

November 2024



OHPC Grade 6 Language Arts Curriculum

OVERVIEW OF 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.

I. Frequently Asked Questions

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

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"> - Discuss topics of Learner interest - Listen, reflect on and contribute to stories, poems, nonfiction, music, conversations, etc. - Participate in lessons that build strategies in listening and speaking - View listening and speaking as a tool to communicate with peers, the community and the world 	<p><i>Learners have daily opportunities to:</i></p> <ul style="list-style-type: none"> - Browse through a wide range of paper-based books, magazines, digital texts, etc. on topics of interest - Engage in reading throughout the day - Interact with engaging lessons and texts that build reading skills and strategies - Share reading with small groups of peers 	<p><i>Learners have daily opportunities to:</i></p> <ul style="list-style-type: none"> - Explore formal and informal writing in various genres throughout the day - Co-construct or independently write on topics of interest using various genres - Apply writing lessons in various genres to demonstrate understanding of organisation, ideas style, form, and conventions - Share writing with peers and the community
<p>Throughout the day, Learners receive regular feedback from the teacher about progress made and the next steps of learning.</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 for differentiated instruction are provided; ongoing professional development will address more in depth opportunities for differentiation.


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

Yes. Teachers will find local images, stories, songs, and 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?

This symbol  identifies opportunities to braid the strands of Language Arts. 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.

6. Does the curriculum provide opportunities to integrate Language Arts with other subjects?

Yes. This symbol  identifies opportunities to integrate Language arts with other subjects.

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:
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).

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 centres that invite learners to explore writing, reading, listening and technology.
- Opportunities to use the school outdoor space and community as learning spaces

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

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

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

Speaking and Listening

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 learner continues to develop an awareness of culture, personal identity, and the strategies needed to participate, communicate, and reflect critically on thought and action.

Introduction to Strand

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

Grade Level Expectations

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 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

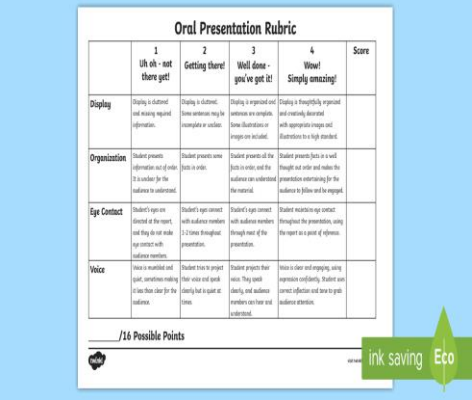


- Observe, practice, modify and critically examine how tone, fluency and intonation impact meaning and mood
- Apply individual and clusters of listening comprehension strategies independent with purpose and intuition
- Develop increasing complex vocabulary in meaningful and sometimes insightful ways
- 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
- Recognise 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.



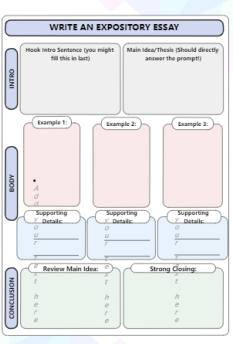

Essential Learning Outcome 1: Learners will explore, use, and critically apply oral language for pleasure, personal growth, to form and foster relationships and to develop an appreciation and celebration of culture and of oral languages.



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learner are expected to:</p> <p>Listen and speak for pleasure and personal growth</p> <p>1.1 Participate in class discussions, debates, 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>1.3 Express preferences in written, visual, and oral communication genres</p>	<p>Formative Assessment invites both the teacher and the learner to monitor progress towards achieving learning objectives; it can be approached in a variety of ways, classified below as Conversations, Observations, and Products. These suggestions for Listening and Speaking provide useful information on individual or group learning progress and therefore inform decisions re the next steps of invitation in the classroom.</p> <p style="text-align: center;">Conversations</p> <p>- Give learners a word or topic and invite them to freely talk about the word or topic to members of their group for one minute.</p>	<p>ELO 1 focuses on daily opportunities for formal and informal curriculum based opportunities to develop essential Listening and Speaking strategies for pleasure and personal growth, fostering relationships, and developing an appreciation of culture and oral languages.</p> <p>Listen and speak for pleasure and personal growth</p> <p><i>Getting to know us with poetry! (All SCOs)</i> Begin the year with shared poetry. Share poems such as those suggested below and discuss the various interests and knowledges provided by each member the class.</p>


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																																							
<p>and styles and explain the reasons behind their choices.</p> <p>1.4 Use technology to enhance listening and speaking skills, such as recording and listening to their own speech, creating podcasts, live streams, videos.</p> <p>1.5 Speak and listen critically to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.</p> <p>1.6 Listen to oral presentations to identify useful details for application</p> <p>1.7 Listen to speeches, songs, poems etc. to determine literal and inferential meaning.</p> <p>1.8 Listen to traditional stories and songs to learn about culture, history, and impact of colonialism.</p> <p>1.9 Listen to audio material to expand cultural perspectives/ identify differences among cultures and subcultures</p> <p>1.10 Formulate and ask questions for clarification (that require background or contextual information)</p> <p>1.11 Apply knowledge of home language(s) and standard language to</p>	<p>Circulate among the groups and listen / watch for:</p> <p>Eye contact Respectful listening Clarity of message Questions from peers Use of transition words Use of simple and complex sentences Etc.</p> <p>Choosing a target audience, learners create a radio advertisement for a product, event for presentation to the classmates.</p> <table border="1" data-bbox="625 699 1047 1003"> <thead> <tr> <th colspan="3">Sample marking key</th> </tr> <tr> <th>Description</th> <th colspan="2">Marks/Observations</th> </tr> </thead> <tbody> <tr> <td colspan="3">Presentation (speaking)</td> </tr> <tr> <td>Effectively varies speaking skills (e.g. tone, volume, pitch, pace) to create a range of effects according to the intended target audience and purpose of their advertisement.</td> <td colspan="2"></td> </tr> <tr> <td>Varies speaking skills (e.g. tone, volume, pitch, pace) for effect. Variation of speech is relevant to the intended target audience.</td> <td colspan="2"></td> </tr> <tr> <td>Minimal variation of speaking skills (e.g. tone, volume, pitch, pace) for effect or according to target audience.</td> <td colspan="2"></td> </tr> <tr> <td colspan="3" style="text-align: right;">Subtotal</td> </tr> <tr> <th>Description</th> <th colspan="2">Marks/Observations</th> </tr> <tr> <td colspan="3">Advertisement (language features)</td> </tr> <tr> <td>Uses a range of vocabulary relevant to the purpose, and experiments with different language features, such as subjective language, for emphasis and effect, and to appeal to the target audience.</td> <td colspan="2"></td> </tr> <tr> <td>Uses a range of vocabulary relevant to the purpose, and experiments with language features, such as subjective language, to appeal to the target audience.</td> <td colspan="2"></td> </tr> <tr> <td>Uses a small range of vocabulary with some relevance to the purpose. Little experimentation with language features, such as subjective language, to appeal to the target audience.</td> <td colspan="2"></td> </tr> <tr> <td colspan="3" style="text-align: right;">Subtotal</td> </tr> </tbody> </table> <p>Sample rubric: https://www.plu.edu/dhlab/wp-content/uploads/sites/330/2018/10/podcast-rubrics-google-docs.pdf</p> <p>- Debates are an excellent way of braiding all strands of Language Arts. Organize formal class debate competitions among teams centred on a given topics or prompts. Teachers and learners from other classes may function as judges using a rubric to assess the quality of the content and delivery of views presented.</p>	Sample marking key			Description	Marks/Observations		Presentation (speaking)			Effectively varies speaking skills (e.g. tone, volume, pitch, pace) to create a range of effects according to the intended target audience and purpose of their advertisement.			Varies speaking skills (e.g. tone, volume, pitch, pace) for effect. Variation of speech is relevant to the intended target audience.			Minimal variation of speaking skills (e.g. tone, volume, pitch, pace) for effect or according to target audience.			Subtotal			Description	Marks/Observations		Advertisement (language features)			Uses a range of vocabulary relevant to the purpose, and experiments with different language features, such as subjective language, for emphasis and effect, and to appeal to the target audience.			Uses a range of vocabulary relevant to the purpose, and experiments with language features, such as subjective language, to appeal to the target audience.			Uses a small range of vocabulary with some relevance to the purpose. Little experimentation with language features, such as subjective language, to appeal to the target audience.			Subtotal			<p> BRAIDING THE STRANDS: Provide opportunities for learners to work together to write and present Looking Like Me OR Looking Like Us poems https://www.youtube.com/watch?v=RjhFmGbjtY</p> <p></p> <p> BRAIDING THE STRANDS: Poetry Expose (SCO 1.1) Use Teacher Read Aloud, Sing Aloud to braid listening and speaking with reading and viewing. Share a range of poetry, song, or spoken word. Learners choose a favourite text to share individually or in groups with peers in poetry recitals presented to the class or school. As learners share, listen for fluency and phrasing and discuss the meaning, and interesting vocabulary of the chosen text. Caribbean Poems</p> <p></p> <p>5 Tips for Teaching Poetry to Your Learners</p> <p>Open Mic (SCO 1.5, 1.6, 1.8) Schedule opportunities for learners to listen to news, sports, and entertainment interviews. As learners listen, they “collect” various types of questions (what, why, how, when, what if, would it be possible, etc.) and choose from these examples to formulate questions on topics related to current events in their class, school, or community. Learners organize their</p>
Sample marking key																																									
Description	Marks/Observations																																								
Presentation (speaking)																																									
Effectively varies speaking skills (e.g. tone, volume, pitch, pace) to create a range of effects according to the intended target audience and purpose of their advertisement.																																									
Varies speaking skills (e.g. tone, volume, pitch, pace) for effect. Variation of speech is relevant to the intended target audience.																																									
Minimal variation of speaking skills (e.g. tone, volume, pitch, pace) for effect or according to target audience.																																									
Subtotal																																									
Description	Marks/Observations																																								
Advertisement (language features)																																									
Uses a range of vocabulary relevant to the purpose, and experiments with different language features, such as subjective language, for emphasis and effect, and to appeal to the target audience.																																									
Uses a range of vocabulary relevant to the purpose, and experiments with language features, such as subjective language, to appeal to the target audience.																																									
Uses a small range of vocabulary with some relevance to the purpose. Little experimentation with language features, such as subjective language, to appeal to the target audience.																																									
Subtotal																																									

