

June 2024



OHCP Grade Four 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><i>Learners have daily opportunities to:</i></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><i>Learners have daily opportunities to:</i></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, lessons and that build reading skills and strategies</li> <li>- share reading with small groups of peers</li> </ul>	<p><i>Learners have daily opportunities to:</i></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, Learner who make average progress and Learners who struggle are provided.

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



Throughout the OHPC Language Arts Curriculum, the braiding icon indicates some of the opportunities to braid the strands of Language Arts.

**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).



Throughout the OHPC Language Arts Curriculum the puzzle pieces icon indicates some of the opportunities to integrate other subject areas with Language 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

## II. 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 Subject:** 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 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.

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

### Grade Four Expectations for Listening and Speaking

#### For pleasure and personal growth

- continue to listen to and appreciate messages of increasingly diverse genres of diverse music, stories, information
- continue to demonstrate interest, curiosity, and responsive engagement in sharing the experiences of others and with oral stories and information sharing.
- 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

- demonstrate how conversing with peers with empathy, clarity, intonation, intentionality, animation, and expression builds positive relationships.
- listen carefully and follow up on others' ideas as they respectfully voice their ideas or opinion
- *use speaking skills and strategies appropriately to communicate for a variety of purposes with different audiences*
- continue to develop an 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, modify and critically examine how tone, fluency and intonation impact meaning and mood
- apply individual and clusters of listening comprehension strategies independent of purpose and intuition.
- develop increasingly complex vocabulary in meaningful and sometimes insightful ways.
- tell real and imagined stories with focused attention to topic, sequence, language use and the conventions of the genre
- demonstrate how to connect phoneme manipulation with meaningful use of affixes to build on existing roots
- recognize and use oral strategies to create a presentation by developing and elaborating on an idea and make increasingly sophisticated decisions about word choice, sentence fluency and voice.



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies												
<p>At the end of Grade 4, the learners are expected to:</p> <p><b>Listen and speak for pleasure and personal growth</b></p> <p>1.1 Demonstrate enthusiasm for participating in class discussions, storytelling, oral poetry, and singing.</p> <p>1.2 Continue to explore a variety of genres and styles in spoken language on topics of interest and personal growth (conversations, debates, poetry, storytelling, interviews, etc.)</p> <p>1.14 Express preferences in written, visual, and oral communication genres and styles and explain the reasons behind their choices.</p> <p>1.15 use technology to enhance their listening and speaking skills, such as recording and listening to their own speech</p> <p>1.16 Use multimedia resources for research and oral presentations.</p> <p>1.17 continue to engage with and share various genres of music, oral</p>	<p>Formative assessments provide opportunities to determine prior learning before instruction, observe learner progress during and after learning and provide information needed to inform the next steps of instruction. Using the Observation of Student Learning Journal, listen, observe, and record anecdotal notes as learners are engaged prior to learning, during learning and after learning.</p> <p>The Observation of Student Learning Journal may be hard or soft copy with brief dated comments about learner progress as well as next steps for instruction. Create one page per learner and keep a record of observations throughout the term or year. Add pages as necessary</p> <p>Name:</p> <table border="1" data-bbox="594 849 1203 1336"> <thead> <tr> <th data-bbox="594 849 798 914">Speaking and Listening</th> <th data-bbox="798 849 1001 914">Reading and Viewing</th> <th data-bbox="1001 849 1203 914">Writing and Representing</th> </tr> </thead> <tbody> <tr> <td data-bbox="594 914 798 1060">Date: Focus: Accomplishments Next steps:</td> <td data-bbox="798 914 1001 1060">Date: Focus: Accomplishments Next steps:</td> <td data-bbox="1001 914 1203 1060">Date: Focus: Accomplishments Next steps:</td> </tr> <tr> <td data-bbox="594 1060 798 1206">Date: Focus: Accomplishments Next steps:</td> <td data-bbox="798 1060 1001 1206"></td> <td data-bbox="1001 1060 1203 1206"></td> </tr> <tr> <td data-bbox="594 1206 798 1336">Date: Focus: Accomplishments Next steps:</td> <td data-bbox="798 1206 1001 1336"></td> <td data-bbox="1001 1206 1203 1336"></td> </tr> </tbody> </table> <p>Formative assessments include pre-assessments, assessments during learning and summative assessments</p>	Speaking and Listening	Reading and Viewing	Writing and Representing	Date: Focus: Accomplishments Next steps:	Date: Focus: Accomplishments Next steps:	Date: Focus: Accomplishments Next steps:	Date: Focus: Accomplishments Next steps:			Date: Focus: Accomplishments Next steps:			<p>The focus of ELO 1 is to allow learners to engage in listening and speaking activities to find joy, personal development, fostering relationships, and developing an appreciation for both culture and oral expressions.</p> <p><b>Listen and speak for pleasure and personal growth</b></p> <p><i>Genre Stations (SCO 1.2)</i></p> <p>Organise the classroom into 5 Listening Stations (Fiction, Non-fiction, Poetry, and Visual Text Interview Station), each containing a specific genre of recorded books and templates with activities related to the genre. Allow the learners a specific time to move through each station, engage with materials and select one for sharing with the class at the Interview Station. The teacher or learners can conduct the interview.</p> <p><a href="https://www.myprimaryparadise.com/2018/03/05/listening-centers/">https://www.myprimaryparadise.com/2018/03/05/listening-centers/</a></p> <p>See Additional Resources section for sites that provide texts for Listening Centers or invite parents and community members to record short stories, newspaper articles, poems, etc.</p> <p><i>Debate Extravaganza (SCO 1.14, 1.17, 1.23, 1.25, 1.30)</i></p> <p>Teach learners the structure of a debate and how to formulate their arguments effectively. Arrange a class debate and group the learners to discuss and defend their preferences on certain topics. Allow team members to choose how they wish to contribute to the team - by writing, presenting, researching online, and so on.</p> <p>Recognize and accommodate the different learning styles by encouraging the learners to incorporate visual aids, hands-on activities, and auditory elements. Use multimedia resources to enhance engagement, such as videos, audio recordings, Podcasts, and interactive presentations.</p>
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Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies												
<p>poetry, artwork, and oral stories for pleasure</p> <p>1.18 Respond to oral/aural language through improvisational drama and/or artwork</p> <p>1.19 Listen attentively and critically to fiction and nonfiction texts and music to demonstrate understanding of the mood, main idea, supporting details, theme, moral etc.</p> <p>1.20 Develop competence in analyzing subtle messages in a conversation, music, advertisements, speeches, and media.</p> <p>1.21 give clear “how to” instructions.</p> <p>1.22 discuss issues and/or solutions to local, regional and world problems by extending use of questioning to consider: why? how? when? what if? what else?</p> <p><b>Listen and speak to form and foster relationships</b></p> <p>1.23 engage in back-and-forth conversations with peers during</p>	<p>upon completion of learning. Formats for all types of formative assessments include the following:</p> <p><b>COP:</b></p> <ul style="list-style-type: none"> <li>Conversations</li> <li>Observations</li> <li>Products</li> </ul> <p style="text-align: center;"><b>CONVERSATIONS</b></p> <p><b>Anecdotal Records</b></p> <p><b>One-on-One Discussions</b> Engage learners in individual conversations to gauge their understanding, opinions, and thoughts on particular topics such as current events, and controversial topics.</p> <table border="1" data-bbox="596 784 1203 1406"> <thead> <tr> <th>Required Elements</th> <th>Excellent (3)</th> <th>Good (2)</th> <th>Fair (1)</th> </tr> </thead> <tbody> <tr> <td>Contributions</td> <td>Contributed several meaningful comments to the discussion based on evidence from the text, events etc.</td> <td>Contributed few meaningful comments to the discussion based on evidence from the text, events etc.</td> <td>Contributed 1-2 ideas to the discussion .</td> </tr> <tr> <td>Depth of Thought</td> <td>All of the questions and comments showed deep understanding</td> <td>Some of the questions and comments showed</td> <td>Questions and comments did not show very</td> </tr> </tbody> </table>	Required Elements	Excellent (3)	Good (2)	Fair (1)	Contributions	Contributed several meaningful comments to the discussion based on evidence from the text, events etc.	Contributed few meaningful comments to the discussion based on evidence from the text, events etc.	Contributed 1-2 ideas to the discussion .	Depth of Thought	All of the questions and comments showed deep understanding	Some of the questions and comments showed	Questions and comments did not show very	 <p><b>INTEGRATING SUBJECTS:</b> Tech Talk integrates well with content from other subject areas.</p> <p><b>Tech Talk (SCO 1.15, 1.16, 1.23)</b> Demonstrate and monitor learners as they work collaboratively to use technology to video a debate, conversation interview, a piece of artwork viewed, a book read or a specific topic that was researched. Learners can post their videos to a closed/private YouTube page that can only be accessed by the class. They can view each other’s videos and create video responses as well as give feedback. <a href="https://www.common sense.org/education/search?keywords=podcasts%20for%20elementary%20students&amp;sort_by=search_api_relevance">https://www.common sense.org/education/search?keywords=podcasts%20for%20elementary%20students&amp;sort_by=search_api_relevance</a></p> <p><b>Story Elements Analysis: (SCO 1.19, 1.35)</b> Choose a short online story or passage for learners to listen to or read aloud to the class. Before listening or reading, introduce the concepts of mood, main idea, supporting details, theme, and moral, during reading, pause periodically to discuss these elements with the learners. Afterward, facilitate a class discussion where learners identify and analyze these elements together.</p> <p><b>Advertisement Analysis: (SCO 1.20, 1.23)</b> Show learners a variety of advertisements from different mediums such as print, television, or online platforms. Learners work in small groups to analyze the subtle messages conveyed in each advertisement, including the use of imagery, language, and persuasion techniques. Encourage learners to discuss the intended audience and the potential impact of these messages. Examples:</p>
Required Elements	Excellent (3)	Good (2)	Fair (1)											
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<p>collaborative activities by adding relevant comments and questions to advance the dialogue.</p> <p>1.24 express their ideas and opinions with increasing respect and confidence.</p> <p>1.25 practice active listening strategies including eye contact with affirming words/gestures to show whole-hearted engagement during peer discussions.</p> <p>1.26 experiment with nonverbal communication (signing, mime, facial expressions, etc.)</p> <p>1.27 continue to develop understanding of point of view without expressing judgment</p> <p>1.28 give constructive oral feedback using prompts such as “I notice...I wonder...” when responding to classmates' presentations or ideas.</p> <p>1.29 continue to explore ideas and feelings by asking respectful questions and listening with minimal interruption</p>		and original, profound thought.	deep understanding and original, profound thought.	deep, original thinking.	<div data-bbox="1268 289 1528 548" data-label="Image"> </div> <p data-bbox="1268 548 1755 574"><a href="https://www.facebook.com/watch/?v=326134925374046">https://www.facebook.com/watch/?v=326134925374046</a></p> <div data-bbox="1268 630 2053 669" data-label="Section-Header"> <p><b>Listen and speak to form and foster relationships.</b></p> </div> <p data-bbox="1268 698 1650 730"><b><i>Listening Buddies: (SCO 1.25)</i></b></p> <p data-bbox="1268 734 2053 1091">Assign each learner a listening buddy for a designated period, such as a week or a month. Encourage learners to actively listen to their buddy during class discussions and activities, making eye contact and using affirming words or gestures to show engagement. At the end of the period, learners reflect on their experience as listening buddies and share how it helped them become better listeners. Examples of topic are: My Dream Adventure; Invent a New Animal; Magic Powers; Favourite Book Character. (This strategy can be employed with learners from different grade levels. Weekly, learners engage in 10-15 minutes interaction, listening and discussing music, poetry, newscast etc.</p> <p data-bbox="1268 1127 1663 1159"><b><i>Charades! (SCO 1.24, 1.26, 1.35)</i></b></p> <p data-bbox="1268 1162 2053 1289">Provide learners with cards that show images or words describing different emotions. Learners take turns acting out their words while others guess what emotion is portrayed. Observers may wish to use from a set of emoticon card to display the emotion.</p>
	Discussion Skills	Discussion skills such as communication and reflective listening are clearly evident.	Discussion skills such as communication and reflective listening are evident but not clear.	Limited discussion skills.	
	<p><b>Peer Interviews</b></p> <p>Pair learners interview each other on topics of interests or on genres of music, oral poetry, artwork, and oral stories. Learners can interview their peers on local, regional and world problems and on culturally relevant song, calypso, soca, drama, and poetry.</p> <p>Assess the communication skills and understanding demonstrated by both the interviewer and the interviewee during their peer interview.</p> <p>Use a rubric/rating scale to assess each learners' performance individually on a scale of 1-3 with 1 being 'Needs Improvement', being 'Meets Expectations', and 3 being 'Exceeds Expectations'.</p>				



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.30 Participate in the early stages of debate, considering the multiple viewpoints and finding common grounds</p> <p>1.31 Integrate listening and speaking skills across various subject areas, such as mathematics, social studies, and science.</p> <p><b>Listen and speak to develop appreciation and celebration of culture and oral languages.</b></p> <p>1.32 Explore and discuss ideas, opinions, and feelings on topics of personal and social interest using both Standard English and Home Language(s).</p> <p>1.33 demonstrate awareness of the kind of language appropriate for different situations and audiences</p> <p>1.34 Deepen understanding of the importance of word choice, tone of voice, volume, projection, facial expression, and gesture appropriate to the speaking occasion</p>	<p>Record specific comments in the Observation of Student Learning Journal.</p> <p><b>Interviewer</b></p> <ol style="list-style-type: none"> <li>1. Asks clear and understandable questions</li> <li>2. Listens actively and attentively</li> <li>3. Encourages elaboration and details</li> <li>4. Maintains a respectful and positive tone</li> </ol> <p><b>Interviewee</b></p> <ol style="list-style-type: none"> <li>1. Articulates responses clearly and concisely</li> <li>2. Provides relevant and informative responses</li> <li>3. Elaborates on answers when prompted</li> <li>4. Uses a respectful and positive tone</li> </ol> <p style="text-align: center;"><b>OBSERVATIONS</b></p> <p><b>Listening Skills: Observation Checklist</b></p> <p>As learners engage in discussions and back and forth conversations with peers during collaborative activities, observe and make note of active listening skills that they individually possess.</p> <p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>- Focuses on the purpose of listening</li> <li>- Looks at the speaker</li> <li>- Controls personal activity level</li> <li>- Demonstrates responsive reaction (e.g., nods, smiles)</li> <li>- Shows appreciation for speaker's ideas</li> <li>- Makes notes on main points</li> <li>- Draws reasonable conclusions from materials heard</li> <li>- Uses respectful language in any feedback/questions</li> <li>- Asks for clarification or examples when appropriate</li> </ul>	<p> <b>Cross-Curricular Projects: Multimedia Presentations (SCO 1.31, 1.15, 1.16)</b></p> <p>Assign learners a cross-curricular project that integrates multiple subject areas, such as creating a multimedia presentation on a social issue or celebration in your country. Guide learners in researching, organizing information, and preparing oral presentations incorporating visual aids, such as slideshows or videos. Provide opportunities for learners to present their projects to the class, listen to feedback from their peers, and reflect on their learning across different subjects.</p> <p><b>STEM Challenges: (SCO 1.21, 1.23, 1.31)</b></p> <p> Introduce a STEM (science, technology, engineering, and mathematics) challenge that requires following step-by-step instructions, such as building a structure out of toothpicks and marshmallows or creating a simple circuit. Provide learners with oral instructions for completing the challenge and encourage them to work collaboratively in small groups to follow the instructions and achieve the desired outcome.</p> <p><b>Listen and speak to develop appreciation and celebration of culture and oral languages.</b></p> <p><b>Language Immersion Days: (SCO 1.32, 1.27, 1.33)</b></p> <p>Dedicate regular days or portion of days to language immersion activities where learners communicate exclusively in their Home Language(s) or a language other than Standard English. Facilitate discussions, games, or role-playing activities related to personal and social interests, providing opportunities for learners to practice</p>

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<p>1.35 Listen to identify the tone, mood and the emotion conveyed by a speaker in an oral communication.</p> <p>1.36 Further develop oral comprehension strategies (e.g., making predictions, making inferences, visualization, drawing conclusions) to determine word meanings</p> <p>1.37 identify, share, and analyze culturally relevant songs, calypso, soca, drama, and poetry with fluency, rhythm, and pace for literal and subtle purpose and meaning</p> <p>1.38 further develop meaningful oral 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, metaphors, beginning use of personification)</li> <li>- use of affixes</li> <li>-subject and verb agreement correctly in delivering spoken messages and in planned oral presentations.</li> </ul>	<p><b>Role Play</b> Learners work in small groups and develop role plays where they adjust language, tone, and delivery according to listener, context, and situation:</p> <ul style="list-style-type: none"> <li>- Observe and assess learners during role-playing activities or simulations, noting their ability to apply knowledge and skills in practical scenarios. Use guided checklists and oral questions to assess.</li> </ul>  <p><a href="https://www.coursehero.com/file/78637574/roleplay-checklistpdf/">https://www.coursehero.com/file/78637574/roleplay-checklistpdf/</a></p> <p style="text-align: center;"><b>PRODUCTS</b></p> <p><b>Group Oral Presentations:</b> Place learners in groups to research topics of interest or issues and/or solutions to local, regional, and world problems. Learners should showcase their knowledge through verbal and oral presentations using creative and diverse mediums.</p> <p>Use the following rubric to assess learners' use of oral language and ability to follow conventions during presentations.</p>	<p>speaking and listening in different languages in a supportive and inclusive environment.</p> <p><a href="https://englishwithnab.com/what-is-the-secret-to-language-immersion/#:~:text=Listening%20to%20podcasts%2C%20music%20or,often%20after%20nly%20one%20time.">https://englishwithnab.com/what-is-the-secret-to-language-immersion/#:~:text=Listening%20to%20podcasts%2C%20music%20or,often%20after%20nly%20one%20time.</a></p> <p><b><i>The Interpreter (SCO 1.32, 1.33, 1.38)</i></b> Provide opportunities for learners to practice interpreting or translating the vernacular language into Standard English by having an assigned Standard English Day weekly. Facilitate a discussion on the kind of language appropriate for different situations and audiences.</p> <p><b><i>Speak Like a Pro Workshop (SCO 1.34)</i></b> Organise a workshop for learners to deepen their understanding of effective verbal and nonverbal communication skills for various speaking occasions. Begin by discussing the importance of effective communication skills in different situations, such as in school, with friends, and in future careers. Introduce the concept of word choice, tone of voice, volume, projection, facial expression, and gesture, explaining how each element contributes to effective communication (10 minutes). In groups, provide a different speaking occasion scenario along with instructions for learners to practice specific communication skills (15 minutes). Invite groups to perform their role-plays for the class and encourage classmates to provide feedback on their use of word choice, tone of voice, volume, projection, facial expression, and gesture (10 minutes). Lead a class discussion where learners reflect on what they learned during the workshop. Encourage them to share strategies they can use to improve their communication skills on different speaking occasions in the future (5 minutes).</p> <p><b><i>Power of Tunes (SCO 1.34, 1.35, 1.37)</i></b>  Play a variety of age-appropriate, culturally relevant songs for learners to listen to and have learners identify the tone,</p>

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	<p style="text-align: center;"><b>Oral Presentation Rubric</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>1 Uh oh - not there yet!</th> <th>2 Getting there!</th> <th>3 Well done - you've got it!</th> <th>4 Wow! Simply amazing!</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td><b>Display</b></td> <td>Struggling to deliver and missing essential information.</td> <td>Struggling to deliver these sentences using the appropriate content.</td> <td>Struggling to organize and deliver an engaging presentation on content.</td> <td>Struggling to organize and deliver an engaging presentation on content.</td> <td></td> </tr> <tr> <td><b>Organization</b></td> <td>Student presents information out of order or is unclear for the audience to understand.</td> <td>Student presents some ideas in order.</td> <td>Student presents all the ideas in order and the audience can understand the message.</td> <td>Student presents facts in a well thought out order and makes the connection meaningful for the audience to follow and be engaged.</td> <td></td> </tr> <tr> <td><b>Eye Contact</b></td> <td>Student's eyes are focused at the script and they do not make eye contact with the audience.</td> <td>Student's eyes connect with audience members and they do not make eye contact with the audience.</td> <td>Student's eyes connect with audience members throughout most of the presentation.</td> <td>Student maintains eye contact throughout the presentation, using the script as a point of reference.</td> <td></td> </tr> <tr> <td><b>Voice</b></td> <td>Voice is monotone and quiet, sometimes missing if they have to read or write.</td> <td>Student tries to project their voice and speak clearly but is not consistent.</td> <td>Student projects their voice. They speak clearly and audience members can hear and understand.</td> <td>Voice is clear and engaging, using appropriate volume. Student uses correct intonation and tone to give audience attention.</td> <td></td> </tr> </tbody> </table> <p style="text-align: center; font-size: small;">216. Downloaded by: [unreadable]</p> <p><a href="https://www.twinkl.com.au/resource/us2-e-94-presentation-rubric-progress-sheet">https://www.twinkl.com.au/resource/us2-e-94-presentation-rubric-progress-sheet</a></p> <p><b>Reflective Listening</b> Summarize and reflect on what you've understood from the speaker's tone, mood, and emotional cues. This not only confirms your understanding but also encourages the speaker to delve deeper into their feelings.</p> <p><b>Learners Checklist for Reflective Listening</b></p> <ul style="list-style-type: none"> <li>● Listen more than you talk.</li> <li>● Respond to what is said.</li> <li>● Restate and clarify what the speaker has said, don't ask questions or say what you feel, believe, or want.</li> <li>● Try to understand the feelings, mood, etc. reflected in what the speaker is saying, not just the facts or ideas being presented.</li> <li>● Work to develop the best possible sense of what is said.</li> <li>● Respond with acceptance and empathy, not indifference, cold objectivity, or false concern (respond to the emotional cues).</li> </ul>		1 Uh oh - not there yet!	2 Getting there!	3 Well done - you've got it!	4 Wow! Simply amazing!	Score	<b>Display</b>	Struggling to deliver and missing essential information.	Struggling to deliver these sentences using the appropriate content.	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Student tries to project their voice and speak clearly but is not consistent.	Student projects their voice. They speak clearly and audience members can hear and understand.	Voice is clear and engaging, using appropriate volume. Student uses correct intonation and tone to give audience attention.		<p>mood, and emotions indicated by the music and lyrics. Follow the Gradual Release of Responsibility Model (I do, We do, You do) by providing an example and engaging in whole group discussions in brainstorming words that describe tone and mood. Learners can use card emojis to indicate their choice while listening.</p> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. <a href="https://www.youtube.com/watch?v=cYkqMT6HKD0&amp;list=PLG7kLLCuJuiUJUBfHe-1rmaWStt2LiYtl&amp;index=2">https://www.youtube.com/watch?v=cYkqMT6HKD0&amp;list=PLG7kLLCuJuiUJUBfHe-1rmaWStt2LiYtl&amp;index=2</a></li> <li>2. <a href="https://www.youtube.com/watch?v=-Y0a0TbeDwo&amp;list=PLG7kLLCuJuiUJUBfHe-1rmaWStt2LiYtl&amp;index=308">https://www.youtube.com/watch?v=-Y0a0TbeDwo&amp;list=PLG7kLLCuJuiUJUBfHe-1rmaWStt2LiYtl&amp;index=308</a></li> </ol> <p><b>Cultural Explosion (SCO 1.36, 1.37)</b> Learners discuss the title of a song, poem, etc. listen to the lyrics, make inferences, and draw conclusions based on content. Learners will also analyse the Calypso, Soca, etc., for its purpose meaning, rhythm, etc.</p>
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Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies			
	<p><b>Teacher Checklist for Reflective Listening</b></p> <p>The Learner:</p> <ul style="list-style-type: none"> <li>• Completely states his/her thoughts or opinions without interrupting.</li> <li>• Remembers the important facts or points made by others.</li> <li>• Jot down any details or points raised by others.</li> <li>• Repeats the gist of, or summarises, the points of view, mood, feeling etc. expressed.</li> <li>• Keeps an open mind, even if he/she finds the points made by others displeasing.</li> <li>• Avoids being unfriendly towards views that are different from your own.</li> <li>• Expresses genuine interest in the conversation of others.</li> </ul> <p><b>Learner Self-Assessment</b></p> <p><i>Am I a Good Listener?</i></p> <p>Provide opportunities for learners to practice and assess their listening skills. Give learners sticker emojis to represent responses such as 'always', 'sometimes' or 'I need help' or they may draw the emoji on a sheet of paper. Instruct learners to honestly rate themselves.</p> <table border="1" data-bbox="596 1240 1188 1393"> <tr> <td data-bbox="596 1240 800 1393">             Always         </td> <td data-bbox="800 1240 974 1393">             Sometimes         </td> <td data-bbox="974 1240 1188 1393">             I Have Questions         </td> </tr> </table>	 Always	 Sometimes	 I Have Questions	
 Always	 Sometimes	 I Have Questions			

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies									
	<p><u>Making Predictions:</u> Before I hear something, I think about what might happen next based on what I already know.</p> <p><u>Making Inferences:</u> I think 'between the lines' to understand what isn't directly said but is implied.</p> <p><u>Visualisation:</u> I imagine what I hear in my mind, like creating a movie in my head.</p> <p><u>Drawing Conclusions:</u> I put together clues and information to figure out the main idea or answer questions.</p> <p><u>Using Word Meaning Clues:</u> I pay attention to how words are used in sentences to understand their meaning.</p> <p><u>Extension:</u> Based on learners' responses, ask learners to choose the strategy they could practice more and come up with ways in which they can do so. Further, ask the learners, 'Is there anything that makes it hard for you to listen and understand?'. Hold discussions with learners to help them improve.</p> <p><b>Speaking with Confidence Self-Assessment Toolkit</b></p> <p><b>Peer Assessment Checklist for Speaking</b></p> <table border="1" data-bbox="594 1182 1199 1421"> <thead> <tr> <th>Assessment Questions</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Did the speaker demonstrate a clear understanding of the topic?</td> <td></td> <td></td> </tr> <tr> <td>Was the speaker's voice clear, audible, and engaging?</td> <td></td> <td></td> </tr> </tbody> </table>	Assessment Questions	Yes	No	Did the speaker demonstrate a clear understanding of the topic?			Was the speaker's voice clear, audible, and engaging?			
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Specific Curriculum Outcomes	Inclusive Assessment Strategies			Inclusive Learning Strategies
	Did the speaker use different vocal tones, inflections, and emphasis to keep the audience engaged?			
	Did the speaker successfully achieve their intended goals?			
	Did the speaker provide clear and informative answers to questions?			
	<b>Peer Assessment Checklist for Listening</b>			
	<b>Assessment Questions</b>	<b>Yes</b>	<b>No</b>	
	Did the listener face the speaker and avoid distractions?			
	Did the listener show interest in the topic being discussed?			
	Did the listener demonstrate respect for the speaker by listening without judgment?			
	Did the listener nod or provide other non-verbal cues to show they were listening?			
	Was the feedback given in a respectful and supportive manner?			

