i>Ways We Can Make a Difference</i>
--------------------------------------

- |   |
|---|
| <ul style="list-style-type: none"><li>• <i>Operation Christmas Child</i></li><li>• <i>Food Drive</i></li><li>• <i>Coin for Change (Janeway)</i></li><li>• <i>Prefecting in Schools</i></li><li>• <i>Recycling Program</i></li></ul> |
|---|

- Ask students to identify issues that they feel passionate about and provide opportunities for them to take social action. Ask students to use newsletters, public service announcements, letter writing campaigns, petitions, blogging, etc. as forms to bring about change. Provide opportunities for students to share information about issues they have learned about.

### Resources

#### Other:

Picower, Bree, (2012) [Using Their Words: Six Elements of Social Justice Curriculum Design for the Elementary Classroom](#). Montclair State University

Outcomes

*Students will be expected to*

**9.2 create texts in various genres and forms (WR)**

Focus for Learning

By Late Grade 5, students have had many opportunities to write in various genres and forms. The table below shows the focus genres suggested for Grade 5:

Beginning	Mid	Late
Descriptive	Procedure	Personal Communication
Recount	Narrative	Persuasive
Poetry	Poetry	Poetry (Free Verse)

All genres should be revisited once taught and during Late Grade 5, teachers may add Personal Communication, Persuasive Writing and other forms of Poetry.

GENRE: PERSONAL COMMUNICATION		
Purpose: Something that you write everyday. Your personal thoughts and ideas.		
Structure	Features	Forms (examples)
<ul style="list-style-type: none"> <li>Name, title and address of person</li> <li>Salutation</li> <li>Reason for writing</li> <li>Date and your address</li> <li>Closing</li> <li>Signature</li> </ul>	<ul style="list-style-type: none"> <li>Friendly language</li> <li>Abbreviations</li> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li>Post Cards</li> <li>Diary/ Journal</li> <li>Invitations</li> <li>E-mails</li> <li>Friendly Letters</li> <li>Greeting Cards</li> <li>Instant Messaging</li> </ul>

Factors that determine the effectiveness of communication include:

- clarity of the message - the way in which the sender presents a message is important in the success or failure of the communication process. A message should be formulated taking into account the receiver’s frame of mind and the purpose for the communication.
- form of the personal communication - students learn to choose the most appropriate form of personal communication depending on the receiver and the situation.

Students should be provided with opportunities to select and use e-mail and other web-based applications to communicate with others purposefully and authentically. Provide a secure environment for guided experiences with the various types of communication. For example, the different types of micro-blogging (in which users exchange small elements of content such as short sentences, individual images, or video links) allows students to safely learn appropriate skills in navigating online spaces.

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

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### Suggestions for Teaching and Assessment

- Ask students to create a photo postcard for a family member, classmate or another friend. Although much personal communication is done via the Internet, people still enjoy receiving postcards. Ask students to choose a photo and attach it to a backing, made from heavy stock to keep the photo from bending. Ask students to add a message to the back, along with names and addresses to make it complete.
-  Ask students to write a journal entry from the point of view of a fictitious character or historical figure (i.e., clergy, peasant, knight, etc.). Students may create a double entry journal, by dividing a sheet of paper into two sections, with the left section recording quotes and providing a summary/retelling, while the right section has the student responding and making personal connections, as the reader, to the information in the left section.
- Create an account (See Appendix D) where students can interact within the class for various purposes. Small groups can individually and collaboratively respond to teacher prompts, questions and selected media as well as interact with other classes.
- Ask pairs or small groups of students to select a character from their book club reading text. Ask each student to write a series of tweets on the class account in the role of that character, using the style and the vocabulary they think that character would have used. Others in the group could respond as other characters from the same text.
-  Using email, blogs, Edmodo, twitter, etc. to connect with another Grade 5 class (local to global) to share and collaborate on cross-curricular topics, such as data collection in Math and Science regarding the weather or responses to a current event. Students could prepare graphical presentations and communicate their findings about the collected data.

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

*Literacy Support Guide  
Picture Postcards* pp. 89-90

*Using Personal Experiences* p. 230

*Friendly Letter Organizer/  
Formal Letter Organizer* pp. 407-408

#### Resource Links:

- For task 5 see [www.k12pl.nl.ca](http://www.k12pl.nl.ca)

Outcomes

*Students will be expected to*

**9.2 (cont'd) create texts in various genres and forms (WR)**

Focus for Learning

**Persuasive** writing helps students formulate specific reasons for their opinions and can provide an opportunity to do research related to their topics. As students develop an understanding of how writing can influence or change another’s thoughts or actions, they can for example, begin to understand the persuasive nature of the advertising they are exposed to through television, the Internet, and other media.

Use the following anchor chart to remind students of the structures, features and forms of persuasive texts:

GENRE: PERSUASIVE		
Purpose - to convince or persuade someone to do, think or believe something and to support the argument		
Structure	Features	Forms (examples)
<ul style="list-style-type: none"> <li>• Opening Statement</li> <li>• Position Statement</li> <li>• Arguments</li> <li>• Summary</li> </ul>	<ul style="list-style-type: none"> <li>• Usually use present tense</li> <li>• Logical connectives</li> <li>• Emotional language</li> <li>• Conditional sentences</li> <li>• Rhetorical questions</li> </ul>	<ul style="list-style-type: none"> <li>• Advertisements</li> <li>• Blogs</li> <li>• Letters</li> <li>• E-mails</li> <li>• Posters</li> <li>• Brochures</li> <li>• Comic strips</li> <li>• Poems</li> <li>• Editorials</li> </ul>

**Poetry** - By late Grade 5, students will have have experienced many forms of poetry and will be better able to choose which form suits the purpose of their writing. Students continue to read and create a variety of poetic forms (narrative poetry, concrete, haiku, cinquain, limericks, formula, tanka, acrostic, etc.) but the suggested focus at this time of the year is on Free Verse Poetry.

*Free verse* is a form of poetry in which thoughts flow freely to create an image. Free Verse Poetry does not follow a regular pattern. The focus is on word choice and visual images rather than on rhythm, rhyme or pattern. In free verse, the poet creates the rules, depending on his sense of how the poem should look, sound and express meaning. Each poem generates its own rules of form. To get students started in writing free verse poetry ask them to:

- choose an idea and express it in prose, using two to four sentences;
- or
- choose a few lines of text already written (either their own or someone else’s)

Students then compress the thought by crossing out unnecessary words, rewrite the idea in a simple stanza form and continue to cut, polish, and perfect.

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

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### Suggestions for Teaching and Assessment

- Read examples of persuasive text together, looking for words, phrases and techniques that helped the writer persuade the listener. Together identify the opening statement, position statement, arguments (and support) and summary. E.g.,

*Is TV Bad for Children? TV watching for children is a popular topic. While some people believe TV is a bad influence encouraging bad habits, others believe TV provides educational material and models good behaviour. On the one hand, TV can provide information that kids need. Some programs provide up to date news that helps children understand the world around them. Additionally, TV promotes good habits such as participating in sport and healthy eating. On the other hand, TV advertisements encourage children to be greedy and thoughtless consumers. Also supporting this view is the idea that children should learn about sport and health issues by actively engaging in these pursuits rather than simply watching them. In conclusion, while TV can be educational and promote healthy choices, it can also encourage bad habits.*

Ask students to write their own persuasive text following the modelled text. Remind them to identify the opening statement, position statement, arguments (with support) and summary on a topic of their choice. Students may choose topics such as:

- bullying
- pollution
- nutritious food
- drug use

Students may post their persuasive pieces to the class blog and respond further to comments which may challenge their argument.