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when listening.</p> <p>1.12 Use vocabulary appropriate to topic and audience (e.g., content specific words such as ‘global warming’)</p> <p>1.13 Demonstrate command of the conventions of standard English grammar and usage when speaking.</p> <p>1.14 Use precise language and domain-specific vocabulary as necessary to inform about or explain the topic</p> <p>1.15 Integrate and evaluate information presented in diverse media and formats, including visually and orally.</p> <div data-bbox="130 959 588 1027" style="border: 1px solid black; background-color: #e6f2ff; padding: 5px; margin: 10px 0;"> <p>Listen and speak to form and foster relationships</p> </div> <p>1.16 Contribute -thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others.</p> <p>1.17 Listen critically to others’ ideas or opinions and points of view.</p> <p>1.18 Present/discuss in their own words, information that is accurate, states a topic, follows an organizational</p>	<p>Conducting a Debate (+ Rubric) Ontario Teachers' Blog</p> <p>Debate Assessment Rubric</p> <p style="text-align: center;">Observation</p> <p>Anecdotal Notes Use anecdotal records to document learner involvement in conversations and class discussions. Teacher makes notes to record observations of learners’: Willingness to follow directions Behaviours of learners Interest Cooperation Communication</p> <p style="text-align: center;">Products</p> <p>Self-Assessment Self-assessment helps learners monitor and evaluate their oral presentations and identify ways to improve their learning. Using a checklist such as the one suggested below, learners evaluate their oral presentations using high order questions from the teacher.</p>	<p>questions in a logical order, then engage in interviews with they pretend to be reporters using questions and recording the responses. To add authenticity, create a “mic”. Visit https://www.edutopia.org/service-learning-center-urban-pedagogy-interviewing for an excellent overview of teaching interviewing.</p> <div data-bbox="1180 443 1304 594" style="text-align: center;">  </div> <p>gluedtomycrafts.com</p> <p> INTEGRATING SUBJECTS <i>Class Parliament (SCO 1.5, 1.6, 1.7, 1.12)</i> Build on the previous year’s knowledge of debate and create opportunities for learners to debate an authentic topic in the news. After posing the key questions, learners work together in debate teams and “represent” elected Members of Parliament as they debate on a chosen topic for discussion. For information about teaching debate, scroll to p.15 of https://saskdebate.ca/Portals/0/adam/Content/c79X4j5oDEukzpy4VDKHKA/Answer/Teacher%E2%80%99s%20Guide%20to%20Debate%20in%20the%20classroom.pdf</p> <div data-bbox="1188 1032 1312 1149" style="text-align: center;">  </div> <p><i>Creative Speaking Activities (SCO 1.5)</i> Introduce improvisation to learners and provide regular opportunities for learners to explore a variety of scenarios that may tap into humour, news, etc. Improv is a very engaging learning experiences that enhances spontaneity and quick thinking. Suggestions for improv scenarios are available at: https://www.alliancetheatre.org/sites/default/files/Improv%20Games%20for%20Middle%20Schoolers.pdf</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>structure, and includes specific and relevant examples and details (e.g., results of a scientific experiment, historical or recreational event)</p> <p>1.19 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>1.20 Demonstrate attentive listening in non-verbal ways (e.g., take notes, sketch or diagram key ideas, nod to show agreement, use facial expressions).</p> <p>1.21 Synthesize viewpoints of others and discuss options to resolve any outstanding differences.</p> <p>1.22 Use appropriate strategies for making connections with audience (e.g., position themselves so others can see and hear, use body language such as smiling or making eye contact).</p> <p>1.23 Identify, in conversation with teacher and peers, those strategies they found most helpful before, during and after listening and speaking and what steps they can take to improve their oral communication skills</p>	<div data-bbox="619 272 1087 669" data-label="Table">  <p>The table is titled 'Oral Presentation Rubric' and has 5 columns: 1 (1k like - not there yet!), 2 (Getting there!), 3 (Well done - you've got it!), 4 (Wow! Simply amazing!), and Score. It has 4 rows: Display, Organization, Eye Contact, and Voice. Each cell contains specific criteria for that skill level.</p> </div> <p>Oral Presentation Rubric Year One</p> <p>- Learners translate the lyrics of a song into their local language and perform it to the class. Teacher listens for accuracy of message.</p> <p>- Share cue cards with question words such as the 5 Ws +H as well as higher level questions : Why do you think that . . .? What could have happened if . . .? Could there have been another solution to . . .? As the author trying to influence the listener? Was the solution to the problem fair? Etc.</p> <p>Learners formulate oral questions about a story, event, or topic in social studies or health and wellness. As learners share their questions, listen for the presence of literal and nonliteral questions and learners’ responses.</p>	<p>Music and Lyrics Discussion (SCO 1.3, 1.7, 1.11) Play a song or radio advertisement and provide the lyrics/content. Learners listen and then discuss or illustrate the meaning, themes, and emotions conveyed in the song or radio advertisement. Explore how phrases create images. Encourage learners to use the same phrases in different contexts. This will encourage learners to connect over shared musical interests and explore deeper meanings together</p>  <p>Public Speaking Activities (SCO 1.9, 1.12) review the fundamentals of debate. https://g6explorers.weebly.com/debates.html To re-engage learners for whom debating was unappealing begin with humorous topics such as those found at Funny Debate Topics. Schedule opportunities for other public speaking activities with opportunities to create a podcast, live line, presentation. Embrace opportunities for learners to share community stories orally.</p>  <p>Oratory Tips and Tricks Ford's Theatre PBS LearningMedia</p> <p>Listen and speak to form and foster relationships</p> <p>Language Exchange Partnerships (SCO: 1.16, 1.17) Pair learners who are learning each other's native languages, (Creole with Standard English, etc.). They take turns speaking in each language, helping each other improve while sharing cultural insights. This activity can be used to enhance language skills and build cross-cultural relationships</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																																																																	
<p>1.24 Identify persuasive and propaganda techniques used in television and identify false and misleading information</p> <p>1.25 Evaluate a speaker’s point of view, reasoning, and use of evidence</p> <p>1.26 Explain their own viewpoints and give reasons and if applicable, support judgments through references to a text and prior knowledge and other sources of evidence.</p> <p>1.27 Use knowledge of language and its conventions when speaking or listening.</p> <div data-bbox="130 824 590 927" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Listen and speak to develop appreciation and celebration of culture and oral languages</p> </div> <p>1.28 Adapt speech to a variety of contexts and tasks, using formal English and native language when appropriate to task and situation.</p> <p>1.29 Recognize variations from standard English in their own and others’ speaking, and identify and use strategies to improve expression in conventional language</p> <p>1.30 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when</p>	<p>- As learners create their own podcasts on various topics, teachers use a rubric to assess the content and delivery. A sample rubric for podcast presentation. Note: provide the rubric to learners as the podcast is being developed. Sample rubric: https://www.plu.edu/dhlab/wp-content/uploads/sites/330/2018/10/podcast-rubrics-google-docs.pdf</p> <table border="1" data-bbox="625 602 1045 911"> <thead> <tr> <th colspan="5">PODCAST RUBRIC</th> </tr> <tr> <th>Category</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> </tr> </thead> <tbody> <tr> <td>Format</td> <td>Introduction clearly identifies the speaker and the purpose of the podcast.</td> <td>Introduction identifies the topic and provides a clear purpose.</td> <td>Introduction states speaker's, descriptive topic, and engages the listener.</td> <td>Introduction is catchy and descriptive, relevant information, and establishes a clear purpose that engages the listener immediately.</td> </tr> <tr> <td></td> <td>No conclusion is provided.</td> <td>Conclusion vaguely summarizes key information.</td> <td>Conclusion summarizes information.</td> <td>Conclusion clearly summarizes key information.</td> </tr> <tr> <td></td> <td>The format structure is unclear and the audience cannot follow along.</td> <td>The format structure seems unclear at times.</td> <td>The format structure and topic discussion sequence are easy to follow.</td> <td>The format structure and topic discussion sequence is effective, interesting, and engaging.</td> </tr> <tr> <td>Main Content</td> <td>Discussion is inappropriate to the topic and minimally engages the listener.</td> <td>Discussion is somewhat engaging, covers a well-chosen topic, and provides a vague purpose.</td> <td>Discussion is engaging and informative.</td> <td>Discussion is engaging, informative, helpful, and encourages the audience to explore the content further.</td> </tr> <tr> <td></td> <td>Does not stay on topic.</td> <td>Occasionally strays from topic.</td> <td>Stays on topic.</td> <td>Keeps focus on topic.</td> </tr> <tr> <td></td> <td>No external resources (audio elements, images, text) included.</td> <td>Somewhat relevant external resources.</td> <td>Effective inclusion of external resources.</td> <td>External resources were varied, thoughtful, and enhanced content.</td> </tr> <tr> <td>Delivery</td> <td>Delivery is hesitant and choppy. Sounds like the presenter is reading.</td> <td>Appears unprepared with uneven delivery.</td> <td>Relaxed, smooth delivery.</td> <td>Well-rehearsed, smooth delivery in a conversational style.</td> </tr> <tr> <td></td> <td>Enunciation of spoken word is clear, readable and not clear. Expression and rhythm are sounding throughout.</td> <td>Enunciation, expression, rhythm are sometimes distracting.</td> <td>Enunciation, expression, and pacing are effective throughout.</td> <td>Highly effective enunciation and rhythm creates a clear and engaging. Expression and rhythm engage the listener.</td> </tr> <tr> <td></td> <td>Poor grammar is used throughout.</td> <td>Occasionally incorrect grammar is used.</td> <td>Correct grammar is used.</td> <td>Correct grammar is used throughout.</td> </tr> <tr> <td>Technical Production</td> <td>Presentation is recorded in a noisy environment with constant background noise and distractions.</td> <td>Presentation is recorded in a semi-quiet environment with some background noise and distractions.</td> <td>Presentation is recorded in a quiet environment with minimal background noise and distractions.</td> <td>Presentation is recorded in a quiet environment without background noise and distractions.</td> </tr> <tr> <td></td> <td>Volume changes are highly distracting.</td> <td>Volume is occasionally distracting.</td> <td>Volume is acceptable.</td> <td>Volume of voice, music, and effects enhance the presentation.</td> </tr> </tbody> </table> <p>- Learners create readers' theatre scripts/plays based on a text read or topic from language or content area and present to the class; as classmates listen, they take notes, write down questions or summarize information, and share their notes with their peers.</p> <p>- Learners research topics related to content subject areas and present their findings. Their peers provide feedback on their presentation skills such as eye contact, voice projection, pacing, use of content related vocabulary, use of grammatically correct language, etc.</p>	PODCAST RUBRIC					Category	Level 1	Level 2	Level 3	Level 4	Format	Introduction clearly identifies the speaker and the purpose of the podcast.	Introduction identifies the topic and provides a clear purpose.	Introduction states speaker's, descriptive topic, and engages the listener.	Introduction is catchy and descriptive, relevant information, and establishes a clear purpose that engages the listener immediately.		No conclusion is provided.	Conclusion vaguely summarizes key information.	Conclusion summarizes information.	Conclusion clearly summarizes key information.		The format structure is unclear and the audience cannot follow along.	The format structure seems unclear at times.	The format structure and topic discussion sequence are easy to follow.	The format structure and topic discussion sequence is effective, interesting, and engaging.	Main Content	Discussion is inappropriate to the topic and minimally engages the listener.	Discussion is somewhat engaging, covers a well-chosen topic, and provides a vague purpose.	Discussion is engaging and informative.	Discussion is engaging, informative, helpful, and encourages the audience to explore the content further.		Does not stay on topic.	Occasionally strays from topic.	Stays on topic.	Keeps focus on topic.		No external resources (audio elements, images, text) included.	Somewhat relevant external resources.	Effective inclusion of external resources.	External resources were varied, thoughtful, and enhanced content.	Delivery	Delivery is hesitant and choppy. Sounds like the presenter is reading.	Appears unprepared with uneven delivery.	Relaxed, smooth delivery.	Well-rehearsed, smooth delivery in a conversational style.		Enunciation of spoken word is clear, readable and not clear. Expression and rhythm are sounding throughout.	Enunciation, expression, rhythm are sometimes distracting.	Enunciation, expression, and pacing are effective throughout.	Highly effective enunciation and rhythm creates a clear and engaging. Expression and rhythm engage the listener.		Poor grammar is used throughout.	Occasionally incorrect grammar is used.	Correct grammar is used.	Correct grammar is used throughout.	Technical Production	Presentation is recorded in a noisy environment with constant background noise and distractions.	Presentation is recorded in a semi-quiet environment with some background noise and distractions.	Presentation is recorded in a quiet environment with minimal background noise and distractions.	Presentation is recorded in a quiet environment without background noise and distractions.		Volume changes are highly distracting.	Volume is occasionally distracting.	Volume is acceptable.	Volume of voice, music, and effects enhance the presentation.	<p>Podcasting (<i>SCO: 1.18, 1.19, 1.21</i>)  Build on the Grade 5 learning experiences with podcasting by reviewing the genre early in the year. Set up a podcast listening centre for learners to experiences the various topics and formats.</p> <p> BRAIDING THE STRANDS: Visit https://www.commonsemmedia.org/podcast-lists for recommended podcasts. Learners choose a topic and engage in research, use graphic organizers to plan the content of their podcast, write their script and record the information/content for sharing with others. Add learner podcasts to the listening centre for others to share.</p> <p>Expository Essay Graphic Organizer EdrawMax Templates Podcast Planning Sheet Podcast Review Sheet</p> <div data-bbox="1228 868 1459 1209">  </div> <p> INTEGRATING SUBJECTS: <i>The World and Me</i> (<i>SCO 1.28, 1.31</i>) Learners engage in discussions centred around local, regional, and international issues and world events by listening to a news clip, reading a newspaper headline or snippet from a talk show, podcasts, etc. Learners may</p>
PODCAST RUBRIC																																																																			
Category	Level 1	Level 2	Level 3	Level 4																																																															
Format	Introduction clearly identifies the speaker and the purpose of the podcast.	Introduction identifies the topic and provides a clear purpose.	Introduction states speaker's, descriptive topic, and engages the listener.	Introduction is catchy and descriptive, relevant information, and establishes a clear purpose that engages the listener immediately.																																																															
	No conclusion is provided.	Conclusion vaguely summarizes key information.	Conclusion summarizes information.	Conclusion clearly summarizes key information.																																																															
	The format structure is unclear and the audience cannot follow along.	The format structure seems unclear at times.	The format structure and topic discussion sequence are easy to follow.	The format structure and topic discussion sequence is effective, interesting, and engaging.																																																															
Main Content	Discussion is inappropriate to the topic and minimally engages the listener.	Discussion is somewhat engaging, covers a well-chosen topic, and provides a vague purpose.	Discussion is engaging and informative.	Discussion is engaging, informative, helpful, and encourages the audience to explore the content further.																																																															
	Does not stay on topic.	Occasionally strays from topic.	Stays on topic.	Keeps focus on topic.																																																															
	No external resources (audio elements, images, text) included.	Somewhat relevant external resources.	Effective inclusion of external resources.	External resources were varied, thoughtful, and enhanced content.																																																															
Delivery	Delivery is hesitant and choppy. Sounds like the presenter is reading.	Appears unprepared with uneven delivery.	Relaxed, smooth delivery.	Well-rehearsed, smooth delivery in a conversational style.																																																															
	Enunciation of spoken word is clear, readable and not clear. Expression and rhythm are sounding throughout.	Enunciation, expression, rhythm are sometimes distracting.	Enunciation, expression, and pacing are effective throughout.	Highly effective enunciation and rhythm creates a clear and engaging. Expression and rhythm engage the listener.																																																															
	Poor grammar is used throughout.	Occasionally incorrect grammar is used.	Correct grammar is used.	Correct grammar is used throughout.																																																															
Technical Production	Presentation is recorded in a noisy environment with constant background noise and distractions.	Presentation is recorded in a semi-quiet environment with some background noise and distractions.	Presentation is recorded in a quiet environment with minimal background noise and distractions.	Presentation is recorded in a quiet environment without background noise and distractions.																																																															
	Volume changes are highly distracting.	Volume is occasionally distracting.	Volume is acceptable.	Volume of voice, music, and effects enhance the presentation.																																																															

