

March 2024



OHCP Grade 3 Language Arts

## INTRODUCTION TO THE OECS HARMONISED PRIMARY LANGUAGE ARTS CURRICULUM

The design and content of the OHPC Language Arts curriculum provide teachers with opportunities to not only reflect on the best of existing practices, but also opportunities to learn about and implement evidence-based shifts in pedagogy that ensure all learners have the best possible chance to succeed.

As with any new curriculum there will be questions. Frequently asked “up front” concerns are addressed below as part of the Introduction which provides an overview of implementation of the Language Arts OHPC.

### I. Frequently Asked Questions

**1. *If I were to peek inside a Primary School classroom using the curriculum, what would I see?***

The chart below provides an overview of the wide range of daily learning opportunities included in the Language Arts OHPC.

Examples of Daily Opportunities to Engage in Language Arts Learning		
Listening and Speaking	Reading and Viewing	Writing and Representing
<p><b>Learners have daily opportunities to:</b></p> <ul style="list-style-type: none"> <li>- discuss topics of Learner interest.</li> <li>- listen, reflect on and contribute to stories, poems, nonfiction, music, conversations, etc.</li> <li>- participate in lessons that build strategies in listening and speaking.</li> <li>- view listening and speaking as a tool to communicate with peers, the community and the world.</li> </ul>	<p><b>Learners have daily opportunities to:</b></p> <ul style="list-style-type: none"> <li>- browse through a wide range of paper-based books, magazines, digital texts, etc. on topics of interest.</li> <li>- engage in reading throughout the day.</li> <li>- interact with engaging texts, and lessons that build reading skills and strategies.</li> <li>- share reading with small groups of peers.</li> </ul>	<p><b>Learners have daily opportunities to:</b></p> <ul style="list-style-type: none"> <li>- explore formal and informal writing in various genres throughout the day.</li> <li>- co-construct or independently write on topics of interest using various genres.</li> <li>- apply writing lessons in various genres to demonstrate understanding of organisation, ideas style, form, and conventions.</li> <li>- share writing with peers and the community.</li> </ul>
<p><b>Throughout the day, Learners receive regular feedback from the teacher about progress made and the next steps of learning.</b></p>		

**2. *Will this curriculum improve the literacy rates for all Learners in OHPC?***

This curriculum reflects the principles and practices of international research about equitable and effective instructional practices that increase learners' levels of engagement and learning success.

**3. *Does instruction designed from this curriculum provide an equitable learning experience for all Learners?***

Yes. Suggestions to differentiate instruction for Learners who excel, Learners who make average progress and Learners who struggle are provided.

**4. *Does this curriculum recognise and celebrate the culture and context of the OECS?***

Yes. Teachers will find local images, stories, songs, poetry to use as anchors or prompts throughout the curriculum. Home and community languages and knowledge are valued as foundational building blocks to learning and ensure the culture and context of OHPC are visible, valued and preserved.

**5. *How do the strands of Language Arts connect?***

While Speaking and Listening, Reading and Viewing, Writing and Representing are presented as different strands, teachers know that learning about one strand supports learning about other strands. Strands may be taught independently or integrated with other strands in Language Arts AND among the other strands.

**6. *Does the curriculum provide opportunities to integrate Language Arts with other subject areas?***

Yes. The use of local, national, and international images, nonfiction, poetic, visual and lyrical texts provide anchors to connect Language arts learning with the content of all other subject areas. For example:

- a) The leaf of a flamboyant tree can be used as an anchor to teach descriptive language (Language Arts), plant study (Science), symmetry (Mathematics and Art) and food study (Health & Wellbeing).
- b) A science experiment focussed on the states of matter can be used as an anchor for interpreting cyclical diagrams (Mathematics), descriptive language in Language Arts and representing the states of matter in artistic formats (the Arts).

## **II. Creating Welcoming, Learner Responsive and Engaging Classroom Spaces for Language Arts Learning**

Responsive classrooms provide opportunities and learning spaces for learners to work in small groups or individually, etc. Every classroom should be a space that invites learning. This includes:

- a classroom library with books, magazines, pamphlets, etc. of all genres.
- walls with Learner and teacher generated poems, stories, schedules, and reference information (Word Wall, What We've Learned, Classroom Rules, etc.) written in large font for ease of viewing throughout the room.
- a space for multi-subject exploration (realia table, writing table, science space, math manipulatives, etc.).
- learning centers that invite Learners to explore writing, reading, listening and technology.
- Opportunities to use the school outdoor space and community as learning spaces.

## **III. Using Formative Assessment as an Opportunity to Observe Learner Learning**

There are many opportunities to observe learners learning, to assign tasks for Learners to demonstrate learning, and to provide feedback to Learners. The OHPC provide teachers with a wide range of formative assessment strategies to inform these observations, such as grade level rubrics and checklists, graphic organizers, opportunities for visual, oral, and written displays of learning and quizzes. Suggestions for self-assessments encourage learners to monitor their work and use fix-up strategies as needed. Suggestions for peer assessments provide opportunities for peer collaboration about the focus of learning and not on judging a peer's learning.

An important part of teacher observations of learning is feedback: sharing information about what has been accomplished and how these accomplishments provide the foundation for the next steps of their learning.

## ESSENTIAL LEARNING OUTCOME 1 Listening and Speaking

---

**Introduction to the Strand:** Language is the foundation of communication and the primary instrument of thought. The study of Language Arts provides access to multiple and inter-related oral, aural, written, and visual ways of representing, exploring, problem-solving, communicating, and sharing meaning. Through listening, speaking, writing, representing, reading, and viewing a wide range of text and text form, the student continues to develop an awareness of culture, personal identity, and the strategies needed to participate, communicate, and reflect critically on thought and action.

**Strand: Listening and Speaking** are foundational for all learning. The strategies and skills of listening and speaking allow learners to contribute meaningfully to social environments. As learners receive, reflect on, and communicate ideas, they develop increasing proficiency in cognitive organization, critical thinking, and problem solving. Listening and speaking strategies and skills are foundational for the development of reading, viewing, writing, and representing.

### **Grade Three Expectations for Speaking and Listening:**

#### **For pleasure and personal growth**

- continue to listen to and appreciate messages of music, stories, information, conversation and environmental sounds for personal enjoyment.
- further develop an awareness of how purposeful oral language provides a receptive or expressive venue for sharing emotions.
- reflect on and identify personal strengths as listeners and speakers, areas for improvement and the strategies they found most helpful in oral communication.

#### **To form and foster relationships**

- understand and practice how listening respectfully and responding with empathy impacts communications and builds positive relationships.
- listen, understand, and respond respectfully to others, considering variations in language and background experience.
- speak fluently and confidently in a range of contexts and with a range of audiences.
- tell stories and share information in ways engaging to a variety of audiences.
- make relevant comments and ask questions to clarify understanding during conversations.
- continue to develop understanding of the purpose, impact and use of Home Language(s) or Standard English for a variety of oral language purposes and activities.





#### **To develop and serve as cognitive tools for engaging in and sharing learning**

- observe, practice, and modify how tone, fluency and intonation impact meaning and mood.
- further develop and apply listening comprehension strategies with increasing independence.
- use critical listening strategies to search for meaning within and beyond the words they hear.

begin to apply multi-subject vocabulary with intent and meaning.  
 increase the complexity and meaningful use of oral word analysis.  
 present ideas and oral reports in a logical, appropriate sequence in an oral presentation.  
 reflect on and identify their strengths as listeners and speakers, areas for improvement and the strategies they found most helpful in oral communication.

**Essential Learning Outcome 1:** The learner will explore, use, and critically apply oral language for **pleasure, personal growth, to foster relationships** and to **develop an appreciation and celebration of culture and oral languages**.


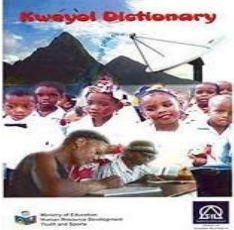
Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies															
<p><b>By the end of Grade 3 the learner will be expected to:</b></p> <p><b>Listen and speak for pleasure and personal growth</b></p> <p>1.1 Engage with and share various genres of music, oral poetry, artwork, and oral stories that have been chosen for pleasure.</p> <p>1.2 Experience and enjoy playful use of language, to communicate e.g., telling jokes, asking riddles, singing songs, composing rhymes and verses.</p> <p>1.3 Respond to oral/aural language through improvisational drama and/or artwork.</p>	<p><b>Gathering information through Teacher Conversation, Observation and Products (COP)</b></p> <p>Before classes begin, create an electronic or hard copy Observation of Student Learning Journal to record brief, dated comments about learner progress thus far and to determine next steps for instruction. The sample page below provides multiple opportunities to record a learner’s progress throughout each month in each strand of Language Arts. At the end of each month and at the end of each term, the teacher has a concise overview of each learner’s progress to date. Teacher notes may be brief and point form.</p> <p>Student Name _____ Month _____</p> <table border="1" data-bbox="625 1230 1251 1398"> <thead> <tr> <th data-bbox="625 1230 793 1289">Speaking and Listening</th> <th data-bbox="793 1230 989 1289">Reading and Viewing</th> <th data-bbox="989 1230 1251 1289">Writing and Representing</th> </tr> </thead> <tbody> <tr> <td data-bbox="625 1289 793 1317">Date:</td> <td data-bbox="793 1289 989 1317">Date:</td> <td data-bbox="989 1289 1251 1317">Date:</td> </tr> <tr> <td data-bbox="625 1317 793 1344">Focus:</td> <td data-bbox="793 1317 989 1344">Focus:</td> <td data-bbox="989 1317 1251 1344">Focus:</td> </tr> <tr> <td data-bbox="625 1344 793 1372">Progress:</td> <td data-bbox="793 1344 989 1372">Progress:</td> <td data-bbox="989 1344 1251 1372">Progress:</td> </tr> <tr> <td data-bbox="625 1372 793 1398">Next steps:</td> <td data-bbox="793 1372 989 1398">Next steps:</td> <td data-bbox="989 1372 1251 1398">Next steps:</td> </tr> </tbody> </table>	Speaking and Listening	Reading and Viewing	Writing and Representing	Date:	Date:	Date:	Focus:	Focus:	Focus:	Progress:	Progress:	Progress:	Next steps:	Next steps:	Next steps:	<p>The information below provides teachers with suggestions for outcome-based learning strategies. Please note that teaching suggestions and information are available in the Additional Resources and Materials and the Additional Useful Content for the Teacher sections that follow this 3-column table. For suggestions to differentiate listening strategies for the range of learners in a Grade 3 classroom, visit: <a href="https://www.teachspeced.ca/listening-comprehension-skills">https://www.teachspeced.ca/listening-comprehension-skills</a></p> <p><b>Listen and speak for pleasure and personal growth</b></p> <p><i>Active Listening: A Reminder (Introduction to all SCOs)</i> Begin the year with a reminder of the importance of listening. Ask the learners to share their ideas about why we listen actively, respectfully, and carefully. As learners to provide their ideas, write</p>
Speaking and Listening	Reading and Viewing	Writing and Representing															
Date:	Date:	Date:															
Focus:	Focus:	Focus:															
Progress:	Progress:	Progress:															
Next steps:	Next steps:	Next steps:															



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies									
<p>1.4 Listen attentively and critically to fiction and nonfiction text and music to demonstrate understanding of:</p> <ul style="list-style-type: none"> <li>- the mood</li> <li>- main idea</li> <li>- some supporting details</li> </ul> <p>1.5 Continue to develop strategies to describe, share, and discuss thoughts, feelings, and experiences with peers.</p> <p>1.6 Ask and respond to questions to clarify information and to explore possibilities or solutions to problems.</p> <p>1.7 Listen critically for subtle messages in conversation, music, and environmental sounds.</p> <p>1.8 Create and use oral instructions describing how to make or do something.</p> <p>1.9 Discuss solutions to local, regional and world events by extending use of questioning to consider: why? how? when? what if? what else?, etc.</p> <p><b>Listen and speak to form and foster relationships</b></p>	<table border="1" data-bbox="625 272 1255 597"> <tr> <td>Date: Focus: Progress: Next steps:</td> <td>Date: Focus: Progress: Next steps:</td> <td>Date: Focus: Progress: Next steps:</td> </tr> <tr> <td>Date: Focus: Progress: Next steps:</td> <td>Date: Focus: Progress: Next steps:</td> <td>Date: Focus: Progress: Next steps:</td> </tr> <tr> <td>Date: Focus: Progress: Next steps:</td> <td>Date: Focus: Progress: Next steps:</td> <td>Date: Focus: Progress: Next steps:</td> </tr> </table> <p style="text-align: center;"><b>CONVERSATIONS</b></p> <p>Engage a learner in a conversation about a recent school or community event that both you and the learner have experienced. Provide an opening sentence about the event and then ask the learner to share something else that happened. Take turns providing more information with the learner until the entire event is reported on. Such topics can be (family, rivers, beach, carnival, La Rose, Solo songs, bamboo bursting, etc.)</p> <p>Listen and make notes about:</p> <ul style="list-style-type: none"> <li>- the learner’s choice of language</li> <li>- how the learner constructs thoughts</li> <li>- sequencing of events</li> </ul> <p><b>Dramatic/Role Play (Readers Theatre)</b></p> <p>Provide situations such as giving a compliment, an apology, verbal invitation, etc. for students to practice appropriate actions which correspond to effective</p>	Date: Focus: Progress: Next steps:	Date: Focus: Progress: Next steps:	Date: Focus: Progress: Next steps:	Date: Focus: Progress: Next steps:	Date: Focus: Progress: Next steps:	Date: Focus: Progress: Next steps:	Date: Focus: Progress: Next steps:	Date: Focus: Progress: Next steps:	Date: Focus: Progress: Next steps:	<p>them on a chart for future use as a “What Do Good Listeners Do? anchor chart.</p> <p>Follow this discussion with the question, “<i>What does active listening look like?</i>” Provide learners with the option to respond in various ways:</p> <ul style="list-style-type: none"> <li>• role play</li> <li>• drawing</li> <li>• oral words</li> </ul> <p><b>Calypso Tent (ELO 1.2)</b></p> <p>Listen to local calypso music. After a listening to a few songs, groups of learners choose a song and demonstrate how to respond to the song by:</p> <ul style="list-style-type: none"> <li>• moving with the beat of the music</li> <li>• sharing ideas about how the music makes them feel</li> <li>• Sharing ideas about the meaning of the song</li> </ul> <div style="display: flex; justify-content: space-around;">    </div> <p><a href="https://www.youtube.com/watch?v=8Hgoh3A_27g">https://www.youtube.com/watch?v=8Hgoh3A_27g</a>  <a href="https://www.youtube.com/watch?v=lcDG3Q3aeyQ">https://www.youtube.com/watch?v=lcDG3Q3aeyQ</a>  <a href="https://www.youtube.com/watch?v=yDrJzvuwyfQ">https://www.youtube.com/watch?v=yDrJzvuwyfQ</a></p> <p> <b>Integration - Music</b></p> <p>This activity integrates with Music in cases where they have to identify the mood and message of</p>
Date: Focus: Progress: Next steps:	Date: Focus: Progress: Next steps:	Date: Focus: Progress: Next steps:									
Date: Focus: Progress: Next steps:	Date: Focus: Progress: Next steps:	Date: Focus: Progress: Next steps:									
Date: Focus: Progress: Next steps:	Date: Focus: Progress: Next steps:	Date: Focus: Progress: Next steps:									




Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.10 Demonstrate understanding and use of conversation courtesies during peer group work, class discussions and play.</p> <p>1.11 Use vocabulary that shows respect for all people.</p> <p>1.12 Listen attentively and build on others' ideas with increasing confidence in group and class discussions and individual presentations.</p> <p>1.13 Continue to develop understanding of point of view without expressing judgment.</p> <p>1.14 Explore ideas and feelings by asking respectful questions and listening with minimal interruption.</p> <p>1.15 Use and respond to verbal and nonverbal cues respectfully.</p> <p>1.16 Develop confidence in asking for assistance from peers and adults.</p>	<p>nonverbal and verbal cues in listening and speaking tasks/activities for example,</p> <p>As learners are engaged in conversations, observe, and make notes about:</p> <p><b>nonverbal reactions and responses:</b></p> <ul style="list-style-type: none"> <li>-body posture</li> <li>-eye content</li> <li>-facial expressions</li> <li>-hand movements</li> </ul> <p><b>verbal reactions / responses:</b></p> <ul style="list-style-type: none"> <li>- responding on topic</li> <li>- waiting to speak without interrupting</li> <li>- clarity of expressive language</li> </ul> <p><b>Follow the Leader</b></p> <p>Listen to and follow as the teacher or classmate gives many step instructions to make a structure or complete a task. Once the instructions are over the level to which the object or task is complete serves as the assessment. The learner should be given an opportunity to review their work and describe the process.</p> <p style="text-align: center;"><b>OBSERVATIONS</b></p> <p><b>What to Observe during formal and informal opportunities for learners to speak and listen</b></p>	<p>different genres.</p> <p><b><i>Puppetry for listening and speaking (SCO 1.2, 1.3)</i></b></p> <p>After a teacher Read Aloud of a local folk story, provide opportunities for learners to create simple popsicle stick puppets to retell local folk stories. As each learner presents their versions of the story, gather information about the components of a story and record observations using a fiction checklist as suggested below.</p>






Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies														
<p>1.17 Retell stories and events with peers and engage in follow up conversations.</p> <p><b>Listen and speak to develop appreciation and celebration of culture and oral languages</b></p> <p>1.18 Share relevant ideas, opinions, and feelings on topics of personal and social interest using both Standard English and Home Languages.</p> <p>1.19 Develop an appreciation for various forms of language and their appropriateness to different situations.</p> <p>1.20 Use thoughtful, respectful, and non-hurtful vocabulary.</p> <p>1.21 Continue to develop oral comprehension strategies to determine word meanings.</p> <p>1.22 Participate in the sharing of culturally relevant songs, raps, drama, and poetry with fluency, rhythm, and pace.</p>	<p>Throughout the year and the term, choose one or two focus points from the list below to observe learner growth in speaking and listening</p> <ul style="list-style-type: none"> <li>• learner’s choice of spoken language</li> <li>• learner’s comfort switching from home language to Standard English</li> <li>• understanding of how we “share” a conversation</li> <li>• comfort level asking questions</li> <li>• oral responses to literal W 4 + H questions, such as: Who? What? When? Where? How?</li> <li>• oral responses to questions to demonstrate deeper understanding, such as: Why, What if? How do you know? etc.</li> <li>• use the correct word order to create a question</li> <li>• level of understanding when following directions</li> <li>• Motivation</li> <li>• Cooperation</li> <li>• Communication</li> <li>• Ability to work independently</li> </ul> <p><b>Somebody / Wanted / But / So</b>            These four simple words provide learners with a framework to describe the events in a story or a news item in sequence. After reading a story aloud, learners then share their thoughts as the teacher completes a rubric, such as the one illustrated below</p> <p>Name:            Title: The Singing Competition</p>	<p>Name: _____ Date: _____</p> <p style="text-align: center;"><b>RETELLING</b></p> <table border="1" data-bbox="1367 370 1938 1052"> <tr> <td>State the <b>title and author</b> of the story.</td> <td></td> </tr> <tr> <td>What is the <b>setting</b>?</td> <td></td> </tr> <tr> <td>Who is the <b>main character</b>?</td> <td></td> </tr> <tr> <td>Are there <b>other characters</b>? How are they connected to the main character?</td> <td></td> </tr> <tr> <td>What is the <b>problem</b>?</td> <td></td> </tr> <tr> <td>What are the <b>important events</b>? Include rich details.</td> <td>1.  2.  3.</td> </tr> <tr> <td>What is the <b>solution</b> to the problem?</td> <td></td> </tr> </table> <p><a href="https://liquidliteracy.com/2014/03/14/retelling-stories-of-author-chris-van-allsburg/">https://liquidliteracy.com/2014/03/14/retelling-stories-of-author-chris-van-allsburg/</a>  <b>Let’s Translate (ELO 1.1, 1.2, 1.3)</b></p> <p>Listen to folk stories from resource persons in the community. As learners orally summarise the stories, encourage them to use the language and then translate these summaries of local creole stories into Standard English.</p>	State the <b>title and author</b> of the story.		What is the <b>setting</b> ?		Who is the <b>main character</b> ?		Are there <b>other characters</b> ? How are they connected to the main character?		What is the <b>problem</b> ?		What are the <b>important events</b> ? Include rich details.	1.  2.  3.	What is the <b>solution</b> to the problem?	
State the <b>title and author</b> of the story.																
What is the <b>setting</b> ?																
Who is the <b>main character</b> ?																
Are there <b>other characters</b> ? How are they connected to the main character?																
What is the <b>problem</b> ?																
What are the <b>important events</b> ? Include rich details.	1.  2.  3.															
What is the <b>solution</b> to the problem?																




Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																				
<p>1.23 Continue to develop understanding of how and when to adjust volume, projection, facial expressions, gestures, and tone of voice to the speaking occasion.</p> <p>1.24 Continue to develop meaningful language use and conventions of oral language(s) as appropriate to the context and purpose:</p> <ul style="list-style-type: none"> <li>- word order</li> <li>- increasingly varied vocabulary choices for nouns, verbs, adjectives, adverbs</li> <li>- use of descriptive language (similes, beginning use of metaphors)</li> <li>- use of affixes</li> <li>- subject and verb agreement correctly in delivering spoken messages and in planned oral presentations.</li> </ul>	<table border="1" data-bbox="625 305 1283 771"> <thead> <tr> <th></th> <th>Complete</th> <th>Partial</th> <th>Beginning</th> </tr> </thead> <tbody> <tr> <td>Somebody</td> <td></td> <td>the girl in a blue dress</td> <td></td> </tr> <tr> <td>Wanted</td> <td></td> <td></td> <td>to win</td> </tr> <tr> <td>But</td> <td></td> <td>she made a mistake</td> <td></td> </tr> <tr> <td>So</td> <td>she was very disappointed decided to practice more and get more lessons</td> <td></td> <td></td> </tr> </tbody> </table> <p>This brief SWBS overview provides the teacher with information about which events had the greatest impact on the learner and which were somewhat overlooked. The teacher is now able to think about how to provide support for listening to details throughout the beginning, middle and end of a listening experience.</p> <p style="text-align: center;"><b>PRODUCTS</b></p> <p>During the Speaking and Listening strand, assessment “products are based on speaking and listening. Use of listening and speaking rubrics to rate oral presentations in terms of active listening skills, ability to communicate ideas as they attempt to express their thoughts and ideas provide information about progress and next steps. .</p>		Complete	Partial	Beginning	Somebody		the girl in a blue dress		Wanted			to win	But		she made a mistake		So	she was very disappointed decided to practice more and get more lessons			<p>On another day, reverse the focus of this activity and invite community members, a student from an older grade, the principal, etc. to tell a story in Standard English. Learners listen and summarise the story in their Home Language(s).</p> <div style="display: flex; justify-content: space-around;">   </div> <p><a href="http://www.saintluciancreole.dbfrank.net/dictionary/KweyolDictionary.pdf">http://www.saintluciancreole.dbfrank.net/dictionary/KweyolDictionary.pdf</a></p> <p><b><i>Listening and discuss (SCO 1.4)</i></b></p> <p>Throughout the year, provide opportunities for learners to listen with an intentional focus:</p> <ul style="list-style-type: none"> <li>- to share ideas about music</li> <li>- the share what was learned in another subject</li> <li>- to share opinions about recent community, country or world events</li> </ul> <p>Share a video of learners listening, such as <a href="https://youtu.be/W3SI0XSb1_k">https://youtu.be/W3SI0XSb1_k</a> and chat with the learners about what effective listening looks like. Following this viewing, ask the learners a question about what they listened to and encourage learners to respond and ask their own questions.</p> <p>Questions include: What did you think of . . . ?</p>
	Complete	Partial	Beginning																			
Somebody		the girl in a blue dress																				
Wanted			to win																			
But		she made a mistake																				
So	she was very disappointed decided to practice more and get more lessons																					


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																														
	<p style="text-align: center;"><b>Listening and Speaking Performance Checklist</b></p> <p>Student's name: _____ Date: _____</p> <table border="1" data-bbox="646 370 1236 837"> <thead> <tr> <th data-bbox="646 370 968 399"><b>Comprehension and Collaboration</b></th> <th data-bbox="968 370 1050 399"></th> <th data-bbox="1050 370 1236 399"></th> </tr> <tr> <th data-bbox="646 399 968 428">Performance Indicator</th> <th data-bbox="968 399 1050 428">Achieved</th> <th data-bbox="1050 399 1236 428">Notes</th> </tr> </thead> <tbody> <tr> <td data-bbox="646 428 968 513">Actively engages in discussions on topics and texts, collaborates with peers in small and large groups.</td> <td data-bbox="968 428 1050 513"></td> <td data-bbox="1050 428 1236 513"></td> </tr> <tr> <td data-bbox="646 513 968 597">Follows criteria for active listening and speaking – eye contact, take turns to speak, etc..</td> <td data-bbox="968 513 1050 597"></td> <td data-bbox="1050 513 1236 597"></td> </tr> <tr> <td data-bbox="646 597 968 626">Asks questions as needed.</td> <td data-bbox="968 597 1050 626"></td> <td data-bbox="1050 597 1236 626"></td> </tr> <tr> <th data-bbox="646 626 968 656"><b>Presentation of Knowledge and Ideas</b></th> <th data-bbox="968 626 1050 656"></th> <th data-bbox="1050 626 1236 656"></th> </tr> <tr> <td data-bbox="646 656 968 708">Tells a story or recounts an experience with focus and accurate detail.</td> <td data-bbox="968 656 1050 708"></td> <td data-bbox="1050 656 1236 708"></td> </tr> <tr> <td data-bbox="646 708 968 760">Speaks clearly, using appropriate tone and volume.</td> <td data-bbox="968 708 1050 760"></td> <td data-bbox="1050 708 1236 760"></td> </tr> <tr> <td data-bbox="646 760 968 812">Speaks in complete sentences, elaborates on ideas as needed.</td> <td data-bbox="968 760 1050 812"></td> <td data-bbox="1050 760 1236 812"></td> </tr> <tr> <td data-bbox="646 812 968 837"></td> <td data-bbox="968 812 1050 837"></td> <td data-bbox="1050 812 1236 837"></td> </tr> </tbody> </table> <p>Adapted from:  <a href="https://www.scusd.edu/sites/main/files/file-attachments/book_4_grade_2_speaking_and_listening_checklist.pdf">https://www.scusd.edu/sites/main/files/file-attachments/book_4_grade_2_speaking_and_listening_checklist.pdf</a></p> <p><b>Peer Assessment</b>  In groups, students share/perform their own poems (created during writing class,) calypso lyrics, or local community happenings. Peers listen and provide feedback through an icon:</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <p>Here's what you did really well!</p> </div>	<b>Comprehension and Collaboration</b>			Performance Indicator	Achieved	Notes	Actively engages in discussions on topics and texts, collaborates with peers in small and large groups.			Follows criteria for active listening and speaking – eye contact, take turns to speak, etc..			Asks questions as needed.			<b>Presentation of Knowledge and Ideas</b>			Tells a story or recounts an experience with focus and accurate detail.			Speaks clearly, using appropriate tone and volume.			Speaks in complete sentences, elaborates on ideas as needed.						<p>Why do you think . . . ?  Can anyone add to this idea?  Do you agree? Why or why not?  <a href="https://www.readingrockets.org/classroom/classroom-strategies/listen-read-discuss">https://www.readingrockets.org/classroom/classroom-strategies/listen-read-discuss</a></p> <p> <b>INTEGRATING THE SUBJECTS</b></p> <p>This ILS may be applied in any subject area. Providing time to discuss new learnings deepens understanding, promotes language use, and builds respect among learners.</p> <p><b><i>Listening well leads to learning:</i></b>  Use a Think Aloud at the beginning of the day, before or after recess or lunch to engage learners in a conversation about a topic of interest. With each Think Aloud, the teacher demonstrates how to use a comprehension strategy, a teacher:</p> <ul style="list-style-type: none"> <li>● Thinks about back ground knowledge</li> <li>● Makes predictions</li> <li>● Makes connections</li> <li>● Creates visualizations</li> <li>● Summarizes or synthesizes what was heard</li> </ul> <p>Sample topics include:</p> <ul style="list-style-type: none"> <li>- a recent community sporting event</li> <li>- a popular piece of music</li> <li>- an interesting environmental sound</li> <li>- etc.</li> </ul>
<b>Comprehension and Collaboration</b>																																
Performance Indicator	Achieved	Notes																														
Actively engages in discussions on topics and texts, collaborates with peers in small and large groups.																																
Follows criteria for active listening and speaking – eye contact, take turns to speak, etc..																																
Asks questions as needed.																																
<b>Presentation of Knowledge and Ideas</b>																																
Tells a story or recounts an experience with focus and accurate detail.																																
Speaks clearly, using appropriate tone and volume.																																
Speaks in complete sentences, elaborates on ideas as needed.																																

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p data-bbox="630 276 1050 373">  Here's what we'd like to know         </p> <p data-bbox="619 430 955 462"><b>Student Self-assessment</b></p> <p data-bbox="619 470 1291 641">Create anchor charts with criteria for active listening and speaking, have students routinely reflect and evaluate how they collaborated or worked with a team on a project/group work task. Discuss how they could improve their team effort.</p> <div data-bbox="672 657 1239 1226">  <p><b>Active Listening Checklist</b></p> <ol style="list-style-type: none"> <li><b>1. Look</b> Keep your eyes on the person who is speaking. Concentrate on what is being said.</li> <li><b>2. Smile!</b> Use body language and a friendly face to show that you are listening.</li> <li><b>3. Listen without interrupting.</b> It is okay for the other person to share their feelings. Do not interrupt. You do not have to feel the same way.</li> <li><b>4. Ask questions</b> Make sure you understand what has been said. Paraphrase to let the other person know what you have heard. E.g. "It sounds like you are saying that..."</li> </ol> </div> <p data-bbox="619 1266 1176 1323"> <b>Sample of an anchor chart</b>  <a href="https://www.teachthis.com.au/products/active-listening-checklist">https://www.teachthis.com.au/products/active-listening-checklist</a> </p>	<p data-bbox="1312 276 1984 373">After each demonstration, provide opportunities for learners to share their use of listening comprehension strategies.</p> <p data-bbox="1312 381 1984 487">Establish listening centers with recordings of music, sounds, etc. for learners to practice these listening comprehension strategies with peers.</p> <p data-bbox="1312 527 1669 560"><b><i>Di Kwik</i> (ELO 1.1, 1.3, 1.4)</b></p> <p data-bbox="1312 568 1984 844">Invite cultural groups and individuals to perform aspects of our local culture (singing, dancing, role-playing, storytelling) After the performance, encourage learners to ask questions and/or respond to questions posed by the performers. In the days that follow, remind the learners about the performers' visit and ask a specific question about the performance.</p> <div data-bbox="1312 885 1795 982">  <p><b>Integration - Social Studies</b></p> </div> <p data-bbox="1312 990 1984 1096">This activity integrates with the topic of culture and ethnicity in Social Studies. Students can connect the influence of the ethnic groups on our culture.</p> <p data-bbox="1312 1136 1669 1169"><b><i>Let's Explore It</i> (ELO 1.8)</b></p> <p data-bbox="1312 1177 1984 1347">Provide opportunities for learners to visit local artisans or view videos about the creation of hand made products. As learners listen and watch, they have the option to illustrate, record or make notes about the process.</p> <p data-bbox="1312 1356 1984 1421">This example provides a lot of information in a short period of time. Encourage learners to view the video</p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>a few times, each time gathering more information and realising that it's important to listen very carefully.</p> <p>If the object created is created with simple materials, provide the materials for the learners to refer to their notes or memory to recreate the object.</p>  <p>Making Pastelles  <a href="https://www.youtube.com/watch?v=X6UmbaZjVNg">https://www.youtube.com/watch?v=X6UmbaZjVNg</a></p> <p> <b>BRAIDING THE STRANDS:</b>  During Writers Workshop, learners write expository pieces with the information gathered.</p> <p><b><i>Press Conference (ELO 1.9, 1.5, 1.6)</i></b>  Organize a press conference with local persons representing, community organisations, news outlets, restaurants, etc. to ask questions relevant to local, regional and world problems. Learners record and</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>review the interviews and share what they learned with peers</p> <div data-bbox="1465 337 1822 597" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>WH Question Words</b></p> <p><b>When</b> - ask about time  <b>Why</b> - ask about reason  <b>Which</b> - ask about choices  <b>Whom</b> - ask about people  <b>What</b> - ask for information  <b>Where</b> - ask about places  <b>Whose</b> - ask about possession  <b>Who</b> - ask about people  <b>How</b> - ask about process, manner</p>  <p style="text-align: center; font-size: small;">For more: <a href="http://www.englishspeakingcourse.net">www.englishspeakingcourse.net</a></p> </div> <p><a href="https://englishspeakingcourse.net/daily-use-wh-question-words/">https://englishspeakingcourse.net/daily-use-wh-question-words/</a></p> <p><b>Listen and speak to form and foster relationships</b>  <i>Communication Etiquette (ELO 1.10, 1.12, 1.13, 1.14, 1.23)</i></p> <p>Discuss proper listening and speaking courtesies throughout the year by demonstrating and providing opportunities to explore empathy, proper listening and speaking in groups.</p> <p>Suggestions to anchor these communication etiquette activities include:</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<div data-bbox="1386 259 1890 779">    <ul style="list-style-type: none"> <li>• Coach their <b>SOCIAL SKILLS</b>.</li> <li>• <b>5-7 YEARS</b></li> <li>• Use <b>PICTURES</b> - Cut out pictures from magazines or print pictures that show sad, angry, or happy faces.</li> <li>• <b>EMBRACE DIVERSITY</b> - Help children understand what they have in common with others.</li> <li>• <b>OBSERVE OTHERS</b> - Note the body language of others and guess how they might be feeling.</li> <li>• Teach about <b>HEALTHY LIMITS</b> and their own boundaries.</li> <li>• <b>7-9 YEARS</b></li> <li>• Engage in high-level <b>DISCUSSIONS</b> about book characters.</li> <li>• Try loving kindness <b>MEDITATION</b>.</li> <li>• Engage in cooperative <b>BOARD GAMES</b>.</li> </ul> </div> <p data-bbox="1312 787 1858 852"><a href="https://biglifejournal.com/blogs/blog/key-strategies-teach-children-empathy">https://biglifejournal.com/blogs/blog/key-strategies-teach-children-empathy</a></p> <p data-bbox="1312 885 1932 958"><b><i>Let's be welcoming and respectful (ELO 1.11, 1.15)</i></b></p> <p data-bbox="1312 966 1974 1096">Talk about proper titles to address various persons in society. Provide learners with a variety of scenarios and in pairs, they practice addressing each other and have a respectful conversation. Examples:</p> <ul style="list-style-type: none"> <li>• A visitor from the community visits the class to share a story Learner 1 plays the role of the teacher Learner 2 plays the role of the person thanking the visitor.</li> <li>• A new student arrives in the school</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Learner 1: meets the new student at the school entry and shows / explains how to get to the classroom</p> <p>Learner 2: the lunch monitor showing the new student the lunch routine</p> <ul style="list-style-type: none"> <li>Learner 1: an 8-year-old watching cricket (or netball, football, or track competition) and the referee makes an unpopular call</li> <li>Learner 2: the referee talking to Learner 1</li> </ul> <p><b>listen and speak to develop appreciation and celebration of culture and oral languages</b></p> <p><i>Respectful Feedback (SCO 1.18, 1.20)</i></p>  <p><a href="https://www.3rdgradethoughts.com/2017/03/team-talk-accountable-talk-in-classroom.html">https://www.3rdgradethoughts.com/2017/03/team-talk-accountable-talk-in-classroom.html</a></p> <p>Provide a demonstration of how to provide feedback to peers after presentations or when responding to conversations. View a video of grade three learners during a presentation:</p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		 <p data-bbox="1314 529 1976 594"><a href="https://www.youtube.com/watch?v=EGu3VpBuMaU">https://www.youtube.com/watch?v=EGu3VpBuMaU</a></p> <p data-bbox="1314 602 1955 808">After the presentation, demonstrate how to provide feedback that begins with a positive statement and then adds a “gentle” suggestion about how to build on this success. Choose another video; peer groups discuss how to provide feedback and share their ideas.</p> <p data-bbox="1314 850 1682 883"><b><i>Welcome Songs (SCO 1.22)</i></b></p> <p data-bbox="1314 889 1976 1133">Welcome learners to the class each day with music and song. Encourage learners to sing along or simply enjoy the music. Take a minute to chat about the beat of the song, the mood, and the meaning of the song. Acknowledge local vocabulary and phrases. Co create a Home Language vocabulary and phrase chart with learners and add to it throughout the year.</p>  <p data-bbox="1430 1208 1835 1240"><b>BRAIDING THE STRANDS</b></p> <p data-bbox="1314 1247 1923 1312">Refer to this chart during poetry writing projects. St. Lucia Folk Music</p> <p data-bbox="1314 1318 1992 1383"><a href="https://www.youtube.com/playlist?list=PLY3Ap9szfvRRTip4Yp12J-YETEJjY9LU7">https://www.youtube.com/playlist?list=PLY3Ap9szfvRRTip4Yp12J-YETEJjY9LU7</a></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<div data-bbox="1451 272 1797 553" data-label="Image"> </div> <p data-bbox="1312 592 1806 625"><b><i>Does this sound correct? (SCO 1.24)</i></b></p> <p data-bbox="1312 630 1963 841">Advise learners that you are planning to make some mistakes when you talk to the class. Their task is to listen to you carefully and put up a light hearted “oops” card when they hear an error. Each time you engage the learners in this activity, focus on one language structure, such as:</p> <ul data-bbox="1360 846 1701 950" style="list-style-type: none"> <li>● subject verb agreement</li> <li>● plurals</li> <li>● word order, etc.</li> </ul> <div data-bbox="1482 976 1749 1214" data-label="Image"> </div> <p data-bbox="1312 1255 1969 1320"><a href="https://www.cardly.net/merchantsfnonsense/oops-5409">https://www.cardly.net/merchantsfnonsense/oops-5409</a></p>

## Additional Resources and Materials

In Essential Learning Outcome 1 the learner will explore, use, and critically apply oral language for pleasure, personal growth, to foster relationships and to develop an appreciation and celebration of culture and of oral languages.