- Ask students to find a few sentences of text, their own writing or work of others. Model deleting unnecessary words and rearranging or adding words to create free verse poetry. E.g.,

*Mingyi was very disappointed. She had come all this way, so full of hope, only to be given a crazy plan. But what choice was there?*

Step 1: Choose important words. E.g., *Mingyi was very disappointed. She had come all this way, so full of hope, only to be given a crazy plan. But what choice was there?*

Step 2: Add, delete and rearrange words. E.g.,

Disappointment Like an empty box On Christmas morning To have come so far Filled with so much hope Deflated
--

### Resources

#### Authorized:

- **Moving Up With Literacy Place 5** (Scholastic 2008)

#### Literacy Support Guide:

*Persuasive Text Organizer* p. 410

Outcomes

*Students will be expected to*

**10.1 create texts using the processes of writing and representing (WR)**

Focus for Learning

By Late Grade 5, many writers will have become more independent writers. The stages of the writing process will be merging and the process becoming more automatic. After engaging in numerous conversations about writing, students may be better able to communicate clearly about their writing using appropriate terminology. Students will have learned to reflect on themselves as writers and will have set goals for themselves so, while minilessons will still be occurring, they may become more individualized or designed for a small group of writers with similar goals.

**Pre-Writing** - In late Grade 5, students may be moving toward engaging in the pre-writing process with greater independence, however, they will be at various levels. Those who have reached a level at which they are able to work independently at pre-writing may be working with little direct instruction and using this skill across the curriculum. Teachers can have small group instruction for those who are still learning the process of pre-writing.

**Drafting** - In late Grade 5, the process of drafting may include more natural and independent collaboration with little intervention from the teacher. This will help the students to become more independent in this process and gain confidence in writing and representing. As students create drafts, remind them to pay attention to the five traits as they compose their draft: Content, Organization, Sentence Fluency, Voice, Word Choice.

**Revising** - Students have been working on various writing pieces throughout the year. By Late Grade 5, students should be developing perseverance, becoming self-motivated to revise their writing until it is the best it can be. Some students will be more engaged in the revision process because they are interested in the topic and want their audience to truly understand what they are saying. Revising groups should now be a natural part of the revising process with the teachers role becoming more of an observer and less of a participant. By late Grade 5, some of the students in the class will be able to engage in revision independently.

**Editing** - In Late Grade 5, students should be applying conventions from Beginning and Mid with even greater accuracy. They continue to learn that the proper use of conventions is a courtesy to readers and it helps them to communicate their message effectively. By late Grade 5 students need to continue to demonstrate a growing understanding of proper usage of language conventions and take more responsibility for editing their own writing, as well as the writing of classmates.

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

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Suggestions for Teaching and Assessment

- Although it is recommended that students usually write on a self-selected topic, occasionally give a pre-selected writing prompt and a time frame to apply the writing process, creating text on that topic. Choose a prompt that is realistic and applicable to as many students as possible (e.g., *Write about a lesson you learned in life* or *Write about a person you admire and tell why*). As a whole class, brainstorm ideas about the topic to help students in the pre-writing stage. After the writing task is complete, share the writing with a teacher from another class to assess. It is beneficial for students to know, in advance, that they are writing for someone other than their own teacher and it helps students feel that the evaluation was objective. Discussion, teacher modelling and reflection should follow this activity to help students in areas indicated.

Resources

Outcomes

*Students will be expected to*

**10.3 use language conventions appropriately (WR)**

Focus for Learning

During the editing stages, continue to observe students use of conventions. Teachers may continue to use the suggested list below, as an ongoing guide to planning instruction on language conventions. Topics should be selected based on the needs of the students.

Conventions (ongoing in Beginning, Mid and Late)	
Grammar	<ul style="list-style-type: none"> <li>• action verbs ending with -ing</li> <li>• choosing appropriate tense</li> <li>• linking words (e.g., and, because, so, then, etc.)</li> <li>• possessives</li> <li>• tense consistency throughout a piece of writing</li> </ul>
Capitalization & Punctuation	<ul style="list-style-type: none"> <li style="width: 50%;">• abbreviations</li> <li style="width: 50%;">• dialogue conventions</li> <li style="width: 50%;">• apostrophes</li> <li style="width: 50%;">• exclamation mark</li> <li style="width: 50%;">• capital letters</li> <li style="width: 50%;">• periods</li> <li style="width: 50%;">• colon in a list</li> <li style="width: 50%;">• question mark</li> <li style="width: 50%;">• commas</li> <li style="width: 50%;">• quotation marks</li> </ul>
Spelling	<ul style="list-style-type: none"> <li>• homophones</li> <li>• classroom resources (print/online dictionary, word wall) for spelling support</li> <li>• comparatives and superlatives</li> <li>• compound words</li> <li>• contractions</li> <li>• root-words and suffixes</li> <li>• plurals</li> <li>• small words in big words</li> <li>• spelling patterns and word families</li> <li>• word origins</li> </ul>

After a topic has been addressed it should become more evident in their daily, independent writing.

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

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#### Suggestions for Teaching and Assessment

- Cut paper into 30-40 cards and ask students to write a word from his/her personal dictionary on each card. Be sure to include review words and words from other subject areas. On 5-7 separate cards, write the word *BUMP*. Place all cards in the brown paper bag and shake it to shuffle. Ask players to sit in a circle. The first player reaches into the bag and pulls a card. The player reads the card, promptly covers it and spells it aloud. If he/she spells it correctly, the card is kept. If it is spelled incorrectly, it goes back in the bag. The bag is passed to the next player who repeats the process. Once a player has one or more cards and then pulls a *BUMP* card, all of the collected cards (including the *BUMP* card) go back in the bag. If the player does not have any cards and pulls a *BUMP* card, the *BUMP* card is returned to the bag. When a set time is up, the player with the most cards wins!

#### Resources

##### **Authorized:**

- **Grade 5 English Language Arts Curriculum Guide 2013 Appendix C: Conventions**

Outcomes

*Students will be expected to*

**10.4 reflect on themselves as writers (WR)**

Focus for Learning

Student self–assessment in writing is an ongoing process and develops over time. They should come to understand that capable writers use the processes of writing recursively, entering in and exiting out of it at appropriate times. They view writing as a social process and often ask their classmates and teacher for feedback on how well they have communicated in their piece. They are more aware of their intended audience, and the needs of their readers. Students should reflect on how well they demonstrate they can:

- vary their writing depending on audience and purpose
- use the writing process flexibly
- focus on developing ideas and communicating effectively
- use appropriate forms and structures for a variety of texts
- use a variety of strategies and self-regulate their strategy use
- postpone attention to conventions of writing (punctuation, spelling, etc.) to the end of the writing process
- assess the effectiveness of their writing based on how well they communicate their message to their audience

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

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Suggestions for Teaching and Assessment

- At this point in the year students are becoming more comfortable with using the strategies of setting goals, questioning, monitoring and evaluating. They are becoming more proficient at self-regulating their use of these strategies as they reflect on their growth as writers. On a regular basis, ask students to review the artefacts in their writer's notebook, in-progress writing folder and writing folder to reflect on their growth and achievement as writers. This may be accomplished during in a student-teacher conference.