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>appropriate to enhance the development of main ideas or themes.</p> <p>1.31 Identify parts of oral/audio presentations which contain required details/information</p> <p>1.32 Learners will be able to interact with sensitivity and respect, considering the situation, audience, and purpose.</p>		<p>share their point of view, respond to others ideas by expanding, seeking clarification, evaluating using Accountable Talk Sentence Starters to guide their contributions.</p> <div data-bbox="1486 370 1640 509" style="text-align: center;">  </div> <p>Podcasts sites: But Why: A Podcast For Curious Kids : NPR Your Classical Storytime on Apple Podcasts Circle Round Podcasts Smithsonian Institution</p> <p>New sources for learners: National Geographic Kids Scholastic Kids Press Science News Explores</p> <p>Videos TED-Ed - YouTube CNN 10</p> <p>Book Clubs (SCO: 1.21, 1.27) Group learners based on their reading interests; in their groups they talk about books they enjoy. They may also offer verbal book review on books they have read; peers may engage the reader in a question and answer session about their book.</p> <div data-bbox="1413 1122 1696 1279" style="text-align: center;">  <p>Book Club</p> </div>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p data-bbox="1186 272 1942 337">Listen and speak to develop appreciation and celebration of culture and oral languages</p> <p data-bbox="1186 370 1963 568"><i>Heritage Language Day (SCO: 1.30, 1.31)</i> Promote linguistic diversity and encourage pride in one's heritage by dedicating time (an hour or two) each month for individual or small groups of learners are encouraged to speak in their heritage languages. They can share words, phrases, and cultural insights with their peers. Provide opportunities for the audience to ask questions.</p> <p data-bbox="1186 600 1963 763"><i>Multilingual Poetry Slam (SCO: 1.30, 1.31)</i> Encourage an appreciation of the beauty of different languages and poetic traditions by hosting a poetry slam for learners to recite poems in their native languages or in languages they are learning. Provide translations and explanations of the poems.</p>  <p data-bbox="1186 828 1942 958"><i>Listening Stations (SCO: 1.32)</i> Learners listen to audiobooks or teacher's recording of a text related to other cultures and traditions. After learners respond to questions posed or engage in oral discussion on information presented.</p> <p data-bbox="1186 990 1963 1120"><i>Listening Gallery Walk (SCO: 1.32, 1.34)</i> Learners create visual images related to a cultural tradition or celebration, record themselves talking about the topic, then attach a code that will invite others to access the recording, for example a QR code.</p>

Additional Resources and Materials

Active involvement in social settings is enhanced when learners practice excellent speaking and listening skills. People learn to organize their thoughts, evaluate them critically, and solve problems by listening to, thinking through, and sharing ideas. Speaking and listening skills are the foundation for developing reading, observing, writing, and portraying skills. To support the teacher in accomplishing ELO 1, the following materials and resources are advised.

READERS THEATRE: Reader's Theatre is an academic exercise where learners present a script through oral reading, emphasizing fluent reading, expressive voices, and communicating the text's meaning through vocal delivery, all without memorization.

Sample scripts: <http://www.thebestclass.org/rtscripts.html> Sample scoring rubric: https://www.readwritethink.org/sites/default/files/30198_rubric.pdf

VIDEOS: Utilizing videos is a powerful method to improve listening and speaking abilities. To effectively use videos for developing listening and speaking skills, start by selecting age-appropriate, engaging, and curriculum-relevant videos from platforms like TED-Ed (TED-Ed is an educational platform providing concise and captivating videos covering various subjects. These videos aim to motivate and invite learners, infusing enjoyment and intrigue into learning). Before viewing, provide background information, introduce key vocabulary, and set specific listening tasks. Play the video with clear audio and visuals, pausing for discussion and clarification. After viewing, enhance listening skills by asking comprehension questions, encouraging note-taking with graphic organizers, and having learners summarize the video in their own words, either individually or in groups. Sample videos: <https://www.youtube.com/user/TEDEducation>



Useful Content Knowledge for the Teacher about the Outcome

Teacher Starter: This website aims to improve learners' listening and speaking skills by offering engaging dramatic play activities, interactive listening challenges, and supplementary resources to teachers. Visit: <https://www.teachstarter.com/us/learning-area/listening-speaking/>

Education.com: This site provides teachers with a wide range of resources, including lesson plans, worksheets, activities, educational games, assessment tools, teaching guides, printable materials, project ideas, classroom management tips, and professional development resources, all designed to enhance classroom learning and support effective teaching strategies. Visit: https://www.education.com/?gad_source=1&gbraid=0AAAAAD94YfUAxmMJ5hcRiAor3KmXbdvLB&gclid=CjwKCAjw4ri0BhAvEiwA8oo1F0xgwZdUQamU42namUI8sSRqHMkWKIZ01iFTs2mZ9-ZtahcWu7hihoCFh0QAvD_BwE

Storyline Online: Storyline Online is a free resource that helps teachers by enhancing learners' listening skills through fluent and expressive reading by professional actors, promoting speaking skills by providing read-aloud video models, and supporting literacy development with visual and auditory stimuli that aid in understanding narrative structure, vocabulary, and pronunciation. The entertaining presentations engage learners, making learning more enjoyable, while the diverse content invites teachers to find stories that align with various topics and themes in their curriculum. Additionally, each video often includes lesson plans and activities to extend learning and discussion. Visit: <https://storylineonline.net/>

Opportunities for Subject Integration

Within the IAS and ILS columns, the symbols:  and  provide suggestions for braiding the strands of Language Arts and Integrating Speaking and Listening with other subject areas.

Science: Integrating science into listening and speaking activities in language arts can be both engaging and educational for learners and helpful to teachers. The link below, provides teachers with science-related speaking and listening exercises through the use of articles, videos, and interactive information.