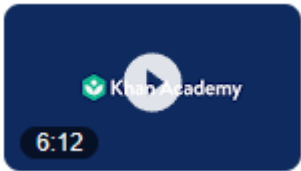
## Additional Resources and Materials

### Additional Resources and Materials

The focus of ELO 1 is oral language. Students will explore oral language for pleasure and personal growth, to foster relationships and to develop an appreciation and celebration of culture and oral languages. The following resources and materials would assist the teacher in the effective implementation of the ELO.

#### 1) Text Genres

Texts are classified into genres on the basis of the intent of the writer. These two videos provide the teacher with useful information that may be shared and discussed with learners one section at a time.



[The Structures of Informational Text](#)



[Five types of Text Structure](#)

#### 2) Creole stories

Creole is mostly the learners' first language. Using creole to enhance language and gain a better understanding of language which would develop thinking skills. For example, visit:

[Gwo Bouden, Pat Fin, èk Gwo Djòl](#)

#### 3) Recording Devices

Recording provides an opportunity for learners to listen to themselves and engage in self assessment. They will be able to assess their fluency, intonation, and accuracy of words and phrasing. Choose from topics of interest to the learners and schedule time for small group discussions to be recorded and shared.



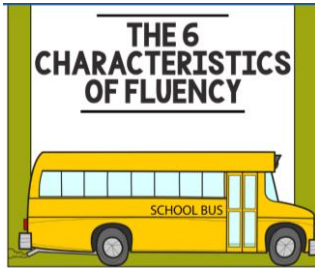
## Additional Use Content Knowledge for the Teacher

### 1) Tone, Fluency, and Intonation

This video provides useful information about what the tone, fluency, and intonation in speaking sounds like.

- a. A brief explanation of the 6 characteristics of fluency.

[The 6 Characteristics of Fluency](#)



### 2) Listening Strategies

There are a variety of listening strategies poems and stories to listen attentively and for understanding.

[eSpark Learning's Blog - eSpark](#)



### 3) Non Verbal Communication

Learners can learn and understand different types of non-verbal communication throughout their lives. They also need to learn the time and place for each.

[Nonverbal Communication Activities for Students in Grades K-8 - Centervention®](#)

### 4) Speaking Skills

Learners can use their speaking skills through prompted activities and questions from the teacher.

<https://www.trinitycollege.com/resource/?id=4336>

This site offers excellent mini lessons for speaking.

**TRINITY**  
COLLEGE LONDON

Classroom activity 1 – Choosing a topic  
GESE Grade 4 (CEFR A2)

#### Classroom activity 1 – Choosing a topic

Grade: GESE Grade 4 (CEFR A2)

Focus: The Topic phase

Time: 3x 45 minutes

Aims:

- ▶ To understand what a suitable topic for GESE Grade 4 is
- ▶ To choose individual topics
- ▶ To develop topics through mind maps
- ▶ To write individual topic forms

Materials needed:

- ▶ Pictures of famous people/place/object/sport/activity – to be used to stimulate ideas at the beginning of the class
- ▶ Worksheet 1: a simple mind map (to be projected using screen share)
- ▶ Worksheet 2: functions and language of GESE Grade 4 (to be projected using screen share)

### 5) Types of Languages Used

Once learners understand the types of language used and needed in speaking, then it would become easier for them to apply what they have learnt when it comes to writing. The video suggested below provides a lot of information; choose short sections to share with the learners and provide opportunities to discuss the topic and apply to speaking activities.

[English 4 Lesson 4 Identify the Structure, Purpose, and Language Features of Different Text](#)

## ESSENTIAL LEARNING OUTCOME 2: Reading and Viewing

**Introduction to the Subject:** 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 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:** 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.

**Essential Learning Outcome 2:** Students 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.**

### Grade Level Expectations for Reading and Viewing:

#### Read for pleasure and personal growth

- *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

- become more aware of how to integrate reading with skills in listening, speaking, writing, viewing, and representing to help them make sense of what they read

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

- read within the range of the Transitional to Proficient Stages
- demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
- engage in character, setting, plot study and critical reflection
- use problem solving strategies such as monitoring, self-correcting and checking independently

#### Develop vocabulary

- choose nonfiction reading materials for specific purposes and to gather, analyse and use known and new vocabulary in a variety of contexts

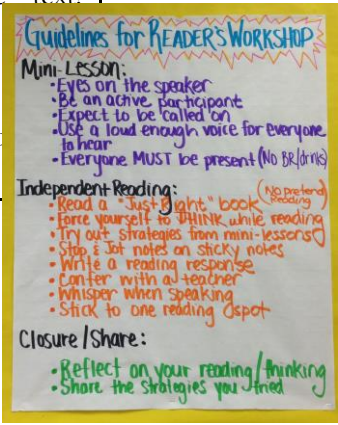
#### Recognise and use language structures

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

#### Apply graphophonic elements meaningfully

- continue to develop and apply their understanding of meaningful word study and form

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies				
<p>By the end of Grade Four, the learner will be expected to practice and apply strategies described in the outcomes below:</p> <p><b>read and view to use background knowledge and interests to select books</b></p> <p>2.1 select engaging paper based and digital visual texts for Independent Reading based on:</p> <ul style="list-style-type: none"> <li>- interests</li> <li>- appropriate level of difficulty</li> <li>- various genres</li> <li>- diverse cultures</li> </ul> <p>2.2 justify reading preferences</p> <p>2.3 utilize background knowledge to better comprehend a topic, picture, or title before, during and after reading</p>	<p>At the beginning of each term, and during the term when necessary, use an oral reading record to determine each learner's progress in reading. Provide guided reading sessions to build on the learner's progress.</p> <p>Use formative assessment (Conversation, Observation, and Product) during independent reading to assess learners' reading proficiency.</p> <p>Note: Remember that in addition to written assessments, opportunities to talk, sing, illustrate or dramatise provide the teacher with useful information about student learners. All learners should be exposed to a wide range of assessment formats.</p> <p><b>CONVERSATION</b></p> <p>Conference with learners about books they have read independently. Inquire about their interest, ask questions, and take note of responses.</p> <p><b>Reading Conference Record Sheet</b></p> <table border="1" data-bbox="619 1284 1173 1377"> <tr> <td>Name _____</td> <td>Date _____</td> </tr> <tr> <td>Title _____</td> <td>Author _____</td> </tr> </table>	Name _____	Date _____	Title _____	Author _____	<p><b>ELO 2</b> emphasizes the importance of daily Independent Reading. During independent reading, learners should select materials that interest them, align with their progress, and provide just the right amount of challenge to improve their reading.</p> <p><b>Read and view to use background knowledge and interests to select book</b></p> <div data-bbox="1186 646 1564 836" data-label="Image"> </div> <p><a href="https://www.freepik.com/premium-vector/boy-girl-reading-book_6725652.htm">https://www.freepik.com/premium-vector/boy-girl-reading-book_6725652.htm</a></p> <p><b>Independent reading time (SCO 2.1, 2.2, 2.3, 2.4)</b></p> <p>Provide opportunities for daily sustained Independent Reading. Ensure there's a class library stocked with a diverse range of reading materials for all learners to choose from. Enable learners to choose texts that suit their individual reading levels and start reading independently. While learners read on their own, the teacher should engage in one-on-one discussions with others, listening to them read, and conduct small group guided reading sessions. See the IAS column for suggestions about how to observe and confer with learners.</p>
Name _____	Date _____					
Title _____	Author _____					

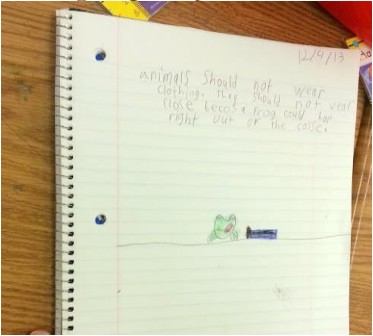


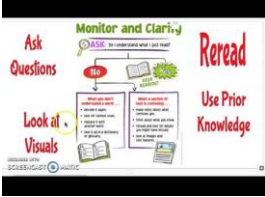
Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.4 read, view, and respond to a variety of literature from the Caribbean and other cultures</p> <p><b>read and view to engage critically with a range of texts for pleasure</b></p> <p>2.5 continue to develop strategies and monitor reading effectiveness to identify reading challenges and apply appropriate fix up strategies</p> <p>2.6 use pictures and illustrations, word structures, and text features to:</p> <ul style="list-style-type: none"> <li>- locate information</li> <li>- obtain or verify understanding of information</li> <li>- develop questions</li> <li>-search for answers</li> </ul> <p>2.7 continue to develop and demonstrate critical questioning strategies to gather information from favourite</p>	<p>Why did you choose this How difficult was this book for you?</p> <p>hard easy just right?</p> <p>What connection did you make with the What strategy helped you understand the text? What is your favourite part of the Would you recommend this book? why?</p> <p>Let's discuss your strengths and what you need to on _____</p> <p><b>OBSERVATION</b></p> <p>Observe students as they engage in Independent Reading. Look for signs of active engagement, such as following along with the text, using reading strategies, and showing comprehension through facial expressions or annotations. Record anecdotal notes of patterns and behaviors for intervention and improvement.</p>	<p><b>Attitude and interest</b></p> <p>During independent reading, offer learners the chance to select materials that captivate, appropriate and are enjoyable to them. Involve them in exercises that boost their reading confidence. Keep track of their progress to assess their growth and adjust the reading level accordingly.</p>  <p><a href="https://eatteachlangheraft.com/teaching/launching-readers-workshop-guidelines-and-expectations/">https://eatteachlangheraft.com/teaching/launching-readers-workshop-guidelines-and-expectations/</a></p> <p><b>Readers' Workshop (SCO 2.3)</b> – Independent Reading is one component of Readers' Workshop. Engage learners in a brief 10 minute mini lesson to remind them of a previous lesson taught during ELO 3 and 4. Encourage them to apply that lesson during Independent Reading to and practice reading strategies and skills fluency, and stamina ( see poster above). (see Additional Resources section for before, during and after reading activities) . Create opportunities for discussion, artistic</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>visual, musical, and written text re:</p> <ul style="list-style-type: none"> <li>- point of view</li> <li>- purpose</li> <li>- bias</li> <li>- subtle messages</li> </ul> <p>2.8 follow and correct when necessary, multi-step written instructions e.g., how to assemble a product or play a board game.</p> <p><b>read and view to select and engage critically with a range of texts for personal growth</b></p> <p>2.9 use Independent Reading Time to develop</p> <ul style="list-style-type: none"> <li>-reading fluency (accuracy, phrasing, and intonation)</li> <li>-recognise quotation marks and marker words (said, shouted, whispered, etc.) to determine the mood of the speaker in the text</li> </ul>	<div data-bbox="638 326 940 516" data-label="Image"> </div> <p data-bbox="617 526 1039 548"> <a href="https://clipart-library.com/clipart/126603.htm">https://clipart-library.com/clipart/126603.htm</a> </p> <p data-bbox="617 591 1155 980"> <b>Reading Logs:</b> Reading Logs provide teachers with a detailed view of learners' record of the books read and amount of time spent reading. Use reading logs to track learners progress, monitor books they have read, reflect on their reading habits and to set reading goals for them. NOTE: Quality over quantity! It's important to allow for individual differences in the time and quantity of books read.         </p> <p data-bbox="617 1019 930 1052">Independent reading log</p> <div data-bbox="617 1089 1173 1360" data-label="Form" style="border: 1px solid black; padding: 5px;"> <p>1. Title: _____</p> <p>Author: _____</p> <p>Genre: _____</p> <p>Date Started: _____</p> <p>Date Ended: _____</p> </div>	<p>representation, illustrative, and written reflections on reading.</p> <p><b><i>Enhancing cultural experience through independent reading (SCO 2.4)</i></b></p> <div data-bbox="1184 488 1325 711" data-label="Image"> </div> <p data-bbox="1325 688 1661 711"> <a href="https://bookofcinz.com/readcaribbean/">https://bookofcinz.com/readcaribbean/</a> </p> <p>To improve learners' understanding and enjoyment of literature, encourage them to explore a variety of books from local and international cultures. Create a special area in the classroom with diverse reading materials for various skill levels. Stress the importance of interacting with (curated) locally produced digital and paper based content such as books, poems, newspapers, lyrics, posters, magazines, and brochures etc. Encourage learners to contribute to this collection by bringing items from home or conducting research. <b>Note:</b> Be sure to review texts brought from home before displaying.</p> <p>Encourage learners to use the classroom space for independent reading. Allow them to choose materials they like, reflect on, and discuss their thoughts while reading, and then creatively connect the content to their own cultural heritage.</p>










Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																									
<p>-connect punctuation in text to meaningful interpretation of sentences and paragraphs</p> <p>-change the rate of reading depending on the mood of the text</p> <p>-practice meaningful word solving strategy (root word, chunking, affixes, context clues)</p> <p>2.10 use text-based information and personal experiences to anticipate outcomes and solve problems</p> <p>2.11 connect funds of knowledge to analyze and ask questions of author’s message in visual and/or text-based information through the use of:</p> <ul style="list-style-type: none"> <li>-analysis</li> <li>-synthesis</li> <li>-inference</li> <li>-application</li> </ul> <p>2.12 describe the effect of illustrations on the mood,</p>	<p>2. Title: _____            Author: _____            Genre: _____            Date Started: _____            Date Ended: _____</p> <p><b>Fluency:</b> Provide students with a short passage of 100-150 words. Allow them to read aloud and use a checklist to check for fluency, accuracy, and prosody. Reading fluency can be monitored regularly during reading conferences.</p> <p>Fluency Checklist</p> <table border="1" data-bbox="648 948 1171 1386"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th></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 volume as if to a friend. The reader's voice matches the mood 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, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.</td> <td>Reads with phrasing; punctuation and intonation are used to convey meaning.</td> </tr> <tr> <td><b>Smoothness</b></td> <td>Frequently hesitates while reading, sounds out words, and repeats 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 brief corrections of words and 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 reading.</td> </tr> </tbody> </table> <p><i>(timrasinski.com)</i></p>		1	2	3		<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 volume as if to a friend. 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Reads at a conversational pace throughout reading.	<div data-bbox="1192 282 1402 440" data-label="Image"> </div> <p><a href="https://clipart-library.com/to-respond-cliparts.html#google_vignette">https://clipart-library.com/to-respond-cliparts.html#google_vignette</a></p> <p><b>How do we respond (SCO 2.4)</b></p> <p>Create the opportunity for learners to respond to text read or viewed, for example:</p> <ul style="list-style-type: none"> <li>- conduct reading conferences where learners can share about the text</li> <li>- participate in literacy circle activities</li> <li>- write a response journal</li> <li>- dramatize the text</li> <li>- represent a story using a graphic organizer or mind map</li> </ul> <p>See additional resources for information on literature circles, graphic organizers, journals, and other ways to respond to reading.</p>
	1	2	3																								
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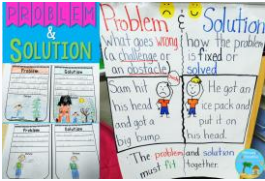
Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>setting and plot of written or visual text.</p> <p>2.13 reflect on the purpose and positive or negative influences of different types of popular texts e.g., websites, advertisements, social media, etc.</p> <p>2.14 analyze the techniques used by various media texts created to inform, entertain, persuade</p>	<p><b>PRODUCT</b></p> <p><i>Reading Response Journal</i></p>  <p>Use a response journal as a tool to assess learner's comprehension, critical thinking skills, and ability to analyze and interpret the text. The teacher sets clear guidelines for what should be included in each addition to the response journal. For example, questions to answer, reflections to make, illustrations to include, connections to other texts or personal experiences, or analysis of the text. Learners record his or her reactions to texts read. The teacher reviews learners' response journals regularly and provides feedback on their responses. This can help track their understanding of the text and identify areas for improvement.</p> <p><a href="https://theapliciousteacher.com/reading-response-journals/">https://theapliciousteacher.com/reading-response-journals/</a></p>	 <p><b>BRAIDING THE STRANDS</b> - Incorporate writing assignments where learners can write summaries, reflections, or responses to reading materials.</p>  <p><b>INTEGRATING SUBJECTS:</b> Utilize books, articles, and materials that connect different subjects, allowing learners to see how reading is relevant across various subject areas.</p> <p><b>read and view to engage critically with a range of texts for pleasure</b></p> <p><b>Monitor and Clarify (SCO 2.5)</b></p> <p>Share the Monitor and Clarify video with the class a few times each year, pausing to discuss each section.</p>  <p><a href="https://www.youtube.com/watch?app=desktop&amp;v=yVrn-7h-RaQ">https://www.youtube.com/watch?app=desktop&amp;v=yVrn-7h-RaQ</a></p>


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies										
	<p><b><i>Book report</i></b> In addition to a variety of other ways to reflect on texts read, occasionally assign book reports where learners summarize different types of text using a template. All responses to reading should provide insights to learners' comprehension, engagement, and critical thinking skills developed through independent reading. For a variety of templates, visit: <a href="https://templatelab.com/book-report-templates/">https://templatelab.com/book-report-templates/</a></p> <p><b><i>Sample book report template</i></b></p> <table border="1" data-bbox="617 760 1173 1149"> <tr> <td>Name ....</td> <td></td> </tr> <tr> <td>Title</td> <td>Author</td> </tr> <tr> <td>Book type</td> <td></td> </tr> <tr> <td>3 sentences to summarize the book .....</td> <td></td> </tr> <tr> <td>5 interesting words from the book .....</td> <td></td> </tr> </table> <p>to write a book report after every book read.</p> <p><b><i>SELF-ASSESSMENT</i></b> Guide learners to use the checklist to assess their Independent Reading. Teacher observes responses and gives feedback.</p>	Name ....		Title	Author	Book type		3 sentences to summarize the book .....		5 interesting words from the book .....		<p>This strategy enables learners to identify where meaning breaks down while reading and then apply appropriate 'fix up' strategies to better comprehend.</p> <p>Discuss with learners the difference between monitoring and clarifying and utilize the strategies below to monitor their understanding and clarify any confusion. Provide opportunities for peer or teacher demonstrations followed by time for learners to practice the strategy during Independent Reading.</p> <p><i>Think aloud</i> - Encourage learners to verbalize their thoughts while reading</p> <p><i>Summarizing</i>: Provide opportunities for learners to summarize sections of the text in their own words.</p> <p><i>Peer Discussions</i>: Allow learners to discuss text with peers</p> <p><i>Visual Aids</i>: Use visual aids like pictures, diagrams, or videos to support comprehension</p> <p><i>Questioning</i>: Encourage learners to ask questions before, during, and after reading. Assist them in writing clarifying questions on sticky notes as they read e.g. How does that relate to what I already know? Does this make sense? How do I say that word? Why did the author say or do that?</p> <p>Work with learners to co-create an anchor chart with visual prompts to remind learners to monitor their comprehension while reading.</p>
Name ....												
Title	Author											
Book type												
3 sentences to summarize the book .....												
5 interesting words from the book .....												

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																
	<p>Name: _____ Class: _____</p> <table border="1" data-bbox="642 358 1115 959"> <thead> <tr> <th colspan="2" data-bbox="642 358 1115 402">  <b>Independent Reading Checklist</b>  </th> </tr> </thead> <tbody> <tr> <td data-bbox="642 402 1035 446">I entirely focus on my reading.</td> <td data-bbox="1035 402 1115 446"></td> </tr> <tr> <td data-bbox="642 446 1035 553">I don't disturb my neighbors during an independent reading time.</td> <td data-bbox="1035 446 1115 553"></td> </tr> <tr> <td data-bbox="642 553 1035 630">I stop and think to check my understanding.</td> <td data-bbox="1035 553 1115 630"></td> </tr> <tr> <td data-bbox="642 630 1035 706">I reread the part that I don't understand.</td> <td data-bbox="1035 630 1115 706"></td> </tr> <tr> <td data-bbox="642 706 1035 782">I ask questions about the book while I am reading.</td> <td data-bbox="1035 706 1115 782"></td> </tr> <tr> <td data-bbox="642 782 1035 889">I use various reading strategies to help me to have a better understanding.</td> <td data-bbox="1035 782 1115 889"></td> </tr> <tr> <td data-bbox="642 889 1035 959">I think about what I have learned about the book after reading.</td> <td data-bbox="1035 889 1115 959"></td> </tr> </tbody> </table> <p data-bbox="615 976 850 1000"> <a href="https://www.google.com">https://www.google.com</a> </p> <p data-bbox="615 1073 926 1101"> <b>PEER ASSESSMENT</b> </p> <p data-bbox="615 1146 1136 1390">       Create a quiz with different levels of questions based on a text read and allow learners to quiz each other to assess their comprehension. Focus on questions on peers sharing the text and choosing sections to explore. For example:        - Find the part where X is described.     </p>	 <b>Independent Reading Checklist</b> 		I entirely focus on my reading.		I don't disturb my neighbors during an independent reading time.		I stop and think to check my understanding.		I reread the part that I don't understand.		I ask questions about the book while I am reading.		I use various reading strategies to help me to have a better understanding.		I think about what I have learned about the book after reading.		<p data-bbox="1186 285 1507 313"> <b><i>Text features (SCO 2.6)</i></b> </p> <p data-bbox="1186 326 1881 626">       Review the different text features e.g., bold text, italics, graphics, headings, charts, graphs, title, subheading, captions, bullet points, table of content, glossary etc. Provide learners with time to find specific text features and share the purpose and meaning of each.. Select different types of text to compare and contrast the features. Allow learners to use text features e.g., table of content, glossary to find information.     </p> <p data-bbox="1186 634 1875 654"> <a href="https://www.readingrockets.org/classroom/comprehension/teaching-text-features">https://www.readingrockets.org/classroom/comprehension/teaching-text-features</a> </p> <p data-bbox="1186 699 1556 727"> <b><i>Read all about it (SCO 2.7)</i></b> </p> <div data-bbox="1199 735 1493 959" data-label="Image"> </div> <p data-bbox="1186 967 1860 1016"> <a href="https://www.google.com/search?sca_esv=95f056e3806c3e9f&amp;xsrf=ACQVn08-NXLIU0A;THC1VGk;w\$NFCdO">https://www.google.com/search?sca_esv=95f056e3806c3e9f&amp;xsrf=ACQVn08-NXLIU0A;THC1VGk;w\$NFCdO</a> </p> <p data-bbox="1186 1060 1881 1320">       Present local newspapers, magazines, leaflets etc. and highlight articles and headlines for Independent Reading and discussion. Provide questions to ponder on as learners read e.g. Who wrote this article? Why was it written? When was it published? Which audience would it appeal to? Do you agree with the author? Why or why not?     </p>
 <b>Independent Reading Checklist</b> 																		
I entirely focus on my reading.																		
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Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>- Have you ever experienced something like on page X?</p> <p>- Let's read this paragraph and draw a picture to illustrate what's happening.</p> <p>- Look up the word X in the (digital or paper based) thesaurus. What is an antonym? What is a synonym?</p> <p><b><i>Problems/solutions - listening comprehension</i></b></p> <p>Learners work in small mixed ability groups. Each reader is provided with a text on the same topic, but at different reading levels. To find these texts, search the topic's name and an approximate reading level OR use an AI option and ask it to alter the text level.</p> <p>For example:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Sleep is very important. People who do not enough sleep have trouble thinking clearly. They also often make mistakes. They may lose their temper easily. How can you solve the problem of going to bed at the same time and wake up at the same time. Do not drink sugary drinks before going to bed. Relax before bedtime by reading. You can try counting sheep.</p> </div> <p>1. Underline three problems related to getting enough sleep.</p>	<p>Identify bias and subtle messages in newspaper articles and discuss with learners how they may influence the reader.</p> <p>Encourage learners to search for articles that give different messages and allow them to ask their own questions and share different opinions. Allow learners to summarize the main message in an article.</p> <p>For suggestions re focus points for lessons on newspaper reading visit <a href="https://mediasmarts.ca/sites/default/files/pdfs/lesson-plan/Lesson_Looking_at_Newspapers.pdf">https://mediasmarts.ca/sites/default/files/pdfs/lesson-plan/Lesson_Looking_at_Newspapers.pdf</a></p> <p> <b>BRAIDING THE STRANDS</b> After reading allow learners to give oral or visual book reports.</p> <p><b><i>Follow the leader (SCO2.8)</i></b></p> <p>Engage learners in reading instructional texts such as manuals, recipes, textbooks, or any other written materials that offer detailed guidance on completing a task or operating a device. Support them in comprehending and following instructions in a clear and sequential manner. Engage learners in completing activities such as these below.</p> <p><b><i>Recipe</i></b> – provide learners with a range of simple recipes to read follow the instruction to create a specific dish</p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>2. What are three solutions that can help you get enough sleep?</p> <p>McGraw -Hill Reading Wonders Gr 3-6            Bothell, WA • Chicago, IL • Columbus, OH • New York, NY</p> <p>Alternate text from Chat GPT:            Sleep is really important. If you don't sleep enough, you might not think well. You could make mistakes or get mad easily. How can you fix this? Try going to bed and waking up at the same time every day. Don't drink sugary drinks before bed. Relax before sleep by reading or counting sheep.</p> <p>1. Underline three problems related to not getting enough sleep.</p> <p>2. What are three solutions that can help you get enough sleep?</p> <p>Observe and assess learners' ability to work with peers and their understanding of a text read to them.</p>	<p><b>Scavenger hunt</b> – create a scavenger hunt activity with clues written in instructions that will lead learners to find hidden words or object</p> <p><b>Games</b> – observe learners as they read the instruction to play a game</p> <p><b>Craft item</b> – provide learners with craft material and written instructions on how to create a specific craft item. Time learners as they complete the item</p> <p><b>Online challenge</b> – observe learners as they read instructions to complete a challenge online</p> <p><b>read and view to select and engage critically with a range of texts for personal growth</b></p> <p><b>I Got Rhythm!</b></p>  <p><b>Rhythm and Pace in Reading (SCO 2.9)</b>            Model fluent and critical reading for learners by paying attention to the purpose of the text, the tone pauses, and variation in voice.</p> <p>Enhance learners' fluency in reading, by encouraging them to practice challenging sentences repeatedly until they can read them fluently. (See the Fluency rubric in the IAS column).</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Engage learners in these activities to enhance fluency skills:</p> <p><b>Choral reading</b> - Learners read a passage together as a group, focusing on reading at the same pace and rhythm. This can help improve fluency as students listen to others and adjust their own reading accordingly.</p> <p><b>Readers' Theater</b> - Divide the text into parts and assign roles to learners. Learners will act out or read aloud with expression, emphasizing the mood and intent of the text.</p> <p><b>Pre-teach vocabulary</b> – Practice identifying difficult words learners may come across in a reading text first in isolation using games, crossword puzzles etc.</p> <p><b>Problems/Solutions (SCO 2.10, 2.11)</b></p>  <p><a href="https://www.myprimaryparadise.com/2013/10/14/whats-your-problem-teaching-problem-and-solution/">https://www.myprimaryparadise.com/2013/10/14/whats-your-problem-teaching-problem-and-solution/</a></p> <p>Use mentor texts with strong problem solution plots and demonstrate through ‘read aloud’ and ‘think-aloud’, how to analyze crucial information in the text. For example, using a narrative text, focus on the challenges characters face and potential ways to overcome them. Encourage learners as they read to pay attention to the characters' thoughts, actions, emotions, and responses with supporting evidence. Discuss potential solutions by posing probing questions that encourage critical thinking</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies				
		<p>about the issues supported by evidence from the text. Encourage learners to draw personal connections to these challenges and explain how they would address them.</p> <p>Allow learners to collaborate independently in small groups using a T-chart to pinpoint the challenges in a text and brainstorm possible solutions. Have learners illustrate challenges and solutions based on their understanding.</p> <p><b><i>T-Chart</i></b></p> <table border="1" data-bbox="1188 703 1640 834"> <thead> <tr> <th data-bbox="1188 703 1413 768">Problems</th> <th data-bbox="1413 703 1640 768">Solutions</th> </tr> </thead> <tbody> <tr> <td data-bbox="1188 768 1413 834"></td> <td data-bbox="1413 768 1640 834"></td> </tr> </tbody> </table> <p>Allow learners to reflect on and share their work with their classmates.</p> <p> <b>BRAIDING THE STRANDS.</b> Based on illustrations, allow learners to write descriptions of problems and possible solutions after reading a text.</p> <p><b><i>Influence me (SCO 2.14)</i></b>          Provide opportunities for learners to view, read and evaluate local and familiar products and the messages conveyed through advertisements.</p>	Problems	Solutions		
Problems	Solutions					