Resources

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# Appendices



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## Appendix A: Authorized Resources

### Grade 5 English Language Arts

#### Resource List

##### Curriculum Documents

*Grade 5 English Language Arts: A Curriculum Guide* (2012)

##### Authorized Resources

#### Moving Up With Literacy Place 5 (Scholastic, 2008)

- » Professional Development Package:
  - Grade 5 Literacy Support Guide
  - Program and Planning Guide
  - Professional Development DVD
  
- » Strategy Units (8):
  - Self-Monitoring
    - Teacher's Guide
    - Beautiful Warrior (book)
    - Being a Genie: A Beginner's Guide (guide)
    - Courage and Honour: The Life of Thomas Prince (overheads/CD)
    - Audio CD
  - Analyzing
    - Teacher's Guide
    - Spiders (book)
    - Exploring History Through Art (cards)
    - Wild Weather: Tornadoes (card)
    - Audio CD
  - Sequencing
    - Teacher's Guide
    - Kenzuke's Kingdom (book)
    - The Sword in the Stone (overheads/CD)
    - Vancouver and Burnaby Scavenger Hunt (map)
    - Audio CD
  - Making Connections
    - Teacher's Guide
    - Rapunzel: The One with All the Hair (book)
    - Garbage Strike (booklet)
    - Sports Crossword (overheads/CD)
    - Audio CD

- Predicting
    - Teacher's Guide
    - As Long as the Rivers Flow (book)
    - Getting the Most Out of On-line Searching (overheads/CD)
    - Superheroes Aren't Afraid of Talent Shows (card)
    - Audio CD
  - Inferring
    - Teacher's Guide
    - Hiding Edith (book)
    - What Ted Said (overheads)
    - Case File 070504-RRH (overheads/CD)
    - Audio CD
  - Evaluating
    - Teacher's Guide
    - A Dog's Life (book)
    - Does Tourism Help or Hurt World Heritage Sites? (card)
    - Come to the Fair! (overheads/CD)
    - Audio CD
  - Synthesizing
    - Teacher's Guide
    - One Well (book)
    - Music: More Than Meets the Ear (overheads)
    - Free Verse: Poems That Do Their Own Thing (overheads/CD)
    - Audio CD
- » Guided Reading Packs (including Teacher Card):
- 100 Things You Really Need to Know About Geography
  - Two Chinese Myths
  - Getting It All Done
  - Inside Irish Myths and Legends
  - Mary's Way: Finding a Home in Upper Canada
  - Beijing: Heart and Soul of China
  - Greece: Home of the Olympic Games
  - Marvelous Marsupials: A Guide to Kangaroos
  - Pet of the Week
  - Masks
  - School Trip
  - Snowstorm
  - That's Gross!
  - Canuck Cards
  - The Gifts of the Animals
  - Giuseppe
  - Living in the Freezer: The Antarctica Book
  - Parker Shanahan: Survivor Against All Odds
  - The Beauty of Bogs
  - Charlie

- Taking a Stand
- It's a Wrap: A Mummy's Tale
- Twenty-Dollar Reward
- Water
- Bottle of Light
- Mystery of the Blue Scarab
- Smart Spy Catalogue
- When Earth Shakes
- The Worms Are Invading

» Book Club Kits (4):

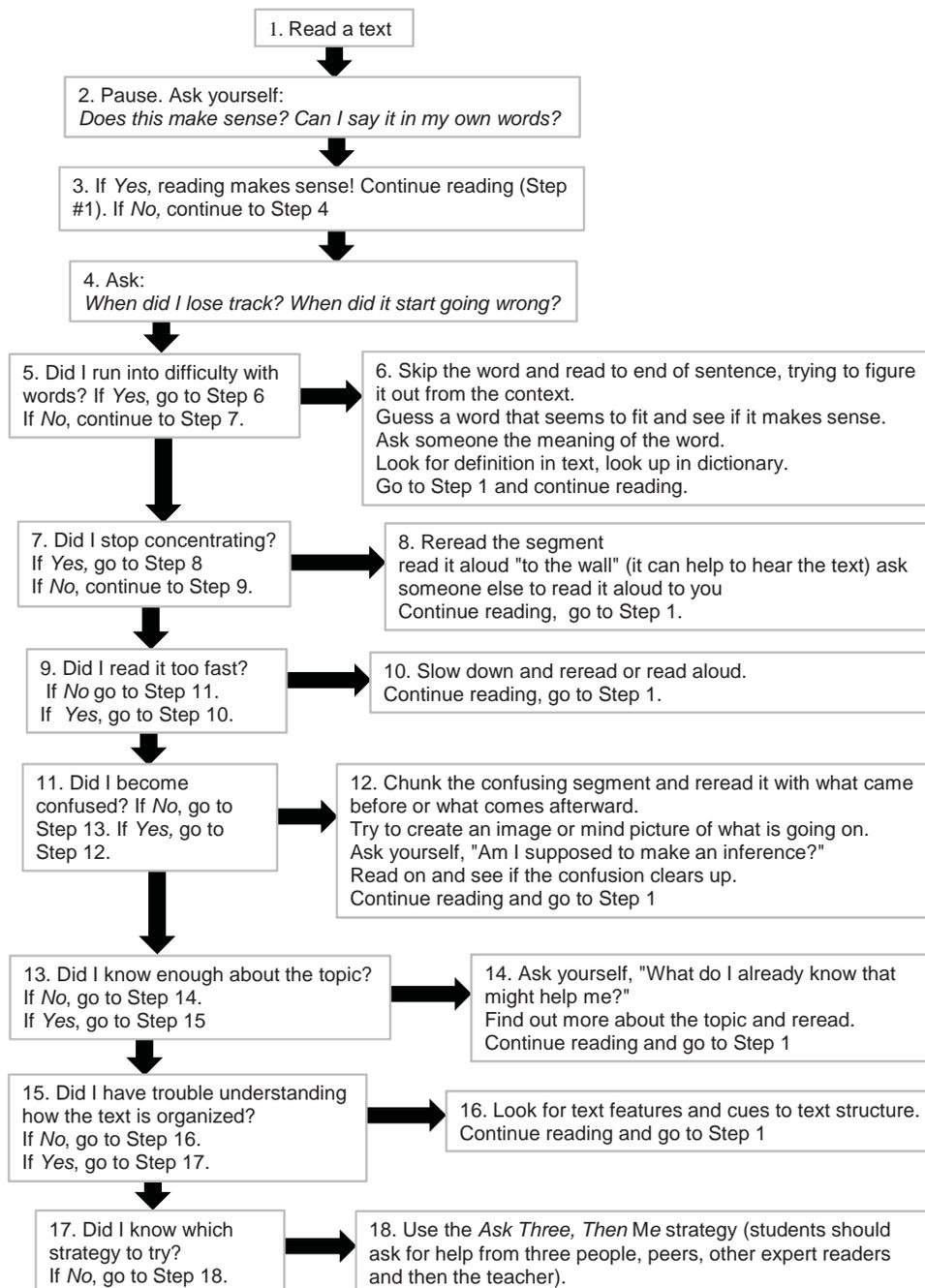
- Social Responsibility Book Club: Bully-Free Zone
  - Teacher's Guide
  - Traitor (book)
  - You Have a Choice! (overheads/ CD)
  - Invisible Girl (comic)
  - Fangs and Me (book)
  - In the Lighthouse (book)
  - Dog House Blues (book)
  - Dork on the Run (book)
  - Audio CD (Fluent Readings: You Have a Choice!, Invisible Girl, Fangs and Me)
  - Fiction Discussion Card Packs (Before, During and After Reading Discussion Cards)
- Science Book Club: All Systems Go!
  - Teacher's Guide
  - Defiance (book)
  - BBoy LazyLegz: Breakdancing to Fame and Fortune (overheads/CD)
  - How You're Different from a Pigeon (overheads/CD)
  - Work It! (magazine)
  - Dive In! (magazine)
  - Gear Up! (magazine)
  - Take Off! (magazine)
  - Audio CD (Fluent Readings: How You're Different from a Pigeon, BBoy LazyLegz, Work It!)
  - Non-fiction Discussion Card Packs (Before, During and After Reading Discussion Cards)
- Genre Book Club: Crimes, Clues, and Suspects
  - Teacher's Guide
  - Treasure at Turtle Lake (book)
  - Private Eye: Working as a Detective (overheads/CD)
  - Mystery of the Serpent Ring (short story)
  - Andy Russell, NOT Wanted by the Police (book)
  - Too Many Secrets (book)
  - The Deep End Gang (book)
  - Chasing Vermeer (book)
  - Audio CD (Fluent Readings: Mystery of the Serpent Ring, Private Eye, Andy Russell, NOT Wanted by the Police)