Visit: <https://kids.nationalgeographic.com/>

Mathematics: Math Playground helps teachers by providing engaging activities that promote active participation and collaboration among learners. It encourages learners to guess the correct terminology as it describes concepts without explicitly expressing them, which helps learners expand their vocabulary in math. This promotes conversational interaction with mathematical concepts through clear articulation, focused listening, and collaborative learning. Visit:

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

Reading Rockets: Educators can uncover strategies that will enhance learners' speaking and listening skills effectively in content areas.

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

Reading & 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 learners continue to develop an awareness of culture, personal identity, and the strategies needed to participate, communicate, and reflect critically on thought and action.

Introduction to the 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.

Grade Level Expectations

Read for pleasure and personal growth

- Develop increased personal choice in favourite authors, genres, and text forms
- Reflect on and identify their strengths as readers, areas for improvement and the strategies they found most useful before, during and after reading

Use background knowledge

- Refine skills and strategies as progress toward the Proficient reading level consolidates
- Discuss, reflect, and respond to a wide variety of literary genres and informational text using evidence from text and background knowledge

Interact meaningfully with a wide range of genres and text forms

- Recognise a variety of texts forms, text features and stylistic elements, and demonstrate understanding of how they help communicate meaning
- Self-monitor reading and adjust use of comprehension strategies, vocabulary knowledge and word solving to become better readers
- Choose a range of more challenging texts based on personal preference, topic, genre, theme, or author

Develop vocabulary

- Apply knowledge of vocabulary to read fluently
- Participate in vocabulary studies of complex roots and affixes

Recognise and use language structures


- Apply genre specific fluency to demonstrate understanding of the impact form and structure


Apply graphophonic elements meaningfully

- Integrate word study with meaning and structure to solve unknown words with increasing automaticity
- Read most words in common use
- Use context, background knowledge and word solving to make predictions about the meaning of unknown words


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

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners are expected to:</p> <p>Read and view to use background knowledge and interests to select books</p> <p>2.1 Select engaging paper-based and digital, visual texts for Independent Reading based on:</p> <ul style="list-style-type: none"> - Interests - Learning needs - Appropriate level of difficulty - Various genres - Diverse cultures <p>2.2 Utilize background knowledge to :</p> <ul style="list-style-type: none"> - Better comprehend a topic, picture, or title before, during and after reading - Question and analyse information in text read 	<p>Gathering information Teacher Conversation, Observation, and Product (COP). COP invites the teacher to determine learning before, during, and after instruction. The formative assessment strategies listed below 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.</p> <p>Formative assessments include pre-assessments, assessments during learning and summative assessments upon completion of learning. Formats for all types of formative assessments include the following:</p>	<p>ELO 2 focuses on Independent Reading time which always begins with a mini lesson which reviews one the strategies taught in ELO2,3, ,or 4. Learners then apply their background knowledge and interests to choose and critically engage with various genres of texts, in paper-based, visual, and digital formats. Learners practice the mini-lesson (as described in the ILs below) as they read independently and respond. After reading, learners complete a short reading responses such as an exit slip, or one from a selection such as:</p> <p>https://www.stellarteacher.com/blog/10-reading-response-ideas/</p> <p>Read and view to use background knowledge and interests to select books</p> <p><i>These pictures tell my story of reading (SCO 2.1, 2.2, 2.3, 2.4)</i> Provide learners with a reading folder. At the beginning of</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>- Share connections between their experiences and the themes or settings of the books read</p> <p>2.3 Read widely and experience a variety of literature from the Caribbean and other cultures during Independent Reading Time</p> <p>2.4 Reflect on and identify their strengths and areas for improvement as readers while utilizing the strategies they found most useful during reading.</p> <div style="border: 1px solid black; background-color: #e6f2ff; padding: 5px; margin: 10px 0;"> <p>Read and view to engage critically with a range of texts for pleasure</p> </div> <p>2.5 Use pictures and illustrations, word structures and text features in chosen texts to locate information and verify their understanding of the information:</p> <ul style="list-style-type: none"> - Table of contents - Headings and subheadings - Glossaries - Indices - Structures of narrative and different types of expository text and , key ideas <p>2.6 Continue to develop and demonstrate critical questioning strategies to gather information from favourite visual, musical, and written text re:</p> <ul style="list-style-type: none"> - Point of view/perspective - Purpose - Bias - Subtle messages - Cultural perspective 	<p style="text-align: center;">Conversation</p> <p>During Independent Reading, choose an assessment focus, such as comprehension, fluency, word or vocabulary knowledge.</p> <p>Comprehension before, during, and after reading: https://teamtomeducation.com/32-open-ended-questions-for-reading-comprehension/</p> <p>Fluency: http://www.timrasinski.com/presentations/multidimensional-fluency-rubric-4-factors.pdf</p> <p>Word Work :See ELO 7 for spelling activities that focus on meaning making</p> <p> INTEGRATING THE SUBJECTS: As learners are completing an assigned reading task in another Socratic Seminar encourages them to apply the deep thinking and the application of higher-order skills of print and visual information through they have learner in ELO 2,3,4 through collaborative dialogue. Visit: https://www.youtube.com/watch?v=VeoGKQKXdps</p> <p>Vocabulary: Ask the learner to read a short section to you. After reading, ask them to read a word and use it in another sentence. Then ask them explain the meaning, or provide a synonym, antonym, or opposite.</p> <p>Think-Pair-Share After introducing new vocabulary, ask learners to think about a question or prompt, pair up with a</p>	<p>the year, encourage learners to decorate the cover of the folder with pictures and words that provide information about their interests and funds of knowledge. Use this folder to store reading responses, lists of new vocabulary, lists of favourite authors, and lists of books of interest. This also provides an opportunity to learners to share local and Caribbean lyrics and texts.</p> <p>What are you interested in reading? (SCO 2.1, 2.2, 2.3,2.4) Schedule time at the beginning of the year and at the beginning of each term with an opportunity for learners to reflect on their reading interests. See page 99 of https://www.ednet.ns.ca/files/curriculum/AYR4-6AR.pdf for a Reading Interest Inventory.</p> <p>Organize a "Book Fair" where learners can explore these recommended books. Invite them to select books that resonate with their personal interests. After reading, learners can reflect on why they chose the book and how their background knowledge helped them engage with it.</p> <p>The learners choose their books – carefully (all SCOs) Remind learners how to choose books (or articles, lyrics, etc.) carefully for Independent Reading:</p> <ul style="list-style-type: none"> - A text of interest - A time to practice on books that are “just right”: Not too easy, but not hard - Able to read fluently - Sustain reading for time allotted (5-12 minutes, - Complete a brief oral, written or visual response

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																									
<p>2.7 Apply problem-solving strategies to follow written multi-step instructions effectively (e.g., how to assemble a product or play a game) while reflecting on their learning processes</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Read and view to select and engage critically with a range of texts for personal growth</p> </div> <p>2.8 Use Independent Reading Time to develop: reading fluency (accuracy, phrasing, and intonation)</p> <ul style="list-style-type: none"> -Recognise quotation marks and marker words (said, shouted, whispered, etc.) to determine the mood of the speaker in the text -Connect punctuation in text to meaningful interpretation of sentences and paragraphs -Change the rate of reading depending on the mood of the text -Practice meaningful word solving strategies (root word, chunking, affixes, context clues) -Develop the art of skimming and scanning <p>2.9 Use all sources of information (meaning, structure, visual) to search, check, self-monitor, and self-correct with grade appropriate, instructional-level text</p> <p>2.10 Develop an understanding of how illustrations enhance mood, establish setting, and advance plot in written or visual text</p>	<p>partner to discuss it using the new words, and then share their discussion with the class. The teacher listens to pairs as they share, to evaluate how they use the new vocabulary in their explanations.</p> <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p>Think Pair Share</p>  </div> <p>Socratic Seminars The teacher organizes Socratic Seminars (see ILS column) vocabulary words.</p> <p>BRAIDING ASSESSMENT OF LISTENING AND SPEAKING WITH READING AND VIEWING: Throughout the discussion teachers encourage learners to use the words naturally in their dialogue.</p> <p>The teacher evaluates learners on their ability to incorporate new vocabulary accurately and effectively into their responses during the seminar.</p> <table border="1" data-bbox="709 1177 949 1388"> <thead> <tr> <th>Criteria</th> <th>Excellent (4)</th> <th>Good (3)</th> <th>Fair (2)</th> <th>Needs Improvement (1)</th> </tr> </thead> <tbody> <tr> <td>Level of Fluency</td> <td>Consistently uses new words correctly and accurately.</td> <td>Often uses new words correctly but sometimes incorrectly.</td> <td>Sometimes uses new words, but not always correctly.</td> <td>Rarely uses new words or uses them incorrectly.</td> </tr> <tr> <td>Understanding</td> <td>Shows a strong understanding of word meanings and explains them well.</td> <td>Understands new word meanings and can explain them.</td> <td>Shows basic understanding of word meanings but explanations are unclear.</td> <td>Struggles to understand or explain word meanings.</td> </tr> <tr> <td>Participation</td> <td>Actively participates and often makes an idea in the discussion.</td> <td>Participates regularly and adds to the conversation.</td> <td>Participates occasionally but contribution is limited.</td> <td>Rarely participates in the discussion.</td> </tr> <tr> <td>Listening and Responding</td> <td>Listens carefully using new words.</td> <td>Listens and responds appropriately most of the time.</td> <td>Listens but responses are not always related to new words.</td> <td>Has difficulty listening or responding effectively.</td> </tr> </tbody> </table>	Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Level of Fluency	Consistently uses new words correctly and accurately.	Often uses new words correctly but sometimes incorrectly.	Sometimes uses new words, but not always correctly.	Rarely uses new words or uses them incorrectly.	Understanding	Shows a strong understanding of word meanings and explains them well.	Understands new word meanings and can explain them.	Shows basic understanding of word meanings but explanations are unclear.	Struggles to understand or explain word meanings.	Participation	Actively participates and often makes an idea in the discussion.	Participates regularly and adds to the conversation.	Participates occasionally but contribution is limited.	Rarely participates in the discussion.	Listening and Responding	Listens carefully using new words.	Listens and responds appropriately most of the time.	Listens but responses are not always related to new words.	Has difficulty listening or responding effectively.	<p>Independent Reading Time is a time to conference with learners: (All SCOs) During Independent Reading Time, Teachers sit with 2-3 learners each day for 2-3 minutes. During this time, the learner reads a short selection of their text to the teacher while the teacher makes notes about their reading and comprehension. Visit the IAS column to the right for suggestions about topics to keep record of.</p> <p>Literature Circles (SCO2.1, SCO 2.2) Organise learners into small, diverse groups ensuring a mix of backgrounds, abilities, and interests. Assign each learner a role such as Discussion Director, Connector, and Summariser etc. Rotate roles weekly to ensure all learners develop a range of skills. Provide a variety of paper based and digital books, articles, poems, etc. that reflect diverse cultures and perspectives for each Literature Circle to choose from. Learners prepare for their roles by reading assigned sections and responding according to their assigned role. Visit https://www.ipadlitcircles.com/uploads/1/0/6/6/10664962/Lit_circles.role_sheets.pdf for an example of how each learner completes the task assigned to their role.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Read and view to engage critically with a range of texts for pleasure</p> </div> <p>Text Exploration Stations (SCO 2.6, 2.7) This strategy invites learners to explore different aspects of a text through interactive, hands-on activities during Independent Reading Time. As a shift in the presentation of Independent Reading, sup different stations around the classroom, each focusing on a specific aspect of a text (e.g., character analysis, theme exploration, setting visualization, author’s purpose – all of</p>
Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)																							
Level of Fluency	Consistently uses new words correctly and accurately.	Often uses new words correctly but sometimes incorrectly.	Sometimes uses new words, but not always correctly.	Rarely uses new words or uses them incorrectly.																							
Understanding	Shows a strong understanding of word meanings and explains them well.	Understands new word meanings and can explain them.	Shows basic understanding of word meanings but explanations are unclear.	Struggles to understand or explain word meanings.																							
Participation	Actively participates and often makes an idea in the discussion.	Participates regularly and adds to the conversation.	Participates occasionally but contribution is limited.	Rarely participates in the discussion.																							
Listening and Responding	Listens carefully using new words.	Listens and responds appropriately most of the time.	Listens but responses are not always related to new words.	Has difficulty listening or responding effectively.																							