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Create the opportunity for reading and viewing from different media e.g., food labels, TikTok videos, magazines etc. (see ad below)</p> <div data-bbox="1186 430 1512 828" data-label="Image"> <p>ENJOY CABBAGES, CARROTS, BROCCOLI, AND A WHOLE GARDEN OF OTHER HEARTY HOME-GROWN VEGETABLES ENTIRELY FREE FROM ANY ANIMAL-BASED PRODUCTS (YES, EVEN THE MARGARINE IS VEGAN!)</p> <p><b>Caribbean Food Delights</b></p> <p>FINALLY, A HOMESTYLE ALL-VEGAN JAMAICAN PATTY RIGHT IN THE FROZEN FOOD ISLE.</p> <p><small>"MAMA'S HOME COOKED VEGGIES NEVER TASTED SO GOOD"</small></p> </div> <p><a href="https://jdmwrites.com/examples-of-services/">https://jdmwrites.com/examples-of-services/</a></p> <p>Ask learners to focus on the following areas in discussion:</p> <ul style="list-style-type: none"> <li>● The target audience</li> <li>● The message and how it communicates with learners</li> <li>● How it appeals to the audience in terms of colour, design, image</li> <li>● The persuasive language used</li> <li>● General feedback from learners on thought feeling, emotions effect on them and reactions towards the advertisement</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Encourage learners to share their findings and summarize the main idea of the advertisement.</p> <p><b><i>What do you anticipate? (SCO 2.11)</i></b>            Anticipation guides can be used to activate learners' prior knowledge. Present about 4 to 6 statements that will stimulate discussion about issues in a text. Provide the opportunity for learners to participate in discussion about the statements giving reasons. Note how many learners agree or disagree with them. During and after reading, learners look for evidence to support or refute the statements in order to confirm or modify their original responses.</p> <p><a href="https://www.readingrockets.org/classroom/classroom-strategies/anticipation-guide">https://www.readingrockets.org/classroom/classroom-strategies/anticipation-guide</a></p> <p> <b>INTEGRATING SUBJECTS:</b> Learners create an item and create an advertisement for it. Integrate technology and the arts.</p> <p> Braiding Strands – The use of an Anticipation Guide is an excellent way to engage learners in all strands of Language Arts – speaking, listening, reading, viewing, writing, and representing.</p>

### Additional Resources and Materials

**ELO 2** focuses on the selection and the critical engagement of text for pleasure and personal growth making use of students' background knowledge and interest.

#### Creating a Structure for Independent Reading



Time should be allotted on a daily basis for allowing students to engage in independent reading activities. This can be accomplished through the use of an established structure such as a reading workshop routine which begins with a [reading-mini-lesson](#), followed by students' reading independent of a text of their own choosing. As students read, they apply/practice the skill/strategy taught in the mini-lesson. During this time, the teacher may confer with individual students or work with small groups. Students should also be provided with opportunities to share with others about their reading. This will provide the teacher with information about how well students were able to apply ideas presented in the mini-lesson. This [Strategy Guide](#) provides ideas on how teachers can support students as they read independently.

Here are a few additional tips to get students excited about reading. [How to Recharge Independent Reading](#)

#### Asking Questions as We Read

Questions I have BEFORE Reading	Questions I have DURING Reading	Questions I have AFTER Reading

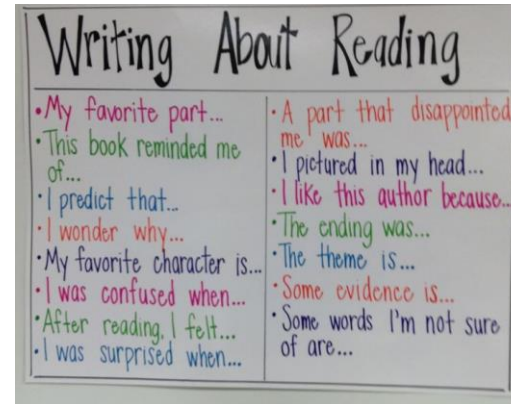
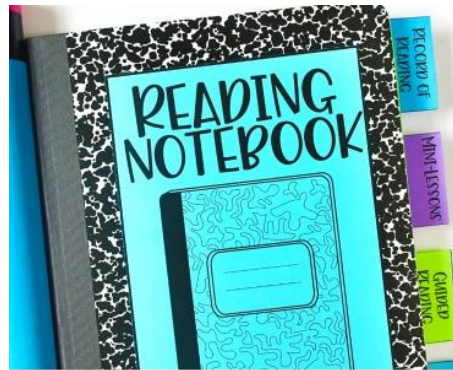
Questioning helps students engage with the text as they read. They are able to clarify what they are reading, gain deeper meaning of the text hence improving their comprehension.. Good readers ask questions before, during and after reading.

[Asking Questions Strategy](#)

[Questioning the Author](#)

[Questions to Ask about Reading](#)

Responding to Reading



Graphic from <http://ferrarisgrade3.weebly.com/reading-response.html>

A readers' notebook can be used by students to track the various texts that they read (in the form of a [reading log](#)) as well as allowing them to respond to what they read. Students can draw, write, and share their thinking and ideas or respond to a given prompt about a text they have read in class or independently during their free time.

Here are some simple ideas and how teachers can implement this idea in their classrooms.

<https://www.literacytreasures.com/post/how-to-set-up-readers-notebooks>

**Writing Options After Reading Fiction**

(After your child reads or you read a Fiction text to him/her, pick the category that best fits your reader.)

For Emerging Readers <small>(This reader is working on recognizing sight words, learning decoding strategies, and working on understanding stories.)</small>	For Growing Readers <small>(This reader is able to use multiple decoding strategies, can explain simple stories, and knows most words automatically.)</small>	For Fluent Readers <small>(This reader can fluently read and understand complex stories, and knows most words automatically.)</small>
<ul style="list-style-type: none"> <li>*Draw and label the main characters.</li> <li>*Draw and label the setting, (ie where &amp; when the story takes place)</li> <li>*Draw and label the problem.</li> <li>*Draw and label the solution.</li> <li>*Draw the beginning, the middle and the end of the story.</li> <li>*Redesign the front cover.</li> <li>*Write and draw about your favorite part.</li> <li>*Write and draw a new ending.</li> <li>*Write and draw any connections you made while reading, (ex: another book, something about you.)</li> <li>*Or, if you don't feel like writing, can you act out this story?</li> <li>*YOU PICK! (aka Design your own!)</li> </ul>	<ul style="list-style-type: none"> <li>*Write 3-5 sentences about what happened in the story. Draw a picture to go with it.</li> <li>*Draw a portrait of your favorite character. Label it with character traits (adjectives describing appearance, behavior, action, etc), supported by this text.</li> <li>*Write what happens after the story ends.</li> <li>*Design a cover for the next book of this series.</li> <li>*Draw three pictures of the main character- one for beginning, one for middle and one for end. Write how s/he changed during the plot.</li> <li>*Or, if you don't feel like writing, can you act out this story? Can you use different voices for different characters, emotions or moods?</li> <li>*YOU PICK!</li> </ul>	<ul style="list-style-type: none"> <li>*Compare this book to another book in the same genre. Write how they are similar and how they are different.</li> <li>*Create a one page advertisement, encouraging people to read this text.</li> <li>*Write a 3 paragraph summary of this book.</li> <li>*Create a poem describing the story, main character, setting, etc.</li> <li>*Write a prequel or sequel.</li> <li>*YOU PICK!</li> </ul>

**Writing Options After Reading Nonfiction**

(After your child reads or you read a nonfiction text to him/her, pick the category that best fits your reader.)

For Emerging Readers <small>(This reader is working on recognizing sight words, learning decoding strategies, and working on understanding stories.)</small>	For Growing Readers <small>(This reader is able to use multiple decoding strategies, can explain simple stories, and knows many words automatically.)</small>	For Fluent Readers <small>(This reader can fluently read and understand complex stories, and knows most words automatically.)</small>
<ul style="list-style-type: none"> <li>*Pick 2 facts you learned and draw them. Label them with any story vocabulary you learned.</li> <li>*Go on a "Scavenger Hunt" for Features of Text, such as any labels, index, photographs, glossary, maps or captions in the text. Draw your own feature of text based on the same topic.</li> <li>*Draw three vocabulary key words and label them.</li> <li>*YOU PICK!</li> </ul>	<ul style="list-style-type: none"> <li>*Draw a schematic web with the main topic in the middle. Find 3 or 4 key facts/topics and label them in the smaller circles. Ex: </li> <li>*Build a T chart with 2 columns. On one side, write "Important Facts" as the title and on the other, write "Interesting Facts" as the title. Fill in, using the text to support.</li> <li>*YOU PICK!</li> </ul>	<ul style="list-style-type: none"> <li>*Create a graphic organizer with the main idea, 3-4 key topics and important facts to support each topic. Ex: </li> <li>*Write a paragraph discussing the author's purpose of the text. (Refer back 2 pages for the definition) Do you think this information is important? Why or why not?</li> <li>*YOU PICK!</li> </ul>

**Other Ways to Respond to Text**

Here are other options, besides writing of responding to a text. These could work for most genres.

Dress Up	Build the Setting	Sing A Song
<ul style="list-style-type: none"> <li>Embody the main character. Act out his/her characteristics, what his/her voice might sound like, and any dialogue from the book. If possible, add/make a few accessories and dress up like the character!</li> </ul>	<ul style="list-style-type: none"> <li>Using Legos, clay, Model Magic, recyclables or any other material you can find, build a small scale model of the setting, or a diorama!</li> </ul>	<ul style="list-style-type: none"> <li>Using a familiar tune (such as Twinkle, Twinkle), change the lyrics so it matches the story, plotline, one of the characters, or explains some of the key facts you learned.</li> </ul>
<ul style="list-style-type: none"> <li>Game Time!</li> </ul>	<ul style="list-style-type: none"> <li>You Pick!</li> </ul>	<ul style="list-style-type: none"> <li>Act it Out</li> </ul>
<ul style="list-style-type: none"> <li>Using a familiar board game as the basis, create new cards with either questions about the book or key vocabulary words. If it is a beginning text, write down words from the text 2 times each and play Memory.</li> </ul>	<ul style="list-style-type: none"> <li>Kids are so creative. Encourage them to generate their own idea.</li> </ul>	<ul style="list-style-type: none"> <li>Like the theater? Pretend you are one of the characters and a family member is another. Can you act out the story?</li> </ul>
<ul style="list-style-type: none"> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Flashlight Reading</li> </ul>	<ul style="list-style-type: none"> <li>Paper Airplane</li> </ul>
<ul style="list-style-type: none"> <li>If you found something really interesting about the topic, or like the author or genre, look it up on the web or visit a library to learn more! Remember to search online with an adult so it is safe.</li> </ul>	<ul style="list-style-type: none"> <li>Turn off the lights and read the story in the dark, with only a flashlight to see. For extra fun, make a tent out of sheets and read the book in a spooky voice!</li> </ul>	<ul style="list-style-type: none"> <li>On one side of a piece of paper, write down either what you liked about the story or what you learned from the story. Fold it up into a paper airplane and let it fly!</li> </ul>

from

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/638096/Reader\\_s\\_Notebook.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/638096/Reader_s_Notebook.pdf)

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

### **Leveled Books/Texts**

Leveled readers help match students to books matching their reading levels. In an attempt to match students with ‘just right’ books, teachers may use book leveler apps which are available online.

[Leveled Reading](#)

[Free Book Leveler App](#)

### **Genres and subgenres of Books**

It is useful for the teacher to understand the difference between genres when selecting books for the classroom library as well as for reading instruction.

[Guide to Reading Genres](#)

### **Determining the Author’s Purpose**

The author’s purpose tells us why the author wrote the story or text. Understanding the author’s purpose helps us identify the main idea and the most important details.

<https://literacyideas.com/authors-purpose/>

### **Readability of Texts**

There are a variety of free online tools which can be used to determine the readability of the text - the ease with which students can understand the written text. This allows the teacher to match reading material to students' appropriate reading levels so as to increase their level of comprehension.

Here are a few online resources:

[Types of Text and How to Use Them](#)

[Teaching Informational Text Structures](#)

[Readability Scoring System](#)

### **Selecting Books based on Students' Interests**

Books available in classroom libraries for student reading should reflect their interests and hobbies and also ensure variety and [choice during independent reading](#). Additionally, students should be able to [see themselves in the books](#) that they read.

A variety of free online tools are available to help create [student interest surveys](#) in an effort to gather information about students in their classrooms.

### Diversity in Books



Diversify your classroom library, ensure that students are exposed to a wide range of books from various countries and cultures. This allows students to learn about the world that we live in - to see themselves and experience the lives of other people who seem different from us.

Selection of books from Caribbean Reads

[Why Diverse Books Matter](#)

[The Diverse Bookshelf](#)

[Bloom Library](#)

[Global Digital Library](#)

[Story Online](#)

### Determining Students' Reading Fluency

Assessing students' oral reading fluency provides useful information on students' reading progress and competence as well as identifying areas students need support and intervention. Some ideas for assessing students reading fluency:

- **Fluency checklist/rubric:** as the student is reading, the teacher listens for the categories of fluent reading (expression/volume, phrasing, smoothness and pace); use a checklist or [rubric](#) to score the oral reading.
- **Miscue analysis/running record:** to assess students' reading accuracy. student is given a passage to read orally, teacher follows on her copy, marking errors, omission of words, etc.



## ESSENTIAL LEARNING OUTCOME 3: Reading and Viewing

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**Introduction to the Subject:** 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 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:** 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.

**Essential Learning Outcome 3:** Students will **interact with understanding and critical thought to a variety of genres and text forms** using vocabulary, comprehension strategies and graphophonic cues.

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

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

- *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**

- become more aware of how to integrate reading with skills in listening, speaking, writing, viewing, and representing to help them make sense of what they read

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

- read within the range of the Transitional to Proficient Stages
- demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
- engage in character, setting, plot study and critical reflection
- use problem solving strategies such as monitoring, self-correcting and checking independently

#### **Develop vocabulary**

- choose nonfiction reading materials for specific purposes and to gather, analyse and use known and new vocabulary in a variety of contexts




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

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

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

- continue to develop and apply their understanding of meaningful word study and form

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>By the end of Grade 4, the learner will be expected to:</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>3.1 Continue to apply knowledge of the organizational structure of fiction and nonfiction genres to construct meaning of visual and text based information</p> <p>3.2 apply and integrate 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>3.3 demonstrate understanding of text through a variety of oral, written, and visual responses such as:</p>	<p>Formative assessment provides opportunities for teachers to provide learners with valuable insights to enhance their learning outcomes through observation, conversation, and products.</p> <p><b>CONVERSATION</b></p> <p><b>Literature Circles:</b> Organize small group discussions where students take on different roles (such as discussion director, summarizer, connector, etc.) to foster collaborative conversations and enhance meaning about the texts they are reading. The teacher takes anecdotal notes to capture important information about each learner's reading performance and comprehension level.</p> <div data-bbox="856 922 1354 1282" data-label="Diagram"> </div> <p><a href="https://www.readwritethink.org">https://www.readwritethink.org</a></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> <div data-bbox="1486 540 1682 813" data-label="Image"> </div> <p><a href="https://tremendousleadership.com/blogs/tremendous-tracey/planting-seeds-to-grow-future-readers">https://tremendousleadership.com/blogs/tremendous-tracey/planting-seeds-to-grow-future-readers</a></p> <p><b>Grow a reader (SCO 3.1, 3.2, 3.3)</b></p> <p>Build upon reading comprehension strategies that learners have learned in earlier grades (see teacher resource for reading strategies). Begin instruction with materials that match the learners' reading proficiency and progressively introduce more challenging texts. Encourage learners to apply a reading strategy in small cooperative groups with suitable reading materials. Monitor learners' implementation of the strategy. Ensure they engage in discussion as they use the strategy. After reading, allow learners to reflect on the use of the strategy and share</p>




Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>-artistic representations (visual arts, song, dance)</p> <p>-discussions</p> <p>-graphic organizers</p> <p>-oral and written responses to questions</p> <p>-poetry</p> <p>-letters</p> <p>3.4 respond critically with greater insight to texts by asking and formulating responses to questions such as:</p> <p>-what if?</p> <p>-is it possible that . . . ?</p> <p>-what else?</p> <p>-what was the author trying to tell us?</p> <p>-do I agree / why or why not?</p> <p>-how do you know?</p> <p>-why do you think that?</p> <p>3.5 choose from a range of human, paper based and digital sources to add to existing information e.g., community experts, online searches, web, and text based reference materials, etc.</p> <p>3.6 describe with greater competence how the setting of fiction and nonfiction genres impacts the plot or the event/s described</p>	<p><b><i>Share like an author</i></b></p> <p>Learners take turns pretending to be the author of texts they have read. Peers ask them questions to test level of comprehension, trigger critical thought and that will formulate the basis for further discussion.</p> <p>Engage them in sharing on different aspects such as:</p> <ul style="list-style-type: none"> <li>• purpose of the text</li> <li>• the main idea and supporting details</li> <li>• the language and choice of vocabulary</li> <li>• the author’s point of view</li> <li>• the author’s bias</li> <li>• the intended message</li> <li>• questions they would like to ask the author</li> </ul> <p>Take note of responses.</p> <p><b><i>OBSERVATION</i></b></p> <p></p> <p><a href="https://nearpod.com/blog/5-strategies-to-provide-effective-feedback-for-teachers/">https://nearpod.com/blog/5-strategies-to-provide-effective-feedback-for-teachers/</a></p> <p>Observe learners in a small guided reading groups and take note of the strategy they employ as they read. Ask one or two questions at each small group meeting to ascertain if they were able to:</p> <ul style="list-style-type: none"> <li>• Discuss events, ideas, and information</li> </ul>	<p>with the class.</p> <p></p> <p><a href="https://classroomclipart.com/clipart-view/Clipart/Legal/detective-doing-his-investigation_jpg.htm">https://classroomclipart.com/clipart-view/Clipart/Legal/detective-doing-his-investigation_jpg.htm</a></p> <p><b><i>Be a detective – What’s the conclusion? (SCO 3.2)</i></b></p> <p>Making inferences is like detective work which involves gathering clues, analyzing evidence, and drawing logical conclusions. Teach the skills of making inferences and drawing conclusions simultaneously. Use pictures, scenarios, short texts as support material. Ask questions and draw conclusions that are logical and can be supported.</p> <p></p> <p><b><i>Expository/Nonfiction (SCO 3.2, 3.3)</i></b></p> <p>Expository texts are designed to inform and</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3.7 deepen application of 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> <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 increase ability to create connections between the vocabulary of Home Language(s) and Standard English</p> <p>3.9 extend the development of reading vocabulary through reading a range of genres, authors, and topics</p> <p>3.10 advance reading vocabulary through the application of</p> <ul style="list-style-type: none"> <li>- antonyms</li> </ul>	<ul style="list-style-type: none"> <li>● Connect information to ideas they already have and facts they already know</li> <li>● Ask questions of the text</li> <li>● Make inferences about characters, locations, plot line, etc.</li> <li>● Adjust their knowledge to include new ideas</li> <li>● Identify the most important details in a passage</li> </ul> <p>Comprehend and explain the underlying meaning in a text. Create anecdotal notes about the learner’s response and use this information to plan the next steps of instruction.</p> <p><b>Vocabulary Showcase:</b> Learners create a vocabulary showcase where they present a selection of words they have learned through reading and viewing. They can display the words on a chart along with definitions, examples of usage, and personal connections to demonstrate their understanding and application of the vocabulary. Teacher assesses and records on a checklist whether words have been used correctly and effectively.</p> <p><b>PRODUCT</b></p> <p><b>Story Map</b></p>	<p>explain. Present different expository reading material in different media and on different topics at grade level. Focus on the structure of expository text and develop reading comprehension by exposing learners to skills such as</p> <ul style="list-style-type: none"> <li>● Identifying the main idea, supporting details and key details</li> <li>● Recognizing chronological order in texts</li> <li>● Identifying cause and effect relationship</li> <li>● Summarizing information using graphic organizers like webs or T/L/W (What I think, What I know, What I want to know next)</li> </ul> <div data-bbox="1486 911 1793 1214" data-label="Image"> </div> <p><a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/graphic-organizers-for-informational-text/">https://www.thecurriculumcorner.com/thecurriculumcorner123/graphic-organizers-for-informational-text/</a></p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>- synonyms - homophones - homographs - homonyms</p> <p>3.11 use, with greater competence, a paper based or online dictionary and thesaurus to learn the meaning and other features of known and unknown words</p> <p>3.12 build on existing knowledge and skills of common prefixes and suffixes to determine meaning of new vocabulary.</p> <p><u>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</u></p> <p>3.13 extend vocabulary through the use of words encountered in cross-curricular lessons.</p> <p>3.14 demonstrate continued ability to apply knowledge of the change in tense (-t,-ed), number (-s, -es), and degree (-er and -est)</p>	<div data-bbox="800 277 1205 548" data-label="Image"> </div> <p><a href="https://ldbeehive.wordpress.com/2015/02/27/story-maps-reading-comprehension/">https://ldbeehive.wordpress.com/2015/02/27/story-maps-reading-comprehension/</a></p> <p>Learners will use a story map to assess the narratives they read. This tool helps them visualize the structure and content of the story in a more organized and comprehensive manner. After reading a narrative, they should complete a story map focusing on the five W's: when, where, why, what, and who. They should write down the central idea or theme of the narrative in the center of the mind map. This practice will allow teachers to observe learners' ability to understand and analyze a narrative piece.</p> <p><b>Informational text assessment</b> Ensure learners understand how to use the graphic organizer to represent the information they have gathered from the text. Monitor their progress and provide guidance if needed. Once learners have completed the graphic organizer, review their work individually or in groups. Discuss their responses, ask clarifying questions, and encourage them to explain their answers. Look for evidence of comprehension, critical thinking skills, and ability to analyze and</p>	<div data-bbox="1486 305 1703 594" data-label="Image"> </div> <p><a href="https://littlelearnersblog.wordpress.com/2013/11/19/elements-of-a-short-story/">https://littlelearnersblog.wordpress.com/2013/11/19/elements-of-a-short-story/</a></p> <p><b>Storytime (SCO 3.6 , 3.7)</b> Engage learners in reading different types of fiction texts appropriate to grade level e.g., folk tales, fantasies, adventure stories, realistic fiction, fairy tales, etc.</p> <p>Present clear examples of narratives and allow learners to identify and study the elements of a story using a story map. Teach them to visualize and identify key elements of a narrative such as the characters, setting, plot, and conflict and solution to enhance comprehension. Ask learners to describe the main characters in the story, including their traits, feelings, and motivations.</p> <p>To ensure understanding and comprehension of a narrative text, guide learners in summarizing the main events</p>




Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>signified by inflected endings to decode words</p> <p>3.15 identify and apply figurative devices to enhance understanding of text:</p> <ul style="list-style-type: none"> <li>- similes</li> <li>- metaphors</li> <li>- onomatopoeia</li> <li>- personification</li> </ul> <p><b>read and view to recognise and use language structures</b></p> <p>3.16 demonstrate with increasing competence an understanding of how word order impacts meaning</p> <p>3.17 apply knowledge of how reading fluency impacts understanding</p> <p>3.18 participate in shared reading opportunities. 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>- expand vocabulary</li> <li>- increase comprehension</li> </ul>	<p>synthesize information and give constructive feedback.</p> <div data-bbox="804 391 1331 764" data-label="Image"> </div> <p><a href="https://www.havefunteaching.com/resource/subject/reading/genres/informational-text-graphic-organizer-worksheet/">https://www.havefunteaching.com/resource/subject/reading/genres/informational-text-graphic-organizer-worksheet/</a></p> <p><b>SELF ASSESSMENT</b></p> <p><i>Summarize reading</i></p> <p>Using a writing frame, learners write a summary of an informational text read. Provide learners with a rubric to help guide their writing. The teacher provides constructive feedback to help learners deepen their understanding of the text.</p>	<div data-bbox="1486 277 1535 375" data-label="Image"> </div> <p><b>BRAIDING THE STRANDS-</b> Create thematic units that incorporate reading materials related to the theme. This can help learners see connections between different subjects and improve their comprehension skills.</p> <div data-bbox="1486 594 1570 667" data-label="Image"> </div> <p><b>INTEGRATING SUBJECTS</b> Co-create visual aids such as charts, maps, and diagrams with the learners and Utilize visual aids alongside reading materials to enhance understanding and make connections between subjects.</p> <p><b>read and view to develop vocabulary</b></p> <div data-bbox="1507 959 1864 1214" data-label="Image"> </div> <p><a href="http://clipart-library.com/vocabulary-cliparts.html">http://clipart-library.com/vocabulary-cliparts.html</a></p> <p>Throughout the year, the teacher engages learners in the use of a variety of vocabulary strategies to enhance their comprehension skills.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3.19 further develop awareness of how word choice and phrasing may be used to describe persons and events in positive or negative ways</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>3.20 with increased competence, apply background knowledge and context clues to read unknown words</p> <p>3.21 deepen application of knowledge of roots, affixes, and syllabication to decode unknown words</p> <p>3.22 utilize phonics and word analysis skills, when necessary, with increasing automaticity:</p> <ul style="list-style-type: none"> <li>- vowel patterns ( ou/ow, oi/oy, oo, aw)</li> <li>- the sounds of common digraphs and diphthongs</li> <li>- complex letter pattern</li> <li>- words with silent letters</li> </ul> <p><b>read and view to develop understanding and recognise how the</b></p>	<div data-bbox="800 277 1058 630" data-label="Form">  </div> <p><a href="http://readwritethink.org">Rubric for a Summary (readwritethink.org)</a></p> <p><b>PEER ASSESSMENT</b></p> <p>Vocabulary:</p> <div data-bbox="800 862 1010 971" data-label="Image">  </div> <p><b>Word of the Day</b> The teacher starts each day introducing a new word to the class. Learners are encouraged to use the word throughout the day and to observe how their peers use the word and take note. At the end of the day, have a class discussion reflecting on how the word was used and understood.</p> <p><b>Compare and contrast fiction and nonfiction text</b></p> <p>Present four different texts in different groups and ask learners to categorize them into fiction, non-fiction, and poetry. Encourage them to recognize</p>	<p><b>Word Power (SCO 3.8, 3.9)</b>  <b>Shared reading</b> – Use a range of fiction, nonfiction, and poetry texts during shared reading activities. Allow learners to highlight unfamiliar words and phrases they come across as they read. Stop and discuss the words and phrases and determine the meaning. Involve learners in different word learning activities shared below.</p> <p><b>Context Clues</b> – Teach learners strategies for figuring out the meaning of unfamiliar words and phrases based on context clues within the text. -</p> <p><b>Reference materials</b> – guide learners in using paper-based and digital reference material that gives meaning such as a dictionary, glossary, and thesaurus to clarify meaning of words.</p> <p><b>Word bank</b> – Learners continue to use and develop their Word Banks by including new words learned. Allow them to write down their meanings / definitions, images, and sample sentences in which they use the new words.</p> <div data-bbox="1486 1133 1570 1214" data-label="Image">  </div> <p><b>INTEGRATING SUBJECTS</b></p> <p>Integrate vocabulary lessons with content from other subjects such as science, social studies, or mathematics. This helps learners see the relevance of vocabulary in different contexts.</p>




Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>use of genres and text features influence meaning</b></p> <p>3.23 use background knowledge and information from poetry and expository, narrative, and descriptive texts to make and modify predictions.</p> <p>3.24 distinguish between main idea and supporting information in poetry and expository, narrative, and descriptive texts.</p> <p>3.25 deepen ability to use prior knowledge of written and visual information to form a judgment about a particular point or issue.</p> <p>3.26 continue to refine meaningful and critical use of text features to locate and use information (titles, subtitles, table of contents, glossary, index, etc.)</p> <p>3.27 evaluate the purpose of graphic information (illustrations, fonts, charts, photographs, pictures, maps) in poetry and expository, narrative, and descriptive texts as an aid to comprehension .</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>3.28 recognize and provide examples of how author’s choice of vocabulary, phrases, and</p>	<p>specific features commonly found in each type of text. Additionally, prompt them to explain their rationale for classifying the genre of each text as either fiction or nonfiction and whether the poems are fiction or nonfiction. One person will sort the texts while the other observes.</p> <p>The observer will provide feedback according to predefined criteria.</p> <p>Once texts are classified, invite student to classify the texts into subgenres. Observing this activity provides the teachers with information about learner knowledge about sub genres and which subgenres to focus on next.</p>	<p> <b>BRAIDING THE STRANDS</b> - Assign writing tasks that require learners to use vocabulary words in sentences, paragraphs, or compositions.</p> <p>Engage learners in discussions, debates, or presentations where they have to use the vocabulary words orally. During discussions, remember to include opportunities to share through visual images.</p> <p><i><b>It’s our Tradition (SCO 3.8, 3.13)</b></i></p> <p> Introduce learners to a diverse range of Caribbean riddles, vocabulary, and expressions to improve their understanding and appreciation of different cultures. Start by presenting some examples to the students and encourage them to explore further on their own by researching additional ones at home.</p>

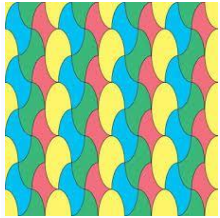
Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies												
<p>sentences evoke emotions, enhance description, and create humour,            3.29 provide examples of how illustrators create mood in visual text..            3.30 discuss the effectiveness and possible hidden messages of emoticons and social media posts.</p>		<p>Engage learners in group discussions to analyze the significance of local sayings and phrases in various contexts e.g.</p> <table border="1" data-bbox="1486 448 2053 911"> <thead> <tr> <th data-bbox="1486 448 1772 513">Home Language</th> <th data-bbox="1772 448 2053 513">Standard English</th> </tr> </thead> <tbody> <tr> <td data-bbox="1486 513 1772 578">'lime'</td> <td data-bbox="1772 513 2053 578">hang out/socialize</td> </tr> <tr> <td data-bbox="1486 578 1772 643">'padner'</td> <td data-bbox="1772 578 2053 643">friend</td> </tr> <tr> <td data-bbox="1486 643 1772 708">'jook/chook'</td> <td data-bbox="1772 643 2053 708">prick, stab, or poke</td> </tr> <tr> <td data-bbox="1486 708 1772 805">'blood is thicker than water'</td> <td data-bbox="1772 708 2053 805">people tend to be loyal to family</td> </tr> <tr> <td data-bbox="1486 805 1772 911">'goat doh make sheep'</td> <td data-bbox="1772 805 2053 911">child behaves like his/her parent</td> </tr> </tbody> </table> <p>Encourage the reading of stories with local dialect and specific vocabulary, telling of stories and acting out of scenarios using local sayings and phrases to create meaning, enhance communication skills and cultural sensitivity.</p> 	Home Language	Standard English	'lime'	hang out/socialize	'padner'	friend	'jook/chook'	prick, stab, or poke	'blood is thicker than water'	people tend to be loyal to family	'goat doh make sheep'	child behaves like his/her parent
Home Language	Standard English													
'lime'	hang out/socialize													
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'blood is thicker than water'	people tend to be loyal to family													
'goat doh make sheep'	child behaves like his/her parent													

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><b><i>What's the effect? (SCO 3.15)</i></b>            First teach (or review), then share or present literary devices used at grade level (similes, metaphors, onomatopoeia, and personification). (See teacher resource for more information on these figurative devices).</p> <p>using authentic and engaging text, share examples of each of these literary devices in mini lessons. Facilitate class discussions to deepen learners' understanding of how they contribute to meaning and impact the reader's experience. Provides clear definitions and examples of each literary device.</p> <p><b><i>Think-pair-share</i></b> – Work with a partner and identify and highlight the literary device used in a given text that is read. One person reads whilst the other listens, highlights the device and asks questions: e.g. What can you visualize? What can you hear? What can you feel? What meaning can you get?</p> <p><a href="https://content.schoolinsites.com/api/documents/87ab7e9317424d6d8a72b517109ba76a.pdf">https://content.schoolinsites.com/api/documents/87ab7e9317424d6d8a72b517109ba76a.pdf</a></p> <p><b>read and view to recognise and use language structures</b></p> <p><b><i>Word order (SCO 3.16)</i></b>            Understanding the correct word order in a</p>

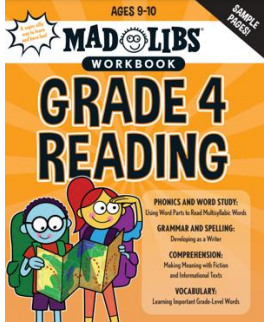
Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>           sentence is crucial for learners to comprehend its meaning effectively. Provide learners with pairs of sentences where the word order is different e.g. <b><i>"I saw a man with a binocular"</i></b> and <b><i>"With a binocular, I saw a man."</i></b> Encourage learners to read these sentences, discuss their meanings, and explore how altering the word order can change the message conveyed. Offer learners a set of jumbled words and task them with arranging the words in the correct order to form coherent sentences. Emphasize the importance of paying attention to word order (and, when appropriate, the use of commas) for conveying intended meanings. Encourage learners to collaborate in pairs or small groups to analyze and determine the proper word order in sentences provided, underscoring how word placement influences message delivery.         </p> <div data-bbox="1486 1060 1749 1239" data-label="Image"> <p>The image shows a chart titled "PUNCTUATION POWER" with three columns. The first column is for the PERIOD, labeled "TELLING" with the example "I like cats." The second column is for the QUESTION, labeled "ASKING" with the example "Who likes cats?". The third column is for the EXCLAMATION, labeled "SHOUTING" with the example "Cats are the best!". Each column features a cartoon character representing the punctuation type.</p> </div> <p> <a href="https://www.etsy.com/listing/1396919358/punctuation-power-anchor-chart-hard-good">https://www.etsy.com/listing/1396919358/punctuation-power-anchor-chart-hard-good</a> </p> <p> <b><i>Punctuation power! (SCO 3.18)</i></b>            Punctuation is essential for reading         </p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>comprehension as it clarifies meaning. Display similar sentences with different punctuation marks and have learners read and tell the difference in tone and meaning e.g.</p> <ul style="list-style-type: none"> <li>● <i>Jacob likes cooking his family and his dog.</i></li> <li>● <i>Jacob likes cooking, his family, and his dog.</i></li> </ul> <p>Learners read aloud the sentences with the proper use of the punctuation and discuss how the use of commas affects their meaning.</p> <p>Choose a few sentences from a text used during a Teacher Read Aloud with varying end punctuation such as:        Did you watch the music video?        This was the best callaloo I've had!        Turn right at the corner and you'll see the best view on the island.</p> <p>Discuss why the author chose to use this end punctuation and how it affects the meaning and mood of the passage.</p> <p><b><i>Word Choice- precise word (SCO 3.19)</i></b>        Present some sentences chosen from the genre being studied. Engage learners in discussion about the author's word choice.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Encourage learners to replace specific words with more precise word that they feel could enhance the meaning. Encourage the use of a digital or paper based thesaurus for this activity. For example, The team was (elated) <b>ecstatic</b> when they won the game. Grandmother was (delighted) <b>pleased</b> to see the children.</p> <p>Engage learners in role-playing activities where they have to use specific vocabulary related to their characters or scenarios.</p> <p>Create a class chart of rich vocabulary words learners encounter as they read that can be used to replace ‘worn out’ words.</p> <p>Have learners keep a vocabulary journal where they write down new words they learn as they read</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><b>Know your Roots SCO 3.21)</b>          Create an understanding that root words and</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>affixes can help improve vocabulary and comprehension during reading. Teach word activity in and out of context and allow learners to engage with new words.</p> <p>Provide learners with a list of words containing prefixes and suffixes and have them use their knowledge of them to identify the root or base words and their meaning.</p> <p>During a shared reading activity, learners find words with suffixes and prefixes added and identify the base word. Discuss the meaning of the words as used in the text.</p> <p>Create and play word building games where learners are given root/base words to add prefixes or suffixes to create new words.</p> <p><a href="http://wordwall.net/prefixes-and-suffixes">Common Prefixes and Suffixes - Match upwordwall.net-prefixes-and-suffixes</a></p>  <p><a href="https://pngtree.com/so/pattern-clipart">https://pngtree.com/so/pattern-clipart</a></p> <p><b><i>Observing Patterns (SCO 3.22)</i></b>          Allow opportunities for learners to participate in these engaging activities as they learn</p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>complex word patterns suitable for grade level.</p> <p><i>Word hunts, puzzles, and word building</i> – Provide opportunities for learners to use meaningful clues to engage on word games. - Rather than simple word hunts, provide a clue to the word they are looking for.</p> <p>- Use Mad Libs focussed on specific parts of speech or topics.</p> <p>Visit: <a href="https://assets.readbrihtly.com/wp-content/uploads/2020/08/Mad-Libs-Workbook-Grade-4.pdf">https://assets.readbrihtly.com/wp-content/uploads/2020/08/Mad-Libs-Workbook-Grade-4.pdf</a></p>  <p>Note: While options for answers are provided in this resource, encourage learners to come with their own choices to meaningfully complete the passage.</p> <p><i>Interactive Online Games:</i> Utilize online resources like educational websites or apps that offer interactive games to practice phonic patterns. These games can be</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>engaging and reinforce learning outside the classroom.</p> <p><b><i>View, Pause, Predict, and Think Aloud - (VPPT) (SCO 3.27)</i></b>            Select a YouTube Animated Story. Model think aloud thoughts and strategies during viewing. Pause viewing material to model skills for example predicting, comparing. Learners make notes or talk to partners during pauses about the information presented, author’s technique or purpose, and questions that they may have.</p> <p><b>read and view to develop understanding and recognise how the use of genres and text features influence meaning</b></p> <div data-bbox="1493 950 1732 1149" data-label="Image"> </div> <p><a href="https://clipart-library.com/emotional-mask-cliparts.html">https://clipart-library.com/emotional-mask-cliparts.html</a></p> <p><b><i>Trigger your feelings (SCO 3.28, 3.29)</i></b>            Engage learners in reading poems and stories that evoke emotions and humour. Read aloud the poem “<i>Saw my Teacher on a Saturday</i>” <b>by Dave Crawley</b></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p> <i>Saw my Teacher on Saturday</i>  <i>I can't believe it's true!</i>  <i>I saw her buying groceries,</i>  <i>Like normal people do!</i> </p> <p> <i>She reached for bread and turned around,</i>  <i>And then she caught my eye.</i>  <i>She gave a smile and said, "Hello."</i>  <i>I thought that I would die! .....</i> </p> <p>           Read the rest of the poem online using the link below.            Discuss the emotions and humour in the poem with evidence e.g. The use of phrases like "I can't believe it's true!" and "I thought that I would die!" conveys the speaker's surprise and embarrassment.            The line "I mumbled like a fool" captures the speaker's nervousness and awkwardness in the situation.            Identify other words or phrases used by the author to evoke humour and emotions and discuss meanings         </p> <p> <a href="https://activeonlineducation.co.za/wp-content/uploads/2021/09/Poetry-Recitation-Saw-My-Teacher-on-a-Saturday-.pdf">https://activeonlineducation.co.za/wp-content/uploads/2021/09/Poetry-Recitation-Saw-My-Teacher-on-a-Saturday-.pdf</a> </p> <p> <b><i>Emotional expressions (SCO 3.28, 3.29)</i></b>            Allow learners to view an animated story on YouTube and give attention to specific words used by the author to express emotions, such as adjectives, similes, metaphors, and other         </p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>descriptive elements that help create imagery and effectively convey the intended emotional tone in the text.</p> <p><a href="https://www.youtube.com/watch?v=e1mn72Rk_j0">https://www.youtube.com/watch?v=e1mn72Rk_j0</a></p> <p>Encourage learners to work in groups and analyze whether a section of text it evokes feelings of happiness, sadness, anger, fear, or others' emotions, providing evidence from the text to support their conclusions.</p> <p>Provide learners with the opportunity to create a word cloud using online tools to visualize the most frequently used words in the text. Encourage them to compare and contrast how these words are utilized to enhance the emotional impact of the story.</p> <p>Create the opportunity for learners to participate in similar activities with different texts to further develop their analytical and interpretative skills.</p> <p><b><i>How do we interpret?(SCO 3.30)</i></b> Using the computer, highlight emoticons that are familiar to learners and consider the intended meanings. Analyze different emoticons used in social media posts and discuss their effectiveness in conveying emotions or messages.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<div data-bbox="1486 282 1927 396" data-label="Image"> </div> <p data-bbox="1486 402 2047 717">           Read any media message and interpret and discuss any hidden message conveyed through the use of the emoticons. Consider how the choice of emoticons can influence the tone of a post and the perception of the message. Discuss how different individuals may interpret emoticons differently based on their cultural background or personal experiences.         </p> <p data-bbox="1486 756 2047 928">           Discuss ethical considerations related to the use of emoticons in social media, such as potential misinterpretations, cultural sensitivity, and unintended consequences of hidden messages.         </p> <p data-bbox="1486 967 2047 1068">           Allow learners to create messages using emoticons and have others read and tell the possible meaning.         </p> <div data-bbox="1486 1101 1537 1198" data-label="Image"> </div> <p data-bbox="1486 1172 2026 1273"> <b>BRAIDING THE STRANDS</b> - Create social media posts with specific hidden messages using emoticons.         </p>

### Additional Resources and Materials

**ELO 3** focuses on vocabulary, comprehension strategies and grapho-phonetic cues while students interact with various genres and text forms. Some suggestions for additional resources and materials in the classroom are:

#### 1. Text Structure and Text Genres

The organizational structure of fiction and nonfiction genres can be reviewed using a chart or video.

[FICTION & NON-FICTION | Definition & Examples](#)

#### 2. Reading Responses

Reading response journals are valuable tools for learners to engage with and reflect on as they read.

Comprehension strategies can be used to respond in a [reading response journal](#).

[Reader Response Journal Questions](#)

#### 3. Character Traits

Character Traits play a pivotal role in helping students understand the motivations, actions, and personalities of characters within a story.

[Determining Character Traits Worksheet](#)

#### 4. Online Dictionary and Thesaurus

Online dictionaries and thesauruses are essential tools to aid in enhancing vocabulary development and to improve writing skills.

<https://www.merriam-webster.com/kids>

#### 5. Figurative Devices

By identifying and applying figurative devices, understanding of text is significantly enhanced. It helps readers to unlock the full potential of a text. The link below provides a lighthearted look at Grade Four Figurative Devices.

[Figurative Language Devices](#)

#### 6. Reading Fluency

Oral reading fluency is an essential component of proficient reading. By focusing on developing fluent, expressive oral reading skills, educators can help students become more confident, competent, and engaged readers.

[Fluency Rubrics](#)

[Fluency Reading Passages](#)

### Additional Useful Content Knowledge for the Teacher

Additional content knowledge which could be useful for the teacher to achieve the objectives of the ELO are:

#### 1. Comprehension Strategies

Comprehension strategies are techniques and approaches used to help readers understand and retain the information they read.

[Components of reading comprehension strategies](#)

[7 strategies to teach comprehension strategies](#)

#### 2. Engaging with Complex Text

When students are aware of how to engage with the text that they read, they are better able to respond to it. Comprehension skills are enhanced as well as critical thinking skills which makes reading an overall enjoyable moment.

[Responding to Text](#)

#### 3. Reading Response Journals

Reading response journals are effective tools that can be used to engage readers with texts on a deeper level, fostering critical thinking, reflection, and personal connection.

[Pros and Cons of reading response journals](#)

[15 Ways to Emoji-fy Your Teaching](#)

#### 4. Home Language and Standard English

Knowing the difference between Home Language and Standard English can help learners develop stronger connections which leads to improved bilingual literacy and language proficiency.

[What is the difference between Home Language and Standard English?](#)

#### 5. Figurative Devices

By identifying and applying figurative devices, understanding of text is significantly enhanced. It helps readers to unlock the full potential of a text.

[Types of Figurative Languages](#)

#### 6. Oral Reading Fluency

Oral reading fluency is an essential component of proficient reading. By focusing on developing fluent, expressive oral reading skills, educators can help students become more confident, competent, and engaged readers.

[What is Oral Reading Fluency](#)

[The 6 characteristics of fluency](#)



**7. Vocabulary Development and Word Analysis Skills**

Providing students with opportunities to repeatedly practice analyzing unfamiliar vocabulary will help to develop their word analysis and spelling skills.

[Word analysis to expand vocabulary](#)

## ESSENTIAL LEARNING OUTCOME 4: Reading and Viewing

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**Introduction to the Subject:** 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 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:** 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 of provided by various sources of meaning, developing vocabulary, recognising, and using language structures and meaningful application of graphophonic elements of the text.

**Essential Learning Outcome 4:** Students 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.

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

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

- *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**

- become more aware of how to integrate reading with skills in listening, speaking, writing, viewing, and representing to help them make sense of what they read

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

- read within the range of the Transitional to Proficient Stages
- demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
- engage in character, setting, plot study and critical reflection
- use problem solving strategies such as monitoring, self-correcting and checking independently


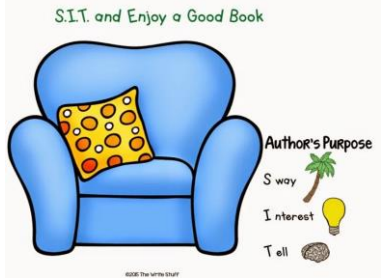
#### **Develop vocabulary** specific purposes and to gather, analyse and use known and new vocabulary in a variety of contexts



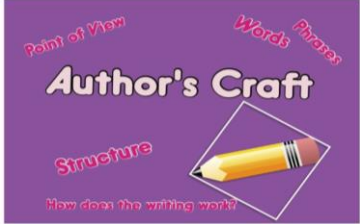
#### **Recognise and use language structures**



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



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

- continue to develop and apply their understanding of meaningful word study and form


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>By the end of Grade Four, the learner will be expected to:</p> <p><b>read and view to develop understanding of how author's purpose and style influence meaning</b></p> <p>4.1 with greater competence, compare and contrast the various formats of fiction, nonfiction, poetry, and drama</p> <p>4.2 continue to identify purpose of a variety of authors of fiction, nonfiction, and poetry</p> <ul style="list-style-type: none"> <li>- to inform</li> <li>- to entertain</li> <li>-to persuade</li> </ul> <p>4.3 with greater competence, continue to identify the purpose of a variety of illustrators of fiction, nonfiction, and poetry</p> <ul style="list-style-type: none"> <li>- to inform</li> <li>- to entertain</li> <li>-to persuade</li> </ul> <p>4.4 develop an understanding of an author's style of plot development of fiction: fables, folk tales, fairy tales, and adventure stories.</p> <ul style="list-style-type: none"> <li>- use of time sequence</li> </ul>	<p>Through conversation, observation, and products (COP), formative assessments provide continuous opportunities for feedback for both teachers and learners which enables the real-time modifications of lesson delivery and materials.</p> <p><b>CONVERSATIONS</b></p>  <p><a href="https://edu.rsc.org/ideas/classroom-assessment-skills-6-ways-to-develop-your-assessment-literacy/4013293.article">https://edu.rsc.org/ideas/classroom-assessment-skills-6-ways-to-develop-your-assessment-literacy/4013293.article</a></p> <p><b>Reflective discussions on author's purpose and style</b></p> <p>Analyze a familiar text critically with learners - whole class or small groups. Have a conversation on the author's purpose and style and the overall impact of the author's writing. Allow learners to give reasons for their responses Use these questions below to engage learners and take note of how their responses reflect:</p> <ul style="list-style-type: none"> <li>- literal understanding of content</li> <li>- awareness of author's purpose</li> </ul>	<p>The focus of ELO 4 is to foster a love of reading and to appreciate authors' craft through interactions with various authors and genres.</p>  <p><a href="https://thewritestuffteaching.com/authors-purpose/">https://thewritestuffteaching.com/authors-purpose/</a></p> <p>Throughout the year, learners need to encounter various types of literary content in digital and print formats, including e-books, articles, magazines, newspapers, books, and more. Understanding the author's intention is crucial for grasping the main message, while recognizing their unique style aids in comprehending how information is presented. This awareness enables learners to answer questions correctly, make connections within the text, and deepen their understanding of the material.</p> <p><b>read and view to develop understanding of how author's purpose and style influence meaning.</b></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>- use of descriptive language - use of dialogue</p> <p><b>read and view to develop understanding and recognise use of genres and text features influence meaning</b></p> <p>4.5 begin to notice the purpose of an author’s use of structures such as: - paragraphing in fiction and nonfiction - stanzas, line breaks, rhyme in poetry - dialogue markers, scenes, stage directions in drama</p> <p>4.6 demonstrate understanding as a variety of text features are used to locate information (table of contents, glossary, index, charts, titles, and subtitles, etc.)</p> <p>4.7 continue to develop independence in the use charts, diagrams, and other graphic information in an expository selection as an aid to understanding the text.</p> <p>4.8 begin to develop skills to generate questions based on charts, diagrams, etc.</p>	<p>- appreciation of how the author uses words and phrases</p> <p>- why this author is “memorable” for content or technique</p> <p>- why you would or would not recommend this text to peers</p> <p><b>Retelling</b> This process helps assess learners' ability to recall key details, sequence events, and summarize the main ideas.</p> <p>Retelling also allows teachers to identify any misunderstandings or gaps in comprehension that may need to be. After reading or listening to a text, allow learners to take turns and retell what they read or heard. Using the chart below and a dice, learners use the table as a guide. Use the rubric in the link to</p> <p></p> <p></p> <p>assess learners. <a href="https://www.weareteachers.com/third-grade-reading-comprehension/">https://www.weareteachers.com/third-grade-reading-comprehension/</a></p>	<p></p> <p><a href="https://www.kellyharmon.net/blog/2015/01/6/teaching-students-analyze-authors-craft/">https://www.kellyharmon.net/blog/2015/01/6/teaching-students-analyze-authors-craft/</a></p> <p><b>Analyzing a writer's craft (SCO 4.1, 4.2, 4.3)</b> Teachers may wish to introduce each component of Author’s Craft by sharing small sections of a video such as: <a href="https://www.youtube.com/watch?v=4bXop6iE8aQ">https://www.youtube.com/watch?v=4bXop6iE8aQ</a></p> <p>After viewing the video, provide learners with a short narrative text and have them explore the text to develop their analytical skills and deepen their understanding of how writers use techniques to engage readers and convey meaning in their texts. Support learners as they gain independence while they:</p> <ul style="list-style-type: none"> <li>● Identify words and phrases that create vivid images in their minds and discuss how these descriptive words enhance their understanding of the text</li> <li>● Explore dialogue in the text and analyze how the characters' words reveal their thoughts and feelings. Encourage learners to role play dialogue to understand the character better</li> </ul>