- Arts Book Club: Have You Seen Art?
  - Teacher's Guide
  - Art Is... (book)
  - Wads, Gobs, Knots, and Rolls (short story)
  - Fakes, Forgeries, and Reproductions (overheads)
  - Everyday Art: Design and Decoration (book)
  - Art Out and About: Art in Public Spaces (book)
  - Picturing Stories: Art That Tells a Tale (book)
  - Now See This!: Art That Influences (book)
  - Audio CD (Fluent Readings: Wads, Gobs, Knots, and Rolls; Fakes, Forgeries, and Reproductions; Everyday Art)

**Graphic Novels (Oxford) – Guided Reading Packs (including Teacher Card):**

- Stolen
- Fiona's Sneeze
- Turtle Rescue
- Operation Fly South
- Adventure Race
- The King of Soccer
- Big Bear Mountain
- Alien Inventor
- Castaway Island (setting: a Newfoundland island)
- Most Valuable Player

## Appendix B: Stop and Fix Chart





## Appendix C: Conventions

This appendix provides details on conventions identified for Grade Five in column 2 of the outcome spreads. Through observation and formative assessment, teachers can determine conventions that need explicit teaching. This list is not exhaustive and, depending on the needs of the class, teachers may add other conventions.

- **Abbreviations:** a shortened form of a word or phrase. It usually consists of a letter or group of letters taken from the word or phrase. Forms include, but are not limited to, invitations, addresses, dates, days of week, months of the year, organizations.
- **Action verbs** ending with -ing
- **Apostrophes:** used to show possession and contractions. Apostrophes are not needed with possessive pronouns: his, hers, its, theirs, ours, yours, whose. These already show possession, so no apostrophe is required.
- **Capitalized words:** refers to writing a word with its first letter as a capital letter (upper-case letter) and the remaining letters in lower case. These may include, but are not limited to, beginnings of sentences, names of people, names of places, the word “I”, days of the week, months of the year, titles (e.g., Mr., Mrs., Miss, Ms., Dr.), names of organizations, names of special days (e.g., Christmas, Canada Day).
- **Choosing an appropriate tense:** Students should be aware that certain genres are typically written in a specific tense. For example, narrative and recounts are often written in the past tense. Information text is usually written in the present tense. Poems may be written in any tense. Letters may be a combination of tenses. For instance, the writer may begin in the present tense and later use the past tense when telling about something that happened prior to writing the letter.
- **Colon in a list:** Colons are used to indicate that a list will follow.  
*Three local schools won awards: Riverside Elementary, St. Thomas Academy, and St. Vincent’s Collegiate.*
- **Commas:** At the grade five level, students should recognize that they need to use commas in a list and a comma to separate the month and day from the year.  
*Sarah needed to get party hats, paper plates, plastic cutlery, prizes, candles, and loot bags for the party. The party would be on June 10, 2013.*
- **Comparatives and superlatives:** Comparatives and superlatives are used when comparing two or more items or people. Most comparatives are formed by adding “er” to the adjective. For example, the adjective “large” becomes “larger” in its comparative form. Most superlatives are formed by adding “est” to the adjective (e.g., “nice” becomes “nicest” in its superlative form).

When the adjective is a two syllable word that ends in “y”, the “y” changes to an “i” before the “er” or “est” is added to the word (e.g., “funny” becomes “funnier” in its comparative form and “funniest” in its superlative form).

When the adjective is a two syllable or multi-syllable word that does not end in “y”, the comparative is formed by using the word “more” plus the adjective plus the word “than” (e.g., “The story was more interesting than a Hollywood production.”). The superlative in such cases is formed by using the word “the” plus the word “most” plus the adjective (e.g., “It was the most comfortable mattress he had ever slept on.”).

- **Compound words:** when two or more words are joined together to form a new word (e.g., newspaper).
- **Contractions/role of apostrophe as short cut:** Apostrophes can be used to create contractions. A shortened form is created by removing a letter and replacing it with an apostrophe (e.g., do not – don’t, should not – shouldn’t)
- **Creating plurals using the vowel plus “y” rule:** When a noun ends in a vowel plus a “y”, simply add an “s” to create the plural form (e.g., day – days; toy – toys; monkey – monkeys).

This differs from creating plurals when a noun ends with a consonant plus “y”. In this case, the “y” is changed to “i” before adding “es” (e.g., “story” becomes “stories” in the plural form).

- **Dialogue conventions:** Dialogue within a story includes quotation marks for the exact words of each character and punctuation for dialogue tags. For example,  
*“Let’s get out of here! Run!” shouted Emily.*  
*Connor shrieked, “I’m coming!”*

Dialogue within a play requires the character’s name with a colon following the name to denote the exact words spoken by that character. For example,

*Emily: Let’s get out of here! Run!*  
*Connor: I’m coming!*

- **Distinguishing between possessives and plurals:** Plurals simply mean more than one of an object or idea, whereas possessives show ownership. Plurals are usually created by adding an “s” to a noun (or “es” to nouns that end in the digraphs “ch”, “sh”, or “th” and to nouns that end in the letter “x”; e.g., book – books). Possessives typically involve an apostrophe. The possessive shows ownership and includes an apostrophe (e.g., book’s cover).
- **Exclamation mark:** used to show strong feelings or a raised voice in speech (e.g., She screamed, “The house is on fire!”)
- **Homophones:** Homophones are words that are pronounced the same but do not have the same meaning. Sometimes they are spelled the same, and sometimes they are not. For example,
  - hour, our
  - rose (a flower), rose (past tense of “rise”)
  - to, two, too
  - bear (animal), bear (to carry), bare (naked)