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.11 Foster critical thinking skills and appreciation for the relationship between words and images in storytelling.</p> <p>2.12 Apply higher-order thinking skills including analysis, synthesis, inference, and application to critically evaluate visual and/or text-based information</p> <p>2.13 Deepen understanding of the purpose and influences of different types of popular texts (e.g., websites, advertisements, social media, etc).</p>	<p>Peer Discussions: Organize small group discussions where learners share their text selections and discuss how their background knowledge and interests influenced their choices. Observe and assess the quality of their contributions to the discussion, focusing on their ability to articulate and defend their choices.</p> <p style="text-align: center;">Observation</p> <p>Observe learners as they engage with peers in small group discussions about books read or books that interest them. During the conversation, use an observation of Student Learning Journal to make notes about how they connect their personal interests or background knowledge to their book choices. Use a rubric that includes criteria such as the relevance of book choice to personal interests, clarity of expression, and engagement in the discussion.</p> <p>The rubric below is complex but is useful as a tool to choose one of two elements to observe as each day as learners read Independently. https://www.stf.sk.ca/wp-content/uploads/2016/03/reading_rubric_grade6_2013jan.pdf</p> <p style="text-align: center;">Products</p> <p>Creative Book Jacket Project Learners design and create a book jacket for a book they have read, including a front cover, a back cover with a summary, inside flaps with character descriptions or important quotes, and a critical</p>	<p>which will be taught in ELO3 and 4). At each station, provide a brief activity or task related to that aspect, that learners complete after reading their Independent Reading book: creating a character map, drawing a scene from the text, or writing a letter from one character to another. Each day, learners rotate through the stations, spending a set amount of time at each. This invites them to engage with the text in varied ways, fostering both critical thinking and creativity.</p> <p>After rotating through all the stations, learners come together for a group discussion to share insights and reflections about their book they have developed from the station activities.</p> <p>Book Trailers (SCO 2.6) Introduce the purpose of Book Trailers by sharing a few selected samples chosen from https://www.youtube.com/playlist?list=PL636p4tyoA_vq4kCqmoQ9KLC_3z14f6BD. As you and the class discuss the purpose and value of the trailers learners critically analyse and creatively represent a text by creating a book trailer for their chosen Independent Reading Book. Learners to choose a book or story they enjoyed and analyse its key elements: plot, characters, themes, and mood. Learners create a short, engaging video book trailer that highlights these elements. They can use video editing software or create a storyboard if video creation isn't possible. Learners to think critically about what to include to entice potential readers while staying true to the book's content and tone. Showcase the trailers in class, followed by a discussion on how each trailer represents the text and how it might influence others to read it.</p> <p>Author Interviews (Role-Playing) (SCO 2.7) At this grade level, role-playing along with critical questioning creates a deeper understanding of a text.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>analysis of the book’s themes. In advance of assigning this project, co-create a checklist or rubric with the learners that include the key elements required. Learners refer to this as they complete and self-assess this product</p> <p>Multi-modal Portfolio Assessment The multi-modal portfolio invites learners to compile various forms of work, including written responses to a variety of genres read during Independent Reading, audio recordings, video reflections, and annotated texts.</p> <p>Peer Assessment Provide a rubric for learners to assess their own and their peers’ engagement with the texts, focusing on their use of background knowledge, interests, and critical engagement. Review their peer and self-assessments for honesty and insight into their learning process.</p> <p>Reading Circles For this assessment strategy, learners are engaged in reflective feedback.</p> <ul style="list-style-type: none"> • Teacher divides learners into small groups (3-4 members) based on similar or diverse interests. • Each group member selects a culturally diverse text (paper-based, visual, or digital) that aligns with their interests and background knowledge. The selections should represent a variety of cultures and formats to ensure a broad experience. • Learners read or view their selected texts, taking notes on how their background 	<p>After reading a text, learners prepare to role-play as the author, or as a character from the text. Other learners prepare thoughtful, critical questions to ask during an “interview” with the author/character. In the role-playing session, the learner playing the author/character answers questions, explaining motivations, themes, and choices made within the text. Rotate roles so each learner has the opportunity to both ask and answer questions, encouraging them to think deeply about the text from multiple perspectives. Reflect on how the role-playing experience changed their understanding or appreciation of the text.</p> <div data-bbox="1331 695 2053 764" style="background-color: #d9e1f2; border: 1px solid black; padding: 5px;"> <p>Read and view to select and engage critically with a range of texts for personal growth</p> </div> <p> Multimodal Text Exploration (SCO 2.8, 2.11) Independent Reading may also be used to review and/or introduce a variety of text formats used for various genres and subjects, including print, audio, video, and interactive digital resources, to cater to different learning styles and abilities. Provide multiple ways for learners to access and engage with texts, to support diverse learners, including those with reading difficulties or visual/hearing impairments. For a wide range of visits to use as anchors, visit: https://www.pbslearningmedia.org/</p> <p>Culturally Responsive Text Selection (SCO 2.9, 2.9) The URLs below introduce texts that reflect a wide range of cultures, backgrounds, and experiences. Encourage learners to use Independent Reading Time to explore texts that both mirror their own experiences and provide windows into other cultures. Learners will learn to validate cultural identity while</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies															
	<p>knowledge and interests influenced their choice and understanding.</p> <ul style="list-style-type: none"> Each learner presents their text to the group, explaining why they chose it, how their background knowledge helped them engage with the content, and what personal growth or pleasure they derived from it. Provide each learner with a peer feedback sheet focusing on text selection, critical engagement, reflection, and constructive suggestions After each presentation, group members complete the feedback sheets, offering specific comments and suggestions. Hold a group discussion where learners share their feedback verbally, focusing on constructive and supportive comments. Learners review the feedback and write a brief reflection on how they might use this feedback to enhance their future reading choices and critical engagement. <p>Sample checklist that can be used with this strategy</p> <table border="1" data-bbox="709 987 1199 1344"> <thead> <tr> <th>Feedback Criteria</th> <th>Questions for Peer Feedback</th> <th>Comments and Suggestions</th> </tr> </thead> <tbody> <tr> <td>Text Selection</td> <td>How well did your classmate explain the connection between their background knowledge/interests and their text choice?</td> <td></td> </tr> <tr> <td>Critical Engagement</td> <td>Did your classmate critically engage with the text, considering cultural perspectives and personal growth?</td> <td></td> </tr> <tr> <td>Reflection</td> <td>How effectively did your classmate reflect on their experience with the text?</td> <td></td> </tr> <tr> <td>Constructive Suggestions</td> <td>What could your classmate improve in future text selections or engagements?</td> <td></td> </tr> </tbody> </table>	Feedback Criteria	Questions for Peer Feedback	Comments and Suggestions	Text Selection	How well did your classmate explain the connection between their background knowledge/interests and their text choice?		Critical Engagement	Did your classmate critically engage with the text, considering cultural perspectives and personal growth?		Reflection	How effectively did your classmate reflect on their experience with the text?		Constructive Suggestions	What could your classmate improve in future text selections or engagements?		<p>expanding their understanding of the world, promoting empathy and respect for diversity. Reading responses for these texts may focus on What I thought I knew and What I learned; Interesting facts about . . . ; Same but different. . . , etc.</p> <p>https://www.writingmindset.org/blog/2018/6/18/10-criteria-for-choosing-diverse-texts-for-your-classroom</p> <p>https://www.learningforjustice.org/sites/default/files/2017-10/Teaching-Tolerance-Reading-Diversity-Extended-Edition-2016-VFF.pdf</p> <p>https://achievethecore.org/collection/21/supporting-equitable-literacy-instruction-through-text-selection-analysis-and-use</p> <p><i>Choice-Based Reading (SCO 2.13)</i></p> <p>Remember that choice is important. Throughout the year, provide learners with a diverse selection of texts, including books, articles, videos, and digital content, that cater to various interests, cultures, and reading levels. Invite learners to choose the texts they find most appealing and within their instructional reading level. As learners read, remind them to practice the mini lesson taught at the beginning of the session and complete a reading response focused on that mini lesson.</p> <p>https://diversebooks.org/resources/</p>
Feedback Criteria	Questions for Peer Feedback	Comments and Suggestions															
Text Selection	How well did your classmate explain the connection between their background knowledge/interests and their text choice?																
Critical Engagement	Did your classmate critically engage with the text, considering cultural perspectives and personal growth?																
Reflection	How effectively did your classmate reflect on their experience with the text?																
Constructive Suggestions	What could your classmate improve in future text selections or engagements?																

Additional Resources and Materials

The following resources support daily Independent Reading, which is the focus of ELO 2.

A. Critical thinking skills are essential for grade 6 learners. These skills help them to move beyond what they are reading and viewing and invites them to dig deeper and analyse information read and viewed. The link below provides resources to help foster critical thinking skills-

<https://www.fcps.edu/academics/elementary/advanced-academic-programs/critical-and-creative-thinking>

B. The link below leads to some very simple tips on how to help develop learners' critical thinking skills as they read:

<https://www.weareteachers.com/10-tips-for-teaching-kids-to-be-awesome-critical-thinkers/>

C. Grade Six learners must still be exposed to text that is both enjoyable and leads to personal growth. The link below leads to some e-books which you can use with your Grade Six learners:

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

Additional Useful Content Knowledge for the Teacher

A. *Key Terms*

1. Critically analysing

-What you want the learner to do:

- a. Break something down into its component parts
- b. Learners provide their opinion on each part by asking the right type of analytical questions; and
- c. Support their opinions with evidence.