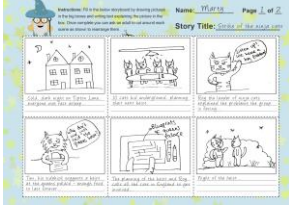


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>4.9 participate in discussions that compare and contrast how the local and international contexts of topic, setting, plot, and characters influence fiction, nonfiction, and poetry</p> <p><b>read and view to develop understanding of how vocabulary and language use influence the meaning and mood of the text</b></p> <p>4.10 identify examples of how an author introduces and develops characters through:</p> <ul style="list-style-type: none"> <li>- descriptive language</li> <li>- informal and formal language</li> <li>- Home Language(s) and Standard English</li> <li>- dialogue</li> </ul> <p>4.11 reflect on the purpose of messages relayed through social media platforms as agents to inform, influence, disinform, bully, etc.</p>	<p><b>Retelling rubric:</b> Visit <a href="https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson402/rubric.pdf">https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson402/rubric.pdf</a> for a rubric to guide your observations of a learner's retelling.</p> <p><b>OBSERVATION</b></p>  <p><a href="https://cap-essentials.com/2021/09/29/fobo-fear-of-being-observed/">https://cap-essentials.com/2021/09/29/fobo-fear-of-being-observed/</a></p> <p><b>Close Reading Analysis:</b> This is a detailed examination of a specific text. After the strategies of close reading have been taught and practiced, provide learners with a passage from a text and observe them as they analyze the Author's Craft through close and gradual examination of specific text selections. As the term and school unfold, learners will demonstrate their understanding of the author's intentions by examining the use of literary devices, point of view, sentence structure, purpose, word choice, and text structure. As each component of Author's Craft is taught and practiced, gather information using the specific section(s) of the graphic organiser below.</p>	<ul style="list-style-type: none"> <li>● Choose a character and identify the traits with evidence from the text. Allow learners to create a portrait of the character.</li> <li>● Create a visual representation of the text such as illustrations, graphic organizer etc.</li> <li>●</li> </ul> <p><b>Compare and Contrast - (SCO 4.1)</b></p>  <p><a href="https://computationalthinkingforeducators.ca/2018/12/06/compare-contrast-frame/">https://computationalthinkingforeducators.ca/2018/12/06/compare-contrast-frame/</a></p> <p>Analyzing a book and a movie side by side can offer a valuable and enlightening experience that necessitates critical thinking. Give learners opportunities to compare and contrast two versions of the same story (familiar story) – the book and the movie.</p> <p>Encourage learners to highlight specific details in the book and the YouTube suggested above) and create a list of questions they want answered.</p> <p>Present questions such as the following to guide learners as they compare and contrast.</p> <ul style="list-style-type: none"> <li>● Which did you enjoy more – the book or the movie? Why?</li> <li>● Did the main characters look and act like you expected? Why or why not?</li> </ul>




Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies												
<p>4.12 begin to explore an author’s use of implied and explicit messages through a critical lens:</p> <ul style="list-style-type: none"> <li>- in all genres</li> <li>- in advertisements</li> <li>- in product labels</li> </ul> <p>4.13 begin to develop understanding of an illustrator’s use of implied and explicit messages</p> <p>4.14 begin to collect interesting examples of language use and apply to writing:</p> <ul style="list-style-type: none"> <li>-interesting vocabulary</li> <li>-interesting phrases or expressions</li> </ul>	<p>Name _____ <i>Author's Choice</i></p> <p><b>Author's Choice</b> </p> <table border="1" data-bbox="688 381 1176 987"> <tr> <td><b>Purpose</b></td> <td>Why did the author write this text? How do you know?</td> </tr> <tr> <td><b>Sentence Structure</b></td> <td>How does the author structure their sentences? What is the effect of this structure?</td> </tr> <tr> <td><b>Organization</b></td> <td>How does the author organize the text? Why do you think the author chose to organize the text in this way? What is the effect?</td> </tr> <tr> <td><b>Vocabulary</b></td> <td>How would you characterize the author's word choices? Why do you think the author made these choices?</td> </tr> <tr> <td><b>Point of View</b></td> <td>From what point of view does the author choose to tell the story? What is the effect of this choice?</td> </tr> <tr> <td><b>Character</b></td> <td>What do the author's choices indicate that they feel about the characters? What is the effect of these choices on the mood of the text?</td> </tr> </table> <p><a href="https://15worksheets.com/">https://15worksheets.com/</a></p> <p><b>3-2-1:</b> Using the 3-2-1 strategy, teachers gain insights into the learners’ comprehension, engagement, and analytical thinking skills related to the text they have read. After reading an informational text, learners identify and write down three facts. This is to assess ability to recall significant details. After, have them highlight and jot down two interesting points or aspects of the text to gauge their engagement and then they formulate one question about any information in the text. This</p>	<b>Purpose</b>	Why did the author write this text? How do you know?	<b>Sentence Structure</b>	How does the author structure their sentences? What is the effect of this structure?	<b>Organization</b>	How does the author organize the text? Why do you think the author chose to organize the text in this way? What is the effect?	<b>Vocabulary</b>	How would you characterize the author's word choices? Why do you think the author made these choices?	<b>Point of View</b>	From what point of view does the author choose to tell the story? What is the effect of this choice?	<b>Character</b>	What do the author's choices indicate that they feel about the characters? What is the effect of these choices on the mood of the text?	<ul style="list-style-type: none"> <li>● Did the main setting look like you expected? Why or why not?</li> <li>● Which scenes in the movie were different from how they were in the book?</li> <li>● What scenes do you wish hadn’t been changed?</li> <li>● What scenes were better because of the change?</li> <li>● What parts of the book did the movie leave out?</li> <li>● What scenes were added to the movie that weren’t in the book?</li> <li>● What were similar and different between the book and the movie?</li> </ul> <p><a href="https://teachingmadepractical.com/compare-and-contrast-a-book-and-movie-activities/">https://teachingmadepractical.com/compare-and-contrast-a-book-and-movie-activities/</a></p> <p><b>Reciprocal Teaching - Fab Four. (SCO 4.1, 4.2)</b></p> <div data-bbox="1386 966 1627 1209" style="text-align: center;">  </div> <p><a href="http://nicole-kaye.squarespace.com">nicole-kaye.squarespace.com</a></p> <p>Conduct a shared reading activity to discuss an authors’ work collaboratively using the reciprocal teaching strategy – <b>predicting, summarizing clarifying</b> and</p>
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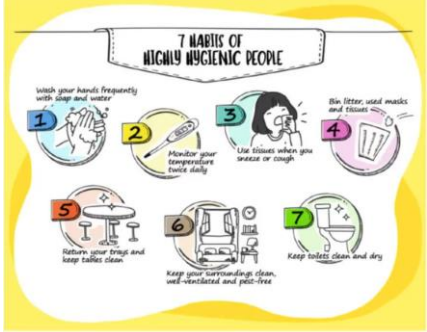
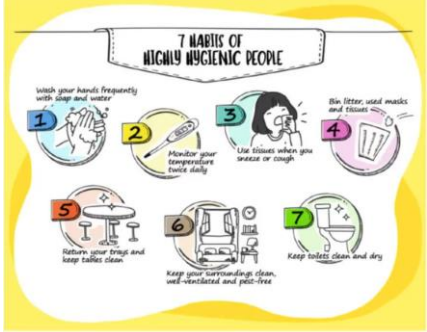


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies								
	<p>question should assess their critical thinking skills and their ability to delve deeper into the content.</p> <p><b>3-2-1 Strategy - informational text</b></p> <table border="1" data-bbox="684 435 1354 1036"> <tr> <td data-bbox="684 435 1283 553"></td> <td data-bbox="1283 435 1354 553">Yes</td> </tr> <tr> <td data-bbox="684 553 1283 724">           Identify 3 facts from the text            1.            2.            3.         </td> <td data-bbox="1283 553 1354 724"></td> </tr> <tr> <td data-bbox="684 724 1283 894">           Write 2 interesting information you would like to share from the text            1.            2.         </td> <td data-bbox="1283 724 1354 894"></td> </tr> <tr> <td data-bbox="684 894 1283 1036">           Write 1 question you have about any information from the text            1.         </td> <td data-bbox="1283 894 1354 1036"></td> </tr> </table> <p>Assess whether learners were able to complete the table effectively.</p> <p><b>PRODUCTS</b></p> <p>Learners need opportunities to share what they are learning. Learners complete T-charts based on the genre they are reading.</p>		Yes	Identify 3 facts from the text 1. 2. 3.		Write 2 interesting information you would like to share from the text 1. 2.		Write 1 question you have about any information from the text 1.		<p><b>questioning</b> (see additional content for more information on reciprocal teaching)</p> <p><b>Predict:</b> Before reading the text, encourage learners to make predictions about the author's work based on the title, cover, or any introductory information.</p> <p><b>Clarify:</b> While reading, learners identify any confusing parts related to the author's craft. Encourage them to ask questions for clarification.</p> <p><b>Question:</b> Ask learners to generate questions about the author's craft as they read. These questions can focus on the author's style, message, word choice, what learners wonder about etc.</p> <p><b>Summarize:</b> After reading, guide learners to summarize key points or main ideas of sections of the text or learners can summarize what they have learned about the author's craft.</p> <p>Encourage learners as they work through the text to create visual representations to enhance comprehension. <a href="https://www.readwritethink.org/classroom-resources/lesson-plans/reciprocal-revision-making-peer">https://www.readwritethink.org/classroom-resources/lesson-plans/reciprocal-revision-making-peer</a></p> <p><b>Keeping Track: (SCO 4.4)</b></p> <div data-bbox="1373 1255 1524 1425">  </div> <p>Ask learners to track the progress of the text visually and creatively they are reading by continuously analyzing character and plot development.</p>
	Yes									
Identify 3 facts from the text 1. 2. 3.										
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	<p>Complete a T-Chart based on a narrative text read or viewed.</p> <table border="1" data-bbox="682 440 1346 626"> <tr> <td data-bbox="682 440 1087 548">Characteristics of main character</td> <td data-bbox="1087 440 1346 548">Evidence from text</td> </tr> <tr> <td data-bbox="682 548 1087 626"></td> <td data-bbox="1087 548 1346 626"></td> </tr> </table> <table border="1" data-bbox="682 699 1346 898"> <tr> <td data-bbox="682 699 1087 813">Problems faced by the main character</td> <td data-bbox="1087 699 1346 813">Solution to problems</td> </tr> <tr> <td data-bbox="682 813 1087 898"></td> <td data-bbox="1087 813 1346 898"></td> </tr> </table> <p><b><i>Cloze passage:</i></b>            Provide a passage with certain words missing for learners to fill in, testing their understanding of context clues. Assess their understanding of the text, vocabulary knowledge, and ability to use context clues to fill in missing words.</p>	Characteristics of main character	Evidence from text			Problems faced by the main character	Solution to problems			<p>Learners will:</p> <ul style="list-style-type: none"> <li>- outline storyboards and concept maps to show plot and character development (See additional content for more information on storyboards.)</li> <li>- show connections between key textual concepts</li> <li>- draw pictures to illustrate changes in characters' appearance, behaviours, and circumstances.</li> </ul>  <p><a href="https://www.imagineforest.com/blog/free-storyboard-template/">https://www.imagineforest.com/blog/free-storyboard-template/</a></p>  <p><b>INTEGRATING THE SUBJECTS</b>            Cross-Curricular Projects: Create projects that require learners to read and research across different subjects, for example, a science project that involves reading informational texts and writing reports.</p>  <p><b>BRAIDING THE STRANDS</b> - After reading, learners engage in different writing activities that focus on Author's Craft such as:</p> <ul style="list-style-type: none"> <li>- unusual representations of book reports/book reviews such as cereal box report ( see below)</li> </ul>
Characteristics of main character	Evidence from text									
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	<p>Name: _____ Date: _____</p> <p style="text-align: center;"><b>Cloze Passage</b> At The Zoo</p> <table border="1" data-bbox="701 378 1041 477"> <tr> <td>on</td> <td>fish</td> <td>peacock</td> <td>Turtles</td> <td>hooves</td> </tr> <tr> <td>fly</td> <td>doctor</td> <td>perform</td> <td>dolphins</td> <td>work</td> </tr> <tr> <td>fun</td> <td>zoo</td> <td>swim</td> <td>water</td> <td>Sea lions</td> </tr> <tr> <td>and</td> <td>giraffe</td> <td>feathers</td> <td>animals</td> <td>humps</td> </tr> </table> <p>My parents _____ I went to the _____ yesterday. It was _____! We saw many _____ There are tigers, elephants and _____ too. The dolphins like to _____ The penguins can swim, but they cannot _____ like to eat _____ for their meals. They can _____ tricks too! The long-necked _____ the zebra and the horse have _____ The camel has two _____ and the _____ has beautiful _____ live in _____ and also _____ land. Someday, I want to be an animal _____ so I can _____ at the zoo!</p> <p style="text-align: right;"></p> <p style="text-align: center;"><small>www.worksheetdigital.com</small></p> <p><a href="https://worksheetdigital.com/product/cloze-passage-at-the-zoo/">https://worksheetdigital.com/product/cloze-passage-at-the-zoo/</a></p> <p><b><i>SELF ASSESSMENT</i></b> Learners create their written responses to text read.</p> <p><b>My Reading Response Sheet</b></p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Title: _____</p> <p>Author: _____</p> <p>Genre: _____</p> <p>In this text, I learned . . .</p> <p>Some new words I learned .....</p> <p>I really enjoyed .....</p> <p>I had difficulties with .....</p> <p>I used these strategies</p> </div>	on	fish	peacock	Turtles	hooves	fly	doctor	perform	dolphins	work	fun	zoo	swim	water	Sea lions	and	giraffe	feathers	animals	humps	<p>- select a character from a book and create a detailed profile including traits, motivations, and actions of the character.</p> <p>Cereal box book report</p>  <p><a href="https://classroomcookbook.school.blog/2018/01/31/cereal-box-book-reports/">https://classroomcookbook.school.blog/2018/01/31/cereal-box-book-reports/</a></p> <p>For more suggestions re unusual book reports: search for 3D book reports images.</p> <div style="background-color: #d4edda; padding: 10px; margin-top: 10px;"> <p><b>Read and view to develop understanding and recognise use of genres and text features influence meaning</b></p> </div> <p><b><i>Building Bridges to Meaning. From Reader to Actor: (SCO 4.5)</i></b></p> <p>Engage learners in whole-class reading of dramas and expose them to discussion about how the author uses the language and structure to convey the message and purpose of the story.</p>  <p><a href="https://www.shutterstock.com/search/actors-reading-scripts?image_type=vector">https://www.shutterstock.com/search/actors-reading-scripts?image_type=vector</a></p>
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fly	doctor	perform	dolphins	work																		
fun	zoo	swim	water	Sea lions																		
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	<p><b><i>PEER ASSESSMENT</i></b></p> <p>Fluency: Assign roles to each learner based on the drama scripts. Allow them to perform in front of the class. Choose learners as judges and guide them to give feedback on oral reading fluency skills to their peers using specific criteria.</p> <div data-bbox="716 570 1003 906" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Readers Theater Rubric</b></p> <p>Name: _____</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Individual Scores</th> <th style="width: 15%;">4-Excellent</th> <th style="width: 15%;">3-Good</th> <th style="width: 15%;">2-Fair</th> <th style="width: 15%;">1-Needs Improvement</th> </tr> </thead> <tbody> <tr> <td>Delivery</td> <td>Student read the script with confidence and fluency. All words were pronounced clearly and correctly. The student read with a consistent pace.</td> <td>Student read the script with confidence and fluency. 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Allow them to highlight key scenes and discuss how the author used these scenes to portray the message of the text. Assess learners ability to appreciate the author's craft as they comprehend and synthesize the content of the text.</p> <p>Learners will read and discuss the Author's Craft as they:</p> <ul style="list-style-type: none"> <li>- read a specific text and will then re-enact key scenes/events. This can be done independently or in small groups</li> <li>- dramatize themes from the text</li> <li>- portray lessons that they have learnt from the text through dramatization, mimes, and drawings</li> </ul> <p><b><i>Visual text comprehension : (SCO 4.7, 4.8)</i></b></p> <div data-bbox="1367 1068 1791 1398" style="border: 1px solid black; padding: 10px; text-align: center;"> <p><b>7 HABITS OF HIGHLY HYGIENIC PEOPLE</b></p>  </div> </td>	Individual Scores	4-Excellent	3-Good	2-Fair	1-Needs Improvement	Delivery	Student read the script with confidence and fluency. 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		<p><a href="https://lilbutmightyenglish.com/blog/understanding-purpose-related-questions-in-visual-text-comprehension/">https://lilbutmightyenglish.com/blog/understanding-purpose-related-questions-in-visual-text-comprehension/</a></p> <p>Visual texts are used to convey messages and communicate ideas in various ways. Teachers can effectively teach reading comprehension using visual texts, helping students develop a deeper understanding of the content. These texts can include print media such as posters, brochures, flyers, maps, photographs, illustrations, comic strips, as well as non-print ones like websites, videos, animations, and online advertisements.</p> <p>Encourage learners to observe the visuals carefully and discuss the author and purpose (e.g., to persuade, inform, advertise, or instruct). Connect the visual text to students' prior knowledge and experiences and have them make connections between the visual elements and the text to deepen understanding.</p> <p>Allow learners to analyze captions or labels in the visuals to gain context. Discuss how different perspectives are portrayed in the visual text. Facilitate group discussions where students can share their interpretations of the visual text.</p> <p>Ask different levels of questions to deepen learners' understanding of visual texts and prompt learners to ask their own questions.</p>


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		<p>  <b>BRAIDING THE STRANDS</b> - Use visual aids as prompts for storytelling activities. Provide learners with a picture or diagram and ask them to create a story that explains what they see paying attention to incorporating the elements of a story. After storytelling, encourage classmates to ask questions about each other's stories based on the visuals presented.         </p> <p> <b>Close Reading (S.C.O. 4.9)</b> </p> <div data-bbox="1367 711 1619 1027" data-label="Image"> </div> <p> <a href="https://www.weareteachers.com/strategies-for-close-reading/">https://www.weareteachers.com/strategies-for-close-reading/</a> </p> <p>           Engaging in close reading involves going beyond mere comprehension to delve into interpretation and analysis of a text.         </p> <p>           Choose text that is appropriate in length and is engaging for learners. Provide some background information about the text or topic to build their interest and understanding.         </p> <p>           Read the text silently or aloud. Pose open-ended questions to encourage critical thinking and deeper understanding of the text.         </p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Encourage learners to read and reread text each time for a different purpose. For example, teach learners to</p> <ul style="list-style-type: none"> <li>- determine the author’s purpose and point of view</li> <li>- look for details, patterns, and themes in the text</li> <li>- examine the ways the author uses language and words to create meaning</li> </ul> <p>make connections by asking questions such as “What does this text cause me to think or wonder about?”</p> <p>Allow learners to reflect on the text they've read by creating a visual representation.</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><i><b>Descriptive Language Activity: (SCO 4.10)</b></i></p> <p>Provide learners with excerpts from the selected texts, in both home language and Standard English that contain vivid descriptions of the character. Identify adjectives and sensory details used to describe the characters’ appearance, personality, and behaviour. Encourage learners to discuss how these descriptions help them form a mental image of the characters. Learners discuss how the use of different words adds depth to the characters’ portrayal.</p> <p> BRAIDING THE STRANDS</p> <p>Allow learners to retell stories using home language and Standard English.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><i>Implicit and Explicit messages (SCO. 4.12)</i></p> <p><b>WHAT'S THE DIFFERENCE?</b></p> <p>IMPLICIT vs. EXPLICIT</p> <p>"Implied or Indirect" vs. "Well-Explained or Directly Stated"</p> <p><a href="https://www.youtube.com/watch?app=desktop&amp;v=GfpOMHkYyeg">https://www.youtube.com/watch?app=desktop&amp;v=GfpOMHkYyeg</a></p> <p>Discuss with learners the difference between implicit and explicit messages. Explicit messages are direct and clear to the audience, while implicit messages are more subtle and might need some interpretation to grasp the underlying meaning. Demonstrate to learners how to spot explicit and implicit messages in familiar food labels or well-known advertisements they have come across. Encourage them to focus on the choice of words, visual components, and the overall atmosphere to reveal any hidden implications or suggestions.</p> <p>Divide learners into groups and have them watch a commercial on YouTube.</p> <p></p> <p><a href="https://www.youtube.com/watch?v=aqHtLlF4pQI">https://www.youtube.com/watch?v=aqHtLlF4pQI</a></p> <p>Task them with identifying both the implicit and explicit messages being presented. Lead a discussion about the targeted message and how visual elements,</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>music, and language are utilized to sway the audience's perspective.</p> <p><b>Word Mapping: (SCO 4.13)</b> Present learners with models of word maps that display various forms of word associations (e.g., synonyms, antonyms, etc.) This will help them to make connections between related words and introduce them to new vocabulary.</p> <div data-bbox="1356 500 1654 662" data-label="Diagram"> </div> <p>Learners will:</p> <ul style="list-style-type: none"> <li>- Create visual word maps that help them to connect new vocabulary with related words such as the matching of synonyms or antonyms.</li> <li>- Associate new vocabulary with familiar concepts or experiences. This will help them to make meaningful connections and to enhance their understanding of how words can influence meaning and mood.</li> </ul> <p><b>Contextual Processing: (SCO 4.13, 4.14)</b> Encourage learners to use context to figure out new vocabulary that they encounter in selected text.</p> <p>Select a passage in the text where the meaning of unfamiliar words is apparent from the surrounding context. Guide learners in identifying the meanings of</p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>these words by asking probing questions that will lead them to make use of context clues.</p> <p>Encourage learners to write down the meanings of these words in their own words and verify the definitions with the use of a dictionary.</p> <p>  <b>INTEGRATING THE SUBJECTS</b>  <b><i>Making cross-curricular connections:</i></b>            Select both fiction and nonfiction texts for in-class reading that relate to other subject areas or assign readings with content from other subject areas (such as science-based articles, newspaper stories about social issues, etc.).         </p>

## Additional Resources and Materials

ELO 4 focuses on the meaning of text and the author's craft. Students will understand how authors make use of vocabulary, language, different genres, text features and style to influence the meaning of their text.

### 1) Have a series of books from particular authors

Global Digital Library [Global Digital Library](#)



Rhino is very shy. She always plays by herself around the lake. Gecko decides a trick on her. He asks all the other animals to join him.

Bloom Library [Bloom Library](#)

### 2) Compare and contrast fiction and nonfiction text

By understanding the distinct characteristics of fiction and nonfiction, students will gain deeper insight into the different ways in which authors craft their writing to inform, entertain and persuade readers.

[Fiction vs. Nonfiction: Definitions and Examples.](#)

#### Fiction vs. nonfiction

Fiction and nonfiction are two distinct categories of prose that serve different purposes and employ different narrative techniques. **Fiction refers to literature that is not grounded in real-life events but is made up or created from a writer's imagination. Nonfiction refers to factual stories based on real people, information, or events.**

#### What is fiction?

Fiction is a literary genre that encompasses imaginative storytelling. It involves the creation of characters, settings, events, and narratives that do not exist in the real world. In fiction, authors use their creativity to write stories that are often for the purpose of entertainment, exploring themes, or artistic expression.

Beneath the umbrella of fiction are many subgenres, including mystery, romance,

### 3) Understanding text features

Text is extremely important. Teachers need to help students recognize features within a text that can enhance comprehension.

[Nonfiction Text Features](#) | [Jack Hartmann](#)



[Nonfiction Text Features Anchor Chart \(including a freebie!\) | Crafting Connections](#)

#### 4) Use of literary devices

By identifying and applying figurative devices, understanding of text is significantly enhanced. It helps readers to unlock the full potential of a text.



[Similes, Metaphors, Onomatopoeia, Personification and Alliteration](#)

### Additional Useful Content Knowledge for the Teacher

#### 1) Understand the PIE strategy/purpose

The PIE strategy is a method that can be applied to various types of text to improve reading comprehension by guiding readers through a structured process of understanding and analyzing texts.

[What is the author's purpose?](#)



[Going Beyond PIE: 5 Ways to Teach Students How to Find the Author's Purpose](#)



## 2) Understand author's style

Understanding an author's style enriches the reading experience by deepening comprehension, fostering critical thinking skills, and cultivating a deeper appreciation for literature as a form of artistic expression.

### [Guiding Students Through Expository Text with Text Feature Walks | Reading Rockets.](#)



## 3) Compare and contrast fiction and nonfiction

By understanding the distinct characteristics of fiction and nonfiction, students will gain deeper insight into the different ways in which authors craft their writing to inform, entertain and persuade readers.

### [What is the difference between fiction and nonfiction?](#)



#### 4) Character Development

Teaching character development in reading enriches the reading experience, promotes critical thinking and empathy, fosters cultural understanding, and empowers readers to engage more deeply with literature.