- **Irregular plurals, names ending in s**  
Many nouns have irregular plurals. In other words, the plural is formed by doing something other than adding an “s” or “es” or changing the ending “y” and adding “es”. For example, the plural of “child” is “children”; the plural of “sheep” is “sheep”; the plural of “foot” is “feet”. There is no one rule that applies to all irregular plurals; it is a matter of recognizing that some nouns do not follow the usual rule of adding “s”.
- **Linking words (co-ordinating conjunctions):** words that join clauses or parts of a sentence. At the grade five level, these words are especially helpful when students are contrasting two ideas or when they are providing additional information. Linking words help students avoid having short, choppy sentences in their writing. Some examples of linking words are: “but”, “so”, “and”, “since”, “besides”, “also”.  
*My dog is very patient and will even let you dress him up, but my cat is quite another story!* (shows contrasting ideas)  
  
*Besides cumulus clouds, there are also stratus and cirrus clouds.* (shows additional information)
- **Periods:** Periods are used at the end of a sentence, after most abbreviations (e.g., Dr., Ms., Jr.), and after an initial (e.g., Meghan J. Hill).
- **Plurals: s, es, y to ies, irregular plurals:** see irregular plurals
- **Possessives:** words that show ownership and include possessive nouns or possessive pronouns. For possessive nouns, an apostrophe and an “s” are simply added to a singular noun (e.g., the boy’s cap); an “s” and then an apostrophe are added for a plural noun (e.g., the girls’ house). Possessive pronouns include “my”, “yours”, “his”, “hers”, “ours”, “theirs” and “its”.
- **Question mark:** A question mark should be used at the end of all direct questions. A question mark should not be used after an indirect question. For example, “The teacher asked the class if they saw the movie before.” does not include a direct question so a question mark is not needed.
- **Quotation marks:** Quotation marks are used to indicate the exact words from a text or the exact words someone has spoken. Titles of articles from magazines or newspapers are also enclosed by quotation marks. When handwriting, quotation marks are also used to show the titles of short literary works, such as stories, plays, and poems. When typing, these same titles are shown by italics. When handwriting, titles of longer literary works, such as novels, books, magazine names, and newspaper names are underlined. Once again, when typing, these titles are shown by italics.
- **Role of apostrophe, singular possessives:** Students should recognize that singular possessives can be created simply by adding an apostrophe and an “s” to a singular noun (e.g., the dog’s fur).
- **Root-words and suffixes:** A knowledge of root words allows students to create many new words from the word they know. Suffixes are added to the end of a root word to create a different word. Examples are -tion, -al, -ness, -ment, -ful, -er, -less. “Nation” can be used to create “national”; “environment” can become “environmental”; “stubborn” can become “stubbornness”; “advertise” can become “advertisement”; “joy” can become “joyful”; “sing” can become “singer”; “emotion” can become “emotionless”. This knowledge provides students with endless possibilities to increase their vocabulary

using known words and to have better word choice in their writing.

- **Small words in big words:** Pointing out small words in bigger words allows students to break down words when trying to read an unfamiliar word. This strategy is also beneficial for spelling purposes. Again, breaking the word down into smaller, more manageable parts is helpful.
- **Spelling patterns and word families:** Awareness of spelling patterns and word families assists students in both their reading and their spelling. For example, a student who recognizes that “schedule” begins the same way as “school” may have greater success sounding that word out and possibly even spelling it. A student who realizes the “shun” sound in “action” is spelled with the letters “tion” may have more success when attempting to spell “attention” or to sound it out.
- **Subject-verb agreement:** refers to using the verb form that corresponds with the subject of the sentence (e.g., “I go”, not “I goes”; “he goes”, not “he go”).
- **Tense consistency throughout a piece of writing:** This refers to keeping the verb tense the same for an entire writing piece. For example, if a writer begins with past tense, the past tense should be used throughout the piece. If conversation is being included, the writer may switch to present tense or whatever tense the character in the conversation is using. In this example, each verb is in the past tense. Each subsequent paragraph should also use the past tense, unless conversation is involved:

*The black velvet night ominously crept upon the unsuspecting hikers as they made their way back through the gnarled trail. Exposed tree roots seemed to deliberately thwart their way.*

In this example, the present tense is used. This would be correct, even if the narration is in past tense:

*Mark whispered, “Do you hear that? It sounds like a branch is breaking. Someone or something is out there!”*

- **Use resources for spelling support (print/online dictionary, word wall):** Word walls, personal word lists (especially of frequently used words) and dictionaries provide students with easy access to correct spelling.
- **Word origins:** A knowledge of root word origins and their meanings is helpful to students when they are trying to determine the meaning of an unfamiliar word. For example, if a student knows that the Latin root “nov” means “new”, it can help him/her ascertain the meaning of words such as “novice” and “novelty”.

## Appendix D: Information and Communication Technology

Information and Communication Technology (ICT) has increasingly broad implications for everyone. Students need to be prepared to understand, use and apply ICT in effective, efficient and ethical ways. ICT will enable students to further their studies through lifelong learning as inquisitive, reflective, discerning and caring citizens.

ICT is best learned through activities, projects and problems that replicate real life situations. It is not intended to stand alone, but rather to be integrated within all subject areas. Although ICT is often complex, it is simply “a way of doing things”. In the context of content-area subjects, students will learn:

- about the impact of technologies on daily life
- how to determine which processes, tools and techniques to use, and when to use them
- how to use and apply a variety of information and communication technologies for problem solving, decision making, inquiring and researching

ICT offers a unique opportunity to adapt curriculum delivery to students’ learning strengths and preferences, to meet the needs of students with diverse cultural backgrounds, and to support the development of all students through unprecedented access to the diversity of human experience. Specifically, ICT enhances students’ ability to:

- communicate, solve problems, make decisions, and express themselves
- discover patterns and relationships and to construct meaning
- formulate conclusions and complex questions for further research
- access a wide range of learning resources
- develop multiple literacies for the deconstruction and construction of a variety of text forms
- research and represent their learning in authentic ways
- utilize assistive technologies to access the learning environment

In designing ICT-integrated learning experiences, teachers should consider the learning needs of all students, their preferences and strengths, as well as their experiences, interests, and the values they bring to the classroom. Teachers promote social, cultural, racial, and gender equity when they encourage students to critically examine the texts, contexts, and environments they encounter in the classroom, in the community, and in the media. Information and communication technology should be integrated within inclusive classrooms, where a wide variety of differentiated learning experiences ensures that all learners have equitable opportunities to reach their potential.

Embedding ICT within each curriculum area will ensure that students become competent and comfortable users of ICT. They gain knowledge about technology itself and the effects of technological change on society and their lives.

Using ICT students may:

- demonstrate understanding of ethical issues related to the use of technology in a local and global contexts
- develop, strengthen, and apply critical thinking skills through the use of ICT
- develop familiarity with ICT and technological tools and the impact on culture, society, and natural and built environments
- recognize that technology is intrinsic to locating, evaluating, adapting, creating, and sharing information
- utilize technical resources, such as the Internet, to gather information, satisfy curiosity, experiment with processes and ideas, and solve problems

There are endless numbers of free applications available for teachers to use to support teaching and learning in their classrooms. It is strongly suggested that teachers identify needs and research a limited number of powerful applications that they can prepare for classroom use. When teachers are researching these applications they must:

- consider district and school policies on the use of these applications
- consider the safety and security of personal information of the student
- ensure that they understand the terms of use agreement as set out by the application developer

With the ease of use and the accessibility of the Internet to students comes concerns about copyright. Copyright applies to text, images, videos and other online media which belong to someone else. It is necessary to address and emphasize the issues of ownership, intellectual property and plagiarism with students from a young age.