2. Read for personal growth

-What you want the learner to do:

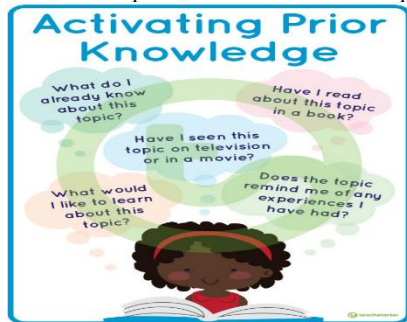
- a. Read with a purpose
- b. Make connections with themselves and what they are reading
- c. Utilize information read for mental, emotional, and academic growth

3. Activate background or prior knowledge-What you want learners to do:

- a. Figure out what they know about what they are reading
- b. Make concessions between themselves and what they read
- c. Use what they know to help them understand what they are reading
- d. Use strategies such as discussion, KWL and anticipation guides to help them activate prior or background knowledge.

B. *Prior knowledge chart*

The chart/poster below can be displayed to aid (or remind) learners activate their prior or background knowledge.



<https://www.knowingknowledge.com/capturing-learner-interest-using-prior-knowledge/>

C. *E-stories for personal growth.*

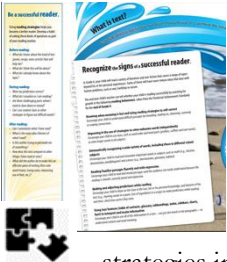
The stories in the links below contain morals which would be useful for learners' personal growth. Learners will also enjoy reading and viewing the stories.


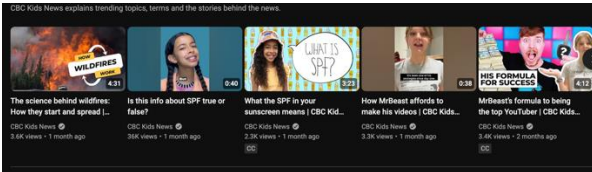
<https://youtu.be/wZq2tyLNPRU?si=jcXkrhdprOvw1cX1>

<https://bloomlibrary.org/language/en>


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

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p>Learners will be expected to:</p> <div data-bbox="134 485 646 621" style="border: 1px solid black; padding: 5px; background-color: #e6f2ff;"> <p>Read and view to interact with understanding and critical thought to a wide range of genres and text forms using comprehension strategies</p> </div> <p>3.1 Use prior knowledge and critical thinking skills to support increased comprehension of grade-appropriate texts</p> <p>3.2. Demonstrate continuing ability to use a repertoire of comprehension strategies, including those listed below, to understand and critique a range of genres and text forms:</p> <ul style="list-style-type: none"> - Determining the main idea - Making connections - Predicting - Visualising - Sequencing - Inferring - Analysing - Synthesising - Summarizing - Questioning <p>3.3. Continue to utilize contextual clues to derive meaning from language used in a variety of genres.</p>	<p>Gathering information through teacher Conversation, Observation, and Product (COP). Assessment throughout ELO 3 provides opportunities to observe the development of a learner’s use of all text based sources of information: comprehension, vocabulary, grammar, and word work. By Grade 6, these sources of information are often taught and used in combination, providing the teacher with multiple ways of observing and recording learner progress. Using COP assessment invites the teacher to determine learning before, during, and after instruction.</p> <p>At the beginning of the year, create an Observation of Learner Learning Journal and keep anecdotal records of learners’ participation and performance during discussions, activities, and assessments to provide personalized feedback and support. Go to page 67 of https://www.ednet.ns.ca/files/curriculum/AYR4-6AR.pdf examples.</p> <p style="text-align: center;">Conversations</p> <p>Think-Pair-Share: The think-pair-share strategy provides learners to first think about a question individually, then discuss their thoughts with a partner, and finally share their insights with the class.</p>	<p>Language Arts lessons are divided into Time to Teach, Time to Practice, and Time to Reflect. In ELO 3, learners the focus is on Time to Teach lessons thoughtfully and responsively planned to reflect the Grade Level Guidelines and the Specific Curriculum Outcomes. These lessons provide learners with strategies (See SCO 3.2) to make meaning from text using vocabulary, comprehension strategies, grammar, and word work cues. A useful site for a wide range of texts to support these learning strategies is available at: https://www.weareteachers.com/best-reading-websites/</p> <div data-bbox="1314 849 2047 950" style="border: 1px solid black; padding: 5px; background-color: #e6f2ff;"> <p>Read and view to interact with understanding and critical thought to a wide range of genres and text forms using comprehension strategies</p> </div> <p>Literature Circles (SCO 3.1, 3.2) Implement literature circles where learners take on different roles (e.g., summarizer, questioner, connector) to discuss the text. This collaborative approach helps them engage with the text more deeply and learn from their peers. Learners also develop skills in summarizing, questioning, making connections etc.</p> <p>Questioning Techniques (3.3,3.4) Turn the tables on who asks the questions. Provide learners with question stems that represent a variety of cognitive levels. Provide examples of how to create questions that require different ways of thinking (analysis, synthesis, and evaluation, etc.). Learners then ask and answer higher-order questions about</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p>3.4. Deepen the ability to make ask questions connections that promote understanding of information read and viewed across various genres:</p> <ul style="list-style-type: none"> - Text-to-self connections - Text-to-text connections - Text-to-world connections <p>Read and view to develop vocabulary</p> <p>3.5. Continue to utilize print and digital dictionaries to aid comprehension of written text across a range of genres.</p> <p>3.6. Deepen and widen vocabulary through reading a range of genres, topics, and works produced by a variety of authors.</p> <p>3.7. Utilize with greater competence, print, visual, digital, and personal dictionaries to comprehend unfamiliar words and add them to the vocabulary repertoire.</p> <p>3.8. Continue to gain vocabulary through the engagement of visual and graphical presentations:</p> <ul style="list-style-type: none"> - Movies - Videos - Art - Posters - Infographics - Advertisements <p>3.9. Continue to build vocabulary through the use and application of:</p>	<p>During the thinking stage, schedule time to sit beside a learner and ask them to share their thoughts with you. During this conversation make note of the content, depth, and application of their thinking. Over the term and year, these conversations with individual learners will provide insight into their growth as readers. This can help learners articulate their understanding and hear different perspectives. Visit https://secure1.nbed.nb.ca/sites/ASD-S/1820/Documents/PAS_6_reading.pdf for examples of questions learners can ask themselves so they are ready for a conversation with the teacher.</p> <p>Grand Conversations: The use of Grand Conversations as an assessment tool or learning strategy has been used throughout the grades of the OHPC. Grand Conversations provide an excellent opportunity to engage learners in conversations about how they apply learning strategies in all subjects and in genres of texts.</p>  <p>BRAIDING THE STRANDS: Visit https://www.edutopia.org/article/grand-conversations-elementary-classrooms/ for more information.</p>	<p>the text. For a wide range of examples, visit: https://www.grinnell-k12.org/vimages/shared/vnews/stories/56117b0592c1e/Blooms%20Question%20Stems.pdf Note: to avoid providing an overload of information, repeat this lesson throughout the year with various genres and topics and choose just a few examples of each cognitive level.</p> <p>Guided Reading. (SCO 3.2, 3.3, 3.4)</p> <p>Conduct small group guided reading sessions where you use a selection of text in a specific genre to model strategies using a shared learning experience, think aloud strategies, etc. The focus of these lessons is to review and develop deeper understanding comprehension strategies taught in previous grades. Using the anchor text as a reference, demonstrate how to use note taking or graphic organizers like Venn diagrams, T-charts, and concept maps to help organize thoughts about how a specific or group of comprehension strategies (listed in SCOs 3.2 and 3.4) is applied and provides access to connecting what they already know and understanding the text in deeper ways. Provide learners opportunities to practice with graphic organizer to record their thinking. Visit pages 71-81 of https://www.ednet.ns.ca/files/curriculum/AYR4-6AR.pdf for sample graphic organisers.</p> <p>Read and view to develop vocabulary</p> <p>Dictionary Detective Activity (SCO 3.5, 3.7) Review the importance of using dictionaries (both print and digital) to understand unfamiliar words and enhance comprehension.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p>- Homonyms (homophones & homographs)</p> <p>- Antonyms</p> <p>- Synonyms</p> <p>3.10. Utilize existing knowledge of figurative devices to enhance understanding of text:</p> <p>- Similes</p> <p>- Metaphors</p> <p>- Onomatopoeia</p> <p>- Personification</p> <p>- Alliteration</p> <p>3.11. Continue to extend vocabulary through the use of words encountered in cross-curricular content.</p> <p>3.12. Extend the ability to apply knowledge of word structure to read unfamiliar vocabulary:</p> <p>- Word roots</p> <p>- Prefixes</p> <p>- Suffixes</p> <p>- Inflectional endings</p> <div data-bbox="130 1024 646 1092" style="background-color: #e6f2ff; padding: 5px; border: 1px solid #000; text-align: center;"> <p>Read and view to recognise and use language structures</p> </div> <p>3.13. Demonstrate a deeper understanding of how word order impacts meaning</p> <p>3.14. Continue to apply knowledge of how reading fluency impacts understanding</p> <p>3.15 Deepen participation in reading opportunities to:</p> <p>- Improve fluency</p>	<p style="text-align: center;">Observations</p> <p><i>Using Graphic Organizers to share learning</i></p> <p>- Mind Maps: Learners create mind maps that connect prior knowledge to new information from the text. As teachers observe this visual representation, search for evidence of how the learner organises their thoughts and sees relationships between ideas.</p> <p>- Story Maps: Observe how learners use paper based, digital, oral, and visual tools to identify and organize the elements of a story, such as setting, characters, plot, conflict, and resolution. This provides information about how each learner supports their comprehension by breaking down the text into manageable parts.</p> <p>Teacher Observations and Anecdotal Records: For a variety of additional formative assessment graphic organisers that learners complete, visit page 77 of: https://www.ednet.ns.ca/files/curriculum/AYR4-6AR.pdf.</p> <p style="text-align: center;">Products</p> <p>Differentiated Assessments Choice Boards: Create choice boards that invite learners to select from a variety of activities to demonstrate their understanding. Activities can range from creating a visual representation of the text to writing an alternate ending or conducting a character analysis.</p>	<p style="text-align: center;">INTEGRATING THE SUBJECTS</p> <p> Discuss how different genres (fiction, nonfiction, poetry, etc.) might present unique vocabulary challenges.</p> <p>Divide learners into small groups and provide each group with a short text from different genres (e.g., a poem, an excerpt from a novel, a nonfiction article from a different subject, etc.).</p> <p>Learners read the text within their groups and highlight words they find difficult to understand. Encourage learners to look up a few of the challenging words in a print or digital dictionary. Discuss the meanings, pronunciation, and any word origins or parts of speech provided.</p> <p>Learners explore additional features of a digital and text based dictionary such as audio pronunciation, synonyms, example sentences, and even related images or videos if available.</p> <p>Reading AND Viewing (SCO 3.7, 3.8, 3.10) Share clips from newscast, advertisements, sports casts, etc. with the subtitles features on. Pause the video when lessons about vocabulary and figurative language: adjective, adverbs, similes, metaphors, etc. are used. Discuss. Set up viewing stations with links to various sites of interest. Learners view (and read captions) and select words and phrases to investigate or share. Visit https://www.youtube.com/c/cbckidsnews And your local news outlets for examples.</p> <div data-bbox="1312 1153 1900 1323">  </div> <p>Collaborative Learning (SCO 3.18) Demonstrate how to infer the meaning of different words from visual and text based</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:												
<p>- Guide intonation</p> <p>- Convey the mood and intent of the text</p> <p>- Expand vocabulary</p> <p>- Increase comprehension</p> <p>3.16 Strengthen the awareness of how word choice and phrasing may be used to describe persons and events in positive or negative ways</p> <div style="border: 1px solid black; padding: 5px; background-color: #e6f2ff;"> <p>Read and view to interact with and meaningfully apply transitional/ fluent graphophonic cues to a variety of genres and text forms</p> </div> <p>3.17 Improve their reading comprehension by confidently using background information and context clues to grasp and understand unusual words</p> <p>3.18 Improve reading comprehension and word recognition by applying knowledge of roots, prefixes, suffixes, and syllabication</p> <p>3.19 Strengthen their ability to use phonological and word analysis to decipher words, improving reading speed and accuracy:</p> <ul style="list-style-type: none"> - Vowel patterns - Common digraphs - Diphthongs - Complicated letter patterns - Words with silent letters 	<p>Tiered Assignments: Design assignments that are tiered to different levels of difficulty. This invites learners to work at their own level while still engaging with the same core content.</p> <p>Cloze Passages: Provide learners with passages where certain words are omitted. Learners use contextual clues to fill in the blanks. This helps them focus on the surrounding text to derive meaning.</p> <p>Modified Cloze Activities: Offer multiple-choice options for the blanks to scaffold the activity for learners who need additional support.</p> <p>Peer Assessment: Encourage learners to assess their own and their peers' use of comprehension strategies, promoting self-reflection and collaborative learning.</p> <p>Rubrics and Checklists: Provide detailed rubrics and checklists to help learners assess their use of comprehension strategies. Share these rubrics with learners to guide their learning.</p> <table border="1" data-bbox="674 1024 1073 1344"> <thead> <tr> <th>Strategy</th> <th>Checklist</th> </tr> </thead> <tbody> <tr> <td>Predicting</td> <td> <ul style="list-style-type: none"> • Did I make predictions before reading? • Did I use clues from the text to make predictions? • Did I revise my predictions as I read? </td> </tr> <tr> <td>Questioning</td> <td> <ul style="list-style-type: none"> • Did I ask questions before, during, and after reading? • Did my questions help me understand the text better? • Did I seek answers to my questions? </td> </tr> <tr> <td>Clarifying</td> <td> <ul style="list-style-type: none"> • Did I identify parts of the text that were confusing? • Did I use strategies like re-reading or looking up words to clarify? • Did I ask for help when needed? </td> </tr> <tr> <td>Summarizing</td> <td> <ul style="list-style-type: none"> • Did I summarize the main ideas of the text? • Did I include important details in my summary? • Did I keep my summary concise? </td> </tr> <tr> <td>Visualizing</td> <td> <ul style="list-style-type: none"> • Did I create mental images while reading? • Did my visualizations help me understand the text better? • Did I use descriptive language to create my visualizations? </td> </tr> </tbody> </table>	Strategy	Checklist	Predicting	<ul style="list-style-type: none"> • Did I make predictions before reading? • Did I use clues from the text to make predictions? • Did I revise my predictions as I read? 	Questioning	<ul style="list-style-type: none"> • Did I ask questions before, during, and after reading? • Did my questions help me understand the text better? • Did I seek answers to my questions? 	Clarifying	<ul style="list-style-type: none"> • Did I identify parts of the text that were confusing? • Did I use strategies like re-reading or looking up words to clarify? • Did I ask for help when needed? 	Summarizing	<ul style="list-style-type: none"> • Did I summarize the main ideas of the text? • Did I include important details in my summary? • Did I keep my summary concise? 	Visualizing	<ul style="list-style-type: none"> • Did I create mental images while reading? • Did my visualizations help me understand the text better? • Did I use descriptive language to create my visualizations? 	<p>context clues. Pair learners and have them teach each other new vocabulary words they've inferred from context, explaining the clues that helped them. Sample sentences include: <i>The person in the heavy clothing sweated as he walked through the torrid desert.</i> For more examples of various ways to use context clues, view sections of https://www.youtube.com/watch?v=s45HnObX24w with the learners.</p> <div style="border: 1px solid black; padding: 5px; background-color: #e6f2ff;"> <p>Read and view to recognise and use language structures</p> </div> <p><i>The whole world is a stage! (SCO 3.17, 3.18, 3.19)</i> Remind learners of the importance of fluency (phrasing, intonation, and rate appropriate to the passage) and apply previous learnings to varied opportunities to explore poetry, song, and drama. Throughout the year, provide learners with opportunities to participate in Readers' Theatre, shared or individual poetry readings, spoken word and song.</p> <p><i>Choppy or smooth? (SCO 3.16, 3.19)</i></p> <ul style="list-style-type: none"> - Demonstrate reading without fluency and with fluency. Ask: which is easier to understand? Which is more engaging to the person listening? - choose a sentence from the daily Teacher Read Aloud. Read it aloud, placing the emphasis on different phrases and discuss how meaning is affected. - share phrases with common intentional units (in the ocean, near the ocean, under the ocean, by the ocean, etc.) and discuss how the preposition works with the intentional unit to create meaning.
Strategy	Checklist													
Predicting	<ul style="list-style-type: none"> • Did I make predictions before reading? • Did I use clues from the text to make predictions? • Did I revise my predictions as I read? 													
Questioning	<ul style="list-style-type: none"> • Did I ask questions before, during, and after reading? • Did my questions help me understand the text better? • Did I seek answers to my questions? 													
Clarifying	<ul style="list-style-type: none"> • Did I identify parts of the text that were confusing? • Did I use strategies like re-reading or looking up words to clarify? • Did I ask for help when needed? 													
Summarizing	<ul style="list-style-type: none"> • Did I summarize the main ideas of the text? • Did I include important details in my summary? • Did I keep my summary concise? 													
Visualizing	<ul style="list-style-type: none"> • Did I create mental images while reading? • Did my visualizations help me understand the text better? • Did I use descriptive language to create my visualizations? 													