Listening Comprehension strategies are similar to reading comprehension strategies: <https://blog.listenwise.com/2017/04/8-components-listening/>

Listening Comprehension Skills



An interesting set of videos that enhance the listening experience is available at:  
- [https://www.youtube.com/watch?v=3XGNP\\_Szcl8](https://www.youtube.com/watch?v=3XGNP_Szcl8) (Following directions)

Put your right hand in the air



<https://www.youtube.com/watch?v=6vTsyJZbkug>



- <https://youtu.be/OILvbpWxyuI> Listening and Following instructions

**Speaking and Listening Lesson Tips:** Visit <https://www.twinkl.ca/teaching-wiki/active-listening> for a wide range of tips, activities, and suggestions that provide the foundation for engaging lessons in this ELO.

**Drama:** Drama can be an excellent technique for fostering speaking and listening abilities in a variety of situations, such as language instruction and everyday conversation. Drama has a number of advantages in this regard, including, enhanced communication, listening and observation skills.

**For suggestions about how to use Readers' Theatre to develop speaking and listening, visit:**

<https://www.colorincolorado.org/article/readers-theater-oral-language-enrichment-and-literacy-development-ells> Also visit:

### Reader's Theater Scripts and Plays

Visit <http://www.teachingheart.net/readerstheater.htm>

### Listening and Speaking Games and Activities

Games are excellent tools for fostering learners' listening and speaking skills. Literacy games can boost learners' vocabulary, phonemic awareness, and comprehension of texts. The websites below share some engaging listening and speaking games and activities.

<https://www.esparklearning.com/blog/7-engaging-listening-activities-for-small-groups>

### Storytelling Activities to Engage Learners

Storytelling encourages enthusiasm for listening, speaking, reading, writing, and learning. This website provides suggestions on how storytelling can be incorporated into the classroom in meaningful ways.

<https://thecolorfulapple.com/2021/01/storytelling-activities-for-the-classroom/>

### Read Aloud and Active Listening

Reading aloud to learners helps with the development of their listening and thinking skills. Storyline Online is an excellent resource for the facilitation of reading aloud.

<https://storylineonline.net/>

At the grade 3 level, these resources can be utilized to support classroom instruction and aid learners in developing their **speaking** and **listening** abilities. This site also provides teachers with subject-integrated lesson plans.

**PBS Learning Media:** This website provides a range of speaking and listening resources including videos, lesson plans, and interactive exercises that connect to other subject areas.

Visit: [https://www.pbslearningmedia.org/subjects/english-language-arts-and-literacy/speaking-and-listening/?selected\\_facet=grades:3-5&student=true&rank\\_by=recency](https://www.pbslearningmedia.org/subjects/english-language-arts-and-literacy/speaking-and-listening/?selected_facet=grades:3-5&student=true&rank_by=recency)

## Additional Useful Content Knowledge for the Teacher:

**Building respectful interpersonal relationships:** Visit <https://biglifejournal.com/blogs/blog/key-strategies-teach-children-empathy> for information about empathy and a range of opportunities to teach and enhance learners understanding and use of empathy in their relationships.

### Supporting and Assessing Listening and Speaking

The following are activities/strategies that could be employed to support and assess learners listening and speaking: **Talk Tickets:** These are cards made by teacher/teacher and learners that buys learners turns to speak in small group discussions. The purpose is to avoid any one learner dominating the discussion and to have more learners active in the discussion.

*The Author's Chair:* Learners are given the opportunity to read aloud their work. This is done with the learners sitting at the front facing the class.

*Elevator Talk:* This is a pre-writing strategy that allows learners to speak on what they are about to write on. This could be done in pairs or small groups. The speaker is given feedback from his / her listening peers.

*Speaking Rubric and Checklist:* This is a checklist that uses a point system for the different elements.

For more information on the above strategies / activities the following link may be accessed: <https://www.knoxeducation.com/3rd-grade-listening-speaking>

*Interviewing your classmate:* Works best with a new class or a fresh set of learners but can be designed to otherwise promote oral communication. The teacher facilitates the writing of the questions to be asked by the interviewer.

For more information see the following link: <https://www.kidsworldfun.com/learn-english/grade-3-english-speaking-and-listening-activities.php>

### Definitions of key terms

#### Self-monitoring

Self monitoring allows students to listen to themselves and focus on what they hear or read. When students self-monitor they take responsibility for their own learning and acquire intrinsic motivation. Some of the activities within this document require that students monitor themselves as they listen and speak. See below for some steps that will help you aid students to self-monitor as they listen.

Self-monitoring steps while listening to reading

1. Pay attention as you are reading.
2. While you are reading, if you realize that you don't understand what is happening or if what you said doesn't make sense – pause.
3. Think about what is confusing.
4. Back up to the part before.
5. Look at the words on the page before or after the sentence before.
6. Look at the pictures or images or charts (if available).
7. Think about what is happening or what the author is describing in this part.
8. Change what you said before or revise your thinking.
9. Think, “does it make sense now?”

<https://literacydoc.com/monitoring/>

### **Critical listening**

Critical listening allows students to listen for specific information. They are able to decide which information is relevant to a discussion or for a response. They can identify fact from opinion and distinguish between useful and useless information.

***Critical listening is also an essential component of this document. See below for some tips on how to aid students to become critical listeners.***

Recognizing the Difference between Facts and Opinions. ...

1. Uncovering Assumptions. ...
2. Be Open to New Ideas. ...
3. Rely on Reason and Common Sense. ...
4. Relate New Ideas to Old Ones. ...
5. Take Notes.

<https://open.lib.umn.edu/publicspeaking/chapter/4-5-listening-critically/>

### **Active listening**

Active listening is a communication skill <https://www.verywellmind.com/communication-in-relationships-why-it-matters-and-how-to-improve-5218269> that involves going beyond simply hearing the words that another person speaks but also seeking to understand the meaning and intent behind them. It requires being an active participant in the communication process.

Active listening techniques include:

- Being fully present in the conversation
- Showing interest by practicing good eye contact
- Noticing (and using) non-verbal cues
- Asking open-ended questions to encourage further responses
- Paraphrasing and reflecting back what has been said
- Listening to understand rather than to respond
- Withholding judgment and advice

In communication, active listening is important because it keeps you engaged with your conversation partner in a positive way. It also makes the other person feel heard and valued. This skill is the foundation of a successful conversation in any setting—whether at work, at home, or in social situations.

When you practice active listening, you are fully engaged and immersed in what the other person is saying.

[Active Listening: Techniques, Benefits, Examples \(verywellmind.com\)](#)

### Useful websites

Oral language development is critical to the development of print literacy. The website below provides a wide range of resources that are helpful for the development of learners' literacy skills. The article that is highlighted focuses on ways in which teachers can facilitate the honing of learners' speaking and listening skills.

<https://www.readingrockets.org/topics/comprehension/articles/speaking-and-listening-content-area-learning>

### OHPC Guide to Begin Planning an Integrated Unit of Study

In addition to the suggestions in the body of the Grade Three OHPC Template, this sample planning template for a curriculum based Integrated Unit of Language Arts and Social Studies may be useful as a guide to begin developing the focus and topics covered in the unit.

Sample Planning Template for Integrated Unit (Language Arts and Social Studies)

**THEME:** How different ethnic groups helped to shape our language and culture

Subjects		Specific Learning Outcomes
Language Arts	<b>ELO 2-Essential Learning Outcome:</b> Learners will demonstrate a variety of ways to <b>use background knowledge and interests to select and engage critically</b> with a range of culturally diverse paper-based, visual, and digital texts <b>for pleasure and personal growth.</b>	SCOs: 2.4, 2.5, 2.8, 2.9 2.4 continue to respond critically to texts by asking and formulating responses to questions such as: -what if? -is it possible that . . . ? -what else? -what was the author trying to tell us? -do I agree / why?  2.5 choose and apply a range of human, paper based and digital sources of information e.g. community experts, online searches, web and text-based reference materials, etc.  2.8 continue to make connections between the vocabulary of Home Language(s) and Standard English. 2.9 become increasingly aware of the history and roots of local language(s)

<b>Social Studies</b>	<b>Essential Learning Outcome:</b> To understand the ways in which our island's peoples nurture respect for diversity.	K-Identify the earliest inhabitants of our island S-Use digital tools to investigate the evidence of early settlements of Indigenous peoples V-Appreciate Indigenous cultures and respect their views of the environment and society K-Recognize the importance of our local island dialect(s) K-Recognize the cultural contributions of various peoples to our food, religion, dress, arts, language, and economy
<b>Beginning date:</b> _____ <b>End date:</b> _____ (Duration: 3 weeks)		
<b>Culminating project:</b> Learners will work in groups to plan a collaborative presentation. They will present on the positive impact of the ethnic groups i.e. Amerindians, Europeans, Africans, Indians, on the language, food, clothing and music of their country.		
<b>Sample Materials to anchor and support lessons:</b> <ul style="list-style-type: none"> <li>- Expressive drawings and or pictures of different ethnic groups</li> <li>- Food</li> <li>- Music</li> <li>- Literature from social studies text and online sources</li> </ul>		
<b>Overview of lessons:</b>		
<p><b>Language Arts ELO 1</b> is speaking and listening and <b>ELO 2</b> is focused on Independent Reading the section below can provide an example of how to combine the two.</p> <p><i>During Independent Reading, learners will choose from locally written books to read and share their impression of the book orally.</i> (Teachers will refer to the SCOs and ILS for ideas to insert 1-2 sentence overview of each proposed Language Arts curriculum based lessons to include in the theme.)</p>	<p><b>Social Studies</b> (Teachers will refer to the SCOs and ILS for ideas to a 1-2 sentence overview of each proposed Social Studies curriculum based lesson to include in the theme.)</p>	
<p style="text-align: center;"><b>Overview of formative assessments</b></p> <p><b>Conversations:</b> 2.8- continue to make connections between the oral and text-based vocabulary of Home Language(s) and Standard English, by critically analysing major similarities and differences between the two.          2.4-Listen to a poem written in local Creole/dialect and answer questions orally.</p> <p><b>Observations:</b> 2-9 Use a checklist to observe students' oral and reading competency in the use of Standard English.</p>		



Checklist:

- Learner's oral language matches expectations at this developmental level. Yes/ Some evidence / Not yet
- Learner speaks clearly and fluently demonstrates competency in his or her enunciation Yes/Some evidence/ Not yet
- Learner's oral vocabulary matches expectations at this developmental level. Yes / Some evidence/ Not yet
- Learner's use of the Standard Variety matches expectations at this developmental level to ask questions Yes/Some evidence/No
- Learner's use of the Standard Variety matches expectations at this developmental level to answer questions Yes/Some evidence/No
- Learner code switches depending on audience and purpose Yes /Some evidence/ Not yet

**Products:** Learners will be required to bring to class one sample/example of the home language collected from home, the neighborhood or social media. The sample could be spoken, written or audiovisual and can be taken from different sources: individuals' speech, radio, television, social media, posters, advertisements etc.

## ESSENTIAL LEARNING OUTCOME 2 Reading and Viewing

---

**Introduction to the Strand:** Language is the foundation of communication and the primary instrument of thought. The study of Language Arts provides access to multiple and interrelated oral, aural, written, and visual ways of representing, exploring, problem-solving, communicating, and sharing meaning. Through listening, speaking, writing, representing, reading, and viewing a wide range of text and text forms, the learners continue to develop an awareness of culture, personal identity, and the strategies needed to participate, communicate, and reflect critically on thought and action.

### **Grade Level Expectations for Reading and Viewing:**

#### **Read for pleasure and personal growth**

- select and read a variety of materials with fluency at the early to transitional levels
- participate in independent reading with a book chosen to provide just the right amount of challenge
- explore texts of interest that may be difficult, but still informative
- reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during and after reading

#### **Use background knowledge**

- further, develop a connection to a range of favourite authors
- use knowledge of the author's craft, topic, or genre as a foundation to predict and confirm the purpose and meaning of new readings
- interact meaningfully with a wide range of genres and text forms
- read and demonstrate an understanding of a variety of Early to Transitional-level literary, graphic, and informational texts using a wide range of strategies to construct meaning
- use different sources to find information e.g., reference texts, encyclopedias, the internet
- identify significant elements and meaningful details to construct meaning
- respond to what is read with critical thought in a variety of ways

#### **Develop vocabulary**

- continue to notice and apply new vocabulary gathered while reading a wide range of genres
- predict the meaning of unfamiliar words with more strategic use of background knowledge, context, text and word work

#### **Recognise and use language structures**

- recognize a variety of text forms, text features, and stylistic elements and demonstrate an understanding of how they help communicate meaning
- notice the similarities between paper-based and digital language and organizational structures

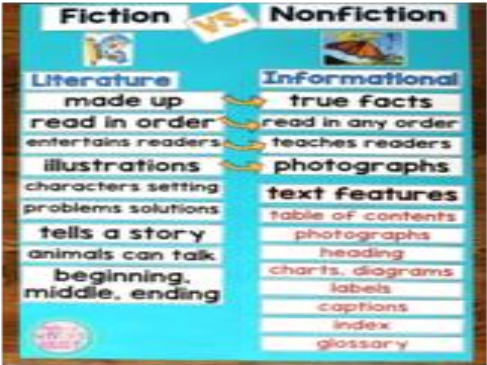

#### **Apply graphophonic elements meaningfully**


- use existing knowledge of words and meaningful word-solving strategies to read with automaticity and fluency
- use reading as a resource for building knowledge of writing conventions

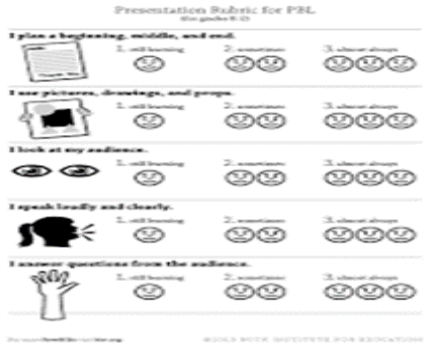


**Essential Learning Outcome 2:** Learners will demonstrate a variety of ways to **use background knowledge and interests to select and engage critically** with a range of culturally diverse paper-based, visual, and digital texts **for pleasure and personal growth.**

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>By the end of Grade Three, the learner will:</b></p> <p><b>Read and view to interact with understanding and critical thought to a wide range of genres and text forms using comprehension strategies.</b></p> <p>2.1 Continue to choose and engage with a range of literary, visual, graphic, and informational texts for independent reading.</p> <p>2.2 Apply knowledge of the of fiction, poetry, and nonfiction genres to guide independent understanding of visual and text-based information.</p> <p>2.3 Known comprehension strategies during independent reading:</p> <ul style="list-style-type: none"> <li>- determining the main idea</li> <li>- making connections</li> <li>- predicting</li> <li>- visualising</li> <li>- inferring</li> <li>- analysing</li> <li>- synthesising</li> </ul>	<p><b>Using Conversations, Observations and Products (COP)</b> to provide teachers with information during Independent Reading Time: to determine learning prior to instruction, observe learner progress during and after learning and to plan next steps for mini lessons that precede Independent Reading.</p> <p style="text-align: center;"><b>CONVERSATIONS</b></p> <p>As learners are engaged in Independent Reading, pause and chat with a few each day. Have a conversation with learners about the following and record their responses in the Observation of Student Learning Journal.:</p> <ul style="list-style-type: none"> <li>- Why they chose text.</li> <li>- How they know it's a just right text for Independent Reading.</li> <li>- When they come to a difficult word, what do they do?</li> <li>- What the text is about?</li> <li>- Are there any interesting words or phrases?</li> <li>- Would the learner recommend the text to a friend?</li> </ul> <p style="text-align: center;"><b>OBSERVATIONS:</b></p> <p><b>Oral Reading Records:</b></p>	<p>The focus of ELO 2 is Independent Reading: a daily opportunity to apply the reading strategies learned thus far with self selected books of various genres and formats.</p> <p style="text-align: center;"><b>Suggested Learning Strategies for Independent Reading Time</b></p> <p><b>Read and view to interact with understanding and critical thought to a wide range of genres and text forms using comprehension strategies.</b></p> <p><i><b>Refreshing our memory: What is Independent Reading Time? (SCO 2.1, 2.2)</b></i></p> <p>Begin the school year with a reminder of the purpose of Independent Reading. It always begins with a brief mini-lesson which is followed by an opportunity for learners to choose something to read as they practice what they have learned in the mini lesson. After reading, they complete a short reading response.</p> <p>Remind students of how to choose a book:</p> <ul style="list-style-type: none"> <li>- Something of interest</li> <li>- Just the right amount of challenge (5 finger rule)</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.4 Demonstrate understanding of texts read independently through a variety of oral, written, visual responses such as:</p> <ul style="list-style-type: none"> <li>- artistic representations (visual arts, song, dance)</li> <li>- discussions</li> <li>- graphic organizers</li> <li>- oral and written responses to questions</li> </ul> <p>2.5 Continue to respond critically to texts by asking and formulating responses to questions such as:</p> <ul style="list-style-type: none"> <li>- what if?</li> <li>- is it possible that . . .?</li> <li>- what else?</li> <li>- what was the author trying to tell us?</li> <li>- do I agree / why?</li> </ul> <p>2.6 Describe how the sequence of events and setting of fiction and nonfiction genres impacts the plot or the event described.</p> <p>2.7 Apply knowledge of characterization by:</p> <ul style="list-style-type: none"> <li>- describing the character’s attributes (traits, motivations or feelings);</li> <li>- using evidence from the text to support generalizations about the character;</li> </ul>	<p>As learners are reading independently, choose two or three learners each day to complete an oral reading record (Running Record). Once complete, have a conversation with the learner about their progress and next steps.</p> <div data-bbox="787 440 1270 933" data-label="Image"> </div> <p><a href="https://www.louisianabelieves.com/docs/default-source/louisiana-teacher-leaders/fi4-handout-assessment-data-collection-rti-running-record-info.pdf">https://www.louisianabelieves.com/docs/default-source/louisiana-teacher-leaders/fi4-handout-assessment-data-collection-rti-running-record-info.pdf</a></p> <p><b>Observing Home Language Use</b> Provide learners with a set of Standard English and Creole/Kweyol texts written in local language(s) with local expressions and vocabulary. (For example, <i>ab' go go' / I will go</i>) As learners read independently, observe and chat with them about the meaning of the words and phrases. Use the Observation of Student Learning Journal to make</p>	<p>After this reminder, learners demonstrate how to choose, read, and respond while respecting the other readers in the classroom.</p> <p><b><i>Practising Reading Comprehension Strategies (SCO )</i></b> Begin each independent Reading lesson with a brief reminder lesson including regular reminders about using the reading comprehension strategies they have learned throughout Primary School. After the lesson, learners read independently and complete a brief oral, written or visual reading response focussed on the topic of the mini lesson. Visit <a href="https://www.scholastic.com/teachers/teaching-tools/articles/five-minute-reading-responses-class.html">https://www.scholastic.com/teachers/teaching-tools/articles/five-minute-reading-responses-class.html</a> for suggestions of 5 minutes reading responses focussed on comprehension strategies.</p> <p><b><i>I think while I read (SCO 2.5)</i></b> Use a Teacher Read Aloud/Think Aloud to demonstrate how to think beyond the words on the page. During the Teacher Read Aloud/Think Aloud, pause occasionally and think aloud by saying, “When I read this section, I’m wondering about . . . or I’m thinking about . . . maybe the next thing to happen might be . . . etc.” Challenge the learners to ask similar questions as they read. After they’ve read, provide them with an “I think notes” page and direct them to complete on section of the page each day. Samples include:</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies						
<ul style="list-style-type: none"> <li>- comparing and contrasting characters within a selection or between/among two or more selections;</li> <li>- explaining how the actions of characters contribute to the sequence of events describing the impact of a character’s response to a problem, the character’s goal, and what the character says or thinks.</li> </ul> <p><b>Read and view to develop vocabulary</b></p> <p>2.8 Continue to make connections between the vocabulary of Home Language(s) and Standard English.</p> <p>2.9 Become increasingly aware of how local texts use the history and roots of the local language(s).</p> <p>2.10 Continue to develop reading vocabulary through reading a range of genres, authors, and topics.</p> <p>2.11 Extend reading vocabulary with increasing independence through the application of</p> <ul style="list-style-type: none"> <li>- antonyms</li> <li>- synonyms</li> <li>- homophones</li> <li>- homographs</li> </ul>	<p>notes about the learner’s understanding of text presented in Home Language(s) or Standard English.</p> <p style="text-align: center;"><b>PRODUCT:</b></p> <p><b>Genre Checklist:</b> Provide the opportunity for learners to demonstrate what they are learning about the difference between fiction and nonfiction books. A checklist based on the chart below may be used to assess the information based on the features of the texts.</p> <div style="text-align: center;">  </div> <p><a href="https://mrswintersbliss.com/wp-content/uploads/2019/05/chart-pic.jpg">https://mrswintersbliss.com/wp-content/uploads/2019/05/chart-pic.jpg</a></p> <p><b>Book Review:</b> Provide Learners with a template to review and comment on the book, story or article they are reading. This review serves to create an ongoing record of the learner’s reading comprehension. Once a week, schedule time for learner’s to <i>independently</i> reflect on what they’ve</p>	<p style="text-align: center;">“I THINK” NOTES</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">I’m wondering about . . .</td> <td style="width: 33%; padding: 5px;">I think this will happen next</td> <td style="width: 33%; padding: 5px;">This happened because . . .</td> </tr> <tr> <td style="width: 33%; padding: 5px;">This reminds me of . . .</td> <td style="width: 33%; padding: 5px;">When I read this, this is the picture I had in my mind . . .</td> <td style="width: 33%; padding: 5px;">I think the author wants us to know that . . .</td> </tr> </table> <p><b>Local Language Storytelling: (SCO 2.1 - 2.4)</b></p> <div style="text-align: center;">  </div> <p>Ensure that books, images, poetry, lyrics posters or videos from the local culture and language are available in the classroom for Independent Reading Time. In addition to reading a book, learners may wish to visit wall displays and “Read Around the Room” After learners choose a book</p>	I’m wondering about . . .	I think this will happen next	This happened because . . .	This reminds me of . . .	When I read this, this is the picture I had in my mind . . .	I think the author wants us to know that . . .
I’m wondering about . . .	I think this will happen next	This happened because . . .						
This reminds me of . . .	When I read this, this is the picture I had in my mind . . .	I think the author wants us to know that . . .						


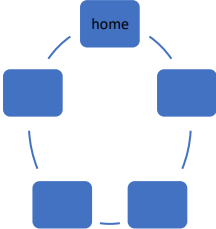
Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies								
<p>2.12 Use a paper-based or digital dictionary and thesaurus with increasing independence.</p> <p>2.13 Continue to independently apply common prefixes and suffixes to determine meaning of new vocabulary.</p> <p>2.14 Apply cross-curricular vocabulary to enhance understanding of texts read during independent reading.</p> <p>2.15 Apply knowledge of the change in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to decode words.</p> <p>2.16 Identify and apply figurative language to enhance understanding of a text.</p> <p><b>Read and view to recognise and use language structures</b></p> <p>2.17 Continue to demonstrate understanding of how word order impacts meaning.</p> <p>2.18 Apply knowledge of how personal reading fluency impacts understanding.</p>	<p>read during the week and write 3-5 notes about the story or information and why they are enjoying it.</p> <p><b>Character Analysis:</b> As a response to Independent Reading of fiction or poetry, learners read complete character analysis chart. Such as the one provided below.</p> <table border="1" data-bbox="716 573 1318 1016"> <thead> <tr> <th data-bbox="716 573 1079 639">Character analysis</th> <th data-bbox="1079 573 1318 639">Evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="716 639 1079 740">The character was identified.</td> <td data-bbox="1079 639 1318 740"></td> </tr> <tr> <td data-bbox="716 740 1079 878">The character was described, or the trait was identified.</td> <td data-bbox="1079 740 1318 878"></td> </tr> <tr> <td data-bbox="716 878 1079 1016">At least ONE bit of evidence was given to support the trait.</td> <td data-bbox="1079 878 1318 1016"></td> </tr> </tbody> </table> <p>This chart may be adapted for a variety of topics studied in reading and viewing.</p> <p><b>Self Assessment:</b></p> <p><b>Planning to share:</b> As a response to Independent Reading, provide occasional opportunities for learners to share information about what they have read through an oral presentation. Provide learners</p>	Character analysis	Evidence	The character was identified.		The character was described, or the trait was identified.		At least ONE bit of evidence was given to support the trait.		<p>(or the room) to read, provide opportunities for learners to respond to the text through discussion, illustrations, or written response to share their connection with the text with local events, settings, language etc. See the additional resources section for suggestions of Reading Responses.</p> <p><b>Genre Exploration: (SCO 2.1 – 2.4)</b></p>  <p>Begin the school year by creating a reading chart with various genres and different subgenres within a genre. This chart provides an example of the different subgenres of fiction. Throughout the year, as learners experience various subgenres, they can add titles to the chart.</p> <p><b>Read and view to develop vocabulary</b></p> <p><b>Language Contrasts: (SCO 2.8 - 2.9)</b></p>
Character analysis	Evidence									
The character was identified.										
The character was described, or the trait was identified.										
At least ONE bit of evidence was given to support the trait.										


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.19 Develop an awareness of how word choice, phrasing and punctuation may be used in positive or negative ways.</p>	<p>with a presentation rubric to assist in the development of the presentation's planning.</p>  <p><a href="#">Assessment and Rubrics - Kathy Schrock's Guide to Everything</a></p> <p><b>Listening to my reading</b> Encourage Learners to tape record their reading of a familiar passage, listen to the passages, and think about:</p> <ul style="list-style-type: none"> <li>-Do I sound like a storyteller?</li> <li>-Do I read with expression?</li> <li>-Do I read quickly, slowly, or just right?</li> <li>-Does my reading share the story well?</li> </ul> <p style="text-align: center;"><b>Peer Assessment</b></p> <p>Each week, choose a word work component that has been taught. Each day, during Independent Reading, learners individually find a few examples of either homophone, homographs, prefixes,</p>	<p>This Inclusive Learning Strategy provides opportunities for</p>  <p><b>BRAIDING THE STRANDS</b> Speaking and listening</p>  <p><b>INTEGRATING SUBJECTS (SOCIAL STUDIES: LOCAL CULTURES)</b></p> <p>Before reading books written in local languages, talk about the importance of preserving the home language. Invite learners to view and listen to <a href="https://www.youtube.com/watch?v=IbOdiSONkOg">Saint Lucian Creole Language</a>.</p> <p>As learners read their chosen books, encourage them to search for words and phrases and explore the similarities and differences between their home language(s) and Standard English. Next, discuss how other simple words or concepts are expressed differently in their language as in the table below.</p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies										
	<p>suffixes, etc. in their Independent reading materials.</p> <table border="1" data-bbox="716 394 1323 570"> <tr> <td data-bbox="716 394 1323 480">My classmate and I found these homonyms:</td> </tr> <tr> <td data-bbox="716 480 1323 570"> A homonym I knew before:  A homonym I learned: </td> </tr> </table>	My classmate and I found these homonyms:	A homonym I knew before: A homonym I learned:	<table border="1" data-bbox="1360 250 1953 573"> <thead> <tr> <th data-bbox="1360 250 1656 329">Standard English</th> <th data-bbox="1656 250 1953 329">Home Language</th> </tr> </thead> <tbody> <tr> <td data-bbox="1360 329 1656 409">The boys.</td> <td data-bbox="1656 329 1953 409">'De boy an' dem'.</td> </tr> <tr> <td data-bbox="1360 409 1656 488">Father, Jesus/God</td> <td data-bbox="1656 409 1953 488">"Puppa Jeezas/Gawd"</td> </tr> <tr> <td data-bbox="1360 488 1656 573">My head is hurting.</td> <td data-bbox="1656 488 1953 573">Mi/Meh head hurtin'.</td> </tr> </tbody> </table> <p data-bbox="1360 609 1992 820"><b>Vocabulary Mapping: (SCO 2.10, 2.11, 2.13)</b>  Create a word map with ONE central English word chosen from an Independent Reading book. It would be ideal to select a word that is often used by the learners in their home language (for example, the word <i>'foolish'</i>).</p> <div data-bbox="1465 873 1843 1084" style="text-align: center;"> <pre> graph TD     A[ ] --- B[ ]     A --- C[ ]     A --- D[ ]     A --- E[ ]     A --- F[ ]     A --- G[ ] </pre> </div> <p data-bbox="1360 1161 1992 1372">Have learners brainstorm for words and phrases in their home language(s) related to the English word (for example <i>stupidee', 'loco', dunce, 'dotish'</i>). Write them and discuss the connections. Use vocabulary mapping to extend descriptive vocabulary, affixes, etc. During Independent</p>	Standard English	Home Language	The boys.	'De boy an' dem'.	Father, Jesus/God	"Puppa Jeezas/Gawd"	My head is hurting.	Mi/Meh head hurtin'.
My classmate and I found these homonyms:												
A homonym I knew before: A homonym I learned:												
Standard English	Home Language											
The boys.	'De boy an' dem'.											
Father, Jesus/God	"Puppa Jeezas/Gawd"											
My head is hurting.	Mi/Meh head hurtin'.											



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Reading time, learners will search for a word in their text and create their own word map.</p>  <p><b>BRAIDING THE STRANDS</b> As learners build their reading vocabulary, encourage them to use their new words in their writing.</p> <p><b><i>Synonym chains (SCO 2.11):</i></b> Ask a learner to choose a noun, verb, adjective from a book just read; for example, <i>home</i>. Work with the learners to generate a chain of synonyms or words that are similar in meaning Choose a Digital “Smart Art” image and enter the synonyms as they are created.</p>  <p>After this shared learning experience, learners choose another noun and create another synonym chain.</p> <p>This activity can be replicated with antonyms, homophones, homonyms, etc.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		 <p><b>INTEGRATING SUBJECTS</b>  <i>Online Thesaurus Exploration</i>  (SCO 2.12)</p> <p>Assign learners a word from Social Studies, Science, Mathematics, Healthy Living or the Arts and review how to use an online dictionary or a thesaurus. Discuss how these tools help learners to understand the meaning and use of the chosen words. In follow-up lessons introduce how to use these tools to learn word origins. Learners choose words from their Independent Reading or subject area reading and investigate a word’s origins.</p> <p><b>Read and view to recognise and use language structures</b></p> <p><i>Sentence Strips (SCO 2.17):</i> Review the importance of word order by choosing a few sentences from a Teacher Read Aloud book and write the sentences on sentence strips. Cut the sentences into individual words, phrases, or chunks. Learners put the sentence back together in a meaningful order and then read it fluently. <i>NOTE: Sometimes, there may be more than one meaningful order.</i> As learners read their Independent Reading books, they choose 3 sentences, write them, cut them up and ask a peer to put the sentence in order. Once complete, peers go to the book and compare their sentence with the text. If the sentence has been put together differently than in the book, learners discuss if it is or isn’t still meaningful.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><b>Partner Reading: (SCO 2.17)</b> After Independent Reading Time, Pair learners to take turns reading a short selection from their book to each other. Learners choose a book they are comfortable reading and use this opportunity to practice their fluency (phrasing, expression, and rate appropriate to the mood and content of the text). This allows for peer support and practice.</p> <p><b>Notice and fix (SCO 2.18)</b> Review fix up strategies with the learners. Project a short passage and make an intentional error. Pause and demonstrate how to notice and fix up the error.</p> <ul style="list-style-type: none"> <li>- I notice when something doesn't seem correct</li> <li>- I reread the sentence and think about what would make sense</li> <li>- Then I check the letters to be sure I have chosen the correct word</li> <li>- Then I check to be sure the sentence makes sense</li> </ul> <p>As learners read independently or peers share their reading, encourage them to practice the independent fix-up strategies they have been learning. You may wish to review these at the beginning of the year with reminders throughout the year.</p>
<p>In Essential Learning Outcome 2, learners will demonstrate a variety of ways to use background knowledge and interests to select and engage critically with a range of culturally diverse paper-based, visual, and digital texts for pleasure and personal growth.</p>		

## ADDITIONAL RESOURCES AND MATERIALS FOR ELO 2

These resources are related to comprehension:

Suggestions for Reading Responses for Independent Reading Time

Choose responses that can be completed in fewer than five minutes: Some examples from

<https://www.upperelementarysnapshots.com/2015/03/making-most-of-independent-reading-time.html>

include:

Learners complete a comprehension strategy response related to the text read on a 2x2 piece of paper and tape it to the Response chart.