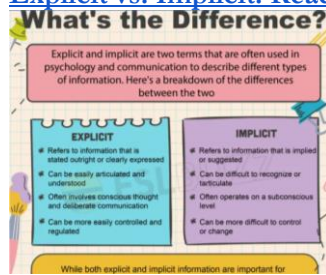


[Analyze how an author develops characters' perspectives](#)

#### 5) Knowledge of implied and explicit messages/morals through a critical lens (moral of the story, theme)

Understanding implied and explicit messages involves analyzing the text to uncover deeper meanings, themes, and moral lessons.

[Explicit vs. Implicit: Reading Between the Lines - ESLBUZZ](#)



## ESSENTIAL LEARNING OUTCOME 5: Reading and Viewing

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**Introduction to the Subject:** 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 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: 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.

**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.

### Grade Four Level Expectations:

#### Write for pleasure and personal growth

- sustain independent writing for greater amounts of time
- becoming more comfortable as they describe and explain their choices of vocabulary, format, and style
- *reflect on and identify strengths as writers, areas for improvement and the strategies found most helpful at different stages of the writing process.*

#### Engage in the writing process

- *generate, gather, and organize ideas and information from a wider range of background knowledge and reading experiences to write for an intended purpose and audience*
- *use the revision process to determine whether the ideas, information and vocabulary are relevant and adequate for their purpose,*
- *draft and revise writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.*
- become more independent as they use the stages of the writing process to develop, revise, edit and present their writing in a variety of ways
- experiment with range of presentation style elements including print, script, fonts, graphics, and layout


**Explore language structures**

- use sentences that are grammatically well formed and more complex in their writing
- gather new vocabulary to enhance writing project
- monitor language use for intended and unintended messages  
apply more complex punctuation intentionally and meaningfully



**Explore word solving**


use knowledge of spelling patterns to monitor errors and self correct

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>By the end of Grade 4, the learner will be expected to:</p> <p><b>write and represent to generate and gather thoughts to explore ideas, feelings, and experiences</b></p> <p>5.1 continue to use personal interests or community experiences, music, books, documentaries, videos, pictures as writing prompts</p> <p>5.2 maintain writing portfolios - drafts, revisions, personal writing prompts, etc.</p> <p>5.3 use digital blogs, storytelling, nonfiction, news, and instructional sites to explore various genres of writing</p> <p>5.4 brainstorm individually and collaboratively to gather ideas for their writing</p> <p>5. Use a variety of paper-based and digital resources to gather information to support and enhance the brainstorming process</p>	<p>Provide opportunities for learners to create and maintain personal writing portfolios which include selections of:</p> <ul style="list-style-type: none"> <li>• drafts</li> <li>• revisions</li> <li>• final copies</li> </ul> <p>completed throughout the year. Learners will be given the option of keeping either digital or hard copies of writing.</p> <p><b>Conversations</b></p> <p><i>Teacher-student conference</i></p> <p><b>Title:</b> Drafting Reflection Exit Ticket</p> <p><b>Objective:</b> To encourage students to reflect on their drafting process and identify areas for improvement</p> <p><b>Task:</b> At the end of each drafting session, distribute an exit ticket template and ask students to use a blank piece of paper to choose and respond to one or two of the following prompts: Over time, all prompts will be completed. Choosing one or two prompts</p>	<p>ELO 5 emphasizes the importance of brainstorming ideas, organizing thoughts, and outlining cohesive content before diving into the actual writing. Through curriculum focussed lessons, exercises and prompts, students learn to develop clarity for their pieces during the drafting phase, setting a strong foundation for their writing projects.</p> <p>Writing and Representing lessons provide excellent opportunities to braid the strands of Language Arts and Integrate all other subjects in the various genres of writing described in SCO 5.19.</p> <p><b>write and represent to generate and gather thoughts to explore ideas, feelings, and experiences</b></p> <p><b>Getting Ready to Write (SCO 5.2)</b> Compile and preserve a writing portfolio that contains drafts, edits, and original compositions in various genres and styles. Ensure all portfolio entries are dated. Personal dictionaries and thesauri may be included in the portfolio. The learners are encouraged to:</p> <ul style="list-style-type: none"> <li>- Write often.</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5.6 identify and maintain the topic, purpose, audience, and form of writing throughout the brainstorming process.</p> <p>5.7 reflect with greater depth on ideas gathered and add, revise, or delete to suit the topic and genre</p> <p><b>write and represent, using organizational strategies to arrange thoughts to explore, clarify and reflect on ideas, feelings, and experiences</b></p> <p>5.8 examine samples of different genres as models for organizing a sequence of events, changes in setting, and character development</p> <p>5.9 develop competence in organizing and arranging ideas and information to write for an intended purpose and audience.</p> <p>5.10 organize and strengthen writing during drafting stage</p> <p>5.11 create and use simple paper based or digital graphic organizers to aid the organization of ideas (e.g., five-finger plan, story map, web, list, five Ws, and graphic organizers for specific forms of writing.)</p>	<p>encourages the learners to examine their work closely through various lenses.</p> <p>1. What part of your draft are you most satisfied with? Why?</p> <hr/> <p>2. What area/s of your draft need to be improved?</p> <hr/> <p>3. How do you plan to address this?</p> <hr/> <p>4. Is there a specific section of draft you would like feedback on?</p> <hr/> <p>5. If so, please identify it and explain what kind of feedback you are seeking.</p> <p>After completing the ticket, teacher and learner discuss areas of challenge.</p> <hr/> <p><b>Observation</b></p> <p><b>Observation and Documentation:</b> Observe learners as they engage in prewriting activities. Use brief anecdotal record ((phrases or short</p>	<ul style="list-style-type: none"> <li>- Participate in the writing process.</li> <li>- Select their writing topic.</li> <li>- Experiment with different forms and genres</li> </ul> <p>Begin each new writing project with a review of the genre of writing to be explored and provide a few examples of that genre. In addition to providing samples of each genre, visit: <a href="https://www.youtube.com/watch?v=t37PQgzlOl4">https://www.youtube.com/watch?v=t37PQgzlOl4</a></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>My Writing Portfolio</b> (<i>student illustrates cover with images of items of interest</i>)</p> </div> <p><b>Come Explore with Me! (SCO 5.1, 5.3, 5:5, 5.6.)</b> Begin an expository writing project by inviting learners to view a documentary video about their island and use it to explore and gather information for their writing. Learners use a graphic organizer to start planning their exposition about their island home. (see suggestions for graphic organisers in the IAS column) After viewing the documentary, learners will discuss the following:</p> <ul style="list-style-type: none"> <li>● features of the type of writing</li> <li>discoveries made.</li> <li>facts and opinions expressed.</li> </ul> <div style="text-align: center;">  </div> <p><a href="https://www.facebook.com/share/v/WJaondU21qLWznGk/?mibextid=oFDknk">https://www.facebook.com/share/v/WJaondU21qLWznGk/?mibextid=oFDknk</a></p> <p><b>Role playing media personnel (SCO 5.3)</b></p>





Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5.12 continue to participate in and contribute to independent and shared writing opportunities (e.g., posters for school events, thank-you letters to classroom guests, lists, recipes, labels, etc.) throughout the writing process</p> <p><b>write and represent to create a written or representative draft</b></p> <p>5.14 explore and experiment with various ways to express their thoughts and ideas in various text forms</p> <p>5.15 continue to utilize strategies to organize ideas into a draft that supports the topic, enhances clarity, and sequences logically</p> <p>5.16 demonstrate understanding by using linking words and phrases to develop a logical progression of ideas and thoughts (e.g., because, therefore, since, for example) to connect opinions and reasons</p> <p>5.17 explore and represent in written pieces:</p> <ul style="list-style-type: none"> <li>- introductory/topic sentences</li> <li>- concluding sentences</li> <li>- paragraphs</li> <li>- a range of vocabulary to match the genre and purpose of the writing</li> </ul> <p>5.18 develop purpose and use of form of simple, compound, and complex sentences.</p>	<p>sentences) to document the process to provide valuable insights into their strengths and areas for improvement.</p> <p>Anecdotal records include:</p> <p>Date</p> <p>Focus:</p> <p>Accomplishments</p> <p>Next steps</p> <p><b>Peer Assessment</b></p> <p><b>Peer Conferences:</b> One-to-one conferences between the learner and peer provide personalized feedback and assessment of prewriting strategies.</p> <p>Remind peers to:</p> <ul style="list-style-type: none"> <li>- read their peer’s work carefully</li> <li>- begin the conference with a statement about something down well</li> <li>- a question about the passage that indicates an interest in the subject or topic.</li> </ul> <p>Note: At this stage, learners are expected to interact with their peer’s text, not to judge it.</p>	<div style="text-align: center;">  </div> <p>Introduce this lesson by sharing a topic of community interest (a special event, a concern about the environment, a happy event, etc.) with the class. Choose a group of children and role play the roles of reporters and journalists to investigate and cover current events or issues in their community or country.</p> <p>Assign specific roles to learners such as journalists, and photographers. Students will use the experience to prewrite or create drafts based on a given topic.</p> <div style="text-align: center;">  <p><b>INTEGRATING THE SUBJECTS: Social Studies:</b> <i>In Social Studies class students incorporate their study on the history of their island into their prewriting and drafts.</i></p> </div> <p><b>Using Technology to Collaborate (SCO 5.5)</b>          Prearrange opportunities for learners to connect with other classes in the school, country, OECS or world. Utilise real-time tools such as Microsoft Teams to enable learners to participate in real-time collaboration conversations about topics of interest. from various places. Before conversations begin, focus on the writing genre to be studied and review the genre while introducing the topic to the learners.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>5.19 build on existing knowledge of the various genres:</p> <ul style="list-style-type: none"> <li>- narrative writing</li> <li>-expository writing</li> <li>-descriptive writing</li> <li>-persuasive writing</li> <li>-poetry - (rhyme, limerick, shape)</li> <li>-book reports</li> </ul> <p>5.20 write a draft of three or four paragraphs of the assigned genre</p> <p>5.21 create drafts using alternate formats such as storyboard, comics, posters, etc.</p> <p>5.22 participate in opportunities to share ideas and initial drafts with peers</p> <p>5.23 produce fiction, non-fiction, poetry, and visual drafts that incorporate content from other core areas</p>	<p><b>Self Assessment</b></p> <p>Writing portfolio drafting and revision checklist.</p> <p>NOTE: this provides an excellent alternative to the exit slip assessment above.</p> <p>Drafting:</p> <ul style="list-style-type: none"> <li>● Did I complete all assigned writing tasks for my draft?</li> <li>● Are my ideas clear and make sense?</li> <li>● Are my ideas in the correct order?</li> <li>● Are my ideas creative?</li> </ul> <p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>● Did I look at the suggestions from my teacher?</li> <li>● Did I make changes to my writing to make it better organized?</li> <li>● Did I try to make my writing better after thinking about what I can do differently?</li> </ul> <p><b>Product</b></p> <p><b>Title:</b> Graphic Organiser for Prewriting</p> <p><b>Objective:</b> The objective of this activity is to utilize mind mapping as a prewriting tool to brainstorm and organize ideas visually before</p>	<p>Provide learners with a paper based or digital “notepad” to make notes or quick illustrations about the topic. These notes and illustrations provide the content to develop brainstorm.</p> <p>Before this type of collaboration:</p> <ul style="list-style-type: none"> <li>- review digital letter writing formats</li> <li>- assign groups of learners to write a digital invitation to digital partners</li> </ul> <p>When responses are received and collaboration is about to begin, create a peer support network so that learners can guide one another through printed and digital materials that will be discussed.</p> <p>Use these conversations, notes, prewriting, and drafts to develop a writing project on a chosen genre.</p> <p><b>write and represent, using organizational strategies to arrange thoughts to explore, clarify and reflect on ideas, feelings, and experiences</b></p> <p> <b>INTEGRATING THE SUBJECTS:</b> <i>Nonfiction, writing Science experiments</i></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>beginning the writing process. This provides the teacher with evidence of the learner's planning and organisation. Teachers use this information to plan next steps lessons focussed on main idea and organisation.</p> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>- Assign each student a writing prompt or topic to brainstorm using a graphic organiser.</li> </ul> <p>Graphic organisers are available in the Smart Art tab of Word or by searching Grade 4 mind mapping graphic organisers.</p> <ul style="list-style-type: none"> <li>- Provide time for students to work independently on their graphic organisers, encouraging them to explore different ideas and connections.</li> </ul> <p><b>Sharing and Reflection</b></p> <ul style="list-style-type: none"> <li>- Invite students to share their graphic organisers with the class, explaining their thought process and connections.</li> <li>- Facilitate a discussion on the effectiveness of using graphic organisers for prewriting and how it helped them organize their ideas.</li> <li>- Encourage students to reflect on how they can incorporate graphic organisers into their future writing processes.</li> </ul>	<p><b><i>Nonfiction Sort and Sequence (SCO 5.9)</i></b></p> <p>1. Discuss the concept and importance of organising ideas and information in the genre being studied. The following example describes how to move from brainstorming ideas to organising the first draft. Explain that the goal of this pre-writing activity is to practice organizing ideas in the correct order.</p> <div data-bbox="1564 609 1932 803" data-label="Diagram"> <pre> graph TD     A[Making Goop] --- B[ ]     A --- C[ ]     A --- D[Text]     B --- E[ ]     B --- F[ ]     C --- G[ ]     D --- H[ ]   </pre> </div> <ul style="list-style-type: none"> <li>● Provide students with a title such as <i>Making Goop</i>. set of index cards or small pieces of paper with specific topics on each card (materials, procedure, uses)</li> <li>● On separate cards, learners write the topics that would fit under each subheading and arrange them logical order. Encourage learners to think about which idea should come first, second, third, etc., to create a sequential description of each subtopic.</li> <li>● Once students have arranged their cards, have them share their sequences with a partner or the whole class. Encourage them to explain why they chose a particular order for their ideas.</li> </ul>


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																
	<p>Conclusion:</p> <p>By engaging in this prewriting activity using graphic organisers, students will develop their ability to brainstorm and organize ideas visually, enhancing their overall writing process.</p> <p><b>Journaling as Formative Self Assessment</b></p> <p>Students keep a digital journal or use a notebook or folder to record their entries.</p> <p>Learners benefit most from journaling when they do it consistently.</p> <p>Have students engage in journal writing on a regular basis. This can be daily or twice per week for 5-15 minutes.</p> <p>Prompt learners to write about intriguing topics by providing thought provoking questions, such as:</p> <p>What makes people happy?</p> <p>If I could do anything I wanted it, I would . . .</p> <p>What makes a good friend?</p> <p>These 10 words describe me</p>	<p>This activity can be replicated for any genre (Adventure Story: Settings, Characters, Plot)</p> <p><b>Organize your ideas using a Graphic Organizer (SCO 5.11)</b></p> <ol style="list-style-type: none"> <li>1. Write or draw the main topic in the centre of the organizer (e.g., "My Dream Bedroom").</li> <li>2. Write or draw each idea or piece of information related to the topic in the appropriate column. Encourage students to think about the logical sequence of their ideas.</li> <li>3. Use transition words or phrases to connect the ideas, if necessary.</li> <li>4. Once all ideas are organized, students can use this graphic organizer as a guide for gathering ideas and organizing their ideas for their drafts.</li> </ol> <table border="1" data-bbox="1352 964 1990 1195"> <thead> <tr> <th colspan="4" data-bbox="1352 964 1990 1003"><b>My Dream Room</b></th> </tr> <tr> <th colspan="4" data-bbox="1352 1003 1990 1081"><b>Drawing</b></th> </tr> <tr> <th data-bbox="1352 1081 1491 1195"><b>Type of Room</b></th> <th data-bbox="1491 1081 1667 1195"><b>Furniture and Decor</b></th> <th data-bbox="1667 1081 1831 1195"><b>Color Scheme</b></th> <th data-bbox="1831 1081 1990 1195"><b>Comfort and Relaxation</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="1352 1195 1491 1399"></td> <td data-bbox="1491 1195 1667 1399"></td> <td data-bbox="1667 1195 1831 1399"></td> <td data-bbox="1831 1195 1990 1399"></td> </tr> </tbody> </table>	<b>My Dream Room</b>				<b>Drawing</b>				<b>Type of Room</b>	<b>Furniture and Decor</b>	<b>Color Scheme</b>	<b>Comfort and Relaxation</b>				
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Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies			
	<p>I would like to be better at . . .</p> <p>I would like to invent . . .</p> <p>After each journaling session, provide learners with an opportunity to whisper read their entries to themselves. Encourage them to listen to themselves as if they were hearing their writing for the first time. This opportunity to “hear their meaning” and self assess.</p>	<p>Bedroom</p>	<p>Describe the type of furniture and decorations you would like in your dream bedroom</p>	<p>Describe the color scheme for your dream bedroom</p>	<p>Describe how you would make your dream bedroom a comfortable and relaxing space.</p>
		<p><b>Poster Creation Competition (SCO 5.12)</b>            Share visually appealing posters with the class and discuss how the creators of the poster organised the information, images, fonts, and colours.</p> <div data-bbox="1346 787 1919 998" data-label="Image"> </div> <p>Draft visually appealing posters from information gathered in the prewriting / brainstorming stage. Encourage students to organise their brainstorm ideas for their posters, such as what information they want to include (e.g., water conservation at school: how to conserve water, who should conserve water, importance of water conservation) and decide what will be used and where it will be placed.</p>			

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies															
		<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 60%;">  <p><i>INTEGRATING THE SUBJECTS Science: Exploring Water Conservation</i></p> <p>Discuss how water conservation and its importance can impact human lives and wider ecosystems.</p> <p><b>write and represent to create a written or representative draft</b></p> <p><i>Strengthen Your Writing (SCO 5.10, 5.19, 5.20)</i></p> <p><b>Note:</b> This ILS provides an opportunity to connect instruction to self and peer assessment by demonstrating and providing practice in using self-checks.</p> <ol style="list-style-type: none"> <li>1. Use completed graphic organizers, such as those listed above, to write a first draft of 3 or 4 paragraphs.</li> <li>2. Use a simple checklist to ensure that all areas from the graphic organiser were included in their first draft.</li> </ol> </div> <div style="width: 35%; text-align: center;">  </div> </div> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th data-bbox="1354 1003 1885 1065">Items</th> <th data-bbox="1885 1003 1969 1065">Yes</th> <th data-bbox="1969 1003 1995 1065">N</th> </tr> </thead> <tbody> <tr> <td data-bbox="1354 1065 1885 1127">Have I identified my dream room?</td> <td data-bbox="1885 1065 1969 1127"></td> <td data-bbox="1969 1065 1995 1127"></td> </tr> <tr> <td data-bbox="1354 1127 1885 1188">Did I describe my dream room?</td> <td data-bbox="1885 1127 1969 1188"></td> <td data-bbox="1969 1127 1995 1188"></td> </tr> <tr> <td data-bbox="1354 1188 1885 1286">Did I describe the color scheme for your dream bedroom?</td> <td data-bbox="1885 1188 1969 1286"></td> <td data-bbox="1969 1188 1995 1286"></td> </tr> <tr> <td data-bbox="1354 1286 1885 1411">Did I describe how you would make your dream bedroom a comfortable and relaxing space?</td> <td data-bbox="1885 1286 1969 1411"></td> <td data-bbox="1969 1286 1995 1411"></td> </tr> </tbody> </table>	Items	Yes	N	Have I identified my dream room?			Did I describe my dream room?			Did I describe the color scheme for your dream bedroom?			Did I describe how you would make your dream bedroom a comfortable and relaxing space?		
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Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Learners will share their writing with a partner or small group. This will be done to encourage peer feedback focusing on organization and clarity of ideas.</p> <p>After peer sharing, learners will be given time to revise and edit their paragraphs based on the feedback received.</p> <p>As a closing activity, the learners will share their revised paragraphs with the class or display them in the classroom.</p> <p><b>(SCO 5.19) Write a poem about one of your country’s celebrations (Carnival).</b> Decide on the style/form of poetry to be studied and share a variety of poems with learners. For examples, visit <a href="https://discoverpoetry.com/poems/poems-for-4th-graders/">https://discoverpoetry.com/poems/poems-for-4th-graders/</a></p> <ul style="list-style-type: none"> <li>● Encourage learners to write a poem about Carnival in their specific island.</li> <li>● Encourage them to use descriptive language and sensory details to bring the festivities to life in the poem.</li> <li>● Learners can explore different poetic forms such as haikus, acrostic poems, or free verse poems about a cultural celebration in their country.</li> </ul> <p style="text-align: center;"><b><i>It’s All About Vincy Mas</i></b></p> <p><i>In St. Vincent, it’s Vincy Mas, a time of joy and cheer, Where colors dance in the streets, spreading festive cheer. Calypso rhythms fill the air, as costumes brightly shine, From dawn till dusk, we celebrate, our island’s grand design. With music, dance, and laughter, our spirits soar so high,</i></p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><i>Vincy Mas, a carnival of culture, beneath the Caribbean sky.</i></p> <p> <b>BRAIDING THE STRANDS</b></p> <p><b>Gallery Walk and Response:</b> Braid Writing and Representing with Speaking and Listening. Organize a gallery walk where learners explore visual representations, such as photographs, paintings, or diagrams, related to different subject areas. They would then respond to these visuals through writing, expressing their interpretations, emotions, or connections to the subject matter. This activity encourages creativity, observational skills, and the ability to generate ideas for writing across disciplines.</p> <p><b>Debate and Persuasive Writing:</b> Organize debates on controversial topics relevant to different subject areas. These can include social issues and cultural practices in different communities in their country. Before the debate learners will engage in prewriting activities to research their assigned positions, gather evidence, and outline their arguments.</p>

## Additional Resources and Materials

**ELO 5 focuses on writing. Students will model their writing after text interactions from previous ELOs. They will write for pleasure and personal growth. It also focuses on pre-writing and drafting with the use of story maps, webs, and graphic organizers.**

Remind students frequently to unleash their ideas, use their conversations, expand on their interests, or think about “wild and crazy” words and/or events to spark their ideas.

### BECOMING A WRITER

**The following tips can help you become a good writer.**

#### Keep Reading!

One of the best ways to learn about writing is to read.

*"I love reading, so naturally I like to write." - Beverly Cleary*

#### Make Writing Fun.

At home, write in a journal about anything and everything. Try writing poems, stories, or even a TV script.

*"I keep the stories enjoyable for my readers by keeping them enjoyable for me." - Gordon Korman*

#### Play With Words

English overflows with dazzling words. Enjoy them!

*"All was a-shake and a-shiver—glints and gleams and sparkles, rustle and swirl, chatter and bubble."*

*— From *Wind in the Willows* by Kenneth Grahame*

<http://fourthgradefourteeners.weebly.com/the-writing-process.html> NOTE: This site provides lots of useful ideas for

engaging learners in writing.

**The Alphabetability prewriting strategy encourages learners to brainstorm all of the words associated with a topic or story line.**

**Learners work individually or in groups to brainstorm words. Some of the words are then developed into ideas, the ideas are developed into sentences and voila! – a draft is written.**

"This Alphabetability activity," she tells us, "is a helpful activity for brainstorming during the planning stage of writing because it engages the writer's brain and connects it to the topic, guides the writer in creating strong vocabulary, and helps lead to a successfully written piece."



<https://www.wearteachers.com/clever-pre-writing-activity/>

**Drawing a picture or acting out an idea** are also excellent ways to provide students with engaging ways to develop and expand on an idea.

## CONTENT KNOWLEDGE FOR TEACHER:

### 1) Writing process

Writers seldom submit unaltered work to an audience (with the possible exception of text messages). Instead, writers follow a process. The writing process refers to steps most writers take in creating a finished written product

[The Writing Process](#)

### 2) Language structure

Language Structures refer to sentence-level comprehension of text, including how the arrangement of words within sentences impacts the meaning.

[Language Structures | Elementary Literacy | Surrey Schools ONE.](#)

### 3) Digital blocks

[MAP SKILLS DIGITAL ELA Centers & Academic Vocabulary Gr 3 4 | Made By Teachers](#)

#### **4) Brainstorming strategies**

Brainstorming is a method of generating ideas. Brainstorming can be done by individuals to prepare for writing or by groups to solve problems. Writers use brainstorming to generate ideas to write about.

[HOW TO GET IDEAS FOR WRITING: 3 Ways How to Brainstorm for an Essay!](#)

#### **5) Story maps, webs, and graphic organizers.**

Story maps, webs and graphic organizers help students learn the elements of a book or story. The most basic story maps focus on the beginning, middle, and end of the story. More advanced organizers focus more on plot or character traits.

[Story Maps | Reading Rockets](#)

[Graphic Organisers - The Bell Foundation](#)

[Free Graphic Organizer Templates | Houghton Mifflin Harcourt](#)

#### **6) Paragraph writing**

A paragraph typically consists of three elements: a topic sentence, supporting sentences, and a concluding sentence.

[How to Write a Paragraph for Kids: Teaching Lesson in English](#)

#### **7) Vocabulary to match the genre of writing**

Transitional words and phrases connect and relate ideas, sentences, and paragraphs. They assist in the logical flow of ideas as they signal the relationship between sentences and paragraphs. Each genre of writing lends itself to specific transitional words and phrases depending on the writer's purpose for writing.

[298 Transition Words And Phrases With Sentence Examples For Content Writers](#)

#### **8) Sensory words for descriptive writing**

Sensory language helps readers experience your words, almost as if they're present, right in the middle of what you are trying to describe.

[Sensory Word List | CDN](#)

## ESSENTIAL LEARNING OUTCOME 6: Writing and Representing

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**Introduction to the Subject:** 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 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: 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.