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:																																			
<p>Read and view to develop understanding and recognise how the use of genres and text features influence meaning</p> <p>3.20 Apply background knowledge and information from poetry, expository, narrative, persuasive, and descriptive texts to make and modify predictions.</p> <p>3.21 Differentiate, with greater competence, main ideas from supporting information in poetry, expository,</p> <p>3.22 Demonstrate appropriate use of prior knowledge of written and visual information to form a judgment about a particular point or issue</p> <p>3.23 exhibit a strong understanding of meaningful and critical use of text features to locate and use information (titles, subtitles, table of contents, glossary, index, etc.)</p> <p>3.24 Appreciate the contribution visual components make to facilitate comprehension and promote a deeper understanding of poetry, exposition, narration, and description.</p> <ul style="list-style-type: none"> - Fonts - Charts - Images - Pictures - Maps 	<p>Inclusive Assessment Strategies:</p> <table border="1" data-bbox="667 272 1144 519"> <thead> <tr> <th>Criteria</th> <th>Excellent (4)</th> <th>Good (3)</th> <th>Satisfactory (2)</th> <th>Needs Improvement (1)</th> </tr> </thead> <tbody> <tr> <td>Making Connections</td> <td>Makes insightful connections to self, other texts, and the world.</td> <td>Makes relevant connections to self, other texts, and the world.</td> <td>Makes some connections, but they may be superficial or incomplete.</td> <td>Struggles to make connections or connections are irrelevant.</td> </tr> <tr> <td>Predicting</td> <td>Accurately predicts events and outcomes with strong textual evidence.</td> <td>Predicts events and outcomes with some textual evidence.</td> <td>Makes predictions, but they may lack strong evidence or be partially correct.</td> <td>Struggles to make predictions or predictions are often incorrect.</td> </tr> <tr> <td>Questioning</td> <td>Asks deep, insightful questions that enhance understanding.</td> <td>Asks relevant questions that aid comprehension.</td> <td>Asks some questions, but they may be basic or not fully aid comprehension.</td> <td>Struggles to ask questions or questions are irrelevant.</td> </tr> <tr> <td>Monitoring Comprehension</td> <td>Consistently monitors understanding and uses strategies to clarify confusion.</td> <td>Often monitors understanding and uses strategies to clarify confusion.</td> <td>Occasionally monitors understanding but may not use effective strategies.</td> <td>Rarely monitors understanding or uses ineffective strategies.</td> </tr> <tr> <td>Summarizing</td> <td>Provides clear, concise summaries capturing main ideas and key details.</td> <td>Provides summaries that capture main ideas and/or key details.</td> <td>Provides summaries, but they may miss some key details or main ideas.</td> <td>Struggles to summarize or summaries are incomplete or inaccurate.</td> </tr> <tr> <td>Visualizing</td> <td>Creates vivid mental images that enhance understanding of the text.</td> <td>Creates mental images that aid understanding of the text.</td> <td>Creates some mental images, but they may not fully enhance understanding.</td> <td>Struggles to create mental images or images do not aid understanding.</td> </tr> </tbody> </table> <p>Self-Assessment: Visit https://www.ednet.ns.ca/files/curriculum/AYR4-6AR.pdf page 93 for a chapter focussed on self-assessment. Each self-assessment is focussed on “I Can” and provides the learner with an opportunity to monitor their progress and looked forward to future progress.</p>	Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Making Connections	Makes insightful connections to self, other texts, and the world.	Makes relevant connections to self, other texts, and the world.	Makes some connections, but they may be superficial or incomplete.	Struggles to make connections or connections are irrelevant.	Predicting	Accurately predicts events and outcomes with strong textual evidence.	Predicts events and outcomes with some textual evidence.	Makes predictions, but they may lack strong evidence or be partially correct.	Struggles to make predictions or predictions are often incorrect.	Questioning	Asks deep, insightful questions that enhance understanding.	Asks relevant questions that aid comprehension.	Asks some questions, but they may be basic or not fully aid comprehension.	Struggles to ask questions or questions are irrelevant.	Monitoring Comprehension	Consistently monitors understanding and uses strategies to clarify confusion.	Often monitors understanding and uses strategies to clarify confusion.	Occasionally monitors understanding but may not use effective strategies.	Rarely monitors understanding or uses ineffective strategies.	Summarizing	Provides clear, concise summaries capturing main ideas and key details.	Provides summaries that capture main ideas and/or key details.	Provides summaries, but they may miss some key details or main ideas.	Struggles to summarize or summaries are incomplete or inaccurate.	Visualizing	Creates vivid mental images that enhance understanding of the text.	Creates mental images that aid understanding of the text.	Creates some mental images, but they may not fully enhance understanding.	Struggles to create mental images or images do not aid understanding.	<p>Inclusive Learning Strategies:</p> <p><i>Altering the meaning of phrasing (SCO 3.16, 3.19)</i> Refer to Instant phrases https://timrasinski.com/presentations/fry_600_instant_phrases.pdf and provide opportunities for learners to read phrases that are read: - smoothly - with different punctuation Remind them that both word order and punctuation provide the meaning of word order.</p> <p>Read and view to interact with and meaningfully apply transitional/ fluent graphophonic cues to a variety of genres and text forms</p> <p><i>Word Solving Game (SCO 3.21, 3.22)</i> Create cards with a bold word in a sentences or short paragraph from different subjects and areas of learner interest. Demonstrate how to draw/pull a card, read the sentence, and make note of the difficult parts. Continue to demonstrate how to notice an error, reread, look for clues within the sentence or paragraph, or use word analysis figure out the word. Think aloud throughout this problem solving. Provide opportunities for learners to work in groups with a set of cards.</p> <p> BRAIDNG THE STRANDS: During writing lessons, schedule opportunities for learners to create their own cards for this activity.</p> <p><i>Word Sort by Phonics Patterns (SCO 3.21, 3.22)</i> This strategy is aimed at improving learners’ awareness of letter-sound or sound-symbol relationship to language. It shows how words are organized according to their phonics patterns. Teachers provide learners with a list of words from various texts (e.g., fantasy, biography, instructional texts). Learners sort the</p>
Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)																																	
Making Connections	Makes insightful connections to self, other texts, and the world.	Makes relevant connections to self, other texts, and the world.	Makes some connections, but they may be superficial or incomplete.	Struggles to make connections or connections are irrelevant.																																	
Predicting	Accurately predicts events and outcomes with strong textual evidence.	Predicts events and outcomes with some textual evidence.	Makes predictions, but they may lack strong evidence or be partially correct.	Struggles to make predictions or predictions are often incorrect.																																	
Questioning	Asks deep, insightful questions that enhance understanding.	Asks relevant questions that aid comprehension.	Asks some questions, but they may be basic or not fully aid comprehension.	Struggles to ask questions or questions are irrelevant.																																	
Monitoring Comprehension	Consistently monitors understanding and uses strategies to clarify confusion.	Often monitors understanding and uses strategies to clarify confusion.	Occasionally monitors understanding but may not use effective strategies.	Rarely monitors understanding or uses ineffective strategies.																																	
Summarizing	Provides clear, concise summaries capturing main ideas and key details.	Provides summaries that capture main ideas and/or key details.	Provides summaries, but they may miss some key details or main ideas.	Struggles to summarize or summaries are incomplete or inaccurate.																																	
Visualizing	Creates vivid mental images that enhance understanding of the text.	Creates mental images that aid understanding of the text.	Creates some mental images, but they may not fully enhance understanding.	Struggles to create mental images or images do not aid understanding.																																	