Other response topics include: This connects to . . . ; I think the next part of this book will tell me about . . . , This picture shows....

a. Comprehension skills/Strategies: determining main idea, making connections, summarizing, predicting, inferring, analyzing

<https://www.readingrockets.org/topics/comprehension/articles/key-comprehension-strategies-teach>

b. Teaching Comprehension. Find out about strategies such as graphic organizers and questioning:

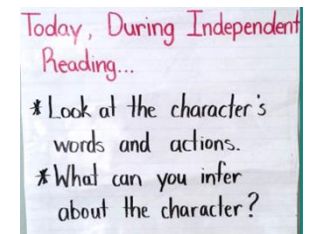
<https://www.readingrockets.org/topics/comprehension/articles/seven-strategies-teach-students-text-comprehension>

These are resources which aid students to understand the role that characterization and word choice (figures of speech) play in understanding what they read.

c. Characterisation story maps

<https://www.readingrockets.org/classroom/classroom-strategies/story-maps>

FREE Digital Resources for Independent Reading: visit: <https://childrenslibrarylady.com/free-online-books-children-part-1/>



## **ADDITIONAL USEFUL CONTENT KNOWLEDGE FOR THE TEACHER:**

**ELO 2 provides learning and assessment strategies for Independent Reading Time, which is scheduled for 15-20 minutes each day.**

**During this time:**

- 1) The teacher provides a very brief (2-3 minute) “reminder mini lesson” about a learning to read topic taught recently.
- 2) Once the lesson is taught, learners choose a book of interest that reflects their Independent Reading Level.
- 3) As learners read, the teacher circulates and conferences with learners, asking questions about the topic, the events, etc.
- 4) The teacher may also ask a student to read a paragraph or two aloud (just to the teacher, not to the class).
- 5) After reading, the learners complete a brief reading response focused on the topic of the reminder mini lesson.

The following resources will support reading and viewing instruction. These resources provide useful websites, readings, and definitions for teachers to promote independent Reading among learners.



Fluency is defined as the rate or pace at which students read. Finding an appropriate pace is essential to comprehension. If students read too slowly the information may be lost from their short-term memory. If they read too quickly they may miss key information.

-The website below contains 21 engaging activities designed to enhance students' fluency.

<https://natalielynnkindergarten.com/reading-fluency-activities/>

-This website contains interesting books from level one to five which can be used in read aloud activities to aid student fluency.

<https://digitallibrary.io/find-your-reading-level/>

#### 4. Fact vs. fiction

Students' ability to distinguish between fact (truth, authenticity) and fiction (made up, fabrication, concoction) is an essential part of their reading ability. See below for a website which provides information which shows the difference between the two words.

<https://www.differencebetween.com/difference-between-fact-and-fiction/#:~:text=Fact%20vs%20Fiction&text=Fact%20is%20a%20true%20happening,short%20stories%20are%20called%20fiction.>

**Figurative Language** c. Figurative Language

<https://www.youtube.com/watch?v=YlfzDvrhzuU>

#### **Opportunities for Subject Integration:**

The links below offer information on how and or why curriculum integration should proceed.

[https://education.alberta.ca/media/563581/guidingprinc\\_curr2007.pdf](https://education.alberta.ca/media/563581/guidingprinc_curr2007.pdf)

<https://www.teachhub.com/classroom-management/2012/08/awesome-lesson-ideas-to-integrate-science-across-the-curriculum/>

<https://www.studocu.com/ph/document/west-visayas-state-university/bachelor-of-special-needs-education/activity-2-integrated-curriculum-in-the-primary-grade/24055339>

The following could be used to integrate the curriculum:

- The use of thematic units
- Project learning
- The use of technology and multimedia resource

Plan cross curricular discussions and activities.

## ESSENTIAL LEARNING OUTCOME 3 – Reading and Viewing

---

**Introduction to the Strand:** Language is the foundation of communication and the primary instrument of thought. The study of Language Arts provides access to multiple and inter-related oral, aural, written, and visual ways of representing, exploring, problem solving, communicating, and sharing meaning. Through listening, speaking, writing, representing, reading, and viewing a wide range of text and text form, the student continues to develop an awareness of culture, personal identity, and the strategies needed to participate, communicate, and reflect critically on thought and action.

**Strand: Reading and Viewing:** The purpose of Reading and Viewing instruction is for pleasure and personal growth and to develop readers who enjoy and interact meaningfully with a wide range of genres and text forms. Meaningful interaction with texts is developed through learning how to access and build on background knowledge and use the information provided by various sources for meaning, developing vocabulary, recognising, and using language structures and meaningful application of graphophonic elements of the text.

**Grade Level Expectations: Grade Level Expectations for Reading and Viewing:**

**Read for pleasure and personal growth**

- select and read a variety of materials with fluency at the early to transitional levels
- participate in independent reading with book chosen to provide just the right amount of challenge
- explore texts of interest that may be difficult, but still informative
- reflect on and identify their strengths as readers, areas for improvement and the strategies they found most helpful before, during and after reading.

**Use background knowledge**

- further develop a connection to a range of favourite authors
- use knowledge of author's craft, topic, or genre as a foundation to predict and confirm purpose and meaning from new readings
- interact meaningfully with a wide range of genres and text forms
- read and demonstrate an understanding of a variety of Early to Transitional level literary, graphic, and informational texts using a wide range of strategies to construct meaning
- use different sources to find information e.g., reference texts, encyclopedias, the internet
- identify significant elements and meaningful details to construct meaning and respond to what is read with critical thought in a variety of ways

**Develop vocabulary**

- continue to notice and apply new vocabulary gathered while reading a wide range of genres
- predict the meaning of unfamiliar words with more strategic use of background knowledge, context, text and word work

**Recognise and use language structures**

- recognize a variety of text forms, text features and stylistic elements and demonstrate understanding of how they help communicate meaning
- notice the similarities of paper based and digital language and organisational structures

**Apply graphophonic elements meaningfully**

- use existing knowledge of words and meaningful word solving strategies to read with automaticity and fluency
- use reading as a resource for building knowledge of writing conventions

**Essential Learning Outcome 3:** Students will interact meaningfully with a variety of genres using background knowledge, comprehension strategies, vocabulary, and graphophonic cues.

Specific Curriculum Outcomes	Suggestions for Formative Assessment	Inclusive Learning Strategies
<p><b>By the end of Grade 3, the Grade 3 learner will be expected to:</b></p> <p><b>Read and view to interact meaningfully with a variety of genres using background knowledge and comprehension strategies</b></p> <p>3.1 Continue to apply knowledge of the organizational structure of fiction, nonfiction, and poetry genres to guide understanding of visual and text based information.</p> <p>3.2 Continue to apply and combine comprehension strategies listed below to demonstrate understanding of literary, visual, graphic, and informational texts:</p> <ul style="list-style-type: none"> <li>- determining main idea</li> <li>- making connections</li> <li>- predicting</li> <li>- visualising</li> <li>- inferring</li> <li>- analysing</li> <li>- synthesising</li> </ul>	<p><b>Strategies for ELO 3 that provide information about learning.</b></p> <p>Formative assessment provides opportunities for the teacher to gather information through <b>COP: Conversation, Observation and Product</b>. It allows teachers to determine learning prior to instruction, observe learner progress during and after learning and to plan next steps for instruction.</p> <p style="text-align: center;"><b>CONVERSATIONS</b></p> <p>Provide learners with regular opportunities to demonstrate their understanding (See SCO 3.2) of a text through conversations. Provide the learner with a strategy card and chat with them as they respond according to the cue on the card for the reading strategies. For example:</p> <ul style="list-style-type: none"> <li>- Making connections: When I read this, it reminded me of . . .</li> <li>- Predicting: Now that I've read this far, this is what I think will happen next</li> <li>- Inferring: Based on the picture and what I've learned so far, I think . . .</li> </ul>	<p>ELO 3 focuses on how the strategic use of multiple sources of information work together to build learners' understanding and application of text-based information.</p> <p>Throughout the year, demonstrations such as a Teacher Think Aloud, provide opportunities to practice the strategy and respond to text. Some suggestions for ELO 3 ILSs include:</p> <p><b>Read and view to interact meaningfully with a variety of genres using background knowledge and comprehension strategies</b></p> <p>For teachers interested in developing digital opportunities for reading comprehension</p> <p>Visit:  <a href="https://www.edutopia.org/article/adapting-reading-comprehension-instruction-virtual-learning/">https://www.edutopia.org/article/adapting-reading-comprehension-instruction-virtual-learning/</a></p> <p><b>So many types of books! (SCO 3.1)</b></p>

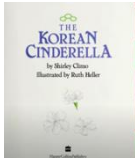
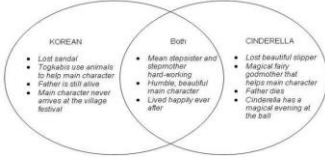



Specific Curriculum Outcomes	Suggestions for Formative Assessment	Inclusive Learning Strategies																									
<p>3.3 Demonstrate understanding through a variety of oral, written visual responses such as:</p> <ul style="list-style-type: none"> <li>- artistic representations (visual arts, song, dance)</li> <li>- discussions</li> <li>- graphic organizers</li> <li>- oral and written responses to questions</li> </ul> <p>3.4 Continue to respond critically to texts by asking and formulating responses to questions such as:</p> <ul style="list-style-type: none"> <li>- what if?</li> <li>- is it possible that . . . ?</li> <li>- what else?</li> <li>- what was the author trying to tell us?</li> <li>- do I agree / why?</li> </ul> <p>3.5 Choose and apply a range of human, paper based and digital sources of information e.g., community experts, online searches, web, and text-based reference materials, etc.</p> <p>3.6 Describe how the sequence of events and setting of fiction and nonfiction genres impacts the plot or the event described.</p> <p>3.7 Apply knowledge of characterization by:</p> <ul style="list-style-type: none"> <li>- describing the character’s attributes (traits, motivations, or feelings);</li> </ul>	<p><b>Fluency:</b> As learners read aloud to you (not to the class) listen to and observe their fluency using Rasinski’s Fluency Rubric</p> <div style="text-align: center;"> <p><b>FLUENCY RUBRIC</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">1</th> <th style="text-align: center;">2</th> <th style="text-align: center;">3</th> <th style="text-align: center;">4</th> </tr> </thead> <tbody> <tr> <td><b>Expression and Volume</b></td> <td>Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.</td> <td>Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.</td> <td>Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.</td> <td>Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the intent/emotion of the passage.</td> </tr> <tr> <td><b>Phrasing</b></td> <td>Reads word-by-word in a monotone voice.</td> <td>Reads in two or three word phrases, not adhering to punctuation, stress and intonation.</td> <td>Reads with a mixture of run-ons, and sentence pieces for breath, and some chopiness. There is reasonable stress and intonation.</td> <td>Reads with good phrasing, adhering to punctuation, stress and intonation.</td> </tr> <tr> <td><b>Smoothness</b></td> <td>Frequently hesitates while reading, sounds out words, and repairs words or phrases. The reader makes multiple attempts to read the same passage.</td> <td>Reads with extended pauses or hesitations. The reader has many “rough spots.”</td> <td>Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.</td> <td>Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.</td> </tr> <tr> <td><b>Pace</b></td> <td>Reads slowly and laboriously.</td> <td>Reads moderately slowly.</td> <td>Reads fast and slow throughout reading.</td> <td>Reads at a conversational pace throughout the reading.</td> </tr> </tbody> </table> <p><small>Scores of 10 or more indicate that the student is making good progress in fluency.      Score _____</small></p> <p><small>Scores below 10 indicate that the student needs additional instruction in fluency.</small></p> <p><small>Revised from the book: <i>Classics, Texts, Grades</i></small></p> </div> <p><a href="https://www.landmarkoutreach.org/strategies/oral-reading-fluency/">https://www.landmarkoutreach.org/strategies/oral-reading-fluency/</a></p> <p style="text-align: center;"><b>OBSERVATIONS</b></p> <p><b>Engaging with the Text:</b> Observe how the learners behave while reading on their own. Pay attention to their posture, how long they can stay focused, and how well they engage with the reading material. Take note of whether they use strategies like using context clues or sounding out unfamiliar words in the Observation of Student Learning Journal.</p>		1	2	3	4	<b>Expression and Volume</b>	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the intent/emotion of the passage.	<b>Phrasing</b>	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, and sentence pieces for breath, and some chopiness. There is reasonable stress and intonation.	Reads with good phrasing, adhering to punctuation, stress and intonation.	<b>Smoothness</b>	Frequently hesitates while reading, sounds out words, and repairs words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many “rough spots.”	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.	<b>Pace</b>	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.	<p>Ensure that throughout the term and the year, learners have opportunities to learn about and interact with a range of genres presented in various ways. Each term, focus on the assigned genres and choose anchor texts to demonstrate how each genre is constructed, then invite the learners to engage with peers in a digital or paper-based search for their own examples of the genre. Once examples are found, peer groups share how they know each example represents the genre.</p> <p>Fiction: paper based and digital storybooks, novels, short stories, paragraphs, etc.</p> <p>Nonfiction: newspapers, community bulletins, nonfiction books on topics related to other subject areas, etc.</p> <p>Poetry: limericks, stories written in poetic form, spoken word, songs, etc.</p> <p><b>What are the Reading Strategies? SCOs 3.2,- 3.7)</b></p> <p>At the beginning of the term and throughout each term, review how our brain works to allow us to understand. Each day for 7-10 days, share one image from a poster such as:</p>
	1	2	3	4																							
<b>Expression and Volume</b>	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the intent/emotion of the passage.																							
<b>Phrasing</b>	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, and sentence pieces for breath, and some chopiness. There is reasonable stress and intonation.	Reads with good phrasing, adhering to punctuation, stress and intonation.																							
<b>Smoothness</b>	Frequently hesitates while reading, sounds out words, and repairs words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many “rough spots.”	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.																							
<b>Pace</b>	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.																							

Specific Curriculum Outcomes	Suggestions for Formative Assessment	Inclusive Learning Strategies
<ul style="list-style-type: none"> <li>- using evidence from the text to support generalizations about the character;</li> <li>- comparing and contrasting characters within a selection or between/among two or more selections;</li> <li>- explaining how the actions of characters contribute to the sequence of events</li> <li>- describing the impact of a character's response to a problem, the character's goal, and what the character says or thinks</li> </ul> <p><b>Read and view to develop vocabulary</b></p> <p>3.8 Continue to make connections between the texts using vocabulary of Home Language(s) and Standard English to become increasingly aware of the history and roots of local language(s).</p> <p>3.9 Continue to develop reading vocabulary using accompanying images in a range of genres, authors, and topics.</p> <p>3.11 Extend reading vocabulary through the application of</p> <ul style="list-style-type: none"> <li>- compound words</li> <li>- adjectives</li> <li>- antonyms</li> <li>- synonyms</li> </ul>	<p><b>Oral Reading Record:</b> Diagnosis of learners at the start of the school year and throughout the year is crucial. As such, administer a Running Record (oral reading record) to all learners at the beginning of the year and at regular intervals throughout the year. Learners who require additional support will participate in a Running Record more frequently. (See Useful Content Section for support)</p> <div data-bbox="764 607 1337 881" data-label="Image"> <p><b>The Running Record</b></p> <p>The Running Record is a record of errors, or miscues, that readers make as they are reading.</p> <p><b>Why do we use Running Records?</b></p> <ul style="list-style-type: none"> <li>• to evaluate text difficulty</li> <li>• to group together children with similar needs</li> <li>• to monitor progress of the reader</li> <li>• to allow different children to move through different books at different speeds while keeping track of (and records of) individual progress.</li> <li>• to observe particular difficulties in particular children</li> <li>• to guide classroom instruction</li> </ul> </div> <p><a href="https://www.mrsjudyaraujo.com/wp-content/uploads/104886957.png">https://www.mrsjudyaraujo.com/wp-content/uploads/104886957.png</a></p> <p><b>Illustrating what I read:</b> Shift from written responses to visual responses. Assign a 1-minute rough sketch for learners to provide as much information as possible. While the quality of the sketch may be rough, the learner should be able to use the sketch to describe what the day's reading was about. As the learner describes the illustration, ask follow up questions. After the conversation, provide the learner with feedback. This simple assessment is applicable to all subject areas.</p>	<div data-bbox="1402 256 1961 688" data-label="Image"> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li><b>PREDICT:</b> Try to figure out what might happen next.</li> <li><b>VISUALIZE:</b> Picture the people, places, and events being described.</li> <li><b>CONNECT:</b> Connect what you are reading to other texts and the real world.</li> <li><b>QUESTION:</b> Ask questions about the material you are reading.</li> <li><b>CLARIFY:</b> Investigate. Identify main points and summarize.</li> <li><b>EVALUATE:</b> Judge the story and the actions of the characters.</li> </ul> </div> <p><a href="https://www.linkedin.com/pulse/one-strategy-teaching-reading-classroom-practice-melvin-goh/">https://www.linkedin.com/pulse/one-strategy-teaching-reading-classroom-practice-melvin-goh/</a></p> <p>Demonstrate through a think aloud how to activate each type of thinking to make meaning. In Grade 3, learners will be ready to understand that some comprehension strategies can be combined. After the demonstration, assign a passage for learners to read (remember to differentiate passages when necessary. As learners read silently, they practice the strategy. After reading, learners share what they noticed and sometimes write or draw a response about the strategy. For example:</p> <p>When I was reading, I made a picture in my head of two dogs playing in water. I could see</p>

Specific Curriculum Outcomes	Suggestions for Formative Assessment	Inclusive Learning Strategies																									
<p>- homophones - homographs</p> <p>3.12 Use a paper based or online dictionary, thesaurus or online vocabulary games to learn the meaning and other features of known and unknown words.</p> <p>3.13 Continue to apply common prefixes and suffixes to determine meaning of new vocabulary.</p> <p>3.14 Extend vocabulary by applying technical terms encountered during cross-curricular learning.</p> <p>3.15 Apply knowledge of the change in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to decode words.</p> <p>3.16 Identify and apply figurative language to enhance understanding text.</p> <p><b>Read and view to recognise and use language structures</b></p> <p>3.17 Continue to demonstrate understanding of how word order impacts meaning.</p> <p>3.18 Apply knowledge of how reading fluency impacts understanding.</p>	<p style="text-align: center;"><b>PRODUCTS</b></p> <p>Review Reading Response Journals frequently and provide learners with feedback about:</p> <ul style="list-style-type: none"> <li>• their thoughts, questions, and reactions to books they read independently.</li> <li>• Their summaries, comprehension, and their opinions about the text.</li> </ul> <p>See the Additional Resources Section for Reading Response.</p> <p><b>Self Assessment</b> Vocabulary: The rubric below provides learners with an opportunity to notice and analyse unknown words and develop vocabulary building strategies. ’</p> <table border="1" data-bbox="751 883 1360 1370"> <thead> <tr> <th>Key Vocabulary (Replace <i>the words in red</i> with your own content area key terms or other vocab)</th> <th>Level 4 I understand the word and can explain it to somebody else.</th> <th>Level 3 I understand the term and I'm not confused about any part of what it means.</th> <th>Level 2 I'm a little uncertain about what the term means, but I have a general idea.</th> <th>Level 1 I'm very uncertain about the term. I really don't understand what it means.</th> </tr> </thead> <tbody> <tr> <td><i>Author</i></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>Book</i></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>Illustrator</i></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>Text</i></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Key Vocabulary (Replace <i>the words in red</i> with your own content area key terms or other vocab)	Level 4 I understand the word and can explain it to somebody else.	Level 3 I understand the term and I'm not confused about any part of what it means.	Level 2 I'm a little uncertain about what the term means, but I have a general idea.	Level 1 I'm very uncertain about the term. I really don't understand what it means.	<i>Author</i>					<i>Book</i>					<i>Illustrator</i>					<i>Text</i>					<p>how much fun they were having chasing a bird. When they came out of the water, I visualised them shaking their fur to dry out their wet hair.</p> <p>Predicting: Do these connections add up? (SCO 3.2, 3.3, 3.4)</p> <p>Build on learners understanding of comprehension strategies such as connecting and predicting. As you read aloud a story to the class, create a list of the major events. After three events are gathered, create a mathematical algorithm to make a prediction of what will happen next.</p> <p style="text-align: center;">Event+event+event = our prediction</p> <p>Invite learners to explain their prediction. Continue reading and check if their prediction is correct. If so, discuss why; if not, search for additional information.</p> <p>After this demonstration, learners read, make connections and predictions, and write their own predictions using the algorithm format above.</p> <p><b>Inferring - reading between the lines (SCO 3.2., 3.4 3.7)</b></p>
Key Vocabulary (Replace <i>the words in red</i> with your own content area key terms or other vocab)	Level 4 I understand the word and can explain it to somebody else.	Level 3 I understand the term and I'm not confused about any part of what it means.	Level 2 I'm a little uncertain about what the term means, but I have a general idea.	Level 1 I'm very uncertain about the term. I really don't understand what it means.																							
<i>Author</i>																											
<i>Book</i>																											
<i>Illustrator</i>																											
<i>Text</i>																											


Specific Curriculum Outcomes	Suggestions for Formative Assessment	Inclusive Learning Strategies					
<p>3.19 Participate in shared reading opportunities (drama, role -play, reading lyrics while singing, etc. to</p> <ul style="list-style-type: none"> <li>- enhance fluency</li> <li>- guide intonation</li> <li>- convey the mood and intent of the text</li> <li>- demonstrate expression</li> </ul> <p>3.20 Develop awareness of how word choice and phrasing may be used to describe in positive or negative ways.</p> <p>3.21 Further develop understanding of the purpose and use of:</p> <ul style="list-style-type: none"> <li>- Nouns</li> <li>- Verbs</li> <li>- Adjectives</li> <li>- Adverbs</li> <li>- Pronouns</li> </ul> <p><b>Read and view to interact with and meaningfully apply Early/Transitional graphophonic cues to a variety of genres and text forms</b></p> <p>3.22 Continue to apply background knowledge and context clues to read irregularly spelled words.</p>	<p><a href="https://knilt.arcc.albany.edu/images/0/0e/Vocabulary_Student_Selfassessment.pdf">https://knilt.arcc.albany.edu/images/0/0e/Vocabulary_Student_Selfassessment.pdf</a></p> <p><b>Self Assessment for Fluency</b></p> <p>This tool is best used after the concepts of reading fluency is explained and taught. Consider the Gradual Release of Responsibility – I do, We do, You do – before learners begin self-assessing on their own.</p> <p><b>Fluency Checklist</b></p> <p><b>Accuracy</b>  I read the words that are on the page  I don't add words  I don't skip words  I don't leave out endings</p> <p><b>Rate</b>  I don't read too slowly  I don't read too quickly  I read evenly</p> <p><b>Prosody/Expression</b>  I read in chunks  I pay attention to punctuation  My voice goes up and down as appropriate</p> <p><b>Peer Assessment</b>  When a group of peers is reading the same book, encourage them to create a collage of sketches, icons, clipart, etc. to reflect the book's events. When the collage is finished, peers share their</p>	<p>Simplify the concept of inferring by reading a short passage that provides information that builds on the learners' prior knowledge, for example:</p> <p>The dog was so excited to see his owner, Artesia, that he ran through the huge puddle to greet her. Artesia, who was wearing a new dress looked worried. Make an inference about why Artesia looked worried.</p> <p>After 2 or 3 examples, share this image with the learners and discuss how applying their own knowledge to the author's information allows us to infer. Learners then complete the What I know, What I learned and What I inferred organizer below.</p> <div style="text-align: center;"> <p><b>Making Inferences</b></p> <p><small>Definition: An inference is a conclusion that a reader makes while reading or after reading. This conclusion is based on what the reader knows outside of the text plus information that is presented in the text, like a guess.</small></p> <table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">What I already know</td> <td style="padding: 5px;">+</td> <td style="padding: 5px;">What I learned from reading</td> <td style="padding: 5px;">=</td> <td style="padding: 5px;">What I infer</td> </tr> </table> </div> <p><a href="https://missmacsclassroom.wordpress.com/2018/08/07/reading-between-the-lines-making-inferences-and-drawing-conclusions-reading-strategies/">https://missmacsclassroom.wordpress.com/2018/08/07/reading-between-the-lines-making-inferences-and-drawing-conclusions-reading-strategies/</a></p> <p>After these examples and discussions, learners read a passage and practice making inferences. Choose selections from classroom texts or visit sites such as</p>	What I already know	+	What I learned from reading	=	What I infer
What I already know	+	What I learned from reading	=	What I infer			

Specific Curriculum Outcomes	Suggestions for Formative Assessment	Inclusive Learning Strategies
<p>3.23 Apply knowledge of roots and affixes to decode unknown words.</p> <p>3.24 Continue to monitor (self check) reading for unknown words and use a combination of cues (meaning, grammar, and graphophonic) to solve unknown reading vocabulary with automaticity.</p> <p>3.25 Continue to apply grade-level phonics and word analysis skills with increasing automaticity:</p> <ul style="list-style-type: none"> <li>- the letter order, various sounds of vowels, vowel patterns (ou/ow, oi/oy, oo, aw), and some consonants (c,g)</li> <li>- the sounds of common digraphs and diphthongs</li> <li>- complex letter pattern</li> <li>- words with silent letters</li> </ul> <p>3.26 Decode new and unfamiliar words using:</p> <ul style="list-style-type: none"> <li>- affixes</li> <li>- syllabication</li> <li>- inflectional endings</li> </ul>	<p>collages and note when events were included and which may be missing.</p> <p><b>3-2-1</b> After reading a piece of nonfiction, learners share 3 things learned, 2 interesting things, and 1 question they still have.</p>	<p><a href="https://softschools.com/literature/worksheets/inference_worksheets/3rd_grade_inference_practice_short_passage.pdf">https://softschools.com/literature/worksheets/inference_worksheets/3rd_grade_inference_practice_short_passage.pdf</a> for examples.</p> <p>Encourage learners to apply these strategies while reading different genres</p> <p><b>Comparing and Contrasting well known stories (SCO 3.7)</b></p> <p>Teacher Reads Aloud and learners read and/or view two versions of the same story (Cinderella) and discuss how the differences and similarities among characters in the same story in two different languages (Korean and English Cinderella stories) contribute to the story.</p>  <p>Use Venn diagrams or T-charts to help learners organize their comparisons.</p> <p><a href="https://www.youtube.com/watch?v=XTxZpBldpc">https://www.youtube.com/watch?v=XTxZpBldpc</a></p> <p>Comparing Korean and English version of Cinderella.</p>  <p><a href="https://www.schoolnet.org.za/teach10/resources/ap/assessment_strategies/gln/ap_classification.htm">https://www.schoolnet.org.za/teach10/resources/ap/assessment_strategies/gln/ap_classification.htm</a></p>


Specific Curriculum Outcomes	Suggestions for Formative Assessment	Inclusive Learning Strategies
		<p>Search for fairy tales of trickster fables throughout the world for a variety of examples.</p> <p><b>Read and view to develop vocabulary</b></p> <p> <b>INTEGRATING SUBJECTS:</b> Create a classroom chart of new vocabulary that is introduced during Social Studies, Science, Mathematics, the Arts, etc. Schedule opportunities for learners to use online or paper-based dictionaries and thesauri to learn more about each term by participating in “quick searching” for meanings, synonyms, and antonyms. For example:  Searching for alternates to the word River (from a thesaurus).  Searching for the meanings and uses of the word Subtract (from a dictionary)</p> <div data-bbox="1717 816 1906 1003" data-label="Image"> </div> <div data-bbox="1585 1039 1976 1195" data-label="Image"> </div> <p>By comparing these synonyms, learners gain a deeper understanding of the topic and enhance their vocabulary. Repeat this activity</p>

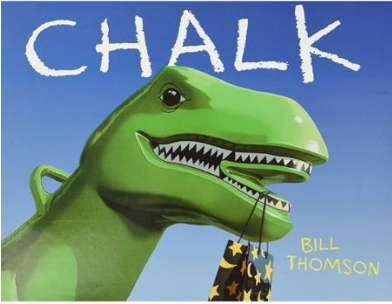


Specific Curriculum Outcomes	Suggestions for Formative Assessment	Inclusive Learning Strategies
		<p>with adjectives (Mountains as large, gigantic, huge, etc.)</p> <p>Discovering how words work together (SCOs 3.9-)</p> <p>Ensure that lessons in word work are always connected to words presented in sentences or within the context of a paragraph. Use unusual words to demonstrate how context clues can help figure out the meaning of an unknown word.</p> <p>For example:  The comestibles, including a huge pizza, a cake, candies, and sodas were all in the fridge when Carla came home.  What clues help you figure out what comestibles mean? Can you draw a picture of how Carla felt?</p> <p>The cat was so erratic! She would be friendly and cuddly one time and hissing, scratching and crying the next. You never could predict the way she'd act.  What clues help you figure out what erratic means? Can you role play how the cat behaved?</p> <p>The brawl, or fight, on the playground got both children sent to the principal. What clues help you figure out what brawl means? Can you describe how the principal and the children felt?</p>

Specific Curriculum Outcomes	Suggestions for Formative Assessment	Inclusive Learning Strategies
		<p>Examples adapted from:  <a href="https://www.mdek12.org/sites/default/files/ela-grade-3-lesson-4_20170614.pdf">https://www.mdek12.org/sites/default/files/ela-grade-3-lesson-4_20170614.pdf</a></p> <p>As learners are reading, encourage them to search for unknown words, write the sentence it was found in and how they figured it out in their notebooks.</p> <p>Gamifying language learning: (SCO 3.12)</p> <p>Incorporate online vocabulary-building resources, such as educational websites, apps, and interactive games designed to enhance language skills. E.g., 3rd Grade Language Arts Games   Turtle Diary</p>  <p><b>BRAIDING THE STRANDS:</b>  This site may also be useful in ELO 5,6,7 (writing and representing)</p> <p>A Picture is Worth a Thousand Words (SCO 3.9):</p> <p>Use a Read Aloud / Think Aloud to share how images aids like pictures, diagrams, and illustrations to provide clues to and reinforce the meaning of vocabulary. Learners may wish to create their own visual dictionary for use in reading and writing vocabulary words</p>



Specific Curriculum Outcomes	Suggestions for Formative Assessment	Inclusive Learning Strategies
		<p>with pictures for kids - Search Images (bing.com)</p> <p><b>Read and view to recognise and use language structures</b></p> <p>Fluency aids understanding (SCO: 3.18)  Fluency practice provides opportunities to discover the structure of words, phrases and sentences to provide meaning. Display samples of engaging and relevant poems in the reading corner. Encourage learners to choose a poem, practice reading it with fluency and, when they are ready, read it aloud to a peer group or the class.</p> <p>Create a noun life map: (SCO 3.21) Ask learners to create a community life map of people in the community, places in the community and activities in the community. Schedule time for learners to choose a few “community life map nouns” and construct interesting sentences around each noun. Sentences are shared orally and then written down. Once written, learners share their writing with peers. As peers read, they search for nouns, verbs, adjectives and pronouns in the sentences.</p>  <p><b>BRAIDING THE STRANDS</b>  This ILS is an excellent example of how all</p>

Specific Curriculum Outcomes	Suggestions for Formative Assessment	Inclusive Learning Strategies
		<p>three strands of ELO can be braided together.</p> <p><b>Viewing the Grammar of Picture Books (SCO 3.21)</b></p> <p>Schedule regular opportunities for learners to share wordless picture books. As learners view the books, ask them to think about the meaning of each picture and come up with specific parts of speech (noun, verb, adjective, etc.) and use each word choice in a meaningful sentence. Repeat this activity with books including written text. Check with the library for wordless picture books such as <a href="https://teachingmadepractical.com/wordless-picture-books-list/">https://teachingmadepractical.com/wordless-picture-books-list/</a> and check digital video sources such as the wordless picture book Chalk by Bill Thomson.</p>  <p><b>Read and view to interact with and meaningfully apply Early/Transitional</b></p>

Specific Curriculum Outcomes	Suggestions for Formative Assessment	Inclusive Learning Strategies
		<p><b>graphophonic cues to a variety of genres and text forms</b></p> <p>See Additional teacher Content section for the Grade three expectations for phonics.</p> <p><b>Affix Bingo (SCO 3.22, 3.25)</b></p> <p><b>Read and view to interact with and meaningfully apply Early/Transitional graphophonic cues to a variety of genres and text forms.</b></p> <p>Supplement lessons using text-based vocabulary to teach prefixes and suffixes with Affix Bingo. Create Bingo cards with words that have prefixes and suffixes. Call out the definitions of the words, and learners can mark the corresponding word on their cards. This activity reinforces their understanding of word meanings.</p> <p>Building Words: The Superpower of ONE letter Engages learners in word-building games using letter blocks or flashcards. Provide learners with meaningful clues that help them think about how a change in letter can create a new word.</p> <p>Example:</p> <p>It tells the time _c ----  Change one letter  The sound a camera makes c----</p>

Specific Curriculum Outcomes	Suggestions for Formative Assessment	Inclusive Learning Strategies
		<p>Change one letter  The sound a chicken makes c----  Change one letter  What other vowel can you use to make a new word? c----  For lots of examples how changing one letter makes a BIG impact, visit  <a href="https://www.spelfabet.com.au/2021/07/new-word-building-sequences/">https://www.spelfabet.com.au/2021/07/new-word-building-sequences/</a></p> <p>NOTE: choose sequences of 5 or more at a time.</p> <p><b>Hmm, that’s unusual (SCO 3.21, 3.22)</b>  Take on the role of an investigator by noticing any unusually spelled word in a sentence you’re reading aloud. Demonstrate how to figure it out through problem solving. For example:  The weight of the teacher’s desk was 143 pounds. It took two of us to lift it.</p> <ul style="list-style-type: none"> <li>- Can weight be sounded out letter by letter? <b>No</b></li> <li>- Can weight be sounded out by syllables? <b>No</b></li> <li>- What information does the sentence give about this word (a teacher’s desk is heavy, two were needed to lift it)</li> <li>- What word beginning with w and ending with t would make sense?</li> <li>- When I reread the sentence does my choice look right?</li> </ul>

Specific Curriculum Outcomes	Suggestions for Formative Assessment	Inclusive Learning Strategies
		<p>If not, where else can I get information? (dictionary, thesaurus) What other words are spelled this way? (eight, freighter)</p> <p>As learners are reading, notice if they are monitoring (self checking) reading for unknown words and using a combination of cues (meaning, grammar, and graphophonic) to solve unknown reading vocabulary with automaticity</p> <p><b>Letters work together to make new sounds (SCO 3.24, 3.25)</b> continue to provide opportunities for learners</p> <ul style="list-style-type: none"> <li>- to notice and problem solve using grade - level phonics and word analysis skills with increasing automaticity:</li> <li>- the variant sounds of vowels, vowel patterns (ou/ow, oi/oy, oo, aw), and some consonants(c,g)</li> <li>- the sounds of common digraphs and diphthongs</li> <li>- complex letter patterns (such as weight in the ILS above)</li> <li>- words with silent letters affixes</li> <li>- syllabication</li> <li>- inflectional endings</li> </ul> <p>For examples of activities that can be used and adapted over time, visit: <a href="https://www.homereadinghelper.org/3rd-grade-reading-skills-phonics/">https://www.homereadinghelper.org/3rd-grade-reading-skills-phonics/</a></p>

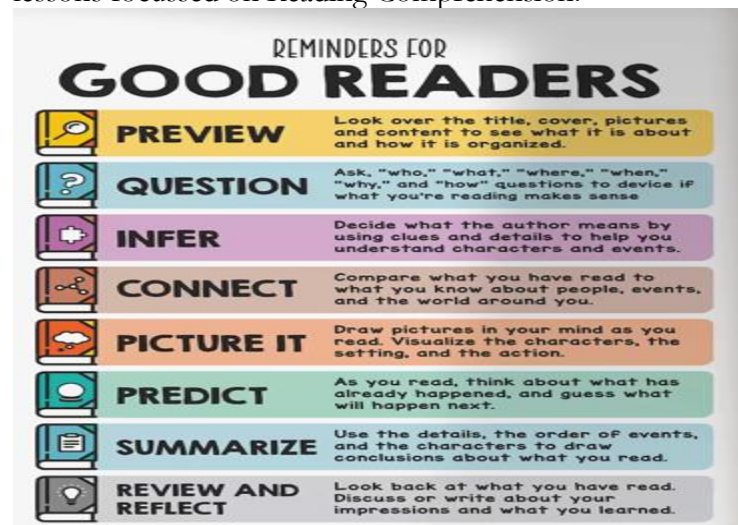
Specific Curriculum Outcomes	Suggestions for Formative Assessment	Inclusive Learning Strategies
<p><b>In Essential Learning Outcome 3 learners will interact with understanding and critical thought to a variety of genres and text forms using vocabulary, comprehension strategies and graphophonic cues.</b></p> <p><b><u>Additional Resources and Materials</u></b></p> <p><b>The following resources will support reading and viewing instruction. These resources provide useful websites, readings, and definitions for teachers to enhance comprehension skills among learners through the use and understanding of various genres, text features and comprehension strategies.</b></p> <p>1.The following are links to a set of Open Education Resources (OERs) lessons that comprise a unit. Aspects of the language arts are targeted. These include critical thinking, communication, and writing. It uses games as one of the instructional strategies.  <a href="https://oercommons.org/courseware/lesson/64815/overview">https://oercommons.org/courseware/lesson/64815/overview</a> This link provides a variety of free to use pdf downloadable books.  <a href="https://freekidsbooks.org/age-group/stories-age-6-9-year-olds/">https://freekidsbooks.org/age-group/stories-age-6-9-year-olds/</a>  The link below provides OERs reading materials from over 25 websites  <a href="https://freekidsbooks.org/age-group/stories-age-6-9-year-olds/">https://freekidsbooks.org/age-group/stories-age-6-9-year-olds/</a>  <a href="https://www.getepic.com/">https://www.getepic.com/</a> is also worth exploring.  All the resources listed here could be used to support the teaching of reading through ready made lesson plans, books, and games.</p> <div style="text-align: center; background-color: #f0e68c; padding: 5px; margin: 10px auto; width: fit-content;"> <p><b>Reader's Theater Scripts and Plays</b></p> </div> <p>For Readers' Theatre scripts, visit:</p>		

Visit <http://www.teachingheart.net/readerstheater.htm>

### Additional Useful Content Knowledge for the Teacher:

Wondering how to think about different ways to plan reading instruction? Visit <https://www.youtube.com/watch?v=onmjCqy1K5g> for information about which instruction is effective and which isn't.