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

### Grade Level Expectations for Writing and Representing

#### Write for pleasure and personal growth

- sustain independent writing for greater amounts of time
- becoming more comfortable as they describe and explain their choices of vocabulary, format, and style
- *reflect on and identify strengths as writers, areas for improvement and the strategies found most helpful at different stages of the writing process.*

#### Engage in the writing process

- *generate, gather, and organize ideas and information from a wider range of background knowledge and reading experiences to write for an intended purpose and audience*
- *use the revision process to determine whether the ideas, information and vocabulary are relevant and adequate for their purpose,*
- *draft and revise writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.*
- become more independent as they use the stages of the writing process to develop, revise, edit and present their writing in a variety of ways
- experiment with range of presentation style elements including print, script, fonts, graphics, and layout

### Explore language structures

- use sentences that are grammatically well formed and more complex in their writing
- gather new vocabulary to enhance writing project
- monitor language use for intended and unintended messages  
apply more complex punctuation intentionally and meaningfully


### Explore word solving

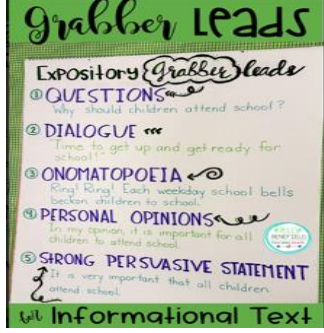
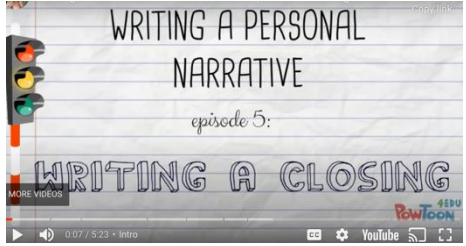
- use knowledge of spelling patterns to monitor errors and self correct


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>By the end of Grade 4, the learners will be expected to: <b>write and represent to revise organization styles of draft writing and representation</b></p> <p>6.1 continue to develop competence in the use of self-assessment strategies and checklists to improve organisation of the draft</p> <p>6.2 continue to use feedback given by peers and teachers to strengthen the organization of the draft</p> <p>6.3 focus revisions on creating print, visual and digital texts with increasingly engaging beginnings and lead sentences</p> <p>6.4 further explore how the middle of the draft evolves</p>	<p>Formative assessment provides opportunities for the teacher to gather information through COP: Conversation, Observation and Product. This provides teachers with information about e learning prior to instruction, observe learners’ progress during and after learning and to plan next steps for instruction.</p> <p>In ELO 6, Throughout the term and year, the teachers and learners will use a variety of assessment tools to engage in independent and peer revision of their drafts. The teacher will facilitate the revision process by providing feedback to learners.</p> <p><b>Teacher formative assessment</b> <b><u>Conversation</u></b> Prepare for a conversation by reading a learner’s draft or revisions. Engage</p>	<p><b>ELO 6 focuses on working independently and collaboratively in the revision of the draft.</b></p> <p>Throughout this ELO, learners develop their use of strategies to assist them with monitoring and revising their work. The activities and strategies in this section enhance learners’ ability to acknowledge what has been done well and modify a draft to create stronger pieces. Connect the IAS column to the ILS column by encouraging learners to:</p> <ul style="list-style-type: none"> <li>• self assess their pieces</li> <li>• revise their pieces with the aid of peers</li> <li>• revise their work with the aid of the teacher</li> <li>• utilize strategies in revision</li> <li>• use strategies in sentence creation</li> <li>• utilize strategies which add richness and depth to their pieces. For example, using sensory and other devices.</li> </ul>


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>6.5 revise endings to enhance the written drafts</p> <p><b>write and represent to develop language use when revising written drafts (vocabulary)</b></p> <p>6.6 expand vocabulary by incorporating new and diverse words into written drafts during the revising process</p> <p>6.7 develop competence in self-monitoring of errors in word use</p> <p>6.8 use words in context, understanding how the meaning of words can shift based on the surrounding sentences</p> <p>6.9 experiment with different language styles, including figurative language such as similes, metaphor, and personification, to convey ideas more vividly</p> <p>6.10 create and maintain a personal word bank, recording new words encountered</p> <p>6.11 continue to use sensory verbs, adjectives, and adverbs to enliven vocabulary and word use</p>	<p>learners in dialogue based on what they are writing or have written. Begin the conversation by asking what the learner feels has been accomplished, then provide the learner with comments, specific to the writing, about the gains the learner has made.</p> <p>Next, repeat this process with goals for the next steps of instruction.</p> <p>Question the learners about the information in their completed checklist and provide feedback. (See below)</p> <p><b>Self assessment for organisation of writing</b> <b>Self-assessment Checklist</b></p> <ul style="list-style-type: none"> <li>● Provide the learners with frequent opportunities to use checklists to self assess their drafts with focus on organisation.</li> <li>● Checklists should focus learners' attention to the introduction, , and conclusion of the piece.</li> <li>● Learners will use the checklist by marking a tick or an x next to each statement after they have read the piece. A tick indicates it</li> </ul>	<p><b>write and represent to revise organization styles of draft writing and representing</b> <b>Learning to self assess (SCO 6.1)</b></p> <p>Provide learners with checklists to monitor and self assess their writing. Create a sample of writing and use the checklists provided in the IAS column to demonstrate how to use and think about self assessment. After the demonstration, provide time for learners to practice individually and/ or with peers.</p> <p><b>Revising strategies (SCO 6.3)</b></p> <p>Visit sites that provide writing samples of various grade levels of learners. For example: <a href="https://sblrsdstor.blob.core.windows.net/docs/04e251a6-d5cd-46f6-945c-46f09f695945_K-4%20Leveled%20Writing%20Samples%20Levels%203%20and%204%20on%20May%202013%20Updated%20March%202014.pdf">https://sblrsdstor.blob.core.windows.net/docs/04e251a6-d5cd-46f6-945c-46f09f695945_K-4%20Leveled%20Writing%20Samples%20Levels%203%20and%204%20on%20May%202013%20Updated%20March%202014.pdf</a> Using a sample of writing</p> <p><a href="https://www.learnalberta.ca/content/eslapb/writing_samples.html">https://www.learnalberta.ca/content/eslapb/writing_samples.html</a></p> <p>Project a writing sample and read it aloud to the class. Next, discuss how to apply each of the revision strategies listed below. Model the ARMS strategy (shown below) using a writing sample projected on the board. Schedule opportunities for students to apply these strategies to their own revisions.</p>

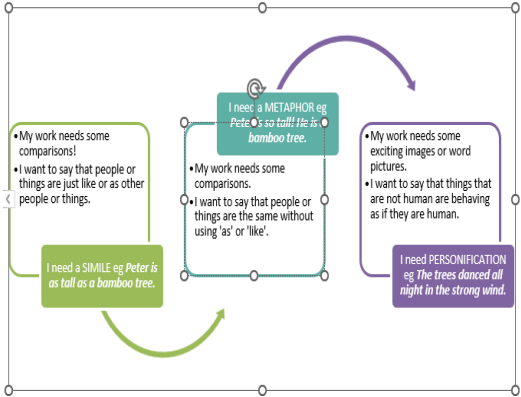







Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies										
<p>6.12 use a paper-based or digital dictionary or thesaurus to clarify the meaning of keywords and enrich written pieces.</p> <p><b>write and represent to develop language use when revising written drafts (grammar and sentence fluency)</b></p> <p>6.13 apply knowledge of subject verb agreement within sentence structure to notice areas or writing requiring revision</p> <p>6.14 confer with peers about the flow and clarity of sentences and paragraphs</p> <p>6.15 begin to use a simple digital grammar checker</p> <p>6.16 consider the use of alternate lengths and formats of sentences and paragraphs</p> <p><b>write and represent to develop language use</b></p> <p>6.17 understand and use formal, informal, Home Language and Standard English as appropriate to the purpose, topic, setting, plot line and characters in writing</p>	<p>is included in the writing and an x indicates it is missing.</p> <ul style="list-style-type: none"> <li>• The checklists may vary according to genre.</li> <li>• The checklist below is an example of one which can be used in expository writing</li> </ul>  <p><a href="https://worksheetsplace.com/index.php?function=DisplaySheet&amp;sheet=Expository-Writing-Checklist&amp;links=3&amp;id=6352&amp;link1=43&amp;link2=154&amp;link3=105">https://worksheetsplace.com/index.php?function=DisplaySheet&amp;sheet=Expository-Writing-Checklist&amp;links=3&amp;id=6352&amp;link1=43&amp;link2=154&amp;link3=105</a></p> <p><b>3-2-1 strategy</b></p> <p>This tool is used at the end of the lesson.</p>	<table border="1" data-bbox="1289 332 1808 581"> <thead> <tr> <th colspan="2">Revise your work with ARMS!</th> </tr> </thead> <tbody> <tr> <td>Add</td> <td>What can I add to my writing to make it easier to understand?</td> </tr> <tr> <td>Remove</td> <td>Which sentences or words should I remove from my writing</td> </tr> <tr> <td>Move</td> <td>What can I move around or re-arrange so that my piece makes more sense?</td> </tr> <tr> <td>Substitute</td> <td>Which words can I change or substitute to make my piece more interesting to the reader?</td> </tr> </tbody> </table> <p><b>Leads and Conclusions (SCO 6.5)</b></p> <p>Support learners by providing beginning prompts (Leads) and Conclusions to support and scaffold writers, particularly weaker writers, for example:</p> <p><b>Leads</b></p> <p><i>It was a lovely morning with a hint of rain in the air...</i></p> <p><i>My community is the best in my country for several reasons...</i></p> <p><b>-Conclusions</b></p> <p><i>The beauty, resources and friendly nature of the villages combine to make my community the best in the country.</i></p> <p>Note: Conclusions <u>may also be used as beginning prompts</u> to teach learners the technique of beginning with the end and reflecting on what happened. Learners who are ready for a challenge may enjoy this.</p> <p><i>After that day, we never saw Authur again.</i></p> <p>Samples of Interesting Beginning prompts (or Leads) are available at <a href="https://teachingfourth.com/informational-writing-leads-anchor-chart/">https://teachingfourth.com/informational-writing-leads-anchor-chart/</a></p>	Revise your work with ARMS!		Add	What can I add to my writing to make it easier to understand?	Remove	Which sentences or words should I remove from my writing	Move	What can I move around or re-arrange so that my piece makes more sense?	Substitute	Which words can I change or substitute to make my piece more interesting to the reader?
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Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>6.18 continue to engage in individual and peer revision opportunities to share drafts 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 (e.g., I walked; I walk; I will walk)</li> <li>-comparative and superlative adjectives and adverbs,</li> <li>-form and use possessives.</li> <li>-subject and verb agreement</li> <li>-use of simple, compound, and complex sentence patterns</li> <li>-determining complete and incomplete sentences</li> </ul>	<p>It allows learners to reflect on and talk about or write about. Create a 3-2-1 reflection tool that includes:</p> <ul style="list-style-type: none"> <li>● 3 things they have learned about improving their writing</li> <li>● 2 things I will change</li> <li>● 1 thing I am still wondering about</li> </ul> <p><b><u>Observation</u></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 behaviours of learners while they are writing and reviewing their writing. Choose 1 or two of the questions below to focus on after h opportunity to write.</p> <p>Choose 1-3 learners each day to observe and have conversations with.</p> <ul style="list-style-type: none"> <li>● Document learners' strengths and the focus next steps of instruction.</li> <li>● Pay attention to how focused and engaged the learners are. Are they actively and meaningfully engaged in the drafting, reviewing, and organizing their thoughts?</li> </ul>	<p><b>Grabber Leads</b></p>  <p>Samples of concluding sentences are available at: <a href="https://youtu.be/GJMOWNd1T8">https://youtu.be/GJMOWNd1T8</a></p>  <p><b>BRAIDING THE STRANDS: Reading and Writing</b></p> <p><b>Peer Reading:</b> In groups of four, encourage learners to read three selected children’s stories. Then they will:</p> <ul style="list-style-type: none"> <li>● identify the Leads used in each story</li> <li>● identify the conclusions used in each story</li> <li>● discuss in their group what they believe are the most effective/interesting Leads and conclusions</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<ul style="list-style-type: none"> <li>Look for evidence of each learner’s level of confidence as they engage in the writing process:               <ul style="list-style-type: none"> <li>- Do they have a topic?</li> <li>- Do they support the topic with a variety of ideas?</li> <li>- Is there evidence of a plan?</li> <li>- Do they use a graphic organiser to put their ideas in order?</li> <li>- Is their writing reflective of their plans?</li> </ul> </li> </ul> <p>Observing these writing behaviours provide the teacher with information about each learner’s level of comfort and how support is best planned.</p> <p><b>Peer Assessment for organisation of writing</b>  <b><u>Peer Review Forms</u></b></p> <ol style="list-style-type: none"> <li>Writing is a collaborative effort. Encourage learners to use peer review forms to improve the organisation of the drafts of their peers .</li> <li>The peer review/feedback forms below can be used to aid learners'</li> </ol>	<ul style="list-style-type: none"> <li>write down effective beginning and endings for future use.</li> </ul> <p><b>write and represent to develop language use when revising written drafts (vocabulary)</b></p> <p><b>Replace overused words. (SCO 6.6, 6:10, 6:12)</b>        Increase learners’ vocabulary by providing a few words that can be used to replace overworked and overused words as learners revise their pieces.        Visit: <a href="https://minds-in-bloom.com/no-more-overused-words/">https://minds-in-bloom.com/no-more-overused-words/</a> (or see below) for suggestions of how to encourage learners to explore new vocabulary; for example:        -write a “boring sentence” on the board and ask learners to draw it. Replace the boring words in the sentence with “vibrant” words and ask the learners to illustrate the sentence a second time. Discuss how the word choices had a positive effect on the images.        - As writing continues throughout the term and year, create a bulletin board of overused words, and encourage learners to “collect” replacements to add to the board</p>  <p>- Encourage learners to take the time to think about how to include a wider variety of words.</p>


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies								
	<p>review and revise their drafts in descriptive writing and narrative writing.</p> <p>3. Learners can use them to assess the beginning, setting, characters and vocabulary of their peers' pieces.</p> <div data-bbox="743 621 1171 1036" data-label="Image"> </div> <p>OHPC Team <span style="float: right;">SVG</span></p> <p><b>PRODUCT</b>  <u><i>Reflective Journal</i></u></p> <ul style="list-style-type: none"> <li>● Provide learners with an organizational strategy (reflective strategy) to talk about or record their thoughts of the writing</li> </ul>	<p><b><i>Context clues (SCO 6.8)</i></b></p> <p>Provide learners with a reminder of how context clues provide additional information for readers. Context clues can be either synonyms, antonyms, or definitions in a sentence. Understanding how context clues work will enable learners to intentionally create pieces that can be easily understood by readers.</p> <div data-bbox="1276 625 1850 995" data-label="Table"> <table border="1"> <thead> <tr> <th colspan="2" data-bbox="1276 625 1850 711">Types of context clues</th> </tr> </thead> <tbody> <tr> <td data-bbox="1276 711 1446 771">Synonym</td> <td data-bbox="1446 711 1850 771">He is a happy jovial man.</td> </tr> <tr> <td data-bbox="1276 771 1446 901">Antonym</td> <td data-bbox="1446 771 1850 901">Ann stood tall in the yard; then she collapsed to the ground.</td> </tr> <tr> <td data-bbox="1276 901 1446 995">Definition</td> <td data-bbox="1446 901 1850 995">Davis is a diligent worker who works hard at all times.</td> </tr> </tbody> </table> </div> <p> <b>INTEGRATING SUBJECTS</b> Learners apply the strategies learned in their language arts classroom to other subject areas. They are often challenged to understand their content area texts.</p> <p>The context clue chart above can be a valuable support to aid learners' understanding of new and unfamiliar words in their content areas.</p>	Types of context clues		Synonym	He is a happy jovial man.	Antonym	Ann stood tall in the yard; then she collapsed to the ground.	Definition	Davis is a diligent worker who works hard at all times.
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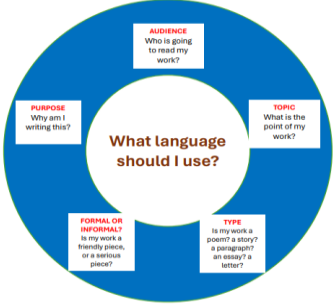
Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>process including their drafts, reviews, and editing.</p> <ul style="list-style-type: none"> <li>• The journal provides a method of both teacher assessment and self assessment of different stages of the writing process.</li> <li>• The reflective journal below will allow students to reflect on their learning by responding to the questions in the journal.</li> <li>• NOTE: Before presenting the My Improvement Plan template, ask learners what they feel they have done well. This allows the students to think about improvement plans as building on what they know, rather than fixing mistakes.</li> </ul>	<p><b><i>Figurative device selector (SCO 6.9)</i></b></p> <p>Provide instruction in individual figurative devices. Introducing and provide time to use a figurative device enables learners to produce writing that is appealing to the reader. The device selector below is a tool learners can use individually or in groups to decide which figurative device (simile, metaphor, and personification) can be used in their pieces.</p> <p style="text-align: center;"><b><i>Literary Device Selector</i></b></p>  <p>SVG OHPC Team</p> <p> <b><i>BRAIDING THE STRANDS</i></b></p> <p>Engage learners in Read Aloud of text that is rich with figurative language. Learners identify some examples of figurative language used and talk about the effectiveness. Visit: More Parts for examples of metaphors such as “give me a hand” and “crack you up”. Remember that metaphors are often culturally specific, so choose examples that resonate with the learners.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><b>My Improvement Plan</b></p> <div data-bbox="751 354 1199 444"> <p>Goal: What do I want to improve?</p>  </div> <div data-bbox="751 461 1199 617"> <p>Action: What steps will I take to meet my goal?</p>  </div> <div data-bbox="751 633 1199 789"> <p>Evaluation: How will I assess and measure my improvement?</p>  </div> <p><small>©Susan Morrow</small></p> <p><a href="https://keepemthinking.com/2019/05/self-reflection-are-you-a-reflective-teacher/">https://keepemthinking.com/2019/05/self-reflection-are-you-a-reflective-teacher/</a></p>	<p><a href="https://www.youtube.com/watch?v=qaQuwHp6L5E">https://www.youtube.com/watch?v=qaQuwHp6L5E</a></p> <p>The following provides examples of figurative language. Focus on one literary device at a time (simile, metaphor, personification) and provide time for practice</p> <p><a href="#">You're Toast Read Aloud by Mrs. Wade (youtube.com)</a></p>  <p><b>write and represent to develop language use when revising written drafts (grammar and sentence fluency)</b></p> <p><b><i>Subject Verb agreement (SCO 6.13)</i></b></p> <p>Visit <a href="https://www.youtube.com/watch?v=L9mbOc2RmEE">https://www.youtube.com/watch?v=L9mbOc2RmEE</a> for simple step by step examples of how to teach subject verb agreement in content. Please note that while this site refers to examples that may not be in every classroom, the strategies are strong enough to be applied to any text.</p> <p><b><i>Digital grammar checker (SCO 6.15)</i></b></p> <p>Introduce students to a simple digital grammar checker. This activity can be done in a computer lab or on learners' individual devices.</p> <ul style="list-style-type: none"> <li>• A good way to begin is in Microsoft Word.</li> <li>• Show learners how to open a page in Word.</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> <li>● Model the creation of a simple sentence or two. Deliberately make mistakes and then correct them using the grammar checker.</li> <li>● Allow students to create their sentences and utilize the checker .</li> <li>●</li> </ul> <p><b><i>Sentence Checker (SCO 6.13)</i></b></p> <p>Connect lessons focussed on revising to self assessment by demonstrating how to use the Sentence Checker, which supports learners’ ability to monitor the creation of their sentences. As they write and revise encourage them to revise their sentences based on the guidelines in the sentence checker below-</p> <p style="text-align: center;"><b><i>My sentence checker</i></b></p> <p>Read your sentences carefully! Can you place a tick next to each sentence below?</p> <p>I use different types of sentences and:</p> <ul style="list-style-type: none"> <li>● my sentences begin with capital letters</li> <li>● my sentences end with a full stop OR a question mark OR an exclamation mark</li> <li>● my sentences contain at least one complete verb (an action word)</li> <li>● My sentences make sense on their own</li> <li>● My sentences are full sentences and not fragments</li> <li>● My topic sentence introduces the supporting sentences in my paragraph</li> <li>● My sentences are not too long.</li> </ul>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> <li>● My sentences are not too short</li> </ul>  <p><b>INTEGRATING SUBJECTS</b> It is important that learners understand that writing well is required for all subject areas. The activity below is designed to foster that awareness.</p> <p><i><b>Bring a subject to class!</b></i></p> <ul style="list-style-type: none"> <li>● Encourage learners to select a piece of writing that they created in their Science or Social Studies class.</li> <li>● The piece must not be shorter than three sentences and should not exceed ten sentences.</li> <li>● Learners will then use the sentence checker above to self-correct and assess their own piece.</li> </ul> <p><b>write and represent to develop language use</b>  <i><b>Language Wheel (SCO 6.17)</b></i>        Choose a selection of short texts to share with the class. After each sharing, demonstrate how the graphic organizer below provides the questions to assist them in determining when their home language or standard English; or formal or informal language should be used. This can be displayed on the classroom wall for ease of reference.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>As learners revise their drafts, encourage them to use the language wheel to review their language use.</p> <p style="text-align: center;"><i>Language Wheel</i></p> <div style="text-align: center;">  </div> <p><i>Comparative and Superlative Adjectives (SCO 6.18)</i></p> <p>Visit <a href="https://www.eslkidstuff.com/lesson-plans/comparative-adjectives.html">https://www.eslkidstuff.com/lesson-plans/comparative-adjectives.html</a> for a hands on lesson about discovering and using comparative and superlative adjectives. Beginning with learners collecting a selection of digital, paper based (or hand drawn) images , they learn to name, organise, and categorise the images using comparative and superlative form.</p>

### Additional Resources and Materials

ELO 6 focuses on the revision and organization of writing. Students will continue engaging in the writing process to improve their writing.

1. **ReadWriteThink:** This website offers a variety of interactive tools and resources for writing and literacy, including graphic organizers, essay maps, and peer review activities. <https://www.readwritethink.org/classroom-resources/student-interactives/graphic-organizers-30017.html>



2. **YouTube videos:** YouTube videos can serve as powerful educational tools that support and enhance student learning across various subjects and grade levels.



- [Writing a Personal Narrative - Episode 1: Brainstorming a Story for Kids](#)
- [Writing a Personal Narrative for Kids - Episode 2: Making a Plan](#)
- [Writing a Personal Narrative for Kids - Episode 3: Writing an Introduction](#)
- [Writing a Personal Narrative for Kids - Episode 4: Writing a Draft](#)
- [Writing a Personal Narrative for Kids - Episode 5: Writing a Closing or Conclusion](#)
- [Writing a Personal Narrative for Kids - Episode 6: Revising](#)
- [Writing a Personal Narrative for Kids - Episode 7: Editing](#)
- [Writing a Personal Narrative for Kids - Episode 8: Publishing for Kids](#)

3. **Google Docs:** Google Docs offers collaborative writing and editing features, allowing students to work together on documents in real time and provide feedback to each other. Website: [Google Docs: Online Document Editor](#)

4. **Storyboard That:** This website allows students to create digital storyboards, which can help with planning and organizing ideas before writing.



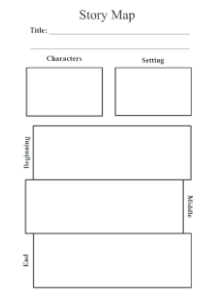
<https://www.storyboardthat.com/>

**Mindmeister:** Provides a visually engaging and collaborative platform to organize information, enhance comprehension, and boost



productivity in their academic endeavors. <https://www.mindmeister.com/>

5. **Graphic Organizers:** Provide students with graphic organizers such as story maps, Venn diagrams, or cause and effect charts. Ask them to use these tools to organize their ideas before writing. [https://www.researchgate.net/figure/A-story-map-template-for-planning-a-story\\_fig1\\_309203731](https://www.researchgate.net/figure/A-story-map-template-for-planning-a-story_fig1_309203731)



6. **Storybird:** Storybird is a digital storytelling platform that allows students to create, revise, and organize their writing through the creation of illustrated stories. Students can collaborate with classmates, receive feedback, and revise their stories to improve narrative structure and coherence.

<https://storybird.com/>



## Additional Useful Content Knowledge for the Teacher

1) **Editing checklist – peer and self** - The "Editing Checklist – Peer and Self" from ReadWriteThink is beneficial for editing because it provides a comprehensive and user-friendly guide for students to review their writing independently or with peers, covering various aspects such as grammar, punctuation, spelling, organization, and coherence.

<https://www.readwritethink.org/sites/default/files/Editing%20Checklist.pdf>

Self-Edit		Peer Edit		Comments and Suggestions
Checklist Items	After completing each step, place a check here.	Checklist Items	After completing each step, place a check here.	
Punctuation	I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.	<input type="checkbox"/>	I read the author's piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.	<input type="checkbox"/>
	Quotation marks are included where needed.	<input type="checkbox"/>	Quotation marks are included where needed.	<input type="checkbox"/>
Capital letters	I checked for capitals at the beginning of sentences.	<input type="checkbox"/>	I checked for capitals at the beginning of sentences.	<input type="checkbox"/>
	Proper nouns begin with capital letters.	<input type="checkbox"/>	Proper nouns begin with capital letters.	<input type="checkbox"/>
Spelling	My sentences are complete.	<input type="checkbox"/>	Sentences are complete.	<input type="checkbox"/>

2) **Rubric for writing editing - [Writing Rubrics](#)**

- **Quick Rubric:** Quick Rubric is a user-friendly platform that allows users to create, edit, and share rubrics quickly and easily. Users can choose from a variety of customizable templates or create their rubrics from scratch. Website: <https://www.quickrubric.com/>

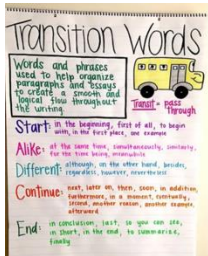


- **RubricBuilder:** RubricBuilder is a simple online tool that allows users to create rubrics for writing, editing, and other assignments. Users can add criteria, descriptions, and scoring levels to create a customized rubric in minutes. Website: <https://rubricbuilder.com/>

3. **How to Create a Story Map for Kids** - Planning Your Narrative Writing provides step-by-step guidance for children to craft engaging narratives through structured story mapping. How



4. **Transition Words** To teach how transition words are used, do a Think Aloud during Teacher Read Aloud to pause and point out transition words and how they are used in context. Over time, collect a variety of useful transition words and encourage learners to use them in their writing.



<https://rockinresources.com/2015/07/writing-mini-lesson-25-revising.html>

5. **Descriptive Words** provides an extensive collection of vivid adjectives and adverbs to enrich writing and evoke sensory imagery. Once again, use a Think Aloud during Teacher Read Aloud to bring attention to descriptive words. <https://www.yourdictionary.com/articles/descriptive-words-2015>



[words-adjectives-adverbs-participles](https://www.yourdictionary.com/articles/descriptive-words-2015)

6. **Creately** offers an online graphic organizer tool, facilitating collaborative brainstorming and visual representation of ideas in various formats. <https://creately.com/Online-Graphic-Organizer>

7. **Scholastic's Graphic Organizers** These printables provides educators with a wealth of printable graphic organizers to support teaching across various subjects and grade levels, fostering critical thinking and organization skills in students."