Students need to be instructed in acknowledging the source of information and recognizing simple ways to cite sources. They should be taught to list the title, author (if available) and the URL of the webpage used for information. They should be taught how to record URLs exactly by using a copy-and-paste tool. They need to recognize that including the search engine, or the Internet, is not a sufficient citation for the source of the information.

This appendix sets out to introduce teachers the powerful world of blogs, tweets, wikis and podcasts. It includes the basic setup and administration of these applications for classroom use in English language arts as well as other areas.

## **Blogging**

Blogging is much like an ongoing journal with the entries or “posts” being published on line hosted by a particular website. The term comes from an amalgam of “web” and “log”. There are thousands of classrooms that use different approaches as to how they integrate blogs into their literacy programs. The difference with blogging lies in its potential to build some of the competencies and attitudes associated with 21<sup>st</sup> century learning. Students in classrooms that create, maintain and share blogs are extending their capabilities to collaborate beyond traditional approaches. The blogging student is able to use digital technologies to create, communicate, contribute, and distribute information for a variety of purposes, conceivably in a global community of learners.

There are many benefits to using blogs in a classroom. Blogging:

- is a great way to teach students how to represent themselves online
- provides an outlet for all students, shy or otherwise, to share ideas, information and opinions; all voices can be heard
- integrates growing proficiencies with various ICTs into the existing practices relatively easily
- motivates students to write for an actual audience
- can be used to create content for various purposes across the curriculum
- can showcase interests, talents as well as academic strengths of students
- can be part of a learning (digital) portfolio easily archived over the years(s)

### **Getting started: Pick an easy platform**

There are many sites for teachers to establish blogs for educational purposes and these all have features friendly to teachers and their particular needs. Kidblog (<http://kidblog.org/home/>) is a popular with beginner bloggers. Others include <http://edublogs.org/> and <http://wordpress.com/>. Most offer a free service to classrooms and user-friendly set-ups. The toolbar icons are so similar to those found in familiar word-processing applications that it makes the transition to early writing projects easier. The ability to change font/color/size is available as are other commands for the appearance of the written text. Students can write as frequently as desired, and each entry is dated (and maintained in reverse chronological order) allowing a history, or archive, of posts (published entries). Students can also be taught to insert, or upload, images, audio or video clips and make links to other types of files.

Drafts of a post can also be saved and revised as often as the student blogger chooses before being set as “Submit for review”. The ease with which the writing can be revisited is appealing to many students, especially those who struggle to re-work a piece in pencil. The teacher can easily see on the control panel who has ongoing drafts, or pieces ready to submit as the teacher has access to all student work at all times.

Submitting the post gives students some control during the publishing process. This step lets students decide when they feel the piece is ready for publication. The teacher has the opportunity to provide additional feedback by commenting privately, highlighting sections to be discussed and/or by modelling the expected form within the student post. Feedback can be removed or copied and printed first for the student portfolio to provide snapshots of the student’s progress over time. That fact that the revising and editing can be done without having to make several drafts or without actually marking up the draft is a feature that appeals to teachers and students.

Tagging posts is a key feature of blogging. Tags are keywords from the post that appear in the blog’s sidebar; tags that appear larger indicate more posts share that tag than other posts. This allows students and visitors to search the blog for material of interest or locate particular posts quickly.

It is important to note that the teacher maintains administrative control over access to the student blogs. Viewing and commenting can be extended to students only, to parents/guardians or to a much larger worldwide audience. The settings allow the moderator to link particular classrooms letting them have access to comment. The teacher can set privacy controls so that all comments must be seen by the moderator; nothing gets seen by the children or is made public without first being reviewed by the teacher.

### Teach how to blog

Some suggest that the first stage of blogging should be a class blog with a teacher-authored post or a collaborative post written first. Others suggest students compose their first blog on paper, share these with classmates and create comments on sticky notes. It is important to start small. Consider asking students to write about things that are commonly done on paper, such as, introductions of themselves, a description of a pet or their favourite hobby as they familiarize themselves with the features of the blog toolbars.

### Be clear about expectations

There is ample discussion about the level of polished writing that should be expected before publishing to any audience other than teacher. While the emphasis is on blogging for academic purposes, rather than social sharing of thoughts and experiences, most teachers aim to reinforce the importance of ‘doing your best’. To support this many teachers provide prompts and set requirements, however loosely, for the genre or for the content area to be addressed in a blog post. Some teachers choose to have scaffolded experiences, co-creating an acceptable post and having students practice before going public. Other teachers have students in early elementary grades earn an individual blog by demonstrating strong commenting and contributions to the class blog. Still others feel that blogs provide an important forum for expressing thoughts and ideas and that providing some descriptive feedback is sufficient. Ultimately it is up to individual teachers to decide what the purpose of the blog is, to consider what is valued most about the blogging experience and what benefits students will gain from blogging.

### Teach students how to comment

Commenting is an essential feature of blogging and should be modelled and revisited regularly. One of the common issues to address in commenting is the difference between social and academic commenting. Students should be asked to consider the purpose of commenting and build an understanding of how to engage in a respectful and constructive commenting discussion. Effective commenting needs to be revisited in order to have students move beyond the typical “Great blog!” or “I have a cat, too!”

Create an anchor chart displaying starters to help with effective commenting. Students may suggest:

- Another thing to consider is...
- I can relate to...
- I didn’t understand...
- I have changed my mind about...
- I was wondering why...
- Your writing made me think about...

### Read other student blogs

Like other skills expected of students, they need to see examples of good quality blogs and recognize characteristics of these blogging sites. They should pay attention to the bloggers’:

- overall effectiveness
- release of personal information
- selection of writing topics
- type and use of links
- use of attention-getting design elements
- use of texting terms or abbreviations

**Examine the commenting taking place**

- How did the conversation continue?
- How do you think the author would have felt with those comments?
- What do you think the author did next? Why?

The critical aspect of classroom blogging is the potential sharing of what is written with an audience other than the teacher. Receiving and responding to feedback from those readers requires students to be active participants in the writing, reading and reflective process.

**Discuss online behaviour**

As students engage students in blogging conversations and other activities on the Internet, emphasize the importance of ‘netiquette’, or online manners. Learning responsibility for their on- and offline behaviour, their decisions, and their words is central to overall student development and needs to be reinforced in classrooms daily. Providing opportunities for their input into guidelines for using the Internet is often suggested to foster ownership and choice.

Teach students about safety. They need to establish a presence online in a safe manner and to practice what is appropriate with adult supervision and guidance.

- Do not use full names when in student profiles or in the content of posts. Invite families to leave comments signed as Peter’s mom or Jenny’s grandfather.
- Do not put any identifying information with pictures or other material included in a blog post.

**Involve parents**

In addition to informing them, invite parents and care-givers to participate by adding comments. Family members, near and far, can keep up-to-date on class happenings and engage the students in all kinds of discussions!

**Connect with another classroom(s)**

It is the longer relationship, much like pen pals, that can really foster discussion, and teaching and learning with others. While it’s amazing to see comments from classrooms around the world, the most gain comes from the dialogue between writers.