**Reading Comprehension Strategies Overview** The poster below provides teachers with a refresher about the types of strategies to include in lessons focussed on Reading Comprehension.



Kinderprintco.com

**Book Buddies:** Pair with an upper grade class to form regular book buddy meetings. Visit <https://www.youtube.com/watch?v=Xpsa-IJGbAk> For more information.



**What are text features?** Text features are essential components of written materials that aid readers in understanding and navigating a text. These elements include headings, subheadings, captions, tables of contents, indexes, glossaries, illustrations, diagrams, and more. They serve as valuable tools for comprehension and are especially significant for children as they begin to develop strong reading skills. One crucial aspect of text features is that they act as resources to support learning. These features not only enhance the reading experience but also facilitate the acquisition of various literacy skills. In addition to their role in aiding comprehension, text features also have an educational dimension. They are resources that support learning about text features themselves. Teachers and parents can use them as teaching tools to enhance children's understanding of how to effectively use and interpret these features. Incorporating activities and exercises that focus on text features can help children become more proficient readers, improve their comprehension, and prepare them for a lifetime of successful learning and communication through reading.

Visit <https://curriculum.novascotia.ca/sites/default/files/documents/resource-files/Phonological%20Awareness%20and%20Phonics%20Instruction%20in%20a%20Balanced%20Literacy%20Program.pdf> for a grade by grade overview of the expectations for phonological awareness and phonics learning in Grade 1-3. A sample page from this 10-page resource is below.



## Developmental Phonological Awareness and Phonics Continuum P-3

Emergent		Early		Transitional	
End of Grade Primary		End of Grade 1		End of Grade 2	
End of Grade Primary		End of Grade 1		End of Grade 3	
<b>EARLY LITERACY CONCEPTS</b>					
These skills are not phonological awareness or phonics-related but have been included because of their importance to literacy development.					
<ul style="list-style-type: none"> <li>directionality (left to right and top to bottom on a page, return sweep)</li> <li>one-to-one matching (read 1-4 lines of print)</li> <li>front and back of book</li> <li>print gives the message</li> <li>concept of letter</li> <li>concept of word (spacing between words)</li> <li>identify first and last part (letter, word and story)</li> <li>recognize, make and write one's name</li> <li>use letters from one's name to learn about other words</li> </ul>	<ul style="list-style-type: none"> <li>use letters from one's name to make connections to other words</li> <li>compare the purpose of upper- and lower-case letters</li> <li>understand and discuss the concepts of letter, word, and sentence</li> </ul>				
<b>PHONOLOGICAL and PHONEMIC AWARENESS (Oral Language)</b>					
<i>Word</i>					
<ul style="list-style-type: none"> <li>recognize words are made of letters and sounds</li> <li>hear and clap/drum/tap the number of words in a sentence</li> </ul>					
<i>Rhyming Words</i>					
<ul style="list-style-type: none"> <li>hear and say rhyming words</li> <li>repeat rhyming words</li> <li>hear and generate rhyming words</li> <li>hear and identify words that rhyme</li> <li>identify words that do not rhyme</li> <li>sing and chant songs, poems, and books with rhymes</li> </ul>					
<i>Syllables</i>					
<ul style="list-style-type: none"> <li>hear and clap/drum/tap syllables</li> <li>recognize other words with the same number of syllables</li> <li>hear and count how many syllables in a word</li> <li>recognize that every syllable has a vowel</li> <li>blend syllables to make a word (e.g., yes-ter-day/ yesterday)</li> <li>Manipulate syllables in a word                             <ul style="list-style-type: none"> <li>hear and add a syllable to a word (e.g., day/to-day)</li> <li>hear syllables and delete a syllable in a word (e.g., see-saw/ saw)</li> <li>substitute a syllable in a word (e.g., today-&gt; someday)</li> </ul> </li> </ul>					
<i>Onset and Rimes</i>					
<ul style="list-style-type: none"> <li>hear and identify rime patterns in words frequently seen in text (e.g., -ake, -all, -and, -at, -ay,-ing, -in,-ike)</li> <li>hear the onset in a word (e.g., "c" at)</li> <li>say the onset in a word</li> <li>hear the rime of a word (e.g., c "at")</li> <li>say the rime of a word</li> </ul>	<ul style="list-style-type: none"> <li>hear and say the onset in a word (e.g., "pl"ant)</li> <li>hear and say the rime of a word (e.g., pl "ant")</li> <li>blend onsets and rimes to make a whole word (e.g., b- at; m- an)</li> <li>blend onset with rime when reading (e.g., "cl"- "ap"/clap)</li> </ul>				

Developmental Phonological Awareness and Phonics Continuum P-3 (December 4, 2020)

2

The following is a list of key terms. The list provides definitions for genre, comprehension strategies, vocabulary, and other essential terminology.

### Mini Glossary of Reading Terminology

**Genre** - a set of characteristics that define and categorise literature of a certain type, style, form, and content.

**Comprehension strategies** - these are deliberate plans and or activities students use to make sense of text

**Graphophonic cues** - the cues or clues that readers use to identify and decode words while reading

**Reading fluency** - the ability to read text accurately, at an appropriate pace, and with proper expression

**Vocabulary** - a body of words or terms used and understood by a person, within a particular language or field of study

**Decode** - being able to read words correctly

**Self-assessment** - the process of evaluating oneself

**Peer-assessment** - a process in which individuals within a group or community evaluate and provide feedback on each other's work

**Etymology** - the study of the origin and development of words, including their structure, meaning, and historical usage

The resources below provides a plethora of reading materials and even lesson plans at, below and above grade level.

-The following links to a digital library with books that support emergent readers up to level 5. Read alouds are also supported:

<https://digitallibrary.io/topic/library-books/>

<https://www.getepic.com/> is a fully online digital library that gives teachers, not only access but, the ability to assign books to learners.

-This site offers one free lesson plan per month. Some of the themes are entwined in a Caribbean setting. <https://learnbright.org/>

-The library is a multifaceted learning opportunity for your students, and you can use library books and resources to create lessons that will grow the literacy level of your students. -This publication will help you manage your class while allowing your students to engage with the lesson and improve their reading. [TeachersResourceGuide\\_LibraryTime.pdf \(handsacrossthesea.org\)](#)

-Library time should not be limited to reading. There are many student-centred learning activities that can be accomplished in the library. This site provides a list of many of these activities: <https://www.teachingexpertise.com/classroom-ideas/library-activities-for-elementary-students/>

**Test Your Teaching: Independent Work**

**How Do I Work Independently?**

- My voice is off!
- I stay focused!
- I raise my hand if I have a question!
- I ask a question!
- I get started right away!
- I transition to the next task when I am done!

**Independent Work Guidelines**

- My voice is off
- Stay focused
- Raise my hand if I have a question
- Get started right away
- Transition to the next task when done

**Independent Work Routines**

After the students know your guidelines, it becomes part of their routine. It is helpful, especially in the beginning of the year and after breaks, to refresh your students. One way to do this is to take time in the lesson to create how to work independently. For example:

"One day," before we begin our independent work, can someone please remind us how we work independently? "Yes we can!" What do we do when we are done?"

You will then call on students to share the rules.

**Independent Work Tips & Tricks**

Always have extra activities for students to do once they finish their work. Students work at different paces.

Extra activities can include:

- Independent reading
- Students finishing work they were unable to complete in previous lessons
- A fun activity such as coloring or a crossword puzzle related to the subject area

**Turn Your Read Aloud into Performance Art**

A read aloud is a form of performance art. What your students take away from your read aloud depends on what you put into it. Simply picking up a book and reading aloud will probably not engage your students with a love of stories or develop their listening and comprehension skills. Here's how to make your read aloud performance both highly effective and fun for your students and for you.

**Choose the Right Book**

First, select a book that is appropriate for your students—most picture books and Big Books work well. Chapter books come in a variety of lengths and levels—choose the ones that suit the abilities of your students. It's good to choose books you are already familiar with, because your students will pick up on your enthusiasm. If you don't know what you'd like to read, browse the Book Bunch and Lesson Plans in this guide and pick those which are new to most of your students and interesting enough to hold their attention.

Good read aloud stories succeed for different reasons. Remember when you heard a good story when you were a child? What made it so memorable? Was it action-packed? Funny? Did you have something to connect with the main character? Today's children enjoy stories for the same reasons that you did.

Remember, you'll need enough reading material for a 15- to 20-minute session.

3. These are some strategies which are useful in the reading classroom-

-The use of the three (3) cuing systems, Meaning, Structure Visual (MSV):

Meaning - Does it make sense? This deals with the semantic of the language

Structure - Does it sound right? This deals with the syntax of the language

Visual - Does it look right? This deals with the relationship between how the letters, syllables, root words, etc. are decoded and used to determine accurate language, structure and meaning.

-Think Aloud is a teacher lead strategy where the teacher models by verbalizing metacognition processes that occur during the reading process. This strategy can be used during reading. More information on its benefits and how the process can be done is located here:

<https://www.readingrockets.org/classroom/classroom-strategies/think-alouds>

**Opportunities for Subject Integration:**

The following website offers content in the form of comprehension passages that cover areas such as Language Arts, HFLE, Social Studies and Science: <https://www.comprehension-worksheets.com/comprehension-worksheets/third-grade-reading-comprehension-worksheets/>

The following could be used to integrate the curriculum:

- The use of thematic units
- Project learning
- The use of technology and multimedia resource
- Plan cross curricular discussions and activities

## ESSENTIAL LEARNING OUTCOME 4 – Reading and Viewing

---

**Introduction to the Strand:** Language is the foundation of communication and the primary instrument of thought. The study of Language Arts provides access to multiple and inter-related oral, aural, written, and visual ways of representing, exploring, problem solving, communicating, and sharing meaning. Through listening, speaking, writing, representing, reading, and viewing a wide range of text and text form, the student continues to develop an awareness of culture, personal identity, and the strategies needed to participate, communicate, and reflect critically on thought and action.

**Strand Reading and Viewing:** The purpose of Reading and Viewing instruction is for pleasure and personal growth and to develop readers who enjoy and interact meaningfully with a wide range of genres and text forms. Meaningful interaction with texts is developed through learning how to access and build on background knowledge and use the information provided by various sources of meaning, developing vocabulary, recognising, and using language structures and meaningful application of graphophonic elements of the text.

### **Grade Level Expectations for Reading and Viewing:**

#### **Read for pleasure and personal growth**

- select and read a variety of materials with fluency at the early to transitional levels
- participate in independent reading with books chosen to provide just the right amount of challenge
- explore texts of interest that may be difficult, but still informative
- reflect on and identify their strengths as readers, areas for improvement and the strategies they found most helpful before, during and after reading

#### **Use background knowledge**

- further develop a connection to a range of favourite authors
- use knowledge of author's craft, topic, or genre as a foundation to predict and confirm purpose and meaning - new readings

#### **Interact meaningfully with a wide range of genres and text forms**

- read and demonstrate an understanding of a variety of Early to Transitional level literary, graphic, and informational texts using a wide range of strategies to construct meaning
- use different sources to find information e.g., reference texts, encyclopedias, the internet
- identify significant elements and meaningful details to construct meaningful responses to what is read with critical thought in a variety of ways

#### **Develop vocabulary**

- continue to notice and apply new vocabulary gathered while reading a wide range of genres
- predict the meaning of unfamiliar words with more strategic use of background knowledge, context, text and word work

#### **Recognise and use language structures**

- recognize a variety of text forms, text features and stylistic elements and demonstrate understanding of how they help communicate meaning

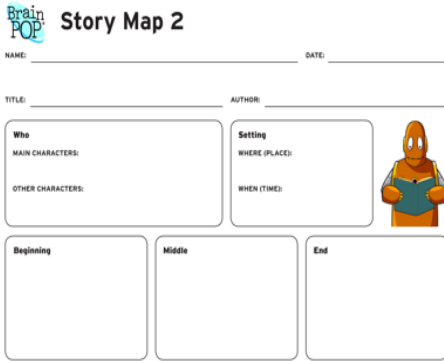

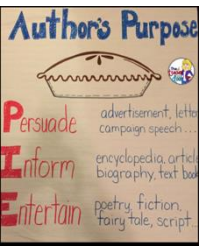
- notice the similarities of paper based and digital language and organisational structures


**Apply graphophonic elements meaningfully**

- use existing knowledge of words and meaningful word solving strategies to read with automaticity and fluency
- use reading as a resource for building knowledge of writing conventions











































**Essential Learning Outcome 4:** Learners will develop their understanding of how an **author’s choice** of **vocabulary, language, genre, text form, text features and style** influence the meaning of text and **define the author’s craft**.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>By the end of Grade Three, the learner will:</b></p> <p><b>Read and view to develop understanding of how author’s purpose and style influence meaning</b></p> <p>4.1 Continue to notice and compare the purpose and style of a variety of authors and illustrators.</p> <p>4.2 Develop understanding of the basic features of the plots of fables, folk tales, fairy tales, adventure stories etc.</p> <p>4.3 Discuss the purpose of particular images or media texts e.g., to inform, entertain, and persuade.</p> <p>4.4 Begin to develop an understanding of the component of author’s style.</p>	<p>The use of formative assessment, learner observation journals, and feedback empowers educators to create a student-responsive approach that nurtures intellectual growth and fosters a culture of continuous improvement.</p> <p style="text-align: center;"><b>CONVERSATIONS</b></p> <p><b>Discussion-based Analysis:</b> Organize a group discussion or small-group activity centered around a particular visual or textual source. Provide a set of open-ended questions or prompts related to the content. Ask participants to discuss their interpretations, insights, and reactions to the material. As an observer, pay attention to the depth of their analysis, their ability to support their viewpoints with evidence from the content, and their engagement in constructive dialogue with others.</p> <p><b>Plot analysis:</b> Offer opportunities to interpret plot during class work, schedule time for learners to demonstrate their understanding independently, using a graphic organiser such as the story map below.</p>	<p><b>Read and view to develop understanding of how author’s purpose and style influence meaning</b></p> <p><i>Books are written for a reason (SCO 4.1-4.4)</i></p> <p>Begin the term with an opportunity to explore a wide range of texts. Collect a variety of digital and paper based books, magazines, signs, bulletins, etc. advertisements. Invite the learners to peruse the various texts with their peers and share their ideas about “why” these texts were written and who would be interested in the content and why. Learners choose a few texts to explore further and share with peers.</p> <p><i>Dear Author, Why did you write this book? (SCO 4.1- 4.4)</i></p> <p>Building on the learning strategy above, each time a new fiction, nonfiction or poetic passage is introduced, introduce the idea of</p>


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>Read and view to develop understanding and recognise use of genres and text features influence meaning</b></p> <p>4.5 Recognize a variety of text forms, text features and stylistic elements and how they help communicate meaning.</p> <p>4.6 Refer to parts of stories, dramas and poems when writing or speaking about text using terms such as chapter, scene, and stanza, describe how each successive part builds on earlier sections.</p> <p>4.7 Refine use of a variety of text features to locate information (table of contents, glossary, index, charts, titles, and subtitles, etc.).</p> <p>4.8 Generate questions to guide research and: <ul style="list-style-type: none"> <li>- locate appropriate information with assistance (classroom, library, home, community)</li> <li>- organise information</li> <li>-share information</li> </ul> </p> <p>4.9 Use charts, diagrams, and other graphic information in an expository selection as an aid to understanding the text.</p> <p>4.10 Evaluate the contribution of graphic information to an expository selection.</p>	<p><b>Story Map 2</b></p>  <p>Learners may also be encouraged to search for a digital “Smart Art” organiser that they feel provides the format to share their understanding. Samples include:</p>  <p><b>OBSERVATIONS</b></p> <p>Provide learners with an image (illustration, chart, map, etc.) from a fiction or nonfiction passage and a 5 Notes and Two Questions form. As the learners view the image, they write 5 pieces of information the image provided.</p> <p>Title:</p>	<p>author’s purpose with a book, story, poem, walk etc., followed by questions such as:</p> <ul style="list-style-type: none"> <li>- Why do you think the author wrote this book?</li> <li>- Who do you think this author wrote the book for?</li> <li>- Why do you think the author thought people would be interested in this book?</li> </ul> <p>After this conversation remind learners about how authors have a reason, or purpose, for writing and their style helps to convey that purpose. As learners read, regularly remind them to think about the author’s purpose by sharing the various purposes an author may have: To persuade to inform, or to entertain. (P.I.E.)</p>  <p>Co-create a class chart such as the one illustrated here.</p> <p><a href="https://www.upperelementarysnapshots.com/2015/01/authors-purpose-8-steps-easy-as-pie.html">https://www.upperelementarysnapshots.com/2015/01/authors-purpose-8-steps-easy-as-pie.html</a></p> <p><b>Dear Author, you have style! (SCO 4.1-4.4)</b></p> <p>Engage learners with a variety of texts, by the same author to create a paper based on digital collection of that author’s books. Provide time for learners, working in groups, to identify the author’s style based on criteria such as</p>


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>4.11 Use information gained from illustrations – e.g., maps, photographs, and the words in a text to demonstrate understanding of the text.</p> <p><b>Read and view to develop understanding of how vocabulary and language use influence the meaning and mood of the text</b></p> <p>4.12 Continue to develop understanding of how: - illustrations, fonts, vocabulary and language structures are designed to engage the reader</p> <p>4.13 Continue to provide examples of author’s use of interesting words, phrases, and sentences to evoke emotions, describe, create humour, etc.</p> <p>4.14 Explain how specific aspects of a text’s illustrations contribute to what is being conveyed by words in the text, e.g., create mood and emphasize setting.</p> <p>4.15 Compare and contrast the effectiveness, cultural relevance and possible hidden messages of advertisements, social media posts, etc. used to:</p>	<p style="text-align: center;">5 NOTES</p> <ol style="list-style-type: none"> <li>1. This is happening in a place like where I live.</li> <li>2. The weather looks like it’s going to be stormy.</li> <li>3. There are adults and children talking and looking at the sky.</li> <li>4.</li> <li>5.</li> </ol> <p style="text-align: center;">2 QUESTIONS</p> <ol style="list-style-type: none"> <li>1. I wonder what will happen</li> <li>2.</li> </ol> <p style="text-align: center;"><b>PRODUCTS</b></p> <p><b>Visual Interpretation and Synthesis:</b></p> <ol style="list-style-type: none"> <li>a. Select a visual artifact, such as a painting, photograph, or graphic novel page.</li> <li>b. Instruct learners to view the visual product and create a written narrative or analysis of what they see and what it means to them.</li> <li>c. Encourage learners to consider elements like composition, color, symbolism, and mood, and relate these aspects to broader themes or ideas.</li> <li>d. Review the learner’s work with the learner and provide feedback</li> </ol> <p><b>Comparing Reading and Viewing:</b></p>	<ul style="list-style-type: none"> <li>● Why the covers and the back blurbs interested me</li> <li>● What other books this author has written</li> <li>● How the story and the illustrations work together</li> <li>● How the author uses interesting words to describe people, places, and things</li> <li>● How the author makes the reader feel happy, sad, excited, curious, etc.</li> </ul> <div style="text-align: center;">  <p><b>BRAIDING THE STRANDS</b></p> </div> <p>During writing class, learners write an email or paper-based note to a favourite author. Search online for the publisher’s contact information for favourite authors.</p> <p><b>Read and view to develop understanding and recognise use of genres and text features influence meaning</b></p> <p><i>What’s a genre?. (SCO 4.5 - 4.7)</i> Drama is a very engaging way to build on the meaning of the term genre (fiction, nonfiction, and poetry) the learners have been exposed to in previous grades. Display a page from a play and engage learners in a discussion about what they notice about the page: For example, this script lists the</p>

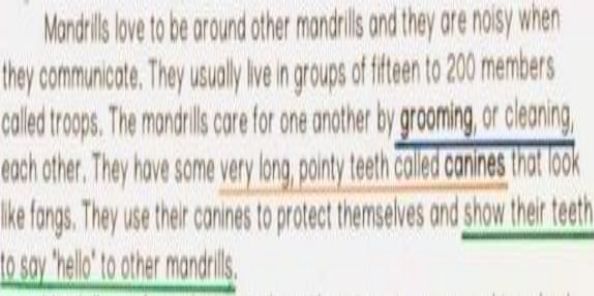



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																																		
<p>- influence the reader -provide unwritten information</p> <p>4.16 Continue to search for and compare the purpose and style of a variety of authors and illustrators.</p> <p>4.17 Develop understanding of how the author develops the basic features of the plots of fables, folk tales, fairy tales, adventure stories etc.</p>	<p>Share a video of a story from a source such as Storylineonline.net. After viewing provide learners with an Exit Slip such as:</p> <div data-bbox="724 394 1373 540" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>I liked watching this video story because:</p> </div> <p>Next, Read Aloud the same story to the learners and provide an Exit Slip as:</p> <div data-bbox="724 613 1373 727" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>I liked listening to this story because:</p> </div> <p>Now, provide learners with an Exit Slip such as the one below to complete after they have read a passage:</p> <div data-bbox="724 870 1373 984" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>I liked reading this story because:</p> </div> <p>Repeat with nonfiction and poetry. Use the learners' observations to highlight the possibilities of how we listen to, read and view various formats of texts.</p> <p><b>Self Assessment</b></p> <p><b>Story Retelling through Art</b></p> <p>a. After reading a story or a section of a book, instruct learners to select a key scene or event from the reading.</p> <p>b. Have them draw or create a visual representation of that scene on a piece of paper or a small poster.</p>	<p>characters at the top and what each character says within the script. Learners may wish to share with the class to get a sense of how the drama works. After the shared reading,</p> <div data-bbox="1423 418 1978 1219" style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;"><b>The City Mouse and the Country Mouse</b> Retold &amp; adapted by Anna Geiger</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"> Narrator 1</td> <td style="text-align: center;"> City Mouse</td> </tr> <tr> <td style="text-align: center;"> Narrator 2</td> <td style="text-align: center;"> Country Mouse</td> </tr> </table>   <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"> Narrator 1</td> <td style="padding-left: 10px;">Once upon a time, a country mouse lived in a hole at the bottom of a tree.</td> <td style="text-align: right; vertical-align: top;">1</td> </tr> <tr> <td style="text-align: center;"> Narrator 2</td> <td style="padding-left: 10px;">The country mouse had a cousin who lived in a house in the city. One day, the city mouse came to visit his country cousin. The country mouse was glad to see him.</td> <td style="text-align: right; vertical-align: top;">2</td> </tr> <tr> <td style="text-align: center;"> City Mouse</td> <td style="padding-left: 10px;">Welcome, cousin! I am so glad to see you! I have breakfast on the table.</td> <td style="text-align: right; vertical-align: top;">3</td> </tr> <tr> <td style="text-align: center;"> City Mouse</td> <td style="padding-left: 10px;">Thank you, cousin! What shall we eat?</td> <td style="text-align: right; vertical-align: top;">4</td> </tr> <tr> <td style="text-align: center;"> Country Mouse</td> <td style="padding-left: 10px;">It is a good meal of nuts and seeds.</td> <td style="text-align: right; vertical-align: top;">5</td> </tr> <tr> <td style="text-align: center;"> Narrator 1</td> <td style="padding-left: 10px;">The mice had a nice chat. Soon it was time for lunch.</td> <td style="text-align: right; vertical-align: top;">6</td> </tr> <tr> <td style="text-align: center;"> City Mouse</td> <td style="padding-left: 10px;">Here you go! It is a good meal of nuts and seeds.</td> <td style="text-align: right; vertical-align: top;">7</td> </tr> <tr> <td style="text-align: center;"> Narrator 2</td> <td style="padding-left: 10px;">The mice went for a walk in the woods. They came back to the hole for dinner.</td> <td style="text-align: right; vertical-align: top;">8</td> </tr> <tr> <td style="text-align: center;"> City Mouse</td> <td style="padding-left: 10px;">What shall we eat?</td> <td style="text-align: right; vertical-align: top;">9</td> </tr> <tr> <td style="text-align: center;"> Country Mouse</td> <td style="padding-left: 10px;">You will love it! It is a good meal of nuts and seeds.</td> <td style="text-align: right; vertical-align: top;">10</td> </tr> </table> </div> <p>learners search online for examples of fiction, nonfiction, and poetic drama.</p>	 Narrator 1	 City Mouse	 Narrator 2	 Country Mouse	 Narrator 1	Once upon a time, a country mouse lived in a hole at the bottom of a tree.	1	 Narrator 2	The country mouse had a cousin who lived in a house in the city. One day, the city mouse came to visit his country cousin. The country mouse was glad to see him.	2	 City Mouse	Welcome, cousin! I am so glad to see you! I have breakfast on the table.	3	 City Mouse	Thank you, cousin! What shall we eat?	4	 Country Mouse	It is a good meal of nuts and seeds.	5	 Narrator 1	The mice had a nice chat. Soon it was time for lunch.	6	 City Mouse	Here you go! It is a good meal of nuts and seeds.	7	 Narrator 2	The mice went for a walk in the woods. They came back to the hole for dinner.	8	 City Mouse	What shall we eat?	9	 Country Mouse	You will love it! It is a good meal of nuts and seeds.	10
 Narrator 1	 City Mouse																																			
 Narrator 2	 Country Mouse																																			
 Narrator 1	Once upon a time, a country mouse lived in a hole at the bottom of a tree.	1																																		
 Narrator 2	The country mouse had a cousin who lived in a house in the city. One day, the city mouse came to visit his country cousin. The country mouse was glad to see him.	2																																		
 City Mouse	Welcome, cousin! I am so glad to see you! I have breakfast on the table.	3																																		
 City Mouse	Thank you, cousin! What shall we eat?	4																																		
 Country Mouse	It is a good meal of nuts and seeds.	5																																		
 Narrator 1	The mice had a nice chat. Soon it was time for lunch.	6																																		
 City Mouse	Here you go! It is a good meal of nuts and seeds.	7																																		
 Narrator 2	The mice went for a walk in the woods. They came back to the hole for dinner.	8																																		
 City Mouse	What shall we eat?	9																																		
 Country Mouse	You will love it! It is a good meal of nuts and seeds.	10																																		






Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Remind the students that stick figures and brief sketches will suffice. This is about their understanding, not their artistic ability. Some students may wish to use clay or blocks to create the visual image.</p> <p>c. Beneath the artwork, learners write a short caption or paragraph explaining what's happening in the scene.</p> <p>d. This activity assesses their ability to comprehend and retell a story visually.</p> <p>e. This activity assesses their ability to analyze and compare different media forms while encouraging critical thinking and reading comprehension.</p> <p><b>Peer Assessment:</b> Book Review Buddies:</p> <ol style="list-style-type: none"> <li>Pair learners and provide each pair with a different picture book or short story.</li> <li>Instruct each student to read their assigned book independently.</li> <li>After reading a section of the book, have them write a short book review such as (e.g., "I recommend this book because . . .</li> <li>Then the pairs of learners exchange book reviews.</li> <li>Each student reads and responds to their partner's review and asks any further questions about the book.</li> <li>Encourage learners to explain their reasoning, fostering critical thinking.</li> </ol>	<p><a href="https://www.themeasuredmom.com/product/readers-theater-scripts-familiar-tales-for-grades-1-3-spec-off/">https://www.themeasuredmom.com/product/readers-theater-scripts-familiar-tales-for-grades-1-3-spec-off/</a></p> <p>Throughout the year, as different plays are introduced, extend the learners' understanding of drama and add to a co-created chart such as:</p>  <p>Repeat this type of learning strategy by extending the learners' understanding of genre and each genre's categories. For example: Nonfiction: newspaper or instructions Poetry: haiku, acrostic, rhyming couplets, etc. Fiction: science fiction, fables, etc.</p>

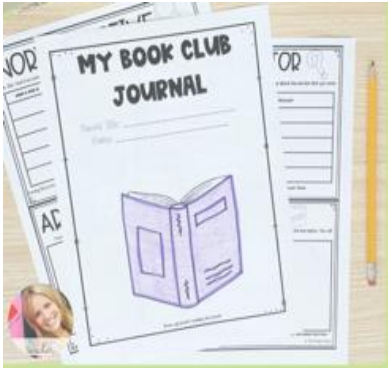
Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><b>Reader's Theater Performances:</b></p> <ol style="list-style-type: none"> <li>Divide the class into small groups and provide each group with a short script or scene from a play or children's book.</li> <li>Instruct each group to practice and rehearse their assigned scene.</li> <li>After adequate preparation, have each group perform their scene in front of the class.</li> <li>Encourage the audience (their peers) to take notes on the performance, paying attention to aspects like expression, fluency, and how well the actors conveyed the story.</li> <li>After each performance, allow the audience to share their feedback with the performers, highlighting both positive aspects and areas for improvement.</li> <li>Rotate roles so that each student has the opportunity to perform and provide feedback.</li> </ol>	<p><b><i>Text features are like a map (SCO 4.7)</i></b> Engage learners in regular discussions that review the purpose of the text features they encounter while reading. Encourage them to share their observations on how these features contribute to their understanding of the fiction and or nonfiction text features as you ask questions such as:</p> <ul style="list-style-type: none"> <li>- Find the picture on the cover of the book? Why is it there?</li> <li>- What do the pictures throughout the book tell you?</li> <li>- Fine the Table of Contents. What does it tell you?</li> <li>- Where would you find a chapter title?</li> <li>- Choose a chapter title. What do you think this chapter will be about?</li> <li>- Find the glossary (if applicable). What is the purpose of the glossary?</li> <li>- Choose an illustration with a caption under it. What does the caption tell you about the illustration? etc.</li> </ul> <p> <b>BRAIDING THE STRANDS:</b> During Writing, provide opportunities for learners to use text features in their nonfiction writing.</p> <p><b><i>Read to find the meaning of words (SCO 4.1,3, 4.14)</i></b></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Display or share a copy of a nonfiction text such as the example provided below. Share read the first part of the text and think aloud the process of finding out the meaning of new words by clues in the sentence.</p>  <p><a href="https://caffeinequeenteacher.com/wp-content/uploads/2019/11/primates-reading-comprehension-finding-text-evidence-passages-blue-pin-688x1024.jpeg">https://caffeinequeenteacher.com/wp-content/uploads/2019/11/primates-reading-comprehension-finding-text-evidence-passages-blue-pin-688x1024.jpeg</a></p> <p>Discuss how the words used to define the new words allow us to make a picture in our heads about what the word means. Learners then draw the picture and add the word and/or image to the word wall or personal dictionary.</p> <p><b>When I read this , I feel . . . (SCO 4.13)</b></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Provide learners with a few sticks and a copy of emotion emojis such as the following.</p>  <p><a href="https://www.alamy.com/stock-photo/emojis-emotions.html?cutout=1&amp;sortBy=relevant">https://www.alamy.com/stock-photo/emojis-emotions.html?cutout=1&amp;sortBy=relevant</a></p> <p>Learners paste one emoji to each stick. Read Aloud a passage to learners using varied tone, pitch, and intonation to reflect the mood and meaning of the text. Provide learners with “icon mood sticks”; as you read, pause, and ask the learners how this section of the passage makes you feel and why.</p> <p>As learners are reading, conference with individual students and ask them to share their mood by using their words or a mood stick. After they share, ask how the author’s words or the illustrations made them feel that way.</p> <p>During this 1-1 conference, encourage learners, to reading a short section aloud to you with expression to convey the intended emotions.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p data-bbox="1402 253 1955 428"><b>Reading between the lines of advertisements (SCO 4.16)</b> Become aware of the ads your learners are exposed to daily. Take pictures of the ads. As a class, view this video and poster and discuss.</p> <p data-bbox="1402 431 1976 500"><a href="https://www.youtube.com/watch?v=hn_iX9uTuCM">https://www.youtube.com/watch?v=hn_iX9uTuCM</a></p>  <p data-bbox="1402 971 1955 1144">As a regular morning message, share a copy of an add. Discuss the images on the ad and then discuss the purpose, style, and messages (sometimes hidden messages) of the ad. For example:</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p data-bbox="1388 248 1988 365">This ad is meant to encourage learners to contrast the advertisement picture with the real item:</p>  <p data-bbox="1388 683 1988 787"><a href="https://spoonuniversity.com/lifestyle/mashed-potatoes-motor-oil-deceptive-food-advertising">https://spoonuniversity.com/lifestyle/mashed-potatoes-motor-oil-deceptive-food-advertising</a></p> <p data-bbox="1388 792 1988 896">Review the text and images below and share ideas about how this ad is designed to convince the viewer to buy the product.</p>  <p data-bbox="1556 1073 1988 1101"><b>BRAIDING THE STRANDS:</b></p> <p data-bbox="1388 1105 1988 1252">This is an opportunity for braiding the strands of Language Arts. During a writing lesson on persuasive writing, encourage learners to experiment with writing an ad.</p> <p data-bbox="1388 1284 1988 1430"><b>Read and view to develop understanding of how vocabulary and language and influence the meaning and mood of the text</b></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><b>Book Club SCO (4.12-4.17):</b> the year, organize small groups of learners into book clubs to read books by different authors or illustrators. Learners can discuss their observations, share their favourite aspects of each work, and compare the purpose and style within their group. For information about setting up book clubs and activities for readers, visit <a href="https://thefriendlyteacher.com/2021/04/book-clubs-in-3rd-grade-classroom.html">https://thefriendlyteacher.com/2021/04/book-clubs-in-3rd-grade-classroom.html</a></p>  <p><a href="https://i0.wp.com/writeonwithmissg.com/wp-content/uploads/2021/03/5TipsForSettingUpBookClubsFEATUREDIMAGEBLOG.png?fit=920%2C520&amp;ssl=1">https://i0.wp.com/writeonwithmissg.com/wp-content/uploads/2021/03/5TipsForSettingUpBookClubsFEATUREDIMAGEBLOG.png?fit=920%2C520&amp;ssl=1</a></p>

**In Essential Learning Outcome 4** learners will develop their understanding of how an **author’s choice** of **vocabulary, language, genre, text form, text features and style** influence the meaning of text and **define the author’s craft**.