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p data-bbox="138 272 621 402">Read and view to develop understanding of how vocabulary and language use influence the meaning and mood of the text</p> <p data-bbox="126 440 630 597">3.25 Strengthen ability to recognize and provide examples of how author’s choice of vocabulary, phrases, and sentences evoke emotions, enhance description, and create humour.</p> <p data-bbox="126 634 621 695">3.26 Provide examples to demonstrate how illustrators create mood in visual text.</p> <p data-bbox="126 732 621 824">3.27 Utilize prior knowledge to discuss the effectiveness and possible hidden messages of emoticons and social media posts.</p>		<p data-bbox="1310 272 2028 337">words into categories based on common phonics patterns (e.g., silent letters, diphthongs)</p> <p data-bbox="1310 370 2039 467">Repeat this learning strategy by reorganising the words based on syllables, noting common prefixes, suffixes, and root words and how they shape the meaning of the word.</p> <p data-bbox="1310 500 1808 532"><i>Interactive Reading Journals (SCO 3.21)</i></p> <p data-bbox="1310 532 1906 597">Teachers can encourage self-reflection on the use of graphophonic cues across genres.</p> <p data-bbox="1310 597 2049 857">Have learners keep a reading journal to document instances of graphophonic cues they encounter while reading various texts (e.g., stories, plays, articles). They should note challenging words, describe how they used phonics and other strategies (pictures, context, etc.) to decode them and reflect on how this decoding process contributed to their overall understanding of the text. Periodically, learners share their journal entries in small groups to reinforce learning.</p> <p data-bbox="1310 857 2028 889">https://www.classroomnook.com/blog/interactive-notebooks</p> <p data-bbox="1310 922 2003 954"><i>Sound & Symbol Exploration in Poetry (SCO 3.23, 3.27)</i></p> <p data-bbox="1310 954 1856 987">For poetry to anchor this learning strategy, visit:</p> <p data-bbox="1310 987 1969 1052">https://www.edutopia.org/blog/online-poetry-resources-monica-burns</p> <p data-bbox="1310 1052 1360 1084">And</p> <p data-bbox="1310 1084 2049 1149">https://www.aswewalkalongtheroad.com/middle-school-poetry-resources-and-free/</p> <p data-bbox="1310 1149 2053 1382">Select a local poem with interesting and unique examples of letter and syllable use (e.g., alliteration, assonance). Read the poem aloud, emphasizing the sound patterns. Then share read the poem with the class or a group. Learners identify the letter and syllable use that contributes to the poem’s rhythm and meaning, discussing how these cues help them interpret the poem’s themes and emotions.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<p>For samples of alliteration, visit https://www.teachstarter.com/us/blog/alliteration-poems-for-kids-teaching-poetry/</p> <div data-bbox="1312 402 2053 500" style="border: 1px solid black; background-color: #e6f2ff; padding: 5px;"> <p>Read and view to develop understanding and recognise how the use of genres and text features influence meaning</p> </div> <p><i>Compare and Contrast Essays Across Genres (SCO 3.25)</i> Provide learners read with two texts on the same topic but from different genres (e.g., a newspaper article and a fictional story about the same event). Learners will write a short essay comparing how each genre uses text features and structure to convey meaning. This comparison will highlight the unique ways genres influence the reader’s interpretation and understanding of content. For examples to use as anchors for this lesson, Visit: https://www.readingrockets.org/ https://thehungryteacherblog.com/</p> <p><i>Text Feature Scavenger Hunt (SCO 3.26)</i> Create a scavenger hunt where learners review their knowledge of specific text features (e.g., glossaries, sidebars, character dialogue, subtitles, table of contents etc.) in a variety of genres. For each feature found, learners must explain how it contributes to the overall meaning of the text. This interactive approach reinforces the role of text features in shaping meaning.</p> <div data-bbox="1312 1159 2053 1256" style="border: 1px solid black; background-color: #e6f2ff; padding: 5px;"> <p>Read and view to develop understanding of how vocabulary and language use influence the meaning and mood of the text</p> </div> <p><i>Graphic Organizers can share our thoughts (SCO 3.28, 3.29, 3.30)</i> - Fray Model: Use the Frayer Model to help learners understand new vocabulary words. The model includes sections</p>

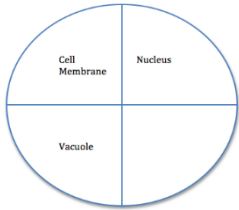
Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<p>for definitions, characteristics, examples, and non-examples, encouraging learners to use context to complete it.</p> <p>- Context Clue Charts: Co-create charts with learners to document unknown words, the context they were found in, their inferred meanings, and the clues that helped them.</p> <p><i>Illustration Mood Analysis Mini-Workshop (SCO 3.29)</i> Engage learners with illustrated texts to demonstrate how illustrators use visual elements to create mood in visual texts. Use the following steps to achieve this:</p> <ol style="list-style-type: none"> 1. Introduction to Mood in Visuals: Start by exploring various moods (e.g., happy, sad, eerie, peaceful) and discussing how elements like colours, shapes, lines, and composition influence these feelings in visual texts. 2. Gallery Walk: Organize a gallery walk in the classroom where learners can move around and observe different illustrations. These could be from picture books, graphic novels, or standalone art pieces. Provide guiding questions such as: <ul style="list-style-type: none"> ● What colours are used in this illustration? ● How do the shapes and lines contribute to the overall mood? ● What emotions do you feel when looking at this illustration? ● How does the illustrator’s style (e.g., realistic, abstract, cartoonish) affect the mood? 3. Group Discussion: After the gallery walk, gather the learners to discuss their observations. Encourage them to use examples from the illustrations they viewed to support their ideas about how mood is created. NOTE: a variation can be small group discussion. The teacher can circulate the classroom to take note of the discussion. Groups can share after. 4. Mood Creation Exercise: Have learners create their own illustrations with a specific mood in mind. Provide them

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<p>with a selection of colours, shapes, and patterns, and ask them to explain how their choices help convey the intended mood.</p> <p>5. Reflection and Presentation: Learners can present their illustrations to the class, explaining the techniques they used to create mood. Encourage peer feedback focused on how effectively the mood was conveyed.</p> <p>http://www.artfulteachingandlearning.org/</p> <p><i>Guided Group Discussion with Real-World Examples (SCO 3.30)</i></p> <p>Address social media usage and text messaging with opportunities for learners to interpret this ‘new’ language. This strategy will help teachers empower learners to get meaning (hidden or not) from the current way of communicating. Teachers can use the following example.</p> <ol style="list-style-type: none"> 1. Gather a collection of diverse social media posts that include various emoticons, hashtags, and images. Ensure some posts are straightforward while others have more complex or ambiguous messages. 2. Begin with a group discussion about learners' experiences with emoticons and social media. Encourage them to share examples and discuss the intended versus perceived meanings. 3. Present the collected posts to the learners. In small groups, have learners analyse each post by discussing the emoticons used, the possible hidden messages, and how their prior knowledge influences their interpretation. 4. Bring the groups together to discuss their findings. Highlight how prior knowledge shaped their understanding and how different interpretations can arise from the same post. <p>https://mediasmarts.ca/</p>

Additional Resources and Materials

1. **Three minute Reading Assessments:** <https://www.sd58.bc.ca/wp-content/uploads/2020/12/Rasinski-Three-Minute-Reading-Assessments-