**Using Kidblog****Setting up an account:**

- Go to <http://kidblog.org/home/>
- Click on “create a class”.
- Complete required information (name, email, a password, and a display name; the display name is the name of the blog, e.g. Mrs. Smith’s Grade Fives)

- The next screen is dedicated to setting up the class access. More than one class can be associated with the same teacher account.
- The “Control Panel” for the account should appear next, with tabs for Dashboard, New Post, Review Posts, Comments, Users and Settings. Moving back and forth is made easy with every feature clearly labelled near the top.

**Setting up student names in a class:**

- Click on the “User” tab.
- Click on “Add new users”.
- Type in student’s first name and the initial of their surname.
- To make things easier, choose the same password for all. This can be changed at a later date to a personalized one, or to a school-approved password system, if already in place. Passwords can easily be changed at any time, should they be forgotten, using “Control Panel”, “Users”. Click on the student’s name to edit, ask the student to type in a new password; then click “Update user”.
- Continue to add students. Teachers may wish to add a fictitious student name to experience the website as a student would.

**Changing the look of the page by clicking on “Settings” tab:**

- Click on “Themes”.
- Previews of each theme are available after clicking on them. Click the “X” button on the top left hand corner to look at others. Click “Activate” under the theme to choose a selected theme. Themes can be changed at any time.

**Changing the name of the blog:**

- Go to “Settings”.
- If the default “General” tab does not appear, click on “General”.
- In the “Class title” field, type in the name to display for this class blog.
- Click “Save changes” at the bottom.
- Note: the URL of the blog cannot be changed once it is set up.

**Setting or changing privacy settings on the blog:**

The privacy settings for the blog should adhere to school guidelines and policies regarding public access to student work. The default setting is private so that only class members can see and comment on each other’s blogs.

- Click on “Settings” tab.
- Click on “Comments”.

- Choose a privacy level:
  - Allow all visitors to the page to comment.
  - Allow access to particular classes who also have Kidblog accounts. (To set this up, where it says “Who may leave comments on posts?”, check off “Users in the following classes.” In the box, cut and paste the URL of the other class’s blog, then click “add”. This choice must also be applied to “Posts” so that other classes can read the students’ posts. Go to Settings, then Posts. Where it says “Who may read posts?”, check off “Users in the following classes”. In the box, cut and paste the URL of the other class’s blog, then click “add”. At the bottom click “Save settings”.)
  - Allow guests such as parents or family members. (To set up a “Guest” account, click on “Users” tab, type “Guest” in the “User name” field and set the password as “guest”; select “Guest” in the “Role” menu; click “Add new user”.)
  - Allow teacher only.
- Check the box “Comment Approval”. This means all comments have to be seen and approved by the teacher before the students see them. Many teachers maintain this setting, even if the blog is public.
- Click “Save changes”.

**Writing the first blog post:**

- Click on “Go to class blogs”(top right corner), then “All blogs” – Kidblog automatically provides a sample post that can be edited as a first post.
- Click on “Update”.
- After the first post has been published, subsequent posts can be entered by clicking on “New Post” after logging in. There are a number of options when creating posts: “save as draft”, or “publish”, or “send it to the trash”.

**Moderating students' posts:**

- Click on “Review Posts”; choose “Pending”, “Drafts”, or any individual post in the list.
- Many teachers choose not to read “Drafts” which allows students time to revisit these until they are satisfied with their writing. Those submitted as “Pending” are ones with which students are finished.
- Teachers need to clearly communicate their expectations for “publishable” posts to students. Anchor charts may be created and used as references for students as they create their blogs. Checklists may be printed or posted online for access at home and other locations.
- When reviewing a student post, notes and highlights for revising or editing can be added for the student to review; the post can also be edited directly by the teacher.
- Click on “Approved” to publish the post.
- Replies to submitted posts can be done privately or publicly in the comments section.

- Teachers can also set up groups:
  - Click on “Review Posts”, “Categories” and create groups with names for a particular book group (e.g., *Number The Stars 1*, *Number The Stars 2*, *Number The Stars 3*) or for a specific topic (e.g., Nubian Clothing, Nubian Food). When students are writing a post they select the category to which they are assigned in the panel to the right.

### Setting up student accounts:

Students will log in by clicking on their name on the pop-up list on the website and then typing in their password.

- Once logged in, they will see their control panel.
- They click on “Profile” to edit the name of their blog, choose an avatar (symbol or image that will be next to their name in the list), their password and the theme of their page from over a dozen different looks for the appearance of the blog.
- Students should change their passwords at this point to protect them from someone else posting under his or her name.
- When students have finished making changes, click “update profile” at the bottom of the page to save.
- Click on “New Post” to begin. Students have options to in the right-hand panel to “Save as draft”, “Submit for review”, “Trash” or “Publish”.
- Posts can be revised or edited at any point, even after initial publication.
- Tags can be added to the post, allowing organization and the ability to find posts about similar topics (e.g., pets, weekends, music, great books). Tags can be modelled by the teacher and then authored by students.

Using Kidblog regularly will enable students and teachers to become more familiar with many other features. Other blogging hosts have similar layouts, with “how-tos” and support forums available, not to mention finding advice online.

## Twitter

Twitter is a considered a microblogging site (what is posted is much shorter than a blog post, usually just brief sentences or links) that supports the real time sharing of thoughts and ideas as well as resources, through links to other material such as pictures, videos, websites and blogs. It provides authentic experiences with effective communication as students learn to use create and share texts, use researching and summarizing skills, and dialogue with others for various purposes. Using Twitter in a classroom also supports growth and proficiency with technology as teachers model how to be a member of a social media and networking community, along with developing a sense of responsibility as digital citizens.

### Getting started:

- Tweeting begins with signing up and setting up an account. It is best to have a separate email for each account. (Having a class email account, with Gmail, for example, for all online applications made on behalf of the class is recommended).

- It is also recommended that teachers use their real name as the username and post an actual picture. This is part of the professional courtesy educators use in online environments – part of the ‘netiquette’, or acceptable behaviours for online communication that are expected.
- When setting up the classroom account, students can select an image that best represents them. The account name should be the teacher’s name or the initials of the school. For example, the teacher’s username might be @jillsmith, and the class username might be @MsSmithsGrade5s or @schoolnameGr5s. (The @ symbol is in front of all usernames is much like an address and helps in identifying people to follow).
- When ready to write, the teacher posts a tweet in the space provided (which is limited to 140 characters including spaces and punctuation). This limitation results in users being concise and creative (using abbreviations, substitutions, etc.) in writing posts.
- The teacher then selects people to follow such as other teachers, classrooms or people of interest.
- As the manager of the class account, the teacher controls who follows the class and can monitor who the class will follow. Any questionable follower can be immediately blocked.
- Teaching students how to engage respectfully with others online through modelled, shared and collaborative activities is ongoing and is embedded in using Twitter for educational purposes.
- Lessons dealing with copyright are an important part of the new knowledge students acquire to use these communications tools. (See Copyright and Creative Commons.)
- As students share classroom learning with tweets and photos, podcasts or videos, their first name or initials may be used; their last name or any other personally identifying information should never be provided.
- Choosing to follow someone means all of their posts, or tweets, will show up on a Twitter feed. This provides opportunities to reply and carry on conversations, an important feature of Twitter. Students in may follow or connect with students in another class to share responses to a common activity such as a novel study, a science experiment, to discuss a particular topic through Q&As.
- Students should to be taught to consider purpose when they write tweets. An anchor chart may provide guidance; ideas can be added as students become more familiar with the practice. The following are examples of what may come about after a discussion about the responsibilities as tweeters (or when responding to blogs):
  - Am I responding to the question or content of the tweet?
  - Am I adding value with information (later in the year with a link to relevant information)?
  - Am I asking a question that will interest the author of the tweet and encourage further conversation?
  - Am I being positive and polite?
  - Am I writing clearly and showing respect for readers by editing? (Even with all the short-cuts acceptable in tweeting, all conventions are not necessarily out the window! Show students examples of appropriate adult tweeters using recognizable conventions.)
- The use of hashtags with the # symbol is another way of carrying on a conversation about a particular topic or with a particular group of people on Twitter. Users can view the conversation (without participating) by searching hashtags. If they wish to participate they can use the hashtag in their tweet.