## Additional Resources and Materials

### My Book Report



Learners can use book reports to show the author's motivations for creating the story and to formulate a critique of the book as a whole.

[Book Report: How To Write A Book Report/ Review - Twinkl](#)

**Reader Theatre:** Reader's theatre for children is a dramatic performance style where a group of young readers, rather than memorizing lines, read a script aloud to convey a story, play, or other literary work. This form of theatre focuses on interpreting and presenting the text effectively, often with expressive vocal delivery and minimal props or costumes. Reader's theatre for children encourages reading comprehension, boosts confidence, and promotes teamwork as young participants work together to bring the story to life through their voices and expressions, making literature an interactive and engaging experience.




### Book Blurbs

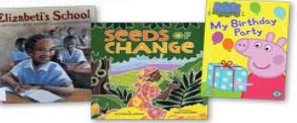
A book blurb is a snapshot of what a book is about and how it can be used for a lesson plan. In this publication we offer a wide choice of book blurbs, suggested by grade level, and aligned with the language arts curriculum, along with suggestions for other subject areas.

[TeachersResourceGuide BookBlurbs.pdf \(handsacrosstheocean.org\)](#)





**What is a book blurb?** It's a snapshot, a synopsis of what a book is about and how a book can be used for a lesson plan. Book blurbs can save you time and help you choose the right book for your lesson. In this section we offer a wide choice of book blurbs, suggested by grade level and aligned with the language arts curriculum, along with suggestions for other subject areas. These recommended activities and strategies for teaching reading and other content will help your students to excel. Please go to your library and find these books. Feel free to create your own lesson plans from these suggested book blurb ideas. And you can write your own book blurbs, print them out, and add them to this guide. Have fun!



**Curriculum Content: Social Studies**  
**Theme: Read Aloud**  
**Book: No, David!**  
**Publisher: Scholastic**



- No, David! is about a young child named David who misbehaves in multiple ways. He is reprimanded by his mother, and reminded at the end of the story of her unconditional love for him. Students often connect with David and may recall instances where they too misbehaved—and the outcomes of their actions. No, David! reinforces listening and reading skills, such as analyzing the character's problem, as well as cause and effect.
- You can compare and contrast this book with other books about children following the rules. Ask your students to compare David's experiences with their own, and write their own stories in a similar manner. You can also use this book to discuss family relationships and feelings from a parent's perspective, a sibling's perspective, and a young child's perspective. Finally, you can use No, David! to introduce classroom rules to your students.

**Curriculum Content: Science, Language Arts**  
**Theme: Independent Reading**  
**Books: The Fishy Stories series in instruction for beginner readers.**  
**Publisher: DK Publishing**

- DK Readers are not only great for beginner readers to read independently, but they cover content specific to Grade 4 and Grade 5 science. These are sure to be a thrill for your students to explore and practice their emerging reading skills while building knowledge.

Book	Subject	Content
Frogs and Snails	Science	Living things, habitat
Fishy Tales	Science	Living things, habitat
Monkeys	Science	Living things, habitat
Near the Dinosaur	Science	Living things, habitat, fossils

**Grade 4+ Book Blurbs**

## Book Review

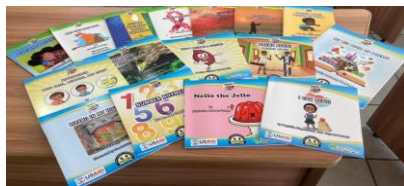
A book review is a short writing or discussion about a book where someone tells if they liked it, why they like it and what the book was about. Book Creator is a digital program that allows students to write and read culturally relevant stories that are multimodal digital books. It is the perfect tool for increasing student engagement through multimedia design and story development. Students can either create their own content (by writing, drawing, or uploading their own films, audio files, and photographs) or they can select online multimedia resources from the Internet while making their own books.

<https://read.bookcreator.com/I7V7LB6QQidnFCDjcn9Pf24hT6L2/mseMP3JUSQuj1uosSeg-bQ>

## My Storybook

myStorybook.com is a free digital resource that is engaging and simple to use for students and teachers. You may begin digital storytelling with this tool. Start by using the clipart in My Storybook, they can add their own photos, or utilize the drawing tools to make their own creations. These stories can be used to build fluency and other useful reading skills.

## Write to Read books



**Titles suited for Grade 3**

1. Peanut and the Under the Bed- by A. L. Dawn French
2. A Day at the Lake - by Tizyana McLelland

3. **The Adventures of Possum** - by Ryn-Kyi King
4. **Naughty Henna** - by Angelique Marquis
5. **Let's Make Music** - By Pearl Tench

[The Village Leader](#) - Global Digital Library - Global Digital Library



[Off to an Island Reunion](#) - Global Digital Library - Global Digital Library



[The Day the Vegetables Came to School](#) - Global Digital Library - Global Digital Library



[The Brave Little Bird](#) - Global Digital Library - Global Digital Library



[The Jealous Cloud](#) - Global Digital Library - Global Digital Library



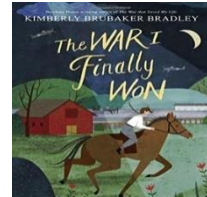
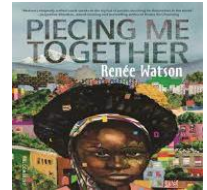
### Additional Useful Content Knowledge for the Teacher:

#### Overview

Exposing young children to different literary genres is crucial as it broadens their horizons, enriches their cognitive and emotional development, and cultivates a passion for reading. This exposure introduces them to various writing styles, themes, and perspectives, expanding their knowledge and imagination. Reading diverse genres like fantasy, science fiction, historical fiction, and non-fiction stimulates critical thinking, creativity, and vocabulary growth. Additionally, it enables children to explore a range of emotions, situations, and cultures, fostering empathy and a deeper global understanding.

Furthermore, this exposure assists children in identifying their personal reading preferences and encourages a lifelong love for reading. It empowers them to select books that truly intrigue them, promoting independent reading, which is vital for academic success and personal growth.

1. **Realistic Fiction:** Realistic fiction for grade 3 is a literary genre that includes stories set in the real world with characters, settings, and events that could plausibly happen. These narratives often revolve around everyday life, relationships, and experiences, making them relatable to young readers. Realistic fiction in grade 3 typically features protagonists who encounter and overcome challenges, allowing young readers to connect with the characters and explore important themes while expanding their reading skills and comprehension.
2. **Historical Fiction:** Historical fiction for grade 3 is a literary genre that presents fictional stories set in a specific historical time period, incorporating real events, settings, and sometimes actual historical figures. These stories offer young readers an engaging way to learn about the past while featuring fictional characters and plots that bring history to life. Historical fiction for grade 3 aims to make history accessible and interesting, helping students develop an understanding of different time periods and cultures through compelling narratives.

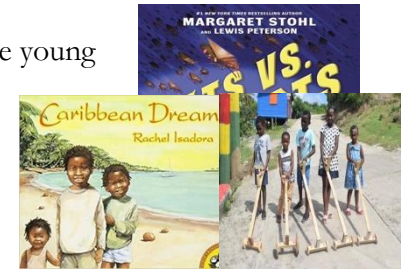


3. **Fantasy:** Fantasy for children is a literary genre that features imaginative and magical elements not found in the real world. These stories often include mythical creatures, enchanted places, and extraordinary adventures, offering young readers an escape into fantastical realms where creativity knows no bounds. Fantasy literature for children sparks their imaginations, encourages exploration of new worlds, and teaches valuable lessons through captivating and otherworldly narratives.



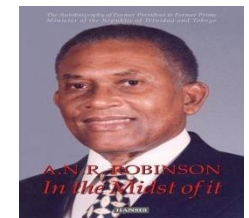
4. **Science Fiction:** Science for children is a genre of literature that presents scientific concepts, discoveries, and principles in an engaging and accessible way, specifically tailored to young readers. These books aim to educate and inspire children about the natural world, various scientific topics, and the wonders of scientific exploration. They often include age-appropriate explanations, colorful illustrations, and hands-on experiments to foster curiosity and a deeper understanding of science among young readers.

5. **Mystery:** A mystery book for children is a literary genre that features a captivating and puzzling storyline where young protagonists work to solve a mysterious event or crime. These stories often involve suspense, clues, and a sense of adventure, encouraging young readers to use their critical thinking and problem-solving skills to unravel the mystery alongside the characters. Mystery books for children aim to engage and entertain, fostering a love for reading and enhancing cognitive development as readers piece together the clues to discover the solution to the enigma.



6. **Traditional Literature:** Traditional literature for children refers to a genre of timeless stories, legends, myths, and folktales passed down through generations. These narratives often carry cultural, moral, or universal themes and are typically not attributed to specific authors. Traditional children's literature includes classic tales like fables, fairy tales, and legends that have been cherished for centuries, offering young readers valuable life lessons, cultural insights, and imaginative adventures while preserving cultural heritage and oral traditions.

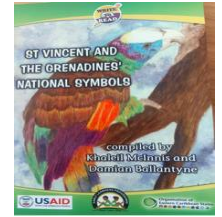
7. **Biography:** A biography for children is a genre of literature that tells the life story of a real person, typically aimed at young readers. These books provide an informative and engaging account of an individual's life, highlighting their achievements, challenges, and contributions to society. Biography books for children aim to inspire, educate, and encourage young readers to learn about the lives of notable figures, fostering a greater understanding of history, character, and the potential for personal growth and success.



8. **Autobiography:** An autobiography for children is a genre of literature in which a real person, often the author themselves, writes about their own life experiences and personal journey. These books are written for young readers and offer an intimate and relatable glimpse into the author's life, including their challenges, triumphs, and life lessons. Autobiographies for children aim to inspire,

educate, and encourage self-reflection, fostering a deeper understanding of individual growth, resilience, and the potential for personal development and empathy.

9. **Informational Text:** An informational text for children is a type of literature that provides factual and educational content, often presented in a clear and engaging manner. These texts cover a wide range of topics, from science and history to nature and technology, with the primary purpose of imparting knowledge and fostering understanding. Informational texts for children aim to promote learning, critical thinking, and curiosity by presenting facts, explanations, and visual aids such as illustrations and photographs to make complex subjects accessible and interesting to young readers.



### **St. Vincent and the Grenadines' National Symbols.**

Compiled by: Khaleil Mc Innis and Damian Ballantyne

10. **Poetry:** Poetry for children is a genre of literature that uses creative and expressive language, often with rhyme and rhythm, to evoke emotions, tell stories, or convey ideas in a condensed and artistic form. These poems are written with young readers in mind, offering a unique and engaging way to explore language and imagination. Poetry for children encourages a love of language, sparks creativity, and helps children develop their reading and comprehension skills while enjoying the beauty of words and sounds.

### **Overview**

Understanding how an author's craft influences the meaning of a text is an essential skill for third-grade students. It's about recognizing that authors make thoughtful decisions regarding vocabulary, language, genre, text form, text features, and style to convey their message effectively. These choices are like the paint on an artist's canvas, shaping the story's mood, characters, and overall impact.

Teaching students about the author's craft helps them become more perceptive readers and critical thinkers. It encourages them to analyze texts more deeply, consider the author's intent, and appreciate the artistry of language. By fostering this awareness, you empower your students to become more engaged and discerning readers.

1. **Author and Illustrator Showcase:** In the "Author and Illustrator Showcase" activity, students explore the purpose and style of a variety of authors and illustrators. The teacher selects a diverse set of books, each representing a different author and illustrator. Students read or view these books, paying attention to the unique style, themes, and storytelling techniques employed by each creator. Afterward, students present their findings, discussing the author's intent and the illustrator's artistic choices, fostering an appreciation for the creative diversity in literature and art (supports ELO 4.1).
2. **Expressive Language Analysis:** "Expressive Language Analysis" activity, students delve into an author's use of interesting words, phrases, and sentences to evoke emotions, describe scenes vividly, and create humor. After reading a selected text, students identify and analyze instances of expressive language that stood out to them. They discuss how these literary devices contribute to the emotional impact, vivid

imagery, and humor in the text. This activity enhances students' understanding of how skilled authors use language to engage and entertain readers (supports ELO 4.13).

3. **Plot Exploration Adventure:** For the "Plot Exploration Adventure" activity, students embark on a journey to develop a deeper understanding of the basic features of fables, folk tales, fairy tales, and adventure stories. They are provided with a selection of stories from each genre and work in small groups to analyze the plot elements, such as the introduction, conflict, climax, and resolution. By comparing and contrasting the plot structures, students gain insight into the unique characteristics of each literary form, enhancing their comprehension of these classic storytelling styles (supports ELO 4.2).
4. **Media Text Analysis:** When students interact with "Media Text Analysis" activity, they critically examine various images and media texts, such as advertisements, news articles, and entertainment content. They discuss the purpose behind each text, whether it is to inform, entertain, or persuade the audience. Through group discussions and presentations, students learn to identify the strategies and techniques used by creators to achieve their intended purpose, fostering media literacy and critical thinking skills (supports 4.3).
5. **Text Form Treasure Hunt:** For this activity, students become literary detectives as they search for a variety of text forms, features, and stylistic elements within a given selection of texts. They collaborate in small groups to identify and collect examples of headings, subheadings, bullet points, images, metaphors, similes, and other elements. Through discussion and reflection, students recognize how these components are strategically used to enhance communication and convey meaning in different types of text, promoting a deeper understanding of textual structure and style (supports 4.5).
6. **Illustrator's Impact Discussion:** in this activity third graders read selected children's books and focus on the illustrator's role in enhancing the text. Afterward, they engage in a group discussion where each student expresses their opinion on how the illustrator's visual text engages the reader and complements the author's writing. To support their opinions, students can reference specific illustrations from the book. This activity encourages critical thinking and helps students understand the collaborative nature of storytelling in picture books (supports ELO 4.14).

[Let's Read | Children's Books | Free to Read Download Translate \(letsreadasia.org\)](https://letsreadasia.org)

Let's Read creates a world in which inquisitive and knowledgeable readers build vibrant societies. Let's Read promotes reading habits that help kids meet developmental milestones, families share books that celebrate their culture, and communities thrive and become more diverse.

[Level 3 - Global Digital Library - Global Digital Library](https://globaldigitallibrary.org)

The Global Digital Library makes early grade reading materials available online for free in child-friendly languages.

[ICDL - International Children's Digital Library \(childrenslibrary.org\)](https://childrenslibrary.org)



The International Children's Library provides access to the best children's books from around the world, which encourages tolerance and respect for various cultures.

[I'm Reading \(starfall.com\)](http://starfall.com)

Starfall I'm Reading helps both beginning and seasoned readers improve their comprehension and fluency. With the aid of this app, your child will be able to go from learning to read to reading to learn, and includes plays, myths from China and Greece, and folktales.

[Stories for Kids: The Atrocious Fairy tale \(freechildrenstories.com\)](http://freechildrenstories.com)

With access to the internet, Free Children Stories' objective is to offer traditional, meaningful storytelling to every child, parent, or teacher around the world, for free. They divide the stories in their online books into sections for learners ages 3-4, 5-8, and 8-10.

**Opportunities for Subject Integration:**

**Elements that are integrated across subjects:**

Integrated Unit

Opportunities for Subject Integration

**Science Integration**

Incorporating reading and science into the third-grade curriculum can be an engaging strategy to improve children's comprehension abilities while igniting their curiosity about scientific ideas. Here are some inventive suggestions for fusing these topics:

1. **Science Reading Stations** Set up reading stations with books, articles, or digital resources related to various science topics. Students can rotate through these stations, read materials, and answer comprehension questions or engage in discussions.
2. **Scientific Vocabulary Journals:** Have students maintain journals where they record and define scientific terms they encounter during their reading. This reinforces vocabulary skills and enhances their understanding of science concepts.
3. **Science Graphic Organizers:** Use graphic organizers to help students organize information from their science readings. Graphic organizers like concept maps or Venn diagrams can aid in visualizing connections between scientific ideas.
4. **Inquiry-Based Reading Projects:** Assign inquiry-based projects where students choose a scientific topic of interest, conduct research through reading, and present their findings. This encourages independent reading and research skills.
5. **Crossword Puzzles and Word Searches:** Develop crossword puzzles or word searches based on science readings. This not only helps with vocabulary reinforcement but also adds an element of fun to the learning process.

**Social Studies Integration**

Integrating reading and social studies in the curriculum for grade 3 can help students develop a deeper understanding of historical events, cultures, and societal structures. Here are some creative ideas to blend these subjects effectively:

1. **Biographies:** Read biographies of important historical figures and discuss their contributions to society. Encourage students to analyze the impact of these individuals on the world.
2. **Book Club:** Organize book clubs or literature circles where students can choose books related to various historical eras or regions. They can read and discuss these books in small groups.
3. **Compare and Contrast:** Ask students to compare and contrast events, cultures, or societies from different time periods or regions. They can read about these topics and present their findings through written reports or presentations.
4. **Research Projects:** Assign research projects related to social studies topics. Students can choose a specific aspect of history or a cultural element to investigate further, read books and articles, and present their findings.
5. **Current Events Analysis:** Incorporate current events related to social studies topics. Read news articles, discuss the events' historical context, and analyze their relevance to the present.

### Mathematics Integration

Integrating math and reading in the curriculum for grade 3 can be a powerful way to enhance students' learning experiences and promote cross-disciplinary skills. Here are some strategies and ideas to help you achieve this integration:

1. **Word Problems:** Incorporate math word problems into your reading lessons. Use stories or scenarios that require students to read and understand the problem before applying math skills to solve it. This helps students see the practical application of math in real-life situations.
2. **Math Literature:** Use children's books that incorporate math concepts into the story. For example, "The Greedy Triangle" by Marilyn Burns introduces geometry concepts, and "One Grain of Rice" by Demi explores increased growth through a mathematical tale.
3. **Math Vocabulary:** Teach math-related vocabulary words during your reading lessons. You can introduce terms like "sum," "difference," "multiply," "divide," and "fraction" while reading math-related texts or stories.
4. **Math Storytelling:** Encourage students to create their own math stories or problems. This not only reinforces their math skills but also enhances their reading and writing skills as they craft narratives around math concepts.
6. **Cross-Curricular Projects:** Plan cross-curricular projects that require both math and reading skills. For example, students could research a historical figure, calculate their age at different points in history, and then present their findings through a written report or presentation.



## ESSENTIAL LEARNING OUTCOME 5 – Writing and Representing

---

**Introduction to the Strand:** Language is the foundation of communication and the primary instrument of thought. The study of Language Arts provides access to multiple and interrelated oral, aural, written, and visual ways of representing, exploring, problem solving, communicating, and sharing meaning. Through listening, speaking, writing, representing, reading, and viewing a wide range of text and text form, the learner continues to develop an awareness of culture, personal identity, and the strategies needed to participate, communicate, and reflect critically on thought and action.

**Strand: Writing and Representing** provide learners with the strategies and skills to communicate with their peers and other meaningful audiences within and beyond their community using paper and digital formats. The process of writing includes planning, organizing, revising, refining, and sharing feedback. Throughout this process, ongoing problem solving and critical thinking strategies, applicable to subject areas and to life, develop.

**Grade Level Expectations: we'll make sure these are comprehensive enough after we review all ELOs**

### **Write for pleasure and personal growth**

- choose topics of personal interest to share
- use the writing of favourite authors as models for their own writing
- reflect on and identify their strengths as writers, areas for improvement and the strategies they found most helpful at different stages in the writing process

### **Engage in the writing process**

Continue to develop understanding and application of the purpose and structure of the genres:

- Narrative
  - Expository
  - Descriptive
  - Opinion
  - Persuasive
- state the purpose and write for a variety of purposes including self, to explain, to describe, to report, to write about real or imagined experiences
  - generate, gather, and organize ideas and information to write for intended purposes and audiences
  - use editing, proofreading, and publishing skills and strategies and knowledge of language conventions to correct errors, refine expression and present their work effectively
  - use print and technological resources for locating information
  - begin to use a variety of presentation style elements including print, script, fonts, graphics, and layout

### **Explore language structures**


- organize writing into paragraphs
- apply selected text types previously studied
- make decisions about when casual or formal language is required and apply those language structures

- ☐ monitor writing more independently to revise and edit vocabulary, sentence fluency, voice and grammar


**Explore word solving**

- ☐ select words for their appropriateness and exactness in conveying intended meanings
- ☐ write legibly
- ☐ monitor writing more independently to edit spelling.

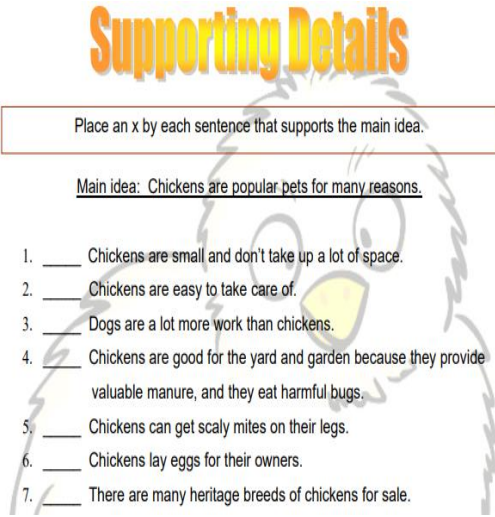
**Essential Learning Outcome 5:** Learners will **generate, gather, and organize thoughts** to explore, clarify and reflect on thoughts, feelings, and experiences as they **create a written or representative draft**, independently and collaboratively, for a range of audiences and purposes.

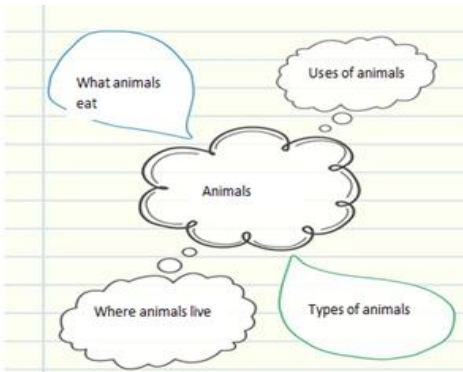
Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>By the end of Grade 3, the learner will:</b></p> <p><b>Write and represent to generate and gather thoughts to explore, ideas, feelings, and experiences</b></p> <p>5.1 Maintain a personal record of interests, personal or community experiences, music, books, pictures for use as writing prompts.</p> <p>5.2 Maintain a writing portfolio that includes drafts, revisions, personal dictionary, personal writing prompts, etc.</p> <p>5.3 Identify the topic, purpose, audience, and form for writing.</p> <p>5.4 Participate in group and individual brainstorming to gather ideas for their writing, to write for an intended purpose and audience.</p>	<p>Begin the year with an opportunity for learners to create their personal writing portfolios. Use a file folder to maintain a record of:</p> <ul style="list-style-type: none"> <li>- Brainstorms</li> <li>- Drafts</li> <li>- Revisions</li> <li>- Completed work</li> </ul> <p>Ensure each piece of work is dated. This provides a record of progress over time. The portfolio allows teachers to track learners' skills, development, and the effectiveness of their revisions. Using this information, teachers plan responsive instruction to build on progress and scaffold to the next steps. In addition to this record of progress, teachers use observation, self assessments, rubrics, and checklists for the learners.</p> <p style="text-align: center;"><b>CONVERSATIONS</b></p> <p><i>Conferencing with learners</i></p> <p>Teacher conferencing is a meeting where the writer and a teacher come together to discuss</p>	<p><b>The focus of ELO 5 is on the prewriting (brainstorming) and drafting stages of the writing process.</b></p> <p>During Writers' Workshop, begin with a lesson describing the topic of the session, follow this lesson with time to practice and time to reflect and share. During all stages of Writers' Workshop, engage the learners with opportunities to ask questions or contribute ideas. At the beginning of each term, ask the learners to share their ideas about what good writers do. Record their ideas and then compare it to the list below – discuss the similarities and differences in the lists. Refer to the class list throughout writing lessons as a reminder of expectations.</p> <p><i>Becoming an effective writer</i></p> <ul style="list-style-type: none"> <li>● Write frequently</li> <li>● Engage in the writing process</li> <li>● Choose their own topic for writing</li> </ul> 

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5.5 Become familiar with a variety of paper based and digital brainstorming techniques:</p> <ul style="list-style-type: none"> <li>– talk about the ideas they plan to write about</li> <li>– draw pictures to develop ideas for writing</li> <li>– create jot notes for research writing</li> </ul> <p>5.6 Gather information from a variety of paper based and digital resources to support and enhance brainstorm.</p> <p>5.7 Reflect on ideas gathered and add, revise, or delete to suit to topic and genre.</p> <p><b>Write and represent to use organizational strategies to arrange thoughts to explore, clarify and reflect on ideas, feelings, and experiences</b></p> <p>5.8 Organize ideas and information to write for an intended purpose and audience using:</p> <ul style="list-style-type: none"> <li>● paper based or digital graphic organizers</li> <li>● samples of how published texts are organized</li> </ul> <p>5.9 Further develop independence in using, choosing, and creating simple graphic organizers.</p> <p>5.10 Participate and contribute to shared writing opportunities that reflect the genre</p>	<p>the learner’s progress, offer feedback and engage in discussions about writing. This exchange of oral feedback during the ELO 5 brainstorming and drafting stage can greatly assist the writer. Refer to the suggested list of questions below to ask learners during the conference. Revise questions to match the genre and learning throughout the year. During the conference, write anecdotal notes in your Observation of Learner Learning Journal.</p> <p>NAME:                      DATE:</p> <p>WRITING PROJECT:</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <ul style="list-style-type: none"> <li>● Tell me about what you have been working on today.</li> <li>● How did you choose this topic to write about?</li> <li>● What is going well?</li> <li>● What is hard/ difficult?</li> <li>● (Point to a specific section)What were you feeling while writing this part?</li> <li>● (Point to specific section) Please read this section to me and I’ll tell you what it makes me think about. (Point to a specific section) Listen as I read this section to you. and you can tell me what it makes you think about.</li> </ul> </div>	<ul style="list-style-type: none"> <li>● Receive explicit instruction in writing</li> <li>● Explore various forms and genres</li> <li>● Accept and reflect on constructive feedback</li> <li>● Explore various ways to be creative in writing</li> <li>● Remember they are writing to share information in meaningful and engaging ways</li> </ul> <p><b><i>NOTE: Independent writing</i></b>  In addition to focussed lessons, schedule time and encourage learners to use journaling to write freely and independently, putting what they have learnt into practice without worrying about grammar, spelling, or punctuation. These opportunities allow learners to practice, notice and consolidate lessons learned.</p> <p><b>The suggested learning strategies below may be applied to whichever genre is the focus on the term.</b></p> <p><b>Write and represent to generate and gather thoughts to explore, ideas, feelings, and experience</b></p> <p><b><i>My portfolio (5.1, 5.2)</i></b></p>




Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>studied (e.g., newsletters to parents, thank-you letters to classroom guests, lists of classroom procedures, recipes, labels).</p> <p>5.11 Write a simple nonfiction report on a topic of personal relevance.</p> <p>5.12 Explore and begin to use blogs, google classroom diary, social media to contribute to various genres of writing.</p> <p>5.13 Refer to texts and conversations as anchors for organising a sequence of events, changes in setting, and character development.</p> <p><b>Write and represent to create a written or representative draft</b></p> <p>5.14 Further develop understanding of the purpose and organisation of:</p> <ul style="list-style-type: none"> <li>- narrative writing</li> <li>- expository writing</li> <li>- opinion writing</li> <li>- persuasive writing</li> <li>- report writing</li> </ul> <p>5.15 Continue to develop and apply understanding of the Writing Traits of Ideas, Organisation and Language Use with increasing independence.</p>	<p><b>OBSERVATION</b> </p> <p>Observing learners while writing and making anecdotal notes can be a valuable assessment tool. Anecdotal notes allow teachers to record specific observations and behaviors of learners while they are writing. Document both the things that learners are doing well and the areas where they may need additional support. Pay attention to how focused and engaged the learners are. Are they actively brainstorming ideas, organizing their thoughts?</p> <p>Look for evidence of each learner's level of confidence as they begin the writing process:</p> <ul style="list-style-type: none"> <li>- Are they able to come up with a topic?</li> <li>- Do they support the topic with a variety of ideas?</li> <li>- Are they comfortable creating a brainstorm or web without worry about spelling and punctuation?</li> <li>- Do they use a graphic organiser to put their ideas in order?</li> <li>- Are they comfortable changing their mind and deleting or adding new ideas?</li> </ul> <p>Observing these writing behaviours provides the teacher with information about each learner's level of comfort and how support is best planned.</p>	<p>Begin each term with an opportunity for each learner to create a personal writing portfolio. Schedule time for the learners to:</p> <ul style="list-style-type: none"> <li>- Personalise the cover of file folder with a hand drawn or printed image collage of their interests</li> <li>- Organise the sections of the portfolio to include: <ul style="list-style-type: none"> <li>o Prewriting (brainstorms)</li> <li>o Drafts</li> <li>o Revisions</li> <li>o Completed copies</li> </ul> </li> </ul> <p>Throughout the term, learners insert each day's writing and information handouts provided by the teacher.</p> <p><b>Purpose and Audience - (SCO5.3)</b></p> <p>Engage learners in discussions on <i>why</i> they are writing on a particular topic (<b>purpose</b>) e.g. to inform, entertain, describe, give opinion, or persuade</p> <p>As learners share their topic and the purpose for writing, they identify the different people they want to read their writing (<b>audience</b>) e.g. friends, teacher, parents.</p> <p>Discuss the language that needs to be used (formal and informal) when writing to different audiences. Provide learners with an example of the same <b>nates</b> written in informal language and then in formal language. Learners to share their pieces</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5.16 Enhance understanding of how to use transition words and phrases to develop a logical progression of ideas and thoughts (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>5.17 Explore possibilities provided in anchor texts of various ways to convey ideas, through</p> <ul style="list-style-type: none"> <li>- introductory sentences</li> <li>- concluding sentences</li> <li>- sequencing of ideas</li> <li>- vocabulary choices</li> <li>- simple, compound, and complex sentences.</li> </ul> <p>5.18 Apply, with increasing independence, the understanding and application of Ideas, Organisation and Language Use in draft writing in a range of genres.</p>	<p><b>PRODUCTS</b></p> <p>Provide learners with an organising strategy to record their brainstorm ideas. This provides a teacher assessment and self assessment of the first stages of the writing process.</p> <div data-bbox="756 527 1239 1031" style="text-align: center;"> </div> <p>Use your observations to provide timely feedback to learners. Offer specific praise for areas of strength and constructive suggestions for areas that need improvement.</p> <p>As an informal assessment of progress, provide learners with a short sample of an anchor text and ask for one or more of:</p> <ul style="list-style-type: none"> <li>● a new introduction</li> <li>● a different ending</li> </ul>	<p>aloud and discuss how and when each form of language is most effective.</p> <p><b><i>Planning for Writing (SCO 5.3, 5.4)</i></b>  Begin each writing project with a conversation about how writers often use topics they know about, their interests or their “wonderings” to get their ideas for writing. Share an example of something you know about, something you’re interested in and something you wonder about.</p> <p><b>Teacher Sample:</b>  Date: Sept. X  What I know:  -  -  What I’m interested in:  -  -  What I wonder about:  -  -After this demonstration, invite learners to share what they know about, their interests or their “wonderings”. As each learner shares, create notes on a “Ideas for Writing” chart. Ask learners to work in small groups for 15 minutes and make a list of things that they know a great deal about, are curious about, experiences they have had and want to share. After the discussions, individual learners write their own ideas in their personal writing portfolio.</p>



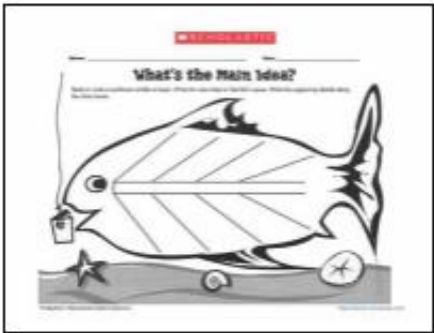

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<ul style="list-style-type: none"> <li>• a different description of the setting</li> </ul> <p>Observe how the learner applies lessons focussed on the topics listed above. Check in after a lesson for learner’s independent understanding of how to determine if details support a main idea. The suggestion below provides an example.</p> <div data-bbox="785 581 1276 1094" style="text-align: center;">  <p><b>Supporting Details</b></p> <p>Place an x by each sentence that supports the main idea.</p> <p><u>Main idea: Chickens are popular pets for many reasons.</u></p> <ol style="list-style-type: none"> <li>___ Chickens are small and don't take up a lot of space.</li> <li>___ Chickens are easy to take care of.</li> <li>___ Dogs are a lot more work than chickens.</li> <li>___ Chickens are good for the yard and garden because they provide valuable manure, and they eat harmful bugs.</li> <li>___ Chickens can get scaly mites on their legs.</li> <li>___ Chickens lay eggs for their owners.</li> <li>___ There are many heritage breeds of chickens for sale.</li> </ol> </div> <p><a href="https://www.englishworksheetsland.com/topics/supportdetails/supportingdetails1.pdf">https://www.englishworksheetsland.com/topics/supportdetails/supportingdetails1.pdf</a></p> <p><b>Portfolio Assessment:</b> Throughout each term, collect the learners’ portfolio and review their progress to date using a rubric such as the example provided below. Schedule a brief</p>	<div data-bbox="1444 272 1818 464" style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>My Idea Box</p> </div> <p><b>Idea box SCO 5.3,5.4, 5.6)</b> Create a class “idea box” to collect ideas for writing about the topic Using the ‘Think-Pair-Share’ strategy, encourage learners to think about, and then share a topic based on a given idea. Create the opportunity for pairs to share period so learners can know what topics others are writing about. Remember than an Idea Box can be written or illustrated in paper based or digital formats.</p> <p><b>Narrowing a topic (SCO 5.7, 5.8):</b> Provide learners with an example of a draft with TMI! (Too Much Information)</p> <p><i>They looked at the school playground and thought it would be really good football field. My favourite game is football. I want to go to a pro game. My friend has a football. Football uniforms are so colourful. In some places, football is called soccer. A football is made of leather.</i></p> <p>Explain to learners the importance of narrowing a topic before beginning the draft. Emphasize that narrowing a topic helps to focus ideas and make writing more precise and coherent. Discuss the challenges of writing when a topic is too broad.</p>