<https://www.scholastic.com/teachers/lesson-plans/teaching-content/graphic-organizers-printables/>

8. **Understanding of differentiation.** Teachers should understand differentiation when teaching writing because it allows them to address the diverse needs, learning styles, and abilities of their students effectively. By implementing differentiated instruction, teachers can tailor writing instruction to accommodate individual student strengths, interests, and readiness levels.

<https://www.prodigygame.com/main-en/blog/differentiated-instruction-strategies-examples-download/>



9. **Sentence Structure to Enhance Writing:** Understanding sentence structure to enhance writing is crucial as it allows individuals to craft more engaging, coherent, and effective written communication that captivates readers and conveys ideas with clarity and precision.



[How to Vary Sentence Structure in Your Writing - 2024 - MasterClass](#)

10. The website "**Writing Conferences**" offers valuable insights and strategies for educators to conduct writing conferences, fostering individualized feedback and support to improve student's writing skills and create a collaborative community of writers in the classroom.



[Writing Conferences | Reading Rockets.](#)

11. Education.com offers lesson plans, worksheets, and activities designed to improve students' writing skills. Teachers can visit this site for materials on the writing process. Teachers can find resources for teaching brainstorming, drafting, revising, editing, and publishing.

[www.education.com](http://www.education.com)



## ESSENTIAL LEARNING OUTCOME 7: Writing and Representing

**Introduction to the Subject:** 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 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: 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.

**Essential Learning Outcome 7:** Students 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.

### Grade Level Expectations:

#### Write for pleasure and personal growth

- sustain independent writing for greater amounts of time
- becoming more comfortable as they describe and explain their choices of vocabulary, format, and style
- *reflect on and identify strengths as writers, areas for improvement and the strategies found most helpful at different stages of the writing process.*

#### Engage in the writing process

- *generate, gather, and organize ideas and information from a wider range of background knowledge and reading experiences to write for an intended purpose and audience*
- *use the revision process to determine whether the ideas, information and vocabulary are relevant and adequate for their purpose,*
- *draft and revise writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.*
- become more independent as they use the stages of the writing process to develop, revise, edit and present their writing in a variety of ways
- experiment with range of presentation style elements including print, script, fonts, graphics, and layout

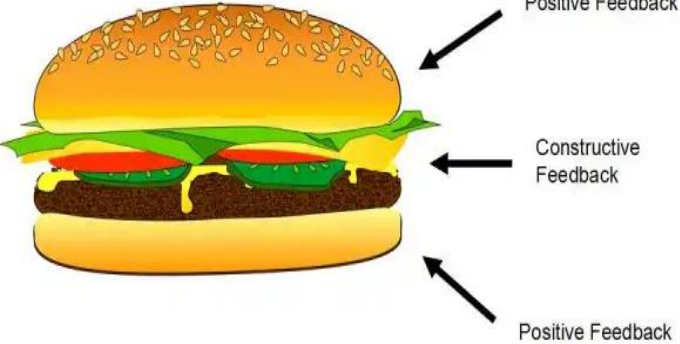
#### Explore language structures

- use sentences that are grammatically well formed and more complex in their writing
- gather new vocabulary to enhance writing project
- monitor language use for intended and unintended messages and apply more complex punctuation intentionally and meaningfully


#### Explore word solving

- use knowledge of spelling patterns to monitor errors and self correct

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>By the end of Grade 4, learners will be expected to: <b>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</b></p> <p>7.1 continue to apply learning and further develop proficiency in spelling, contributing to the overall quality of written work</p> <p>7.2 transfer understanding of spelling conventions across various subjects</p> <p>7.3 further develop self monitoring strategies to notice and correct spelling errors</p> <p><b>write and represent to develop punctuation conventions to enhance the meaning and clarity of their written work.</b></p>	<p>Learners will use a variety of tools (checklists, rubrics, peer review forms, etc.) to refine and publish their work in suitable formats (written, digital). Examples are shown below.</p> <p>Assessment is a critical component of effective writing instruction. It provides the teacher with opportunities to identify learners' strengths, a focus for next steps of instruction, and giving meaningful feedback to learners. It is also an important tool for teachers to evaluate instructional approaches</p> <p><b>Conversations</b> Conferencing during the writing process provides learners with an excellent opportunity to share and get feedback about their drafts from both their peers and teacher. Teacher-Learners conferences allow teachers to guide, support and empower students as they actively engage in the writing process.</p> <p><b>Teacher/Peer Review (Hamburger Model)</b> Learners will provide feedback using this model by first providing positive feedback and then areas for improvement. The final feedback will also be positive.</p> <p>Teachers will engage learners in conversations that provide opportunities for learners to share concerns, express ideas and receive support.</p>	<p>ELO 7 Focuses on refining learners' written pieces using their knowledge of the conventions of writing (spelling, punctuation, and presentations) to produce completed pieces.</p> <p><b>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</b></p> <p>Note: At the beginning of each term, search for a list of Grade 4 spelling words. While it's not necessary to teach each of these individually, these lists provide a general sense of the types of words this age of learners typically learn and the spelling patterns within those words. These word lists also provide teachers with examples for teaching word patterns, roots, prefixes etc. through games and group activities.</p> <p><b><i>(SCO 7.1) Spelling rules!</i></b></p> <p>Encourage learners to create a personal spelling list of words they found difficult to spell. This list may be included in their writing portfolio. As learners are writing, it is their responsibility to monitor their spelling and check their portfolio spelling list for correct spelling.</p> <p>Throughout the term and year, provide opportunities for learners to review their word lists and group them according to various categories, such as:</p>


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies									
<p>7.4 develop proficiency in the use of punctuation conventions, including:</p> <ul style="list-style-type: none"> <li>- full stops</li> <li>- commas</li> <li>- apostrophes</li> <li>- other punctuation marks as needed</li> </ul> <p>to accurately convey meaning and enhance the clarity of written work.</p> <p>7.5 begin to make decision about the strategic use of punctuation, considering the potential impact on sentence structure and overall coherence of the passage</p> <p>7.6 connect punctuation choice to decisions about style and format</p> <p><b>write and represent to develop presentation formats to enhance the meaning and clarity of their written work.</b></p> <p>7.7 develop the ability to choose a variety presentation formats throughout the year</p>	<h2 style="text-align: center;">Feedback Burger</h2>  <p><a href="https://tinyurl.com/4j7bp2dj">https://tinyurl.com/4j7bp2dj</a></p> <p><b>Self Assessment Checklist</b></p> <p>A checklist such as the one below provides learners with a comprehensive review of their writing. It is strongly suggested that this format of checklist be separated into sections so the learner has a focus for an overall review of the final draft.</p>	<ul style="list-style-type: none"> <li>- words with ei or ie</li> <li>- plurals</li> <li>- words with prefixes</li> <li>- words with suffixes</li> <li>- short words that are tricky</li> <li>- long words I want to remember</li> <li>etc.</li> </ul> <p><b>Taking a final look! (SCO 7.1, 7.3, 7.4, 7.5)</b></p> <p>Invite learners to take a final look at their draft writing piece by using the CUPS editing strategy.</p> <p>Model the CUPS strategy (shown below) using a writing sample projected on the board. Learners will then be allotted time to work on their draft piece using the CUPS strategy.</p> <table border="1" data-bbox="1304 880 1881 1349"> <tr> <td rowspan="4" style="background-color: #e0e0e0; vertical-align: top;"><b>Before you submit:</b></td> <td style="background-color: #ffff00;"><b>C</b></td> <td>The first word in each sentence is capitalized. All places, people and characters are capitalized. All text titles are capitalized (e.g.: Jasper Jones, The Hobbit, The Simpsons).</td> </tr> <tr> <td style="background-color: #90ee90;"><b>U</b></td> <td>I have used simple, compound, and complex sentences. My sentence beginnings vary (starting with a verb, adverb, ing words, etc.) I have used connective words (although, however, firstly, in conclusion, etc.)</td> </tr> <tr> <td style="background-color: #add8e6;"><b>P</b></td> <td>Each sentence ends in punctuation mark (full stop, question mark, exclamation mark). Commas have been used to separate words in lists. Apostrophes are used in contractions (e.g. he's, they're, should've). Punctuation is <i>inside</i> speech marks (e.g. "Hello," said Jack.).</td> </tr> <tr> <td style="background-color: #ffcc99;"><b>S</b></td> <td>I have correctly spelled the words within the sentence. I have checked the spelling of my writing. Homophones are correctly spelled (there – place – ownership, they're – they are).</td> </tr> </table>	<b>Before you submit:</b>	<b>C</b>	The first word in each sentence is capitalized. All places, people and characters are capitalized. All text titles are capitalized (e.g.: Jasper Jones, The Hobbit, The Simpsons).	<b>U</b>	I have used simple, compound, and complex sentences. My sentence beginnings vary (starting with a verb, adverb, ing words, etc.) I have used connective words (although, however, firstly, in conclusion, etc.)	<b>P</b>	Each sentence ends in punctuation mark (full stop, question mark, exclamation mark). Commas have been used to separate words in lists. Apostrophes are used in contractions (e.g. he's, they're, should've). Punctuation is <i>inside</i> speech marks (e.g. "Hello," said Jack.).	<b>S</b>	I have correctly spelled the words within the sentence. I have checked the spelling of my writing. Homophones are correctly spelled (there – place – ownership, they're – they are).
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Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																																																																				
<p>based on the nature of the content and the intended audience</p> <p>7.8 integrate visual elements, including images, charts, graphs, and other graphics, into written work to enhance overall clarity and appeal to the reader.</p> <p>7.9 publish written work to varying audiences using different tools.</p> <p>7.10 engage in collaborative projects to create and present written content using various formats.</p> <p>7.11 add titles, cover images, tables of content, glossaries, book blurbs, information about the author, etc. as needed</p>	<p>Name: _____ Date: _____</p> <p style="text-align: center;"><b>Informative/Explanatory Writing Checklist: Grade 4</b></p> <p style="text-align: center;">I write Informative/Explanatory texts to examine a topic and convey ideas and information clearly.</p> <table border="1" data-bbox="583 391 1241 1032"> <thead> <tr> <th colspan="2"></th> <th>How is my Informative/Explanatory writing? Did I write like a fourth grader?</th> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td rowspan="5" style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing Structure &amp; Organization</td> <td>Introduction</td> <td>I introduced my topic or text clearly by explaining why the subject mattered, telling a surprising fact or giving a big picture.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td rowspan="3">Organization</td> <td>I grouped information into paragraphs and sections. Each section had information that was about the same thing.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>I used headings and I may have used subheadings.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>I used illustrations, multi-media, diagrams, charts, bold words, or definitions boxes to help teach my readers.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Transitions</td> <td>I used transition words in each section that help readers understand how one piece of information connected with others. If I wrote the section in sequence, I used words and phrases such as <i>before, later, next, then, and after</i>. If I organized the section in kinds or parts, I used words such as <i>another, also, and for example</i>.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Conclusion</td> <td>I wrote a conclusion in which I restated the main points and may have offered a final thought or question for readers to consider.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td rowspan="4" style="writing-mode: vertical-rl; transform: rotate(180deg);">Development &amp; Elaboration of Ideas</td> <td rowspan="3">Elaboration</td> <td>I wrote different kinds of facts and concrete details such as numbers, names, and examples.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>I used definitions, quotations, or other information and examples related to the topic.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>I might have used compare/contrast, cause/effect, or pro/con to help teach my readers.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Task Focus</td> <td>My whole piece stays focused on my task or prompt.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Research</td> <td>I used information from a variety of sources to support my topic. I used details and examples by drawing inferences from the text.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td rowspan="5" style="writing-mode: vertical-rl; transform: rotate(180deg);">Language Conventions &amp; Word Choice</td> <td>Vocabulary</td> <td>I used precise words and the vocabulary of experts to inform about or explain the topic.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Grammar</td> <td>I used strong words and phrases correctly to bring my writing to life.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Punctuation</td> <td>Before I wrote my final draft I checked to make sure I used punctuation correctly (capitalization, commas, quotations, etc.)</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Spelling</td> <td>Before I wrote my final draft I checked to make sure all my words were spelled correctly or I used resources to help me spell words I wasn't sure about.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Sentence Fluency</td> <td>I used complete sentences. 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YES	NO	Writing Structure & Organization	Introduction	I introduced my topic or text clearly by explaining why the subject mattered, telling a surprising fact or giving a big picture.	<input type="checkbox"/>	<input type="checkbox"/>	Organization	I grouped information into paragraphs and sections. Each section had information that was about the same thing.	<input type="checkbox"/>	<input type="checkbox"/>	I used headings and I may have used subheadings.	<input type="checkbox"/>	<input type="checkbox"/>	I used illustrations, multi-media, diagrams, charts, bold words, or definitions boxes to help teach my readers.	<input type="checkbox"/>	<input type="checkbox"/>	Transitions	I used transition words in each section that help readers understand how one piece of information connected with others. If I wrote the section in sequence, I used words and phrases such as <i>before, later, next, then, and after</i> . 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I used different kinds of sentences to make my writing interesting and engage my reader.	<input type="checkbox"/>	<input type="checkbox"/>	<p><a href="#">Teaching...Editing – 'CUPS' – The English Classroom</a></p> <p><b>Meaningful Spelling practice (SCO 7.3)</b> Apply a variety of digital and/or artistic tools to ensure learners have various ways to connect unusual spelling with the meaning of the work. For example:</p> <ul style="list-style-type: none"> <li>- use markers or digital highlighting present the root of a tricky word in another colour</li> <li>- provide a drawing or clip art picture of the word</li> <li>- underline the tricky part of the word</li> <li>- create an identifiable chant the letters</li> <li>-do an online search for a passage (or a quote, or a lyric) that includes the difficult word</li> <li>- connect to another word with the same unusual spelling pattern and highlight the similar letter pattern</li> <li>- do an online search for the word in text passage</li> </ul> <p><b>Write and represent to develop punctuation conventions to enhance the meaning and clarity of written work.</b></p> <p><b>Proofreading Explorers (SCO 7.4, 7.5)</b> Display sample writing pieces and model the use of inserting proofreading marks to edit writing pieces. Make proofreading charts easily accessible to students (on display in the classroom, laminated cards, etc.)</p> <ul style="list-style-type: none"> <li>• a dot in the margin indicates there is a spelling error on the line. The learner must find it and fix it.</li> </ul>
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	<p style="text-align: center;"><b>PEER REVIEW CHECKLIST</b></p> <p><i>Use this form to give feedback to your classmate on his/her writing.</i></p> <p>Writer's name _____</p> <p>Name of Peer Reviewer _____</p> <table border="1" data-bbox="611 488 1224 873"> <thead> <tr> <th>What to Edit the Writing for</th> <th>Yes</th> <th>No</th> <th>Sometimes</th> </tr> </thead> <tbody> <tr> <td>The writer starts each sentence with a capital letter.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>The writer ends each sentences with a full stop, question mark or exclamation mark.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>The writer's handwriting is neat and easy to read.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>The writer wrote several paragraphs, and indented each one.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>The writer uses punctuation marks correctly.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>The writer uses capital letters for proper nouns.</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4">This is what I like most about your writing:</td> </tr> <tr> <td colspan="4">You can improve your writing by:</td> </tr> </tbody> </table> <p><b>Observations</b>            Observing and documenting learners' progress is key to providing quality education to all learners. Engaging in observation allows educators to understand and support each learner's unique learning journey. Through observation teachers can examine the daily experiences, achievements, and challenges of each learner.</p> <p><b>Using Anecdotal Records</b>            Anecdotal records are brief written records or notes documenting what a child says or does during classroom activities and routines.</p> <p>When writing an anecdotal observation:</p>	What to Edit the Writing for	Yes	No	Sometimes	The writer starts each sentence with a capital letter.				The writer ends each sentences with a full stop, question mark or exclamation mark.				The writer's handwriting is neat and easy to read.				The writer wrote several paragraphs, and indented each one.				The writer uses punctuation marks correctly.				The writer uses capital letters for proper nouns.				This is what I like most about your writing:				You can improve your writing by:				<ul style="list-style-type: none"> <li>• a wavy line in the margin indicates punctuation is missing. The learner must find it and fix it.</li> <li>• a P in the margin indicates a new paragraph is needed</li> </ul> <p>Learners will use the codes to proofread their writing.</p> <p> <b>Braiding The Strands</b></p> <p><b>Learners' Selfie Broadcasting (SCO 7.5)</b> Invite learners to record themselves reading their written final drafts, then share/broadcast with classmates. The classmates will listen and critique/provide feedback. They may also create class podcasts.</p> <p><b>This is how it is done</b> Provide learners with good pieces of writing that consist of correct usage of punctuation marks and show the overall impact on sentence structure by:</p> <ul style="list-style-type: none"> <li>-Removing all punctuation and paragraphing and asking a group of learners to read the passage aloud.</li> <li>- Displaying the original well punctuated version and asking the same group of learners to read the passage aloud again.</li> <li>- Invite learners to share the experience of reading punctuated and nonpunctuated text.</li> </ul>
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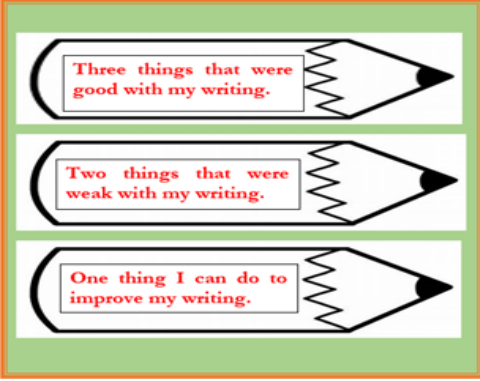
Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<ul style="list-style-type: none"> <li>• always include the date and time, names, and the focus of the conversation (spelling focus, punctuation focus, presentation focus)</li> <li>• share your notes with the learner, always beginning with a positive comment about an actual achievement, followed by, an “now you are ready to learn about . . .” focus.</li> </ul> <p><b>Product</b> Product-based assessment focuses on providing opportunities for learners to create final products as part of the assessment process. In the writing process, learners will give attention to using various tools to refine their writing in the creation of a final piece .</p> <p><b>Checking learner spelling</b> Rather than underlining or correcting every spelling error in a learner’s writing, provide them with the opportunity to gain independence in monitoring and self correcting.  Place a dot in the margin where a spelling error is noticed. When the learner notices the dot, they must find the error and correct. NOTE: It’s not necessary to make note of every spelling error. Choose errors that will be most helpful to learners.</p> <p><b>Self assessing the portfolio</b> Learners may use checklists such as the one shown below to assess the quality/completeness of their writing portfolios.</p>	<p>After revisiting this activity with 2-3 groups, remind each learner to “whisper read” their final drafts aloud to ensure punctuation is in place.</p> <p><b>write and represent to develop presentation formats to enhance the meaning and clarity of their written work.</b></p> <p><b>Multimedia Presentation (SCO 7.7)</b> Incorporate a variety of presentation formats such as videos, audio clips, images, and interactive elements to support diverse learning styles and appeal for a wide range of audiences.  Learners will consider their audiences and the content of writing pieces and select suitable presentation formats.</p> <p><b>Open Mic/Author’s Chair (SCO 7.9)</b> Create opportunities for learners to use an author's chair (use a chair that is decorated appropriately).  Learners will read their final pieces aloud to their peers. <a href="https://www.smore.com/8xrgd-author-s-chair">https://www.smore.com/8xrgd-author-s-chair</a></p> <p><b>Multiple Presentation Options (SCO 7.10)</b> Engage learners in collaborative writing activities in the creation of authentic written pieces. For example, learners may write newsletters highlighting some aspects of their school’s life, or they may write</p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																								
	<p style="text-align: center;"><b>MY WRITING PORTFOLIO CHECKLIST</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>My writing portfolio has a cover page.</td> <td></td> <td></td> </tr> <tr> <td>The pages of my portfolio are numbered.</td> <td></td> <td></td> </tr> <tr> <td>I have stated the objectives of my portfolio</td> <td></td> <td></td> </tr> <tr> <td>My portfolio is well organized and neat.</td> <td></td> <td></td> </tr> <tr> <td>I have written the required number of pieces.</td> <td></td> <td></td> </tr> <tr> <td>I used checklists throughout my portfolio to ensure that my pieces are well written.</td> <td></td> <td></td> </tr> <tr> <td>I have reflected on each piece of writing.</td> <td></td> <td></td> </tr> </tbody> </table> <p>In rating learners' writing portfolios, the overall product is brought under scrutiny. One purpose of the writing portfolio is to document learners' growth. Rubrics, such as the example below, are useful tools in rating learners' portfolios.</p>		Yes	No	My writing portfolio has a cover page.			The pages of my portfolio are numbered.			I have stated the objectives of my portfolio			My portfolio is well organized and neat.			I have written the required number of pieces.			I used checklists throughout my portfolio to ensure that my pieces are well written.			I have reflected on each piece of writing.			<p>biographies of prominent community members. Written work will be published for in person or digital audiences.</p> <p>Learners will use flexible presentation formats like podcasts, videos, multimedia presentations, or written reports to share their collaborative work.</p> <p><b><i>Books of all shapes and sizes (SCO 7.9-7.11)</i></b>        As each writing project is completed, share a different book making styles:</p> <ul style="list-style-type: none"> <li>- folded books  <a href="https://www.youtube.com/watch?v=21qi9ZcQVto">https://www.youtube.com/watch?v=21qi9ZcQVto</a>  <a href="https://www.youtube.com/watch?v=fZyeb4ADYJw">https://www.youtube.com/watch?v=fZyeb4ADYJw</a></li> <li>- storyboard  <a href="https://www.khanacademy.org/humanities/hass-storytelling/imagineering-in-a-box/lesson-2-designing-attractions/a/exercise-4-storyboards">https://www.khanacademy.org/humanities/hass-storytelling/imagineering-in-a-box/lesson-2-designing-attractions/a/exercise-4-storyboards</a></li> <li>- PPTs</li> <li>- Pop up book  <a href="https://www.youtube.com/watch?v=Tga4uvgDQGw">https://www.youtube.com/watch?v=Tga4uvgDQGw</a>            This video is also a great opportunity for learners to apply their instruction following strategies.</li> </ul> <p> <b><i>BRAIDING THE STRANDS</i></b>  <b><i>Reading Journal</i></b>            In journals, learners are free to express their ideas in any way that they feel is productive. Reading journals are particularly effective in encouraging</p>
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Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	 <p><a href="https://www.waterford.org/resources/journal-prompts-for-kids/">https://www.waterford.org/resources/journal-prompts-for-kids/</a></p>	

### Additional Resources and Materials

ELO 7 focuses on students refining their writing for publishing and sharing. Students will use their knowledge of spoken language, written language and writing conventions to refine the precision of their writing and enhance the meaning and clarity of their written work. The following suggested resources and materials would assist the teacher in accomplishing the ELO.

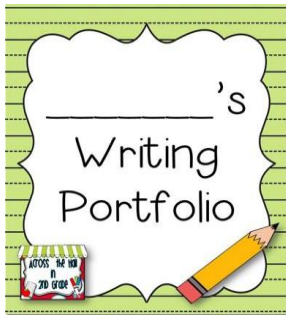
#### 1) Different apps (book creator, blooms) to share writing

<https://www.scholastic.com/parents/school-success/learning-toolkit-blog/websites-where-kids-can-create-books.html>

<https://www.splashlearn.com/blog/writing-apps-for-kids/>

#### 2) Creating Writing portfolios

Visit <https://jenniferfindley.com/writing-portfolios/> for information about the purpose, design, and use of writing portfolios.



#### 3) Author's chair



<https://teachingmyfriends.blogspot.com/2013/08/authors-chair-share-chair.html>

### Steps in the Author's Chair Activity

1. Decide on a special chair to be your classroom author's chair. This chair should not just be any ordinary chair- it should stand out, be bright, and students should look forward to getting to share their writing in it!
2. Explain how the author's chair will be used.
3. Sit in the author's chair. Only one learner can sit in the author's chair at once. Classmates can gather around in a circle on the carpet.
4. Share writing.
5. Invite listeners to comment. Learners on the carpet are still supposed to still raise their hand if they wish to comment or suggest to the reader.

<https://www.smores.com/8xrgd-author-s-chair>

**6. Call on classmates.** It is the job of the reader to decide who they wish to call on. Before beginning the sharing process, the teacher should clarify how many students the author gets to call on after reading- for example, each student will receive two positive comments from their classmates and one thing that was confusing to the reader.

### Additional Use Content Knowledge for the Teacher

Additional content knowledge which would be essential to assist students in the process of publishing their pieces of writing are as follows

#### 1) Information on publishing

[What to do with student writing? Publish it.](#)



<https://teacheroffduty.com/ideas-publishing-student-writing/>

[https://www.schoolmatepublishing.com/?ref=gsmpsc&gad\\_source=1&gclid=Cj0KCQiAwbitBhDIARIsABfFYLTgzka1WtnfOCbOLKRBM\\_uLqTvNvD7I8ox64KDknpQNFdaqJosXCcaAqfJEALw\\_wcB](https://www.schoolmatepublishing.com/?ref=gsmpsc&gad_source=1&gclid=Cj0KCQiAwbitBhDIARIsABfFYLTgzka1WtnfOCbOLKRBM_uLqTvNvD7I8ox64KDknpQNFdaqJosXCcaAqfJEALw_wcB)

#### 2) Illustration for writing (blurbs)

<https://www.writersandartists.co.uk/advice/how-to-write-a-book-blurb#:~:text=Think%20about%20what%20goes%20on,not%20give%20away%20the%20ending.>

<https://kidslearntoblog.com/10-best-writing-websites-kids/>

**3) Author's chair**

<https://www.learningforjustice.org/classroom-resources/teaching-strategies/responding-to-the-readaloud-text/authors-chair>

**4) Uses of independent writing**

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/writing/Pages/teachingpracindependent.aspx>

**5) Creating a class blog**

<https://teacherchallenge.edublogs.org/step-1-set-up-your-class-blog/>