- Hashtags allow users to go directly to a Twitter stream that is focused on one topic or one group. Students may converse with another class, in real time, by using a pre-selected hashtag.
- Mini-groups may be created by having students tweet and converse with specific hashtags such as, #MrsSmithNumberThe Stars1 or #MrsSmithNumberThe Stars2.
- Using a URL shortener such as <https://bitly.com/> or <http://goo.gl/> can be an essential tool for tweeters because of the limited space in which to write. These sites provide a shorter address for the website being linked in tweet. It is helpful for the class account to have this type of link, particularly as students become more familiar with tweeting links to useful sites. These websites can also keep an archive of them should you wish to re-use them.
- Some tweeting groups have been established and meet weekly online at designated times to chat about particular topics of interest. Many teachers tweet about current trends in teaching, sharing resources, responses to newsworthy items, and just day-to-day issues that arise in classrooms. Many include links to blogs written by other educators, to newspaper articles and other texts. Following leaders in education allows for remarkable opportunities in professional learning; groups such as #edchat, #elemchat, #5thchat, #daily5, #glread13 (Global Read Aloud 2013) and #ntchat (new and not-so-new teachers) provide a variety of possibilities to connect with other teachers.
- Additional Resources
  - [http://www.webopedia.com/quick\\_ref/Twitter\\_Dictionary\\_Guide.asp](http://www.webopedia.com/quick_ref/Twitter_Dictionary_Guide.asp)
  - <http://theedublogger.com/2012/02/13/the-updated-twitteraholics-guide-to-tweets-hashtags-and-all-things-twitter/#before>
  - <http://georgecouros.ca/blog/archives/1810>
  - <http://edudemic.com/2012/10/25-ways-to-get-the-most-out-of-twitter/>

## Wikis

A wiki is a collaboratively-developed web site. Wikis can be created, revised and edited by anyone granted author and/or editing privileges as part of the access to the site. Wikis are different from blogs in that they provide opportunities for multiple contributors to a single document.

### A Wiki:

- allows members of groups to work on a text at any time, from any location that has an Internet connection
- allows the teacher to act as moderator to see (and track) who has logged in, contributed, and made changes
- can remain private since they require a password to gain access
- encourages student involvement as students interact with each other and the content
- provides opportunities to showcase growth over time as students continue to add to the wiki

**Getting started:**

- Select a wiki host that meets classroom needs. Commonly used sites for elementary classrooms include Wikispaces (<http://www.wikispaces.com/>) and PBWiki (<http://pbworks.com/education>).
- Set up the class account as directed. There are tutorial videos online to guide these steps.
- Create sample activities to introduce the process and procedures to students (e.g., students work in pairs: one contributes information about how Aboriginal peoples use the environment and then the partner adds to or edits the information).
- Model how to utilize any additional features students may want to use, such as linking to other websites or embedding images.
- Assign roles, depending on the task and the size of the group. Roles similar to those often assigned in Literature Circles may be assigned such as, Discussion Director, Summarizer, Word Wizard, Research Coordinator (assists in finding primary sources, quotes, etc.) or Archive Manager (oversees the uploading of all files to the wiki).
- Identify activities to be completed using the wiki. Throughout a unit of study, students will use the wiki to respond to tasks, keep track of all the information and ideas gathered and carry out any additional work as a result of the decisions made on how to enhance their presentation of the content in the wiki.
- Communicate the assessment and evaluation tools to be used. Group- and self-assessment should be included.

**Podcasts**

Podcasts are recordings, usually of audio files which can be shared over the Internet or within a school's network. Students work together to plan, write, record and edit these recordings using software programs such as Audacity (a free digital audio editor for PC), or Garage Band (Apple). The final product can then be saved for others to listen to and learn from. A media player such as iTunes needs to be installed to play podcasts. Users can subscribe to podcasts and be notified of new podcasts as they are created and uploaded.

**Benefits of using podcasts:**

- Teachers can create recordings of lessons; students who wish to revisit content or who are absent from school may avail of the lessons online.
- Students can create recordings for language arts-related activities (e.g. book talks, interviews, poetry slams) and cross-curricular projects and presentations using content from any subject.
- Producing a podcast supports students in applying cooperative learning strategies with all the communication, problem-solving, organization and technology-related skills needed to complete a successful podcast.
- Podcasts have a potential worldwide audience which gives purpose and motivation for the project.

**Getting started:**

- Select the hardware and software
  - Select a microphone that eliminates as much background noise as possible.
  - Install software such as Audacity (<http://audacity.sourceforge.net/>).
  - Install iTunes ([www.itunes.com](http://www.itunes.com)) which is compatible with PC or Apple computers and will upload, play and distribute the podcasts.
- Plan the recording
  - Consider the audience. This step helps focus on the purpose of the podcast and sets the tone for its composition.
  - Name the podcast. Keep in mind, listeners to podcasts search for something by name and a catchy name may help entice listeners.
  - Decide on the format. Who will be the speaker(s)? Will there be a host? Will there be further segments?
  - Create a storyboard and write a script. Scripting allows students to know exactly what they are going to say, when they will speak and whether or not music and sound effects will be involved.
  - Consider the length of the recording. (Typically student podcasts are 10 minutes or less.) Teachers may choose to pair students to write segments for a class show. Choosing segments for the show can be done by students or by the teacher.
- Record the podcast
  - Students should rehearse their scripts, paying special attention to speaking loudly, clearly and slowly. An anchor chart of tips may be developed with students to remind them as they rehearse.
  - Try a few sample recordings to test the hardware and software; make adjustments as needed and ensure everything works.
- Edit the podcast
  - Delete mistakes and long pauses. Re-record sections where necessary.
  - Add music to the podcast.
- Upload the podcast
  - Convert to mp3 file format.
  - Upload the file with a description of the podcast (title, authors, genres – any information that can tag or identify the file) and the link to the corresponding file.
  - Check the file to be sure it is ready to be shared.
- Publish the podcast
  - A podcast can be posted on a class blog as a published piece of work. If the class does not have a blog, a free one can be set up at sites such as Blogger, Wordpress, or Kidblog. Create a specific directory for podcasts in the blog.
  - Teachers and students may wish to create a newsfeed for podcasts. These RSS files describe the podcast and contain information on each link to each mp3 file created. Subscribers are notified when

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