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																		
	<p>conversation with the learner to review the comments and suggestions.</p> <table border="1" data-bbox="724 321 1310 878"> <thead> <tr> <th colspan="2" data-bbox="724 321 1310 362">Portfolio Assessment</th> </tr> <tr> <th data-bbox="724 362 821 402">Score</th> <th data-bbox="821 362 1310 402">If the student...</th> </tr> </thead> <tbody> <tr> <td data-bbox="724 402 821 560">4</td> <td data-bbox="821 402 1310 560">includes a piece of work for each item on the checklist that clearly meets the criteria suggested; writes a short paragraph about each item, weaving a connection between the pieces and describing what was learned; shows reflection about his or her thinking and learning over time.</td> </tr> <tr> <td data-bbox="724 560 821 673">3</td> <td data-bbox="821 560 1310 673">includes a piece of work for each item on the checklist; writes a short paragraph about each item; is somewhat reflective of how his or her thinking has changed.</td> </tr> <tr> <td data-bbox="724 673 821 735">2</td> <td data-bbox="821 673 1310 735">includes a piece of work for each item; writes something about each piece.</td> </tr> <tr> <td data-bbox="724 735 821 797">1</td> <td data-bbox="821 735 1310 797">includes a piece of work for most items; writes little about the pieces of work.</td> </tr> <tr> <td data-bbox="724 797 821 878">0</td> <td data-bbox="821 797 1310 878">does not complete the task, or gives information that has nothing to do with the work chosen.</td> </tr> </tbody> </table> <p><a href="https://study.com/cimages/multimages/16/structures_port-assess.gif">https://study.com/cimages/multimages/16/structures_port-assess.gif</a></p> <p><b>SELF- ASSESSMENT</b> Learners can assess their own prewriting and draft work by reflecting on their strengths and areas for improvement by using a checklist.</p> <p>Checklist for learners' self assessment</p> <table border="1" data-bbox="724 1235 1310 1401"> <tbody> <tr> <td data-bbox="724 1235 1178 1300">Learners' checklist</td> <td data-bbox="1178 1235 1310 1300">yes /no</td> </tr> <tr> <td data-bbox="724 1300 1178 1401">Is there a topic sentence that states the main idea or an</td> <td data-bbox="1178 1300 1310 1401"></td> </tr> </tbody> </table>	Portfolio Assessment		Score	If the student...	4	includes a piece of work for each item on the checklist that clearly meets the criteria suggested; writes a short paragraph about each item, weaving a connection between the pieces and describing what was learned; shows reflection about his or her thinking and learning over time.	3	includes a piece of work for each item on the checklist; writes a short paragraph about each item; is somewhat reflective of how his or her thinking has changed.	2	includes a piece of work for each item; writes something about each piece.	1	includes a piece of work for most items; writes little about the pieces of work.	0	does not complete the task, or gives information that has nothing to do with the work chosen.	Learners' checklist	yes /no	Is there a topic sentence that states the main idea or an		<p>Allow learners to use graphic organisers to focus on specific ideas based on a topic such as Animals. (See sample below)</p> <p>Learners team up in small groups and add 2 details to each section of the web. During the revising process (ELO 6) revisit this chart and use it as an anchor for a lesson about paragraphing.</p>  <p><b>Write and represent to use organizational strategies to arrange thoughts to explore, clarify and reflect on ideas, feelings, and experiences</b></p>
Portfolio Assessment																				
Score	If the student...																			
4	includes a piece of work for each item on the checklist that clearly meets the criteria suggested; writes a short paragraph about each item, weaving a connection between the pieces and describing what was learned; shows reflection about his or her thinking and learning over time.																			
3	includes a piece of work for each item on the checklist; writes a short paragraph about each item; is somewhat reflective of how his or her thinking has changed.																			
2	includes a piece of work for each item; writes something about each piece.																			
1	includes a piece of work for most items; writes little about the pieces of work.																			
0	does not complete the task, or gives information that has nothing to do with the work chosen.																			
Learners' checklist	yes /no																			
Is there a topic sentence that states the main idea or an																				




Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies												
	<table border="1" data-bbox="724 251 1310 787"> <tr> <td data-bbox="724 251 1176 354">effective opening that will hook the readers?</td> <td data-bbox="1176 251 1310 354"></td> </tr> <tr> <td data-bbox="724 354 1176 418">Did you stick to the topic?</td> <td data-bbox="1176 354 1310 418"></td> </tr> <tr> <td data-bbox="724 418 1176 521">Did you write and rewrite the first draft?</td> <td data-bbox="1176 418 1310 521"></td> </tr> <tr> <td data-bbox="724 521 1176 623">Did you connect sentences using transition words?</td> <td data-bbox="1176 521 1310 623"></td> </tr> <tr> <td data-bbox="724 623 1176 725">Did you write a variety of sentences?</td> <td data-bbox="1176 623 1310 725"></td> </tr> <tr> <td data-bbox="724 725 1176 787">Is there a closing sentence?</td> <td data-bbox="1176 725 1310 787"></td> </tr> </table> <p data-bbox="724 894 1031 966"><b>PEER-ASSESSMENT</b> Jamaica Gleaner</p>  <p data-bbox="724 1008 1310 1182">Peer assessment learner provides valuable insights and perspectives that may not be captured by the teacher's feedback alone. It gives learners the opportunity to see their work from a different point of view.</p> <p data-bbox="724 1219 1310 1357">Encourage learners to begin feedback by first identifying what was done well. Once a learner's strength has been identified, move on to what can be improved.</p>	effective opening that will hook the readers?		Did you stick to the topic?		Did you write and rewrite the first draft?		Did you connect sentences using transition words?		Did you write a variety of sentences?		Is there a closing sentence?		 <p data-bbox="1808 459 1992 488">NWEA.com</p> <p data-bbox="1346 524 1992 735"><b><i>Lots of Ideas! Time to Organise! (SCO5.8)</i></b> Using the revised list of ideas created during brainstorming (prewriting) sessions, use a digital or paper based graphic organiser to demonstrate how to organise ideas in a way that matches the genre. For example, a narrative organiser:</p>  <p data-bbox="1346 1117 1992 1182"><a href="https://s3.amazonaws.com/prod-hmhco-vmg-craftcms-public/WF1553650 Inline-3.png">https://s3.amazonaws.com/prod-hmhco-vmg-craftcms-public/WF1553650 Inline-3.png</a></p>
effective opening that will hook the readers?														
Did you stick to the topic?														
Did you write and rewrite the first draft?														
Did you connect sentences using transition words?														
Did you write a variety of sentences?														
Is there a closing sentence?														






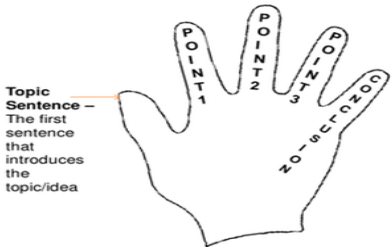


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p data-bbox="898 354 1035 378">What went well:</p> <p data-bbox="898 402 1108 422">The things you did really well were...</p> <div data-bbox="743 391 877 597">  </div> <p data-bbox="898 524 1077 544">The best part of your work is...</p> <p data-bbox="898 699 1020 724">Even better if:</p> <p data-bbox="898 748 1108 768">To improve your work you need to...</p> <div data-bbox="743 724 884 930">  </div> <p data-bbox="722 932 1037 959"><a href="http://teachingessentials.com">teachingessentials.com</a></p> <p data-bbox="722 1037 894 1065">Partner check</p>	<p data-bbox="1339 253 1633 280">A nonfiction organiser:</p> <div data-bbox="1440 334 1871 664">  </div> <p data-bbox="1346 719 1413 747">Visit</p> <p data-bbox="1339 755 1959 821"><a href="https://mrswarnearlington.weebly.com/graphic-organizers.html">https://mrswarnearlington.weebly.com/graphic-organizers.html</a> for more samples.</p> <p data-bbox="1339 829 1976 1000">Encourage learners who wish to express their ideas in drawings, storyboards, or flow charts to do so. This visual aid may help them structure their writing and remember the ideas so they can write sentences based on the drawings created.</p> <p data-bbox="1339 1040 1892 1107"><b>Write and represent to create a written or representative draft</b></p> <p data-bbox="1339 1148 1835 1182"><i>Authors teach us to write (5.15- 5.18)</i></p> <div data-bbox="1339 1182 1486 1276">  </div> <p data-bbox="1339 1252 1835 1349"><b>INTEGRATING THE SUBJECTS AND BRAIDING THE STRANDS</b></p> <p data-bbox="1339 1360 1955 1425">As each writing project begins, use Teacher Read Alouds to ensure that learners are reminded of or</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>I told the writer what I liked _____ yes/no</p> <p>I asked questions _____ yes/no</p> <p>I suggested a change for .....</p> <p>The change I suggested was .....</p> <p>Comments</p> <p>Adapted from Scholastic- Traits Based mini lessons for teaching writing in Grades 2-4 Megan S. ,Sloan 2001.</p>	<p>exposed to various examples of the genre that will be studied during the writing process. For example, for nonfiction writing, read aloud sections of a community newspaper, a short article about a favourite animal / sport / a social issue (environment, etc.) and point out the purpose and elements of the genre.</p> <p><b><i>Modeled writing through mini lessons (SCO 5.16, 5.17)</i></b></p> <p>Introduce each mini lesson with a brief passage that illustrates the focus of the lesson in the context of authentic writing. For example, a lesson on letter writing could be introduced with the book: <b>I wanna iguana</b> which tells the story through letter writing.</p>  <p><a href="https://www.youtube.com/watch?v=bcgKZPAUyGc">https://www.youtube.com/watch?v=bcgKZPAUyGc</a></p> <p><b><i>Organisation</i></b> - Throughout the year, model, discuss and help learners build the skills involved in the organisation of different forms of writing</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>using the practices and procedures described below and anchor texts such as:</p> <div data-bbox="1780 354 1961 490" data-label="Image"> </div> <p><b>a) Sample paragraph (SCO 5.17)</b></p> <p>Provide small groups of learners with a title and 5 sentence strips to place in a sequence they feel creates an organised paragraph. Within each group, one learner reads the paragraph aloud and the members of the group decide if the order is good and why. Suggestions for reorganisation are also considered.</p> <p><b>b) Writing a topic sentence (SCO 5.18)</b></p> <p>Share a variety of topic sentences from a range of paper based and digital texts representing the genre being studied. Review the various formats of topic sentences. As each sample is read aloud, co-create an anchor chart such as the one illustrated. Note that samples of Topic sentences may vary among the various genres.</p> <div data-bbox="1339 954 1558 1214" data-label="Image"> </div> <p><a href="https://i0.wp.com/elementaryengagement.com/wp-content/uploads/2021/10/Bold-Beginnings-Narrative-Anchor-Chart.png?fit=683%2C1024&amp;ssl=1">https://i0.wp.com/elementaryengagement.com/wp-content/uploads/2021/10/Bold-Beginnings-Narrative-Anchor-Chart.png?fit=683%2C1024&amp;ssl=1</a></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Following this opportunity, learners select a topic from their portfolio idea box. Choose one at random to discuss with learners what they think might be a good topic sentence for their writing. Allow learners to share information whilst the teacher records the suggestions on the board. Guide learners as they choose their own topics and practice writing topic sentences based on the suggestions discovered above. Observe them as they work and take note of those who may need extra support. Encourage learners to share and reflect on the writing process.</p> <p><i>d) Concluding sentences (SCO 5.18)</i></p> <p>Share with learners any text you have read or movie you've watched where the ending had an impact on you and why. Provide time for learners to search through books or think about movies, songs, etc. with powerful endings and share.</p>  <p><b>BRAIDING THE STRANDS:</b></p> <p>Continue to draw on texts shared during Teacher Read Aloud as samples.</p> <p><i>Putting it all together (SCO 5.15, - 5.18)</i></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies										
		<div data-bbox="1339 256 1577 467" data-label="Image"> </div> <p data-bbox="1339 443 1969 654">Review the parts of a paragraph with an anchor chart used in previous grades and explore how to increase the length of the paragraph or the sentences within the paragraph. Use an organiser, such as the one provided below to co-write a paragraph with the class.</p> <div data-bbox="1402 686 1854 1239" data-label="Complex-Block"> <p><b>Paragraph Writing</b></p> <p>Let's try a few paragraphs:</p> <table border="1"> <tr> <td>Topic:</td> <td>Let me tell you about my best friend.</td> </tr> <tr> <td>Supporting detail 1:</td> <td>She lives next door to me.</td> </tr> <tr> <td>Supporting detail 2:</td> <td>We always have fun together.</td> </tr> <tr> <td>Supporting detail 3:</td> <td>Best of all, she's on my soccer team.</td> </tr> <tr> <td>Closing sentence:</td> <td>I think she is the greatest friend I've ever had.</td> </tr> </table> <p><b>Your Turn:</b></p> <p><b>Topic:</b> What I know about bananas.</p> <p>Supporting detail 1:</p> <p>Supporting detail 2:</p> <p>Supporting detail 3:</p> <p>Closing sentence:</p>  <p><b>Topic:</b> My favorite toy.</p> <p>Supporting detail 1:</p> <p>Supporting detail 2:</p> <p>Supporting detail 3:</p> <p>Closing sentence:</p>  <p><b>Topic:</b> How to make popcorn.</p> <p>Supporting detail 1:</p> <p>Supporting detail 2:</p> <p>Supporting detail 3:</p> <p>Closing sentence:</p>  </div> <p data-bbox="1339 1287 1980 1393"> <a href="https://www.worksheetplace.com/index.php?function=DisplaySheet&amp;sheet=Paragraph-Writing-Organizer&amp;links=3&amp;id=1399">https://www.worksheetplace.com/index.php?function=DisplaySheet&amp;sheet=Paragraph-Writing-Organizer&amp;links=3&amp;id=1399</a> </p>	Topic:	Let me tell you about my best friend.	Supporting detail 1:	She lives next door to me.	Supporting detail 2:	We always have fun together.	Supporting detail 3:	Best of all, she's on my soccer team.	Closing sentence:	I think she is the greatest friend I've ever had.
Topic:	Let me tell you about my best friend.											
Supporting detail 1:	She lives next door to me.											
Supporting detail 2:	We always have fun together.											
Supporting detail 3:	Best of all, she's on my soccer team.											
Closing sentence:	I think she is the greatest friend I've ever had.											

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>After practicing together, introduce this simple reminder image.</p> <p>THE FIVE FINGER PARAGRAPH</p>  <p><a href="http://fivefinger.com">five finger.com</a></p> <p><b>Sharing (SCO 5.19)</b>  At the end of the first draft, schedule time for learners to share their writing whilst their peers use this checklist to guide feedback.</p>  <p>Worldblankblogs.com</p>  <p><b>INTEGRATING SUBJECTS</b>  Generate topics from different subject areas and create a bank of topics for writing.</p> <p>Write on topics related to different subject areas. for example, Social Science - How to prepare a traditional dish, Caribbean Festivals</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		Science - Types of habitats Arts- draw/ illustrate, captions, signs, design book covers  Learners create persuasive posters on healthy eating habits or how to solve a maths problem.

### Additional Resources and Materials

In Essential Learning Outcome 5 learners will **generate, gather, and organize thoughts** to explore, clarify and reflect on thoughts, feelings, and experiences as they **create a written or representative draft**, independently and collaboratively, for a range of audiences and purposes.

#### Writing Friendly Letters

Dear _____	Today's date 123 ABC Street
Thank you for teaching me how to write a friendly letter. Now, I can write a letter to thank people when they do something special for me.	
I can also write a letter to cheer someone up when they are sick or write a note to a good friend. You are the best teacher ever!	
From _____	
My name _____	

#### Sample Email Template

<b>To</b>	
<b>Subject</b>	
<b>Body</b>	

**Story Starters:** Provide learners with an opportunity to develop a set of story starters about their areas of interest within the genre being studied. Encourage them to use their imagination to continue the story. This helps with creativity and narrative development.

**Journaling:** Encourage daily or weekly journaling. Topics can vary from "What did you do over the weekend?" to "If you could be any animal for a day, which would you choose and why?" Journaling promotes self-expression and helps develop writing fluency.

**Creative Poetry:** Introduce different types of poems like acrostic, haiku, or rhyming poems. Give them themes to work with, such as seasons, animals, or emotions, and let them create their own poems.

#### Additional Useful Content Knowledge for the Teacher:

1. **Picture Prompts:** Show learners a picture or illustration and ask them to write a story or description based on what they see. This activity sparks creativity and helps with descriptive writing.
2. **Collaborative Stories:** Start a story as a class and have each student contribute a sentence or paragraph to continue it. This fosters teamwork and creative storytelling.
3. **Storyboards:** Have learners create storyboards with drawings and captions to visually tell a story. This exercise combines writing with art and encourages creativity.

#### Using Mentor texts

Mentor texts provide examples of well-written pieces of writing in various genres. Learners can analyze these texts to understand different aspects of writing and to guide their writing

- Select a mentor text that aligns with the writing skills you want to teach and introduce during a read aloud or shared reading activity, emphasizing key elements
- Engage learners in conversation about the text focusing on the specific strategy such as developing ideas, organizing ideas, enhancing vocabulary, expanding, or shortening sentences for increased impact, etc.
- Use the guidelines below to engage learners in a specific activity using a mentor text

Read - take a moment to read the text and make some observations.

Discuss - discuss what the writer did to make it exceptionally good.

Identify - identify the writing technique used by the author so that learners can learn and understand it better. (For example, the author's flow of sentences and use of vivid verbs to bring the writing to life).

Apply - apply this writing technique of drafting sentences to your own writing.

Demonstrate - Before allowing learners to try it on their own, demonstrate how it will be done

Share and Reflect - Allow learners to share and reflect on their experience of implementing the writing technique using the mentor text

Repeat the process with different mentor texts to expose learners to a variety of writing styles and strategies

<https://www.teachstarter.com/us/blog/what-is-a-mentor-text/>

#### Opportunities for Subject Integration:



### **Science Integration**

Integrating science and writing in the curriculum for third grade can make learning more engaging and meaningful for learners. It helps them develop scientific literacy and communication skills simultaneously. Here are some strategies and ideas for integrating science and writing:

#### **1. Science Journals:**

- Provide learners with science journals where they can record observations, hypotheses, and experiments. Encourage them to write daily or weekly entries about what they've learned in science class.

#### **2. Scientific Narratives**

- Create opportunities for learners to write narratives that involve scientific concepts. They can write stories that revolve around a scientific discovery, adventure, or mystery.
- This combines creative writing with science learning.

#### **3. Science Vocabulary**

- Teach and reinforce science vocabulary through writing exercises. Have learners create glossaries, flashcards, or sentences using new science terms.

#### **4. Lab Report**

- Conduct simple experiments in class and have learners write lab reports to communicate their findings.

#### **5. Science Blog or Website:**

- Create a class science blog or website where learners can write and share their scientific discoveries, research, or reports with a wider audience. This promotes digital literacy and communication skills.

#### **6. Science and Opinion Writing**

- Encourage learners to express their opinions about scientific topics, such as environmental issues or ethical questions related to science. This can lead to persuasive essays or opinion pieces.

#### **7. Cross-Curricular Projects**

- Collaborate with Science teachers to design cross-curricular projects that connect science and writing. For example, learners can research and write about the impact of climate change on ecosystems.

Remember to provide guidance and support as learners transition between scientific concepts and written expression. Encourage them to revise and edit their writing for clarity and accuracy. By integrating science and writing, you can help learners become more proficient in both areas and foster a deeper understanding of scientific concepts.

### **Mathematics Integration**

Integrating math and writing in the curriculum for third grade can be a rewarding experience for both learners and teachers. This approach not only helps learners see the interconnectedness of different subjects but also enhances their critical thinking and problem-solving skills. Here are some ideas and strategies for integrating math and writing in a third-grade curriculum:

#### **1. Word Problems and Storytelling**

- Create math word problems that require learners to write out the steps they took to solve the problem. This encourages them to use written communication to explain their mathematical thinking.
- Have learners create their own math word problems and share them with classmates. This activity involves both math skills and writing creativity.

## 2. Math Journals

- Introduce math journals where learners can write about their understanding of mathematical concepts, explain problem-solving strategies, and reflect on their learning.
- Encourage the use of visual representations such as drawings, charts, and graphs in their math journals to reinforce mathematical concepts.

## 3. Real-World Applications

- Incorporate real-world scenarios in math problems that require learners to write about how they would apply mathematical concepts in everyday situations. This connects math to practical life and enhances writing skills.
- For example, ask learners to calculate the cost of items in a grocery store and write a shopping list, or plan a budget for a special event.

## 4. Mathematical Stories

- Have learners create short stories or narratives that incorporate mathematical concepts. This could involve characters solving math problems or facing challenges that require mathematical solutions.
- This not only reinforces math skills but also enhances creativity and storytelling abilities.

## 5. Math Vocabulary

- Teach and reinforce math vocabulary through writing. Have learners create vocabulary lists, write sentences using new terms, or even create short stories incorporating the math vocabulary.
- Use writing activities to reinforce understanding and application of mathematical terms.

## 6. Math Reports

- Assign research projects where learners investigate a specific mathematical concept or mathematician. They can write reports that include the history, applications, and significance of the concept.
- This integrates research, writing, and mathematical understanding.

## 7. Math Dialogue

- Incorporate dialogue in math activities. Learners can engage in discussions about problem-solving strategies, explaining their thought processes to peers, and writing out their dialogue.
- This helps develop communication skills alongside mathematical understanding.

## 8. Cross-Curricular Projects

- Collaborate with language arts teachers to create cross-curricular projects. For instance, a project on designing a city can integrate math (measurement, geometry) and writing (descriptive writing, explaining the city layout).

Remember to scaffold these activities appropriately based on your learners' abilities and provide ample support as they transition between mathematical concepts and written expression. Encourage a growth mindset and celebrate the connections between math and writing.

### **Social Studies Integration**

Integrating social studies and writing in the curriculum for third grade is a valuable approach to help learners develop a deeper understanding of historical events, geography, and culture while enhancing their writing skills. Here's a step-by-step guide on how to integrate social studies and writing effectively:

#### **1. Select Cross-Curricular Topics**

- Choose social studies topics that naturally lend themselves to writing activities. Look for areas where learners can explore historical events, geography, cultures, and civic concepts through writing.

#### **2. Research Projects**

- Assign research projects tied to specific social studies topics. learners can select a country, historical event, or culture to investigate more deeply.
- Teach research skills, including note-taking, outlining, and citing sources, and require learners to compile research notes and present their findings in well-structured reports.

#### **3. Simple Geography Reports**

- Integrate geography by assigning reports on countries, regions, or landmarks. Learners can write about the geography, climate, culture, and historical significance of their chosen location.
- Promote peer editing and revision skills. Encourage learners to provide constructive feedback to their peers to improve their writing.

#### **4. Celebrate Student Work**

- Showcase learners' social studies-writing projects in the classroom, during parent-teacher conferences, or at special events to celebrate their achievements.

By integrating social studies and writing in a thoughtful and purposeful manner, you can create a holistic learning experience that enables learners to connect historical knowledge with effective communication and writing skills.

## ESSENTIAL LEARNING OUTCOME 6 – Writing and Representing

---

**Introduction to the Strand:** Language is the foundation of communication and the primary instrument of thought. The study of Language Arts provides access to multiple and interrelated oral, aural, written, and visual ways of representing, exploring, problem solving, communicating, and sharing meaning. Through listening, speaking, writing, representing, reading, and viewing a wide range of text and text form, the learner continues to develop an awareness of culture, personal identity, and the strategies needed to participate, communicate, and reflect critically on thought and action.

**Strand: Writing and Representing** strategies and skills provide opportunities for learners to communicate with their peers and other meaningful audiences within and beyond their community using paper and digital formats. The process of writing includes planning, organizing, revising, refining, and sharing feedback. Throughout this process, ongoing problem solving and critical thinking strategies, applicable to subject areas and to life, develop.

**Grade Level Expectations and/or Focus Questions: Write for pleasure and personal growth`**

- choose topics of personal interest to share
- use the writing of favourite authors as models for their own writing
- reflect on and identify their strengths as writers, areas for improvement and the strategies they found most helpful at different stages in the writing process

**Engage in the writing process**

- state the purpose and write for a variety of purposes including self, to explain, to describe, to report, to write about real or imagined experiences
- generate, gather, and organize ideas and information to write for intended purposes and audiences
- use editing, proofreading, and publishing skills and strategies and knowledge of language conventions to correct errors, refine expression and present their work effectively
- use print and technological resources for locating information
- begin to use a variety of presentation style elements including print, script, fonts, graphics, and layout


**Explore language structures**

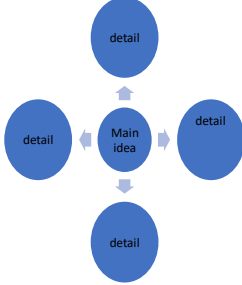

- organize writing into paragraphs
- apply selected text types previously studied
- make decisions about when casual or formal language is required and apply those language structures
- monitor writing more independently to revise and edit vocabulary, sentence fluency, voice and grammar


**Explore word solving**

- select words for their appropriateness and exactness in conveying intended meanings
- write legibly
- monitor writing more independently to edit spelling.

**Essential Learning Outcome 6: Learners will revise the organization and language use in drafted writing or representation, collaboratively and independently, for a variety of purposes and audiences**

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p><b>By the end of Grade Three, Learners will</b></p> <p><b>Write and represent to revise organization styles of draft writing and representation</b></p> <p>6.1 Continue to develop self assessment revision strategies by self monitoring writing for form and organisation using paper based or digital revision tools such as:</p> <ul style="list-style-type: none"> <li>- caret,</li> <li>- crossing out</li> <li>- adding /removing details</li> <li>- arrows to organise</li> </ul> <p>6.2 Use feedback given by peers and teachers as an aid in writing and strengthening the organization of the draft</p> <p>focus revisions on creating print, visual and digital texts with increasingly engaging beginnings,</p> <ul style="list-style-type: none"> <li>- begin to experiment with how the middle, of the draft evolves</li> <li>- explore new endings</li> </ul> <p>6.3 Experiment with digital and paper-based organisation with various real-world genres: (wish list, how to list, grocery list, play lists, etc.)</p>	<p>When providing feedback to a learner, ensure the comments lead to increased independence. Feedback can be coded:</p> <ol style="list-style-type: none"> <li>a) Rather than correcting a spelling error, place a dot in the margin of the line where an error occurred. The learner finds the error and attempts correction. (Note: spelling is the focus of ELO 7)</li> <li>*The children saw the dog in the car.</li> <li>b) use symbols to suggest changes in vocabulary, grammar, sentence fluency</li> </ol> <p>+ : Add a word          - : Remove a word          ? : Writing is unclear          &gt; : Move sentence</p> <p>Formative assessment information is gathered through</p> <p><b>CONVERSATIONS, OBSERVATIONS AND PRODUCTS</b></p> <p><b>CONVERSATIONS</b></p>  <p>sphero.com</p>	<p>The focus of ELO 6 is revision of the draft developed in ELO 5. The focus of these revisions is:</p> <ul style="list-style-type: none"> <li>● strengthening sentences,</li> <li>● adding or deleting information</li> <li>● rearranging ideas</li> <li>● selecting appropriate/interesting words.</li> </ul> <p>Learners continue to collect their revisions in their writing portfolio.</p> <p>NOTE: the examples provided below can be adapted to various genres. As you read an example, think about how it could be used in writing projects focussed on narrative, expository, poetry, etc. and make adaptations to suit the genre.</p> <p>Write and represent to revise organization styles of draft writing and representation</p> <p><b><i>Time to organise (SCO 6.2)</i></b></p> <p>Display a graphic organiser such as the one provided below and demonstrate how to use a brainstorm or prewriting activity to distinguish between a main idea and the details. Schedule time for learners to practice organising the ideas from brainstorms into main idea and details.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p><b>Write and represent to develop language use when revising written drafts (vocabulary)</b></p> <p>6.5 Continue to appreciate and develop the purpose and place of Home Language and Standard English vocabulary.</p> <p>6.6 Continue to develop self monitoring of errors in word use.</p> <p>6.7 Explore synonyms to enhance, clarify and expand information.</p> <p>6.8 Connect the use of sensory verbs, adjectives, and adverbs to enliven language.</p> <p>6.9 Demonstrate understanding of figurative language by using simple similes, metaphors, and personification in their writing.</p> <p>6.10 Use a paper based or digital dictionary or thesaurus to clarify the meaning of keywords.</p> <p>6.11 Recognize and use words with multiple meanings with understanding and intent.</p> <p><b>Write and represent to develop language use when revising written drafts (grammar and sentence fluency)</b></p>	<p>Desk-side conference: Schedule 2-3 minute teacher-learner conferences to revise learners' work. Identify some elements of writing learners have represented well (sentence variety, interesting opening and closing sentences, use of transition words etc.). Engage the learner in the process by adapting questions such as the following to the focus of the observation:</p> <p style="text-align: center;"><b>Conference Questions</b></p> <p><b>Start the conference with questions to put the student in the lead:</b></p> <ul style="list-style-type: none"> <li>• How's it going?</li> <li>• What are you doing as a writer today?</li> <li>• What can I help you with today?</li> </ul> <p><b>Questions that Nudge Students to say more:</b></p> <ul style="list-style-type: none"> <li>• Could you say more about that?</li> <li>• What do you mean by...</li> <li>• Could you explain what you mean by...</li> </ul> <p><b>Questions that grow out of our knowledge of what good writers do:</b></p> <ul style="list-style-type: none"> <li>• Have you planned out your draft?</li> <li>• What's the focus of your piece?</li> <li>• What kinds of revisions have you made?</li> </ul> <p><b>Questions about students' writing strategies:</b></p> <ul style="list-style-type: none"> <li>• How are you going to do this work?</li> <li>• What strategies are you going to use to do this work?</li> <li>• How are you planning to get started with your draft?</li> </ul> <p><b>Questions that come from what we already know about the students</b></p> <ul style="list-style-type: none"> <li>• Have you done some of the revision work you tried in your last piece?</li> <li>• How did you pick the idea for your draft this time?</li> </ul> <p><b>Questions connected to our mini-lesson</b></p> <ul style="list-style-type: none"> <li>• Have you tried out what we talked about today in the mini-lesson?</li> <li>• Remember how we talked yesterday in the mini-lesson about revision strategies? Have you used any of them to help you revise?</li> </ul> <p><b>Questions about a student's decisions</b></p> <ul style="list-style-type: none"> <li>• Why did you pick these places to add on?</li> <li>• Why did you decide to structure your draft this way?</li> <li>• Why did you repeat this line several times?</li> </ul> <p><b>How to Decide What to Teach in a Conference</b></p> <ul style="list-style-type: none"> <li>• What we know about good writing</li> <li>• What we know about the writing process</li> <li>• What we know about children and how they grow and develop as writers</li> <li>• What we've learned about the student as a writer so far in the conference, as well as in our previous conferences with her.</li> </ul> <p><small>From "How's It Going?" by Carl Anderson compiled by: Kathy Douglas 3/06</small></p> <p style="text-align: center;"><a href="http://conferencequestions.com">conferencequestions.com</a></p>	<div style="text-align: center;">  </div> <p>Once organisers are complete, focus on the details as you repeat the process of demonstrating and learner practice to organise the details by sequence. The example below provides an opportunity for learners to illustrate the details to better visualise the sequence. NOTE: Learners may also wish to use paper strips to organise the ideas.</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><a href="http://teachtomeducation.com/">http://teachtomeducation.com/</a></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p>6.12 Acknowledge the importance and purpose of the grammar of Home Language(s), standard and informal writing.</p> <p>6.13 Revise with a focus on monitoring for complete and well-formed sentences that are clear and understandable.</p> <p>6.14 Continue to engage in individual and shared peer revision opportunities to share drafts aloud and provide/ receive feedback on elements of grammar and sentence fluency such as:</p> <ul style="list-style-type: none"> <li>- use of simple verb tenses</li> <li>- comparative and superlative adjectives and adverbs,</li> <li>- form and use possessives.</li> <li>- subject and verb agreement</li> <li>- meaningful use of simple, compound, and complex sentence patterns meaningfully</li> <li>- determining complete and incomplete sentences</li> </ul> <p>6.15 Begin to use a simple digital grammar checker.</p> <p><b>Write and represent to develop language use when revising written drafts (voice)</b></p>	<div style="text-align: center;">  <p><b>OBSERVATIONS</b></p> </div> <p>Spontaneous observations allow the teacher to gather information about learner engagement and progress in the moment. The ELO 6 focus of observations is organisation, language use, vocabulary, and sentence fluency.</p> <p>Continuously observe the revised work to see if the suggested improvements have been implemented effectively. Monitor how the revisions have enhanced the overall quality of the work. The following observation models provides teachers and learners with a guide to writing progress throughout the writing project.</p> <p>Stages of Writing:</p>	<p><b><i>Revise, Refine, &amp; Re-create! (SCO 6.1, 6.2, 6.3)</i></b></p> <p>Present a familiar story with very few details or ideas. Read aloud the story and have learners close their eyes and make visual images. Engage the learners in sharing what they have imagined.</p> <p>Ask questions such as What do you think about my story? Is there information missing?</p> <p>Engage learners to work in pairs to discuss details they think are missing then share with the class. Share another version of the story with the class’s added details and schedule opportunities for learners to tell which version is better and why. Present another bare story and engage learners in group work to revise by adding details. E.g.</p> <p>I went to Dominica to enjoy the Independence celebrations. We went to the music festival. Although it rained a lot, it was fun.</p> <p>Give guiding questions to learners e.g. Who went with you? What other activities did you participate in? What did you do for fun?</p> <p>Provide opportunities for learners to use a variety of other media to enhance their writing (drawing, computer graphics and drawing programs)</p> <p>Write and represent to develop language use when revising written drafts (vocabulary)</p>

### Specific Curriculum Outcomes

6.16 Begin to notice how favourite authors use language and why it is engaging.

6.17 Experiment with a variety of writing styles to develop a sense of authorship.

6.18 Experiment with writing from another perspective (an animal, an alien, etc.).

6.19 Experiment with character, dialogue and descriptions of actions, thoughts, and feelings to fully develop character.

6.19 Experiment with real or imagined experiences or events using descriptive details and intentional sequences of event.

### Inclusive Assessment Strategies:

Figure 1. Using a five-step conceptual model for student and teacher observation of the writing process

POWER Looking at How I Write			
My Comments	Teacher Comments		
<b>Plan</b>			
I chose a good topic	Yes	No	
I read about my topic	Yes	No	
I thought about what the readers will want to know	Yes	No	
I wrote down all my ideas on a "think sheet"	Yes	No	
<b>Organize</b>			
I put similar ideas together	Yes	No	
I chose the best ideas for my composition	Yes	No	
I numbered my ideas in logical order	Yes	No	
<b>Write</b>			
I wrote down my ideas in sentences	Yes	No	
When I needed help I... <input type="checkbox"/> did the best I could <input type="checkbox"/> looked in a book <input type="checkbox"/> asked my partner <input type="checkbox"/> asked the teacher			
<b>Edit</b>			
I read my first draft to myself	Yes	No	
I marked the parts I like	Yes	No	
I marked the parts I might want to change	Yes	No	
I read my first draft to my partner	Yes	No	
I listened to my partner's suggestions	Yes	No	
<b>Rewrite</b>			
I made changes to my composition	Yes	No	
I edited for correctness	Yes	No	
I wrote the final draft in my best writing	Yes	No	

<https://www.readingrockets.org/topics/assessment-and-evaluation/articles/simple-ways-assess-writing-skills-students-learning>

**Sample observation of paragraph writing**

### Inclusive Learning Strategies:



Note - Throughout the year, provide opportunities for learners to enhance their writing by exploring Standard English and Home Language words and phrases that add depth and clarity to their pieces: e.g., strong verbs, vivid adjectives, adverbs etc. and figurative language: similes, metaphors, personification, antonyms, synonyms, etc.

#### ***Choosing the right word! (SCO 6.7, 6.8, 6.9, 6.11)***

Present a sentence on the board using an overused word e.g., *Mother wore a nice dress to the party.*

Encourage learners to write down any words or ideas that come to mind when they think of the word 'nice'.


Observe learners as they pair up and use dictionaries, thesaurus or online resources to assist them.


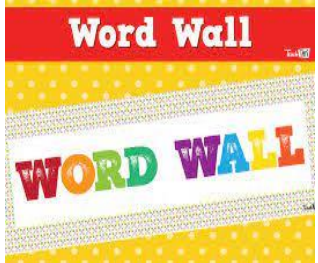
Present a passage with overused words and encourage learners to supply more effective alternatives.

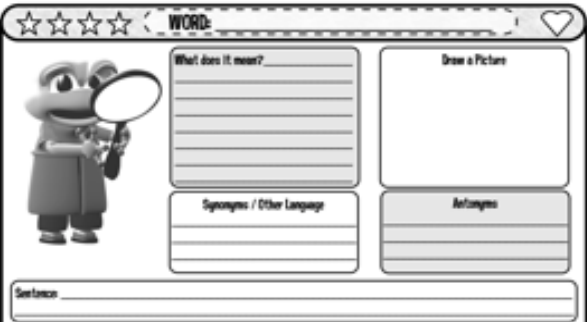
Example of a passage:

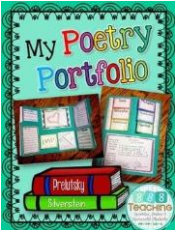

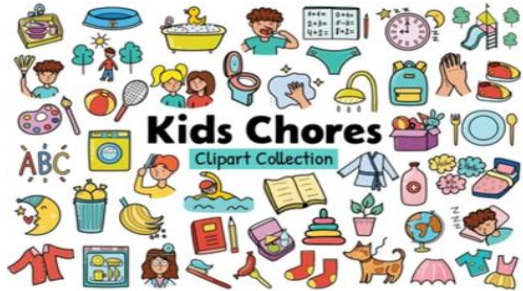
There was a nice little girl named Lily. She had a nice, fluffy cat named Whiskers. Lily lived in a nice house with a nice garden. At home, she always enjoyed nice meals with her nice family. Then, when she went to school, she would meet her nice friends with whom she would play nice games



Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:																																																								
	<p><i>Saguaro Cactus</i></p> <p>The large cactus you see in pictures the desert is saguaro cactus. The Squaro cactus is very painfull if you touch it. But it isn't as painful as being stabbed with a knife. It is against the law kill saguaros in the desert. I have seen som with about therty arms.</p> <p><b>TOPIC SENTENCE:</b></p> <table border="1"> <tr> <td>Existence</td> <td>1</td> <td></td> <td></td> <td rowspan="3">(A topic sentence was written, but it was not grammatically correct.)</td> </tr> <tr> <td>Form</td> <td>0</td> <td></td> <td></td> </tr> <tr> <td>Function</td> <td>1</td> <td></td> <td></td> </tr> </table> <p><b>SUPPORTING SENTENCES:</b></p> <table border="1"> <tr> <td>Existence</td> <td>1</td> <td>1</td> <td>1</td> <td>(Scored on the 2nd, 3rd, and 4th sentences.)</td> </tr> <tr> <td>Form</td> <td>1</td> <td>1</td> <td>0</td> <td>(The 3rd sentence does not support the topic. The 4th is not grammatical.)</td> </tr> <tr> <td>Function</td> <td>1</td> <td>0</td> <td>1</td> <td></td> </tr> </table> <p><b>CLINCHER SENTENCE:</b></p> <table border="1"> <tr> <td>Existence</td> <td>0</td> <td></td> <td></td> <td rowspan="3">No clincher sentence was written.</td> </tr> <tr> <td>Form</td> <td>0</td> <td></td> <td></td> </tr> <tr> <td>Function</td> <td>0</td> <td></td> <td></td> </tr> </table> <table border="1"> <tr> <td>TOTAL POINTS EARNED</td> <td>=</td> <td>9</td> <td></td> <td></td> </tr> <tr> <td>TOTAL POINTS POSSIBLE</td> <td>=</td> <td>15</td> <td></td> <td></td> </tr> <tr> <td>TOTAL POINTS EARNED TOTAL POINTS POSSIBLE</td> <td>X</td> <td>100</td> <td>=</td> <td>60%</td> </tr> </table> <p><a href="https://www.readingrockets.org/topics/assessment-and-evaluation/articles/simple-ways-assess-writing-skills-students-learning">https://www.readingrockets.org/topics/assessment-and-evaluation/articles/simple-ways-assess-writing-skills-students-learning</a></p>	Existence	1			(A topic sentence was written, but it was not grammatically correct.)	Form	0			Function	1			Existence	1	1	1	(Scored on the 2nd, 3rd, and 4th sentences.)	Form	1	1	0	(The 3rd sentence does not support the topic. The 4th is not grammatical.)	Function	1	0	1		Existence	0			No clincher sentence was written.	Form	0			Function	0			TOTAL POINTS EARNED	=	9			TOTAL POINTS POSSIBLE	=	15			TOTAL POINTS EARNED TOTAL POINTS POSSIBLE	X	100	=	60%	<p>during recess. Lily was very grateful for all the <u>nice</u> things in her life.</p> <p><b>Revised piece 1:</b></p> <p>There was a <u>lovely</u> little girl named Lily. She had a <u>friendly</u>, fluffy cat named Whiskers. Lily lived in an <u>attractive</u> house with a <u>beautiful</u> garden. At home, she always enjoyed <u>delicious</u> meals with her <u>loving</u> family. Then, when she went to school, she would meet her <u>kind</u> friends with whom she would play <u>exciting</u> games during recess. Lily was very grateful for all the <u>wonderful</u> things in her life.</p> <p>After this shared activity, learners return to their writing to search for words that could be changed to improve the descriptions.</p> <p>Revised piece 2:</p> <p>As a class, rewrite the paragraph above using the vocabulary, phrasing, and expression from a Home Language.</p> <p>After this shared activity, learners return to their writing and change some words and phrases to Home Language. After this experience, students discuss the purpose and time to use Standard English and the time to use Home Language(s)</p> <p> <b>INTEGRATING THE SUBJECTS:</b> Provide opportunities for learners to research the history of words or phrases commonly used in Home Language.</p>
Existence	1			(A topic sentence was written, but it was not grammatically correct.)																																																						
Form	0																																																									
Function	1																																																									
Existence	1	1	1	(Scored on the 2nd, 3rd, and 4th sentences.)																																																						
Form	1	1	0	(The 3rd sentence does not support the topic. The 4th is not grammatical.)																																																						
Function	1	0	1																																																							
Existence	0			No clincher sentence was written.																																																						
Form	0																																																									
Function	0																																																									
TOTAL POINTS EARNED	=	9																																																								
TOTAL POINTS POSSIBLE	=	15																																																								
TOTAL POINTS EARNED TOTAL POINTS POSSIBLE	X	100	=	60%																																																						

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:																								
	<p><b>SELF-ASSESSMENT</b></p> <p>Use Rubric/Checklists to: Self Check I have read my writing to myself I have made some changes The changes I made are _____ Comments _____ Rubric Create a rubric based on the ARMS process below</p> <table border="1" data-bbox="716 678 1306 1010"> <thead> <tr> <th>A Add or remove</th> <th>Didn't need to</th> <th>Not sure</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>R Remove</td> <td></td> <td></td> <td></td> </tr> <tr> <td>M Move</td> <td></td> <td></td> <td></td> </tr> <tr> <td>S Substitute</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <div data-bbox="716 1024 1306 1385" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>ARMS</b> </p> <p style="text-align: center;">Review &amp; revise to refine your writing.</p> <table border="1" style="width: 100%;"> <tbody> <tr> <td style="text-align: center; width: 10%;"><b>A</b></td> <td>Add words or sentences, to improve meaning and make ideas clearer.</td> </tr> <tr> <td style="text-align: center;"><b>R</b></td> <td>Remove any unnecessary words or sentences.</td> </tr> <tr> <td style="text-align: center;"><b>M</b></td> <td>Move a word, group of words, sentence, or sentences to make your ideas clear.</td> </tr> <tr> <td style="text-align: center;"><b>S</b></td> <td>Substitute, or trade words or sentences to improve meaning or quality.</td> </tr> </tbody> </table> <p style="font-size: small; text-align: center;">WRITING POSTERS ARMS L© 2021 Literacy Solutions Pty Ltd</p> </div>	A Add or remove	Didn't need to	Not sure	Yes	R Remove				M Move				S Substitute				<b>A</b>	Add words or sentences, to improve meaning and make ideas clearer.	<b>R</b>	Remove any unnecessary words or sentences.	<b>M</b>	Move a word, group of words, sentence, or sentences to make your ideas clear.	<b>S</b>	Substitute, or trade words or sentences to improve meaning or quality.	<p><b>What's on that wall? (SCO 6.7, 6.12)</b></p>  <p>Display a word wall in the classroom where you can add new, interesting, words and phrases and colloquial-based words. Encourage learners to search online or through a digital thesaurus for alternate choices in vocabulary. During writing, learners refer to the word wall when revising to enhance or correct their vocabulary choices.</p> <p>Replace overused or misused words with more colourful words e.g. Synonyms for “<i>brave</i>”: courageous, bold, valiant Synonyms for ‘<i>walk</i>’: stride, wander, hike, stroll NOTE: when possible, use an image of the noun, verb, adjective, or adverb. These visual cues not only provide differentiation, but they also help to make new vocabulary come alive.</p> <p><b><i>Illustrated Vocabulary Journals (SCO 6.7,6.7,6.9)</i></b> Learners create paper-based or digital vocabulary journals using words, phrases and illustrations learners come across while they read that they can use to enhance their writing.</p>
A Add or remove	Didn't need to	Not sure	Yes																							
R Remove																										
M Move																										
S Substitute																										
<b>A</b>	Add words or sentences, to improve meaning and make ideas clearer.																									
<b>R</b>	Remove any unnecessary words or sentences.																									
<b>M</b>	Move a word, group of words, sentence, or sentences to make your ideas clear.																									
<b>S</b>	Substitute, or trade words or sentences to improve meaning or quality.																									


Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
	<p><b>readwritethink.com</b>            Provide learners with a set of reflection questions (see below) to consider after completing their writing. Examples of reflection questions could be "What do you think is the strongest part of your writing?" or "What areas do you need to focus on for improvement?" or "What changes have I made that make the writing better?"</p> <p>Name: _____ Date: _____ <small>Tool E2-12a</small></p> <p style="text-align: center;"><b>Quick Revision Checklist</b></p> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Organization fits the assignment and topic.</li> <li><input type="checkbox"/> Sentences and paragraphs are logically ordered.</li> <li><input type="checkbox"/> Writing uses transitions.</li> <li><input type="checkbox"/> The writing has a clear introduction, body, and conclusion.</li> </ul> <p><b>Ideas/Content</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ideas are interesting, accurate, and appropriate.</li> <li><input type="checkbox"/> Ideas are clear.</li> <li><input type="checkbox"/> Ideas are developed with good details.</li> </ul> <p><b>Language/Style</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sentences are different lengths.</li> <li><input type="checkbox"/> Sentences start with different kinds of words.</li> <li><input type="checkbox"/> Sentences use different structures: simple, compound, and complex.</li> <li><input type="checkbox"/> Language includes appropriate and precise vocabulary, strong verbs, and descriptive adjectives.</li> </ul> <p>checklistwriting.com            Share model examples of strong writing with learners, along with explanations of why they are effective. This allows learners to compare their own work to the model examples and identify areas where they can improve.</p> <p><b>PEER ASSESSMENT</b></p>	 <p>vocabularyjournal.com</p> <p><b><i>Good writers show more than tell! (SCO 6.7,6.8, 6.9)</i></b></p> <p>Present learners with simple narrative sentences that lack vividness. Show learners how to utilize figurative expressions, and sensory details and actions to revise these sentences by writing “show and not tell” sentences/paragraphs. Show them that their writing is more interesting and engaging when they show how the character feels through their actions than to simply tell what they do.</p> <p>Example of “Show, Don’t Tell” sentences:            Tell: Mary had been crying.            Show: Mary’s eyes were red and puffy. Her nose was slightly swollen, and dried teardrops stained her cheeks.</p> <p>Group Activity -Revise these telling sentences into showing sentences.            Encourage the use of figurative language (similes, metaphors, personification, and alliteration).            The lady was old.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
	<p>Peer-Revision partnerships: Pair learners with peer-revising partners within the class or buddy up with another class (or grade) for peer reviews. Peers review each other’s work with the use of specific checklists or rubrics. This will foster a sense of “supportive author communities”. Encourage learners to use compliments, suggestions, and corrections to help their partner improve their pieces. Observe how learners incorporate feedback to improve their writing</p> <p style="text-align: center;"><b>PRODUCT</b></p>  <p>Writing portfolios: At the beginning of each term, Learners develop portfolios to keep brainstorm, drafts, revisions, and final copies. Teacher comments or opinions of these pieces would be attached to each draft. Portfolios help to monitor the development of the learners’ writing over time and would enable them to make necessary improvements or revisions to their writing.</p>	<p>When the light went out the girls were scared. It was a rainy day. Learners work independently and then share their sentences with the class for feedback.</p> <p><b>Emoji vocabulary SCO 6.9,6.10,6.11,6.12</b> Demonstrate how to search for emojis or clipart images. Choose one emoji and ask for words to describe the emotion or action.</p>  <p style="text-align: right;">CBC.com</p>  <p style="text-align: center;"><b>Kids Chores</b> Clipart Collection</p> <p><a href="https://www.shutterstock.com/image-vector/kids-chores-clipart-collection-daily-routine-2330567709">https://www.shutterstock.com/image-vector/kids-chores-clipart-collection-daily-routine-2330567709</a></p> <p>Write and represent to develop language use when revising written drafts (grammar and sentence fluency).</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<div data-bbox="1339 256 1623 516" data-label="Image"> </div> <p data-bbox="1339 524 1992 699">Grammar provides a framework to ensure that each sentence conveys a clear and specific meaning. Using the grammar of formal and informal language, writing is not only interesting and engaging but also accurate and effective.</p> <p data-bbox="1339 737 1992 912">Subject verb agreement (SCO 6.14). Review the terms subject and verb and rules of how the subject and the verb must agree. Throughout the year, as each verb is discussed, prepare a sample illustration such as:</p> <div data-bbox="1423 914 1816 1230" data-label="Diagram"> <p style="text-align: center;"><b>Subject-Verb Agreement</b></p> <p style="text-align: center;">matching the verb with the subject</p> <p style="text-align: center;">"agrees"</p> <div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">One dog</div> <div style="margin: 0 5px;">is</div> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">sitting on the grass.</div> </div> <p style="text-align: center;">subject      verb</p> <div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">Two dogs</div> <div style="margin: 0 5px;">are</div> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">sitting on the grass.</div> </div> <p style="text-align: center;">"agrees"</p> </div> <p data-bbox="1339 1243 1612 1271">grammarmonster.com</p> <p data-bbox="1339 1312 1992 1382">Present sentences and allow learners to revise in groups.</p> <ul data-bbox="1381 1385 1992 1421" style="list-style-type: none"> <li>● My friend have spoken to me yesterday.</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<ul style="list-style-type: none"> <li>● The dog are chasing the cat down the street.</li> <li>● We was going to the beach and the river after cleaning.</li> </ul> <p>After this group practice, instruct learners to check their writing for subject verb agreement. If an error is observed, ask the learner to read the sentence to you and discuss the error and how to correct.</p> <p><b><i>Sentence Variety is the spice of life (SCO 6.13, 6.14, 6.15)</i></b></p> <p>Remind learners that their writing needs to have sentences of various lengths, patterns and rhythms that will help their writing flow and sound better to the reader. Begin with a simple sentence My cat's name is Ginger and use words and phrases to add information, mood, and imagery.</p> <p>My_____ cat's name is Ginger. (ask for possibilities to fill in the blank) e.g., My new cat's name is Ginger.</p> <p>My new cat's name is Ginger ____ (choose from and or but) then complete the sentence.</p> <p>Repeat the activity above two or three more times, each time beginning with the sentence My cat's name is Ginger.</p> <p>After this group activity, learners choose a sentence from their draft to revise.</p>





Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<p>Repeat this activity regularly, beginning with a new simple sentence each time.</p>  <p><b>BRAIDING THE STRANDS:</b></p> <p>Post an interesting sentence from the book or poem being read aloud to the class or a song the class knows. “The majestic elephant trampled the grass as he crossed through the meadow to the sparkling water hole in the distance.” Read the sentence aloud and ask , “why didn’t the author just write “The elephant went to the water hole” After discussions, share ideas about the impact of various word choices (trampled, through the meadow, sparkling, etc.)</p> <p><b><i>Guiding Our Writing with Word Choice and Sentence Fluency (SCO 6.12, 6.13)</i></b></p> <p>Observe learners and provide support as they work in groups to revise a piece for sentence fluency using nouns, transitions, and verbs.</p> <p>e.g., I woke up in the morning. I ate breakfast. I went to school. I went to lunch. I had a hotdog. I went home early. I went to dinner.</p> <p>Initiate discussion by asking questions such as:</p> <p>How does the writing sound? Why do you say so?</p> <p>Do the sentences begin in different ways?</p> <p>Do they flow smoothly from one to another?</p> <p>Are there sufficient details in the sentences?</p> <p>Observe and support learners as they revise and take anecdotal notes to give feedback.</p>


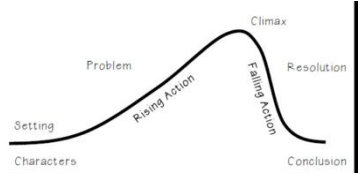
Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<p>Sample revised piece            In the morning, I woke up and had breakfast before heading to school. During lunchtime, I enjoyed a hotdog. After school I was feeling tired, so I went home early. Later in the evening, I went to dinner with my family.</p> <p><b><i>Bits and pieces need help. (SCO 6.13) -</i></b>            Conduct mini lessons on how “bits and pieces” of sentences don’t provide enough information. Errors of fragments and run on sentences in learners' writing.            Teach learners to read sentences aloud and listen to the flow and rhythm and to identify what information is missing. e.g.</p> <ul style="list-style-type: none"> <li>● on the beach on Saturday</li> <li>● the big cats</li> <li>● after the rain stops</li> </ul> <p>Engage learners in conversations about these bits and pieces and introduce the term “sentence fragments” Remind learners to search for “bits and pieces” in their drafts and revise:            -a clear subject            -a clear action</p> <p>Reflection - encourage learners to read aloud the revised piece then have them share what they have learnt as the revised.</p> <p><b>Write and represent to develop language use when revising written drafts (voice)</b></p>





Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<div data-bbox="1339 321 1507 483" data-label="Image"> </div> <p data-bbox="1535 289 1934 354"><b>Writing With My Voice (SCO 6.16, 6.71,6.18)</b></p> <p data-bbox="1535 362 1969 459">Voice adds personality in writing. It brings words to life and connects the writer and the reader.</p> <div data-bbox="1331 500 1472 634" data-label="Image"> </div> <p data-bbox="1331 605 1969 816"><b>BRAIDING THE STRANDS:</b> As you Read aloud the poem below learners listen and then share ideas about the tone, expression, and emotions conveyed through the author's voice. Question learners - How does the author make you feel? Why do you say so?</p> <p data-bbox="1331 824 1969 961">Project the poem so all can see. Read Aloud again. Using think-pair share, learners identify words that express the author's feelings based on the tone of the poem- e.g., happy, joyful, excited, satisfied etc.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<p data-bbox="1346 269 1944 834">           In the Caribbean where sandy beaches meet the land,            We have lots of fun leaving tracks in the sand            Palm trees sway, oh what a sight,            Underneath the golden sunlight.            Crabs scamper along the shore,            The ocean waves, they crash and roar,            Jump in the water, take a dip,            Feel the coolness upon your fingertips.            Tropical fruits, oh so delicious,            Bananas, mangoes, oh how nutritious,            Sip coconut water from a fresh green nut,            Taste the flavors oh what a glut!            The Caribbean, a paradise to explore            With treasures and wonders to adore            Author unknown         </p> <p data-bbox="1335 894 1944 959"> <b><i>Words can make me smile, frown, laugh, and wonder (SCO 6.16.6.17,6.18)</i></b> </p> <p data-bbox="1335 967 1944 1065">           Present some ideas and have learners choose an audience and write a few sentences to show their feelings and emotions.         </p> <p data-bbox="1335 1073 1398 1097">           Ideas         </p> <ul data-bbox="1383 1114 1944 1276" style="list-style-type: none"> <li>● You lost your pet</li> <li>● It is raining and you can't go to school</li> <li>● You got a present you always wanted</li> <li>● People are throwing garbage all over the community</li> </ul> <p data-bbox="1335 1292 1944 1390">           After this practice session, learners review their draft and adjust and develop their voice as an author. Did I write about an audience?         </p> <p data-bbox="1335 1398 1944 1422">           Can the reader tell how I feel about my topic?         </p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<p>Does this sound like me?</p> <p><b>Writing from different perspectives</b>  <b>The many faces of a writer!</b>  <b>(SCO 6.17, 6.18,6.19):</b>  Share examples of writing from the point of view or perspectives of different characters/viewpoints. For example: display this image and imagine what’s being said when “One old shoe speaks to another”.</p>   <p style="text-align: right;">BritishGQ.com</p> <p>Describe yourself. What have you been doing? Was it fun? How would the world look from your new point of view? What would make the world better for you? What are your plans for tomorrow? etc.  Example of writing from the perspective of two shoes  Scarlet, the high heel shoe said to Turner, the beat-up sneaker. “My life is so busy I have so many parties to attend. You couldn’t possibly understand.”  Turner responds, “Just because you are fancy doesn’t make you better than me. My life has been</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<p>hard. My owner always wears me in the dirt and mud. I bet no one wears you out in the rain.”</p> <p><b>Character sketches (SCO 6.17, 6.1,6.198)</b> Use Shared Writing time to co-create character sketches for selected characters from texts/stories/ poems that the learners are familiar with. Then encourage learners to write vivid descriptions of imaginary or real characters or of different characters from stories they have written or drafted.</p> <p><b>Same story; different voice: (SCO 6.17, 6.18,6.19):</b></p> <p> <b>INTEGRATING THE STRANDS:</b> As you read aloud a passage, review the basic structure of the plot.</p>  <p>Cultivating critical readers.com</p> <p>Explore plots of local stories or poems (Then through shared writing, create alternate plots from the perspectives/experiences of characters (e.g., Re-write Little Red Riding Hood from the perspective of the wolf). As learners revise their writing, provide opportunities to conference with peers and share ideas about possibilities for different settings, problems, events, etc. Learners</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<p>then decide if or when to use the suggestions to strengthen their writing.</p> <p><b><i>Alternate endings (SCO 6.15, 6.17):</i></b>  Prompt learners to share alternate or possible endings to given fiction or nonfiction scenarios, incomplete stories, or current events. Use shared writing to model a good example of such an ending. Then instruct learners to write an extended or alternate ending that explains or continues to develop events after the main plot has ended. (It can be a progression in the story’s timeline, a twisted ending, or a change in perspective). After this group lesson, advise learners to review their writing with peers and think about alternate endings. During this collaboration, learners may wish to dramatize alternate endings for the writing.</p>  <p><b>BRAIDING THE STRANDS:</b> The Revising process facilitates the braiding of Writing and Representing with both Listening and Speaking and Reading and Viewing. During the revising process, through shared writing, use of models, read alouds, and revision circles, learners can work collaboratively to improve their writing. Reading &amp; Viewing as well as Listening &amp; Speaking can be braided with Writing &amp; Representing through the use of dramatizations.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		 <p><b>INTEGRATING SUBJECTS:</b>  Presentation Revisions: Encourage students to revise their scientific presentations or social studies projects by incorporating effective speaking and visual aids to enhance their communication of key concepts or historical themes.  Historical Narratives: In social studies, students can revise their historical narratives by incorporating visual representations or multimedia elements, such as maps, timelines, or images, to enhance the storytelling and deepen the understanding of historical events.</p>

**Additional Resources and Materials**

**In Essential Learning Outcome 6 learners will revise the organization and language use** in drafted writing or representation, **collaboratively and independently**, for a variety of purposes and audiences

**Revision**

This link provides information about revision as a classroom strategy, why it is necessary to teach revising and how to teach it. A video is also included. It demonstrates students adding details to their writing.

<https://www.readingrockets.org/classroom/classroom-strategies/revision>

The link below provides seventeen (17) revision strategies.

<https://www.tckpublishing.com/17-powerful-strategies-for-revising-your-writing/>

The following is a YouTube video about revising:

<https://youtu.be/QPDoYG3296k>

**Word Usage**

Students frequently struggle with limited vocabulary when writing and usually overuse words. Here is a list of synonyms for the word ‘nice’.

<https://www.wordhippo.com/what-is/another-word-for/nice.html>

**Vocabulary:** <http://www.teachhub.com/teaching-strategies-5-ideas-instructing-vocabulary>

**Trait Based Mini Lesson for Teaching Writing in Grades 2-4 Megan S. Sloan)**

Spark learners' creativity by helping them imagine how to personify objects. For example, would a pen complain about standing on its nose to write? Would a boot complain about trudging through mud? Might an envelope hurt when you tear it open? Would water in an ice-cube tray shiver when it goes in the freezer?

**Genre Study (Poetry):**

The site below will guide your students into the world of poetry using this easy-to-follow format poem process. Worksheets for a variety of poems are available.

<https://www.comackschools.org/Downloads/Poetry%20workbook.pdf>

**How to Write a Limerick**

To write a limerick, one must follow the rhyme scheme of AABBA. This means that the end of the "A" lines (lines one, two, and five) must rhyme with each other and the end of the "B" lines (lines three and four) must rhyme with one another. See the website below for more details.

<https://poetry4kids.com/lessons/how-to-write-a-limerick/>

**Examples of Limerick**

Limericks are short, humorous verses that are usually nonsensical and silly. They are made up of five lines, rhyming AABBA. Here is an example of a limerick, followed by two websites that provide more examples.

*There was a young woman named Bright,*

*Whose speed was much faster than light.*

*She set out one day,*

*In a relative way,*

*And returned on the previous night.* (From <https://parade.com/1249429/marynliles/limericks/>)

<https://www.rd.com/list/limericks-for-kids/>

<https://www.weareteachers.com/limericks-for-kids/>

## ESSENTIAL LEARNING OUTCOME 7 – Writing and Representing

---

**Introduction to the Strand:** Language is the foundation of communication and the primary instrument of thought. The study of Language Arts provides access to multiple and interrelated oral, aural, written, and visual ways of representing, exploring, problem solving, communicating, and sharing meaning. Through listening, speaking, writing, representing, reading, and viewing a wide range of text and text form, the learner continues to develop an awareness of culture, personal identity, and the strategies needed to participate, communicate, and reflect critically on thought and action.

**Strand: Writing and Representing** provides learners with the strategies and skills to communicate with their peers and other meaningful audiences within and beyond their community using paper and digital formats. The process of writing includes planning, organizing, revising, refining, and sharing feedback. Throughout this process, ongoing problem solving and critical thinking strategies, applicable to subject areas and to life develop.

**Grade Level Expectations: Write for pleasure and personal growth**

- choose topics of personal interest to share
- use the writing of favourite authors as models for their own writing
- reflect on and identify their strengths as writers, areas for improvement and the strategies they found most helpful at different stages in the writing process

**Engage in the writing process**

- state the purpose and write for a variety of purposes including self, to explain, to describe, to report, to write about real or imagined experiences
- generate, gather, and organize ideas and information to write for intended purposes and audience
- use editing, proofreading, and publishing skills and strategies and knowledge of language conventions to correct errors, refine expression and present their work effectively
- use print and technological resources for locating information
- begin to use a variety of presentation style elements including print, script, fonts, graphics, and layout

**Explore language structures**

- organize writing into paragraphs
- apply selected text types previously studied
- make decisions about when casual or formal language is required and apply those language structures
- monitor writing more independently to revise and edit vocabulary, sentence fluency, voice and grammar

**Explore word solving**

- select words for their appropriateness and exactness in conveying intended meanings
- write legibly
- monitor writing more independently to edit spelling.



**Essential Learning Outcome 7:** Learners will use their knowledge of spoken language, written language and writing conventions to **refine the precision and enhance the meaning and clarity** of their written work.

**Specific Curriculum Outcomes**

**By the end of Grade 3, learners will:**

**Develop and make use of the writing conventions to enhance the meaning and clarity of their written work with increased attention to develop spelling conventions**

7.1 Continue to develop spelling accuracy and automaticity.

7.2 Use temporary (or attempted) spelling with an increasing knowledge of spelling patterns of language(s) in common use.

7.3 Continue to refine the use spelling patterns and generalizations such as:

- phonetic position-based spellings (beginning, middle and ending sounds)
- rhyming word families
- syllable patterns
- meaningful use of affixes and root words
- knowledge of some irregularly spelled words

**Inclusive Assessment Strategies**

Formative assessment of ELO 7 focuses on determining what the learner has achieved in spelling, punctuation, and presentation; this assessment information is the foundation on which to plan next steps lessons. For information about the expectations for spelling in Grade 3, visit page 4 of <https://curriculum.novascotia.ca/sites/default/files/documents/resource-files/Phonological%20Awareness%20and%20Phonics%20Instruction%20in%20a%20Balanced%20Literacy%20Program.pdf>

Emergent	Early	Transitional
End of Grade Primary	End of Grade 1	End of Grade 2
<b>PHONICS</b>		
The English language has 44 to 46 sounds, and 26 letters. There are many letter-sound combinations. Phonics instruction delivers this for learners so they can decode words in connected text.		
<ul style="list-style-type: none"> <li>• recognize the relationship between letters and sounds</li> <li>• recognize that some words begin with the same consonant sound</li> <li>• recognize that some words end with the same consonant sound</li> <li>• use first and last sounds to solve and confirm words</li> <li>• recognize that some letters represent consonant sounds</li> <li>• recognize that some letters represent vowel sounds</li> </ul>	<ul style="list-style-type: none"> <li>• know letter-sound and sound-consonants, short vowels, long vowels</li> <li>• use beginning, ending, medial consonant sounds when reading in connected text</li> <li>• blend beginning/ending, final letter-sounds when reading words in connected text</li> <li>• recognize and use short vowel sounds at the beginning of words                             <ul style="list-style-type: none"> <li>- middle of words</li> </ul> </li> <li>• begin to manipulate short vowel sounds within words (e.g., hit, hi, hi!)                             <ul style="list-style-type: none"> <li>- recognize and use long vowel sounds in words</li> </ul> </li> <li>• hear and play with short and long vowel sounds (e.g., cap, cake, cat, bait)</li> <li>• begin to hear and use a vowel (e.g., happy, they)</li> <li>• blend letter-sound patterns from CV, VC, CVC, CVC words to more complex words</li> <li>• blend consonant clusters at the beginning of words (e.g., h, n, c, st, pt)                             <ul style="list-style-type: none"> <li>- middle of the word (e.g., n, st, pt)</li> </ul> </li> <li>• recognize and use digraphs (e.g., sh, ch, th)</li> <li>• begin to recognize and use "Y" controlled vowel sounds (e.g., ay, ey, iy)</li> <li>• practice blending letters, digraphs, consonant clusters (e.g., phonograms)</li> <li>• blend letters and consonant clusters to read words in connected text</li> </ul>	<ul style="list-style-type: none"> <li>• use longer words and multivocalic words once a solid phonics/phonics base is established. It is important to move beyond CVC and CVC-type words</li> <li>• recognize and use consonant clusters that blend two or three consonant sounds                             <ul style="list-style-type: none"> <li>- at the beginning of a word (e.g., act, set, hat)</li> <li>- at the end of a word (e.g., ge, se)</li> <li>- in the middle of a word (e.g., ck, st)</li> </ul> </li> <li>• recognize and use consonant clusters that represent two or more different sounds                             <ul style="list-style-type: none"> <li>- at the beginning of a word (e.g., car, the)</li> <li>- at the end of a word (e.g., ck, igh)</li> <li>- in the middle of a word (e.g., mchcs, machine)</li> </ul> </li> <li>• recognize and use double consonants at the end of a word (e.g., grass, hit, profit)</li> <li>• recognize and use middle consonant sounds represented by double letters (e.g., rubber, animal)</li> <li>• recognize and use digraphs that frequently occur in text                             <ul style="list-style-type: none"> <li>- the beginning of a word (e.g., th, ph)</li> <li>- end of a word (e.g., ph, pt)</li> </ul> </li> <li>• recognize that some consonant sounds can be represented by different letters or letter clusters (e.g., dock, normally)</li> <li>• recognize and use consonant letters that represent two sounds (e.g., work, know, write)</li> <li>• recognize and use "V" as a vowel sound (e.g., why, this)</li> <li>• recognize and use letter combinations that represent:                             <ul style="list-style-type: none"> <li>- long vowel sounds (e.g., chair, blue, fuel)</li> <li>- unique vowel sounds (e.g., spin, to-morrow, cow, please)</li> <li>- two different vowel sounds (e.g., meal, bread)</li> </ul> </li> <li>• recognize and use "Y" controlled vowel sounds (e.g., ay, ey, iy)</li> <li>• connect short and long vowel sounds in words (e.g., ay, ey, iy, set, used)</li> </ul>
<b>SPELLING PATTERNS</b>		
<ul style="list-style-type: none"> <li>• recognize that words have letter patterns (patterns that are connected to sounds (e.g., -ed))</li> <li>• recognize patterns that are the same in words (e.g., cat, hat, the, bed)</li> <li>• apply known letter and sound patterns to solve unknown words: reading and writing (e.g., if you know dig, you know high)</li> </ul>	<ul style="list-style-type: none"> <li>• recognize and use letter patterns (phonograms) that are connected to sounds</li> <li>• recognize consonant-vowel-consonant (CVC) patterns</li> <li>• recognize and use phonograms with a short vowel sound in syllable words (e.g., -ap, -in, -it, -ip)</li> </ul>	<ul style="list-style-type: none"> <li>• continue to build and use phonogram patterns with a short vowel sound in one syllable words (e.g., -ab, -in, -ok, -ok, -ed)</li> <li>• recognize and use two common phonograms with a VC pattern (e.g., -ap, -in, -it, -ip, -it)</li> <li>• recognize phonograms with:                             <ul style="list-style-type: none"> <li>- VC cluster "Y" (e.g., -ay, -ey, -iy, -ay, -ey, -iy)</li> <li>- VC double consonant (e.g., -ck, -ss, -pp)</li> <li>- VC ending consonant clusters (e.g., -nd, -st, -ff)</li> <li>- VC double vowel (e.g., -ee, -ee, -oo, -oo)</li> <li>- VC vowel combinations (e.g., -ai, -ay, -ey, -oy)</li> </ul> </li> <li>• recognize and use phonogram patterns with a long vowel sound in one syllable words (e.g., -ame, -an, -ay, -aw, -ed)</li> <li>• recognize and use phonogram patterns in single syllable words with:                             <ul style="list-style-type: none"> <li>- VC vowel combinations (e.g., -oo, -oo)</li> <li>- VC (or VC) double consonant, VC, VC, VC</li> <li>- VC VC ending consonant clusters (e.g., -nd, -st, -ff)</li> <li>- VC VC double vowel (e.g., -ee, -ee, -oo, -oo)</li> <li>- VC VC vowel combinations (e.g., -ai, -ay, -ey, -oy)</li> </ul> </li> <li>• understand and talk about the fact that some words have double consonants that make two sounds (e.g., quacks, accident)</li> <li>• recognize and use some frequently appearing syllable patterns (e.g., -gion, -gion)</li> </ul>

Each Inclusive Assessment Strategy below is designed to increase student independence.

**Inclusive Learning Strategies**

The focus of ELO 7 is on the conventions of writing. Lessons in spelling, capitalisation, handwriting, and presentation are taught and practiced.

**Develop and make use of the writing conventions to enhance the meaning and clarity of their written work with increased attention to develop spelling conventions**



**NOTE:** The OHPC ensures that learners engage in meaningful use of Language Arts Strategies. Rather than memorising words for weekly tests, the focus is on learning about and using the spelling rules in authentic text. For suggestions about which spelling patterns to focus on in Grade 3, visit page 4 of

<https://curriculum.novascotia.ca/sites/default/files/documents/resource-files/Phonological%20Awareness%20and%20Phonics%20Instruction%20in%20a%20Balanced%20Literacy%20Program.pdf>

**Specific Curriculum Outcomes**

- use frequently confused words (e.g., to/too/two; there/their) with increased accuracy.
- regular and some irregular ending rules

7.4 Consult reference materials, including paper based, digital dictionaries and spell check, to monitor and correct spellings.

7.5 Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. Apply strategies for editing and presenting during the writing process.

7.6 Engage in the editing process by completing a close read of revised draft.

**Write and represent to develop punctuation conventions to enhance the meaning and clarity of their written work.**

7.7 Demonstrate increased understanding of the purpose and meaningful use of capitals and punctuation (and variations of punctuation among English and local languages)

- capitals for sentence beginnings, names, titles, etc.

**Inclusive Assessment Strategies**

**CONVERSATIONS**

**Check Ins after the Mini Lesson**  
 After each mini lesson at the beginning of the writing session, have a conversation with a few learners each day to ensure they are using the lesson to inform their writing. Keep notes of progress in the Observation of Student Learning Journal.

**One-on-one conferences to build independent monitoring of spelling**  
 Schedule conferences with individual students to discuss their use of spelling conventions. Do not point out spelling errors - ask the learner to review their writing and search for words they feel are correct, almost correct, and probably incorrect.  
 As the learner shares their findings, ask:  
 How do you know this is correct, almost correct, or probably incorrect?  
 For partially correct or incorrect words, ask:  
 Which part of this word is correct?  
 Which part is incorrect?  
 How can you fix the incorrect part?  
 NOTE: focus on 2-3 incorrect words per session.  
 This process allows you to provide personalized feedback and support their editing process.


**Inclusive Learning Strategies**




Emergent	Early	Transitional
End of Grade Primary	End of Grade 1	End of Grade 2
<b>PHONICS</b>		
The English language has 44 to 46 sounds, and 26 letters. There are many letter-sound combinations. Phonics instruction delineates this for learners so they can decode words in connected text.		
<ul style="list-style-type: none"> <li>recognize the relationship between letters and sounds</li> <li>recognize that some words begin with the same consonant sound</li> <li>recognize that some words end with the same consonant sound</li> <li>use first and last sounds to solve and confirm words</li> <li>recognize that some letters represent consonant sounds</li> <li>recognize that some letters represent vowel sounds</li> </ul>	<ul style="list-style-type: none"> <li>know letter symbol and sound (consonants, short vowels, long vowels)</li> <li>use beginning, ending, medial consonant sounds when reading in connected text</li> <li>blend beginning, medial, final letter sounds when reading words in connected text</li> <li>recognize and use short vowel sounds at the beginning of words</li> <li>middle of words</li> <li>begin to manipulate short vowel sounds within words (e.g., hot, not)</li> <li>recognize and use long vowel sounds in words</li> <li>hear and play with short and long vowel sounds (e.g., opaque, job-label)</li> <li>begin to hear and use y as a vowel (e.g., happy, shy)</li> <li>blend two letter sounds progressing from CV, VC, CVC, CVCVC words to more complex words</li> <li>blend consonant clusters at the beginning of a word (e.g., th, sh, ck, pj)</li> <li>end of a word (e.g., n, t, ll)</li> <li>middle of the word (e.g., ll, t, n)</li> <li>recognize and use digraphs (e.g., ch, sh, th)</li> <li>begin to recognize and use "y" controlled vowel sounds (e.g., my, by, cry)</li> <li>practice blending letters, digraphs, consonant clusters (e.g., phonogram)</li> <li>blend letter and consonant clusters to read words in connected text</li> </ul>	<ul style="list-style-type: none"> <li>use longer words and multsyllabic words once a solid phonemic/phonics base is established. It is important to move beyond CVC, CVCVC types of words</li> <li>recognize and use consonant clusters that blend two or three consonant sounds           <ul style="list-style-type: none"> <li>at the beginning of a word (e.g., scr, spl, top)</li> <li>at the end of a word (e.g., -ll, -ss)</li> <li>in the middle of a word (e.g., ck, scr)</li> </ul> </li> <li>recognize and use consonant letters that represent two or more different sounds           <ul style="list-style-type: none"> <li>at the beginning of a word (e.g., scr, str)</li> <li>at the end of a word (e.g., bug, cap)</li> <li>in the middle of a word (e.g., inches, machine)</li> </ul> </li> <li>recognize and use double consonants at the end of a word (e.g., grass, hill, pull)</li> <li>recognize and use middle consonant sounds represented by double letters (e.g., rubber, arrive)</li> <li>recognize and use digraphs less frequently seen in text           <ul style="list-style-type: none"> <li>the beginning of a word (e.g., th, ph)</li> <li>end of a word (e.g., ph)</li> </ul> </li> <li>recognize that some consonant sounds can be represented by different letters or letter clusters (e.g., ck, duck, stomach)</li> <li>recognize and use consonant letters that represent no sound (e.g., lamb, know, write)</li> <li>recognize and use "y" as a vowel sound (e.g., why, cry)</li> <li>recognize and use letter combinations that represent long vowel sounds (e.g., chain, blue, fruit)</li> <li>unique vowel sounds (e.g., oi, ooi, oo, rious, oo, shoe)</li> <li>use different vowel sounds (e.g., med, med)</li> <li>recognize and use "y" controlled vowel sounds (e.g., my, by, cry)</li> <li>control short and long vowel sounds in words (e.g., at, not, not)</li> </ul>
<b>SPELLING PATTERNS</b>		
<ul style="list-style-type: none"> <li>recognize that words have letter patterns (parts) that are connected to sounds (e.g., -ss)</li> <li>recognize patterns that are the same in words (e.g., cat, egg, like, child)</li> <li>apply known letter and sound patterns to solve unknown words in reading and writing (e.g., if you know frog, you know frog)</li> </ul>	<ul style="list-style-type: none"> <li>recognize and use letter patterns (phonograms) that are connected to sounds</li> <li>recognize a consonant-vowel-consonant (CVC) pattern</li> <li>recognize and use phonograms with a short vowel sound in one syllable words (e.g., -ss, -th, -ll, -ck, -nk, -ff)</li> <li>recognize and use less common phonograms with a VC pattern (e.g., -ss, -gg, -ll, -ck, -nk, -ff)</li> <li>recognize phonograms with           <ul style="list-style-type: none"> <li>VC silent "r" (e.g., -ate, -ole, -ite, -ose, -ore)</li> <li>VCC double consonant (e.g., -ll, -ss, -pp)</li> <li>VCC ending consonant clusters (e.g., -ck, -nk, -nk)</li> <li>VVC double vowel (e.g., -ee, -ea, -oo, -oo)</li> <li>VVC vowel combinations (e.g., -oi, -oi)</li> </ul> </li> <li>begin to recognize and use phonogram patterns with a long vowel sound in one syllable words (e.g., -oid, -ace, -ole, -ie, -age)</li> <li>understand and talk about the fact that some words have double consonant that make two sounds (e.g., success, accident)</li> <li>recognize and use some frequently appearing syllable patterns (e.g., -gion, -gion)</li> </ul>	<ul style="list-style-type: none"> <li>continue to build and use phonogram patterns with a short vowel sound in one syllable words (e.g., -th, -ll, -ck, -nk, -ff)</li> <li>recognize and use less common phonograms with a VC pattern (e.g., -ss, -gg, -ll, -ck, -nk, -ff)</li> <li>recognize phonograms with           <ul style="list-style-type: none"> <li>VC silent "r" (e.g., -ate, -ole, -ite, -ose, -ore)</li> <li>VCC double consonant (e.g., -ll, -ss, -pp)</li> <li>VCC ending consonant clusters (e.g., -ck, -nk, -nk)</li> <li>VVC double vowel (e.g., -ee, -ea, -oo, -oo)</li> <li>VVC vowel combinations (e.g., -oi, -oi)</li> </ul> </li> <li>begin to recognize and use phonogram patterns with a long vowel sound in one syllable words (e.g., -oid, -ace, -ole, -ie, -age)</li> <li>understand and talk about the fact that some words have double consonant that make two sounds (e.g., success, accident)</li> <li>recognize and use some frequently appearing syllable patterns (e.g., -gion, -gion)</li> </ul>

Sample active spelling lessons are available at <https://www.yourdictionary.com/articles/teaching-spelling-3rd-grade-fun>

**Can you see the spelling patterns? (SCO:7.1,7.2,7.3, 7.6, )**  
 Invite the learners to scrutinize a sample piece of writing and make note of words that are correct and misspelled. Group words based on patterns and conduct mini lessons focusing on each pattern. Then, encourage learners to create personal spelling notebooks with sample words that match a pattern and those that don't match a pattern. Spelling notes become a reference as the learning is writing. [spellwizards.com](http://spellwizards.com)


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies															
<ul style="list-style-type: none"> <li>- punctuation as full stops, exclamation marks and question marks</li> <li>- punctuation as beginning use of commas and colon to begin a list</li> </ul> <p><b>Write and represent to develop presentation formats to enhance the meaning and clarity of their written work.</b></p> <p>7.8 Further develop accuracy and neatness in handwritten work.</p> <p>7.9 Create presentations of stories and reports in various paper based or digital formats that are engaging to the reader.</p> <p>7.10 Demonstrate beginning use of fonts, graphics, letter size, spacing etc. to express their thoughts and engage the reader.</p>	<p>Peers may discuss each other's writing using the same process.</p> <p style="text-align: center;"><b>OBSERVATION</b></p> <p>Use a checklist or rubric to observe learners' writing to see if it reflects accurate punctuation and spelling. If an error is observed, place a dot in the margin. The learner notices the dot, searches the line of the error and attempts a correction.</p> <p>Create a blank template, such as the example below to review a learner's conversations (spelling, punctuation, capitalisation, and presentation)</p> <table border="1" data-bbox="699 894 1297 1114"> <thead> <tr> <th>Convention</th> <th>Accomplishments</th> <th>Not Yet</th> </tr> </thead> <tbody> <tr> <td>spelling</td> <td></td> <td></td> </tr> <tr> <td>capitalization</td> <td></td> <td></td> </tr> <tr> <td>punctuation</td> <td></td> <td></td> </tr> <tr> <td>presentation</td> <td></td> <td></td> </tr> </tbody> </table> <p>The example below provides teachers with a sample paragraph and suggestions for the type of information they will look for to record in each cell.</p>	Convention	Accomplishments	Not Yet	spelling			capitalization			punctuation			presentation			<p><b><i>Watch that Wall! (SCO 7.1, 7.2, 7.3):</i></b> Create a word of words frequently misspelled. Engage learners to peer edit for spelling of a piece of their writing and use the word wall to correct the words. Teach the spelling of new words by presenting them embedded in a sentence, paragraph, or poem. Demonstrate or share ideas about spelling strategies such as making an analogy, decoding words slowly, using a dictionary and online spell check tools</p> <p><b><i>Spelling tricks (SCO 7.1,7.2,7.3)</i></b> Use mnemonic devices, such as small words in big words, acronyms, catchy phrases, or letter chants to help learners remember the spelling of challenging words.</p> <p>Examples: Teacher shares with learners e.g., to spell tomorrow - Tom -or- row, because – clap the letters in a rhythmic sequence dessert / desert – a dessert has lots of calories, so it needed an extra s; desert is so dry it lost an s Schedule opportunities for learners to share their strategies for learning tricky words with each other - (think-pair-share) from their knowledge.</p> <p><b><i>Spell Check (SCO 7.4,7.5)</i></b> Share examples of how to use a dictionary or digital spell check. Dictionary hunts include not only the requested word, but variations of the word. These variations provide opportunities for learners to</p>
Convention	Accomplishments	Not Yet															
spelling																	
capitalization																	
punctuation																	
presentation																	


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																		
	<p><i>About Sell My Cow</i></p> <p>I go to the Ranch at 5:30 in morning. I Ride my Horse with My Dad. get my Cow in the Barn. I Leave My cow and Calf. My DaD gave Shot to Calf. We took My Calf to Downtown. My freind ride my horse. My horse is Black. My freind have red horse. But I need my cow to Born in feB 1st 1992. I am sell my Cow to calf for town But I have fun in Ranch in town. But I Like my money Back to for sell my Calf. But I need money Back to me. My Dad Siad no money back now Wait to little to me.</p> <table border="1" data-bbox="699 435 1295 813"> <thead> <tr> <th>Convention</th> <th>Strengths</th> <th>Errors</th> </tr> </thead> <tbody> <tr> <td>Spelling</td> <td>Almost all words spelled correctly</td> <td>Reversals in vowel combinations: ie/ei (friend), ai/ia (said)</td> </tr> <tr> <td>Capitalization</td> <td>Begins all sentences but one with uppercase letters.</td> <td>Irregular use of uppercase where not required and even in middle of words. Month ("feB") not capitalized.</td> </tr> <tr> <td>Punctuation</td> <td>Correct ending punctuation in every sentence but one. Use of colon for time (5:30).</td> <td>No comma in date (feB 1st 1992) or before the word but in compound sentence.</td> </tr> <tr> <td>Grammar</td> <td>Simple sentences are grammatically correct.</td> <td>Inconsistent use of past tense. Missing articles ("My DaD gave Shot to Calf."): Problems with gerunds ("am sell"/am selling).</td> </tr> <tr> <td>Handwriting</td> <td>Legible. Good spacing and alignment.</td> <td></td> </tr> </tbody> </table> <p><a href="https://www.readingrockets.org/topics/assessment-and-evaluation/articles/simple-ways-assess-writing-skills-students-learning">https://www.readingrockets.org/topics/assessment-and-evaluation/articles/simple-ways-assess-writing-skills-students-learning</a></p> <p><b>Self Assessment</b></p> <p>Provide learners with a COPS Editing checklist and inform them that during the editing stage, this is the information you will be looking for. Before work is submitted, learners check their own work using a COPS checklist.</p>	Convention	Strengths	Errors	Spelling	Almost all words spelled correctly	Reversals in vowel combinations: ie/ei (friend), ai/ia (said)	Capitalization	Begins all sentences but one with uppercase letters.	Irregular use of uppercase where not required and even in middle of words. Month ("feB") not capitalized.	Punctuation	Correct ending punctuation in every sentence but one. Use of colon for time (5:30).	No comma in date (feB 1st 1992) or before the word but in compound sentence.	Grammar	Simple sentences are grammatically correct.	Inconsistent use of past tense. Missing articles ("My DaD gave Shot to Calf."): Problems with gerunds ("am sell"/am selling).	Handwriting	Legible. Good spacing and alignment.		<p>observe how affixes change the meaning and sometimes the spelling of the word.</p> <p><b><i>Making words (SCO7.1-7.6)</i></b></p> <p>Provide each learner with a selection of letters chosen to make a word. Use a series of instructions that encourage the learner to use their knowledge of letter pattern to add and take away letters to create the “mystery word”. For example:</p> <p>Letters: p e l a p</p> <ul style="list-style-type: none"> <li>- -make the word lap</li> <li>- -rearrange the letters to make pal</li> <li>- add a letter the make the word pale</li> <li>- mix up the letters and make the word app</li> <li>- add the last two letter to make the mystery word</li> <li>- describe (or draw a picture) what the mystery word looks like</li> </ul> <p><a href="https://www.learningforjustice.org/classroom-resources/teaching-strategies/word-work/making-words">https://www.learningforjustice.org/classroom-resources/teaching-strategies/word-work/making-words</a></p> <p><b>Write and represent to develop punctuation conventions to enhance the meaning and clarity of their written work.</b></p> <p><b><i>The drama of punctuation: (SCO: 7.7)</i></b></p>  <p><b>BRAIDING THE STRANDS:</b> Share read a selection of text that combines a variety of examples of punctuation. Throughout the shared reading, pay particular attention to the punctuation</p>
Convention	Strengths	Errors																		
Spelling	Almost all words spelled correctly	Reversals in vowel combinations: ie/ei (friend), ai/ia (said)																		
Capitalization	Begins all sentences but one with uppercase letters.	Irregular use of uppercase where not required and even in middle of words. Month ("feB") not capitalized.																		
Punctuation	Correct ending punctuation in every sentence but one. Use of colon for time (5:30).	No comma in date (feB 1st 1992) or before the word but in compound sentence.																		
Grammar	Simple sentences are grammatically correct.	Inconsistent use of past tense. Missing articles ("My DaD gave Shot to Calf."): Problems with gerunds ("am sell"/am selling).																		
Handwriting	Legible. Good spacing and alignment.																			

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies		
	<p data-bbox="709 256 1260 812"> </p> <p data-bbox="699 824 926 854"><a href="http://printablepdfs.com">printablepdfs.com</a></p> <p data-bbox="699 894 911 924"><b>Self assessment</b></p> <p data-bbox="699 967 1283 1032">Have learners edit their writing using an editing checklist for presentation:</p> <ul data-bbox="747 1040 1241 1222" style="list-style-type: none"> <li>● Have I included a title?</li> <li>● Is my handwriting (or fonts) legible?</li> <li>● Are the illustrations or visuals appropriately placed?</li> <li>● Is my name on the paper?</li> </ul> <p data-bbox="699 1263 1293 1365"><b>Peer revising</b> - Encourage learners to exchange their writing with a peer and provide constructive feedback. Teach them how to give</p>	<p data-bbox="1329 256 1965 354">and dramatise with zest! Encourage learners to read aloud their own writing to note where punctuation should be.</p> <p data-bbox="1329 399 1940 443"><b>Reader's Theater Scripts and Plays</b></p> <p data-bbox="1329 451 1948 589">Visit <a href="http://www.teachingheart.net/readers-theater.htm">http://www.teachingheart.net/readers-theater.htm</a> for Readers Theatre that includes opportunities to read punctuated text with expression.</p> <p data-bbox="1329 630 1654 659"><b>Read the sign (SCO 7.7)</b></p> <p data-bbox="1329 667 1923 764">Use an anchor chart showing and explaining the editing marks. Model editing a piece of writing whilst learners observe.</p> <div data-bbox="1329 813 1976 1114"> <p><b>EDITING: FIND THE MISTAKES IN THE PARAGRAPH.</b></p> <table border="0"> <tr> <td data-bbox="1329 846 1543 1114"> <ul style="list-style-type: none"> <li>☰ Capitalize letter.</li> <li>⊙ Add a period.</li> <li>❓ Add a quotation mark.</li> <li>^ Add a comma.</li> <li>✂ Take words out</li> <li>⊖ Spell correctly.</li> <li>¶ Indent.</li> <li>/ Lowercase letter.</li> <li>^ Add words.</li> </ul> </td> <td data-bbox="1560 857 1976 1114"> <p>Katys father is a doctor. He takes car of sick children helps them to get better. he also gives children shots, and talks to them and their parents about how to stay healthy Katy likes to visit her father at his office, because he he always has a pocket full of Lollipops!</p>  </td> </tr> </table> </div> <p data-bbox="1329 1125 1665 1154"><a href="http://easyteacherworksheets.com">easyteacherworksheets.com</a></p> <p data-bbox="1329 1195 1969 1300">Present learners with their pieces of writing with editing marks and allow them to make the necessary corrections using the editing chart.</p>	<ul style="list-style-type: none"> <li>☰ Capitalize letter.</li> <li>⊙ Add a period.</li> <li>❓ Add a quotation mark.</li> <li>^ Add a comma.</li> <li>✂ Take words out</li> <li>⊖ Spell correctly.</li> <li>¶ Indent.</li> <li>/ Lowercase letter.</li> <li>^ Add words.</li> </ul>	<p>Katys father is a doctor. He takes car of sick children helps them to get better. he also gives children shots, and talks to them and their parents about how to stay healthy Katy likes to visit her father at his office, because he he always has a pocket full of Lollipops!</p> 
<ul style="list-style-type: none"> <li>☰ Capitalize letter.</li> <li>⊙ Add a period.</li> <li>❓ Add a quotation mark.</li> <li>^ Add a comma.</li> <li>✂ Take words out</li> <li>⊖ Spell correctly.</li> <li>¶ Indent.</li> <li>/ Lowercase letter.</li> <li>^ Add words.</li> </ul>	<p>Katys father is a doctor. He takes car of sick children helps them to get better. he also gives children shots, and talks to them and their parents about how to stay healthy Katy likes to visit her father at his office, because he he always has a pocket full of Lollipops!</p> 			



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies										
	<p>specific suggestions for improvement and how to receive feedback gracefully.</p> <ol style="list-style-type: none"> <li>1. Peer Editing: Peers can exchange their writing and provide feedback to each other about what was completed well and perhaps a suggestion to enhance the writing (see sample below).</li> <li>2. Presentations or Readings: Peers may wish to read aloud their pieces or display them on a screen. This allows peers to share their work with a larger group and receive feedback and encouragement.</li> </ol> <p><b>Partner Revision Checklist</b></p> <table border="1" data-bbox="699 789 1297 1357"> <tr> <td data-bbox="699 789 1297 849"><b>Title</b></td> </tr> <tr> <td data-bbox="699 849 1297 909"><b>Self check</b></td> </tr> <tr> <td data-bbox="699 909 1297 982"> <ul style="list-style-type: none"> <li>● I have read my writing to myself</li> <li>● I have made at least one change</li> </ul> </td> </tr> <tr> <td data-bbox="699 982 1297 1019">The change I made was _____</td> </tr> <tr> <td data-bbox="699 1019 1297 1057">Comments _____</td> </tr> <tr> <td data-bbox="699 1057 1297 1117"><b>Partner check</b></td> </tr> <tr> <td data-bbox="699 1117 1297 1190"> <ul style="list-style-type: none"> <li>● I told the writer what I liked</li> <li>● I asked questions</li> </ul> </td> </tr> <tr> <td data-bbox="699 1190 1297 1227">I suggested this change _____</td> </tr> <tr> <td data-bbox="699 1227 1297 1265">Comments _____</td> </tr> <tr> <td data-bbox="699 1265 1297 1302">_____</td> </tr> </table>	<b>Title</b>	<b>Self check</b>	<ul style="list-style-type: none"> <li>● I have read my writing to myself</li> <li>● I have made at least one change</li> </ul>	The change I made was _____	Comments _____	<b>Partner check</b>	<ul style="list-style-type: none"> <li>● I told the writer what I liked</li> <li>● I asked questions</li> </ul>	I suggested this change _____	Comments _____	_____	<p><b>The music of punctuation (SCO 7.7)</b>  Visit  <a href="https://www.ellenjmchenry.com/homeschool-freedownloads/languagearts-games/documents/PunctuationTheater.pdf">https://www.ellenjmchenry.com/homeschool-freedownloads/languagearts-games/documents/PunctuationTheater.pdf</a>  for an intriguing idea to make punctuation come alive through sound. For example:  <i>Period: one clap</i>  <i>Comma: one cluck of tongue</i>  <i>Exclamation point: one stamp on floor</i>  <i>Question mark: one raising of shoulders with a “hub?”</i>  After practising as a class, learners share their writing with a peer and read each punctuation mark as a sound.</p> <p><b>Read it, then fix it! (SCO 7.7):</b>  Read aloud some sentences and allow learners to listen carefully. (Teacher reads the sentences without making any stops).  e.g.  <i>We went to the park after school there were many people playing games I played football with the boys</i></p> <p>Afterwards, obtain feedback from learners by engaging them in conversations about how easy / difficult it was to understand the passage. Display the sentence and work together to add punctuation.</p> <p>Encourage learners to make corrections in pairs, read new sentences aloud, and compare. Then, in</p>
<b>Title</b>												
<b>Self check</b>												
<ul style="list-style-type: none"> <li>● I have read my writing to myself</li> <li>● I have made at least one change</li> </ul>												
The change I made was _____												
Comments _____												
<b>Partner check</b>												
<ul style="list-style-type: none"> <li>● I told the writer what I liked</li> <li>● I asked questions</li> </ul>												
I suggested this change _____												
Comments _____												
_____												


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p style="text-align: center;"><b>PRODUCT</b></p>  <p>Throughout the writing process of brainstorming, draft, revising and editing, learners have kept copies of completed work in their portfolios. This provides a record of progress throughout their writing project. Revisit the portfolio periodically to assess the writer's growth and development and provide the learner with feedback.</p>	<p>small groups, edit sample pieces. (Focus on capital letters, commas, and full stops).</p> <p>Sample piece  <i>Three possums escaped from the city zoo Tuesday morning the possums took a taxi to the grocery store where they bought 12 bunches of ripe bananas then they walked to the park downtown and spent the rest of the day swinging from tree branches and entertaining people who passed by the three creatures headed back to the zoo around dinnertime.</i></p> <p><b>Proofreading (SCO 7.1 – 7.10)</b>  <b>Step by step:</b> Demonstrate how to proofread in a systematic way. Encourage them to check for spelling mistakes, punctuation errors, grammar issues, and clarity of their ideas.</p> <p>Encourage learners to work in pairs to proofread sentences and correct errors.</p> <ul style="list-style-type: none"> <li>● Tom got a puppy for his birthday he was very happy. (<b>run on</b>)</li> <li>● The dog were jumping on the owner when he walked into the yard. (<b>subject/ verb agreement</b>)</li> <li>● The big brown dog and the cat (<b>fragment</b>)</li> <li>● I went two the zoo and i saw a large elephant and a tiger. (<b>capitalization and spelling</b>)</li> </ul> <p>Monitor and observe learners as they work and provide extra support to those who need it</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		 <p><b><i>BRAIDING THE STRANDS</i></b></p> <p><b>Articulate it</b> - When reading aloud be sure to use proper punctuation and emphasize their importance. This will help students develop an ear for correct punctuation usage. Reading is a great way for learners to see punctuation being used correctly in context. Encourage learners to read a variety of texts and discuss the punctuation they encounter.</p> <p><b>Write and represent to develop presentation formats to enhance the meaning and clarity of their written work.</b></p> <p><b>Publishing (SCO 7.11-7.13)</b> Share a range of published pieces of writing with the class and point out the variety of:</p> <ul style="list-style-type: none"> <li>● Covers</li> <li>● Titles</li> <li>● Fonts</li> <li>● Illustrations</li> <li>● Text features</li> <li>● Etc.</li> </ul> <p>Ask learners to work with a partner and to look closely at the presentation style of at least 5 books, stories, posters, or charts selected by the teacher.</p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Use a checklist to guide learners. Engage learners in a discussion on their observations.</p> <p><b>Checklist</b></p> <ul style="list-style-type: none"> <li>● Is there a title?</li> <li>● Is the writing neat and tidy?</li> <li>● Was the font choice interesting?</li> <li>● Has the author used pictures/charts and diagrams well?</li> </ul> <p>Provide samples of well-edited writing and effective presentations for learners to emulate.</p> <p><b>Sharing</b></p> <p>Model effective presentation skills for learners by displaying and reading a sample of your own writing to the class and discussing how choices re fonts, titles, etc. were made.</p> <p>After these demonstrations, learners review their choice individually, make changes where necessary and then share with a peer.</p> <p>NOTE: regardless of the genre, remember that writing can be shared in different forms and styles e.g.</p> <ul style="list-style-type: none"> <li>● Paragraphs</li> <li>● Posters</li> <li>● Booklets and leaflets</li> <li>● Newspaper articles</li> <li>● Class book</li> <li>● Journals</li> <li>● E-books</li> <li>● Cards</li> </ul> <p>Finished writing projects work can be shared via</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> <li>● Bulletin board or display area in the classroom to observe and discuss writing</li> <li>● In a school magazine or newspaper</li> <li>● Class blog or website</li> <li>● Google classrooms</li> <li>● Multimedia tool - padlet and flipgrid</li> <li>● Videos and oral presentation such as read aloud and readers theatre, coral speech, monologue</li> <li>● Through organized writing competitions</li> <li>● Portfolio</li> </ul> <p><b><i>Present your best work (SCO 7.11-7.13)</i></b>  Encourage learners to consider the visual layout of text (e.g., margins, headings, graphics, and photographs) and other areas related to how the writing is presented on the page. Promote the utilization of these multimedia tools and apps for publishing by enabling learners to incorporate images, illustrations, and diagrams to enrich their written work. For example:  Scratch  Storyjumper  Edublog  canvas  adobe  clip arts  digital pictures</p> <p>Online Platforms: Utilize online platforms or blogs to publish student writing, providing a wider</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>audience and the opportunity for feedback from readers beyond the classroom.</p> <p>Literary Magazines: Create a literary magazine featuring student writing and artwork, providing an opportunity for students to contribute and showcase their work to a broader audience.</p> <p>Collaboration with Local Newspapers or Magazines: Explore opportunities for students to submit articles, essays, or creative writing pieces to local newspapers or magazines, giving them a real-world publishing experience.</p> <p> <b>INTEGRATING SUBJECTS:</b></p> <p>Ensure learners have opportunities throughout the year to publish booklets of completed projects from other subject areas such as Science, Social Studies, Health and Wellness, Physical Education, etc.</p>

**In Essential Learning Outcome 7** Learners will use their knowledge of spoken language, written language and writing conventions to **refine the precision** and **enhance the meaning** and **clarity** of their written work.

**Additional Resources and Materials**

**Editing Tool:** Teach only the editing symbols that correspond to the information that has been taught. For example, once a lesson on adjectives has been taught, the carat can be introduced as an editing tool, “today, when I read your writing, if I notice that an (adjective, adverb, etc.) could be added, I’ll put this mark ^”. When you see a ^, think of a word that would improve the sentence.

#### Grades 3-5 Editing Symbols

- ≡ Capitalize
- ^ Insert Word
- Insert Period
- ◌ Insert Comma
- ◌ Insert Apostrophe
- ¶ Need Paragraph
- ✓ Lowercase Needed

[https://cdns5-ss11.sharpschool.com/UserFiles/Servers/Server\\_7899567/File/Departments/Curriculum%20Instruction/Instruction/grades\\_3-5\\_editing\\_symbols.pdf](https://cdns5-ss11.sharpschool.com/UserFiles/Servers/Server_7899567/File/Departments/Curriculum%20Instruction/Instruction/grades_3-5_editing_symbols.pdf)

<https://owl.excelsior.edu/wp-content/uploads/2019/06/EditingChecklist.pdf>



#### Editing Checklist

Remember, your spell checker and grammar checker on your word processing program are valuable tools, but they miss a lot! Pay close attention as you run both your spell checker and grammar checker, questioning them as you go.

Once you have finished running these programs, it is time for you to get to work as an editor. Here is a checklist to help you focus on some key issues as you edit.

- Name: \_\_\_\_\_
- Have I checked to make sure the spell checker did not change any words to words I did not intend to write?
  - Have I looked closely at my sentences to see if any words are missing?
  - Did I review the rules for commas before editing for commas?
  - Did I review other rules for punctuation before editing for punctuation?
  - Is there something missing anywhere? Are all of my sentences complete?
  - Did I include citations for all of my borrowed information?
  - Have I tried reading my essay in reverse, from the last sentence, to help see each sentence on its own?
  - Have I tried reading my essay out loud to see how it sounds?



#### Writing, Presentation and Publishing Apps from Playstore

**Journey-Diary, Journal** - an application that caters for journal writing and notetaking. It offers a variety of tools for the inclusion of photographs, videos, and audios. Formatting tools such as paragraph styles, bold and italic text and other features are included.

**Wattpad- Read & write stories** - this application allows for the writing of original stories anytime and anywhere. Stories can be published to a global community.

**My Story Today** - A place for the writing of stories on any device.

[https://play.google.com/store/apps/details?id=com.journey.app&pcampaignid=web\\_share](https://play.google.com/store/apps/details?id=com.journey.app&pcampaignid=web_share)  
[https://play.google.com/store/apps/details?id=wp.wattpad&pcampaignid=web\\_share](https://play.google.com/store/apps/details?id=wp.wattpad&pcampaignid=web_share)  
<https://mystory.today/>

### Additional Useful Content Knowledge for the Teacher:

#### **Practicing Punctuation (SCO 7.10)**

The teaching of punctuation can be a mundane and tedious task. As such, discovering engaging ways of teaching the conventions of punctuation and providing practice are critical for both teachers and learners. The article below suggests engaging ways of providing punctuation practice to young learners.

Simple Strategies for Hands-on Punctuation Practice:

1. **Use Text...Messaging!** - use online SMS generators to create text conversations. Turn the text messages into dialogues using correct punctuation.
2. **Incorporate movement with mixed-up sentences** - Learners are given cut-up sentences and required to move around the room to put the words into correct sequence with the relevant punctuation marks.
3. **Use real world examples for editing practice** - Learners make corrections to real-world punctuation errors from signs, posters, social media posts, websites etc.



4. **Explore how punctuation impacts meaning** - Exploring how the use of punctuation marks or lack thereof impacts on the meaning of texts.



Explore the number of ways this sentence can be punctuated, each time with a different meaning:

“Look out! Bob said a car is coming!”

“Look out,” Bob said, “a car is coming!”

5. **Create a game to practice punctuation** - Using a modified die with punctuation marks on each face, learners roll it and then compose sentences using the punctuation mark. This activity can be adapted to include individual and group practice.



<https://www.differentiatedteaching.com/punctuation-activities/>

### **Teaching and Assessing Spelling**

In many classrooms, spelling is assessed but rarely taught. The articles below provide information on how to effectively teach and assess spelling.

<https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-teaching-and-assessing-spelling.pdf>

[https://www.gov.nl.ca/education/files/k12\\_curriculum\\_documents\\_english\\_spellinghandbook\\_assess\\_eval.pdf](https://www.gov.nl.ca/education/files/k12_curriculum_documents_english_spellinghandbook_assess_eval.pdf)

### **A New Model for the Teaching of High-Frequency Words**

The article below describes how to “rethink” the teaching of high-frequency words.

<https://www.readingrockets.org/node/30887>

### **Literacy Development**

Writing is connected to literacy enhancement- writing is an essential skill that can help children become stronger readers; it can provide the means to enhance vocabulary, comprehension, and spelling abilities.

<https://www.readingrockets.org/helping-all-readers/voices-experts/webcasts/teaching-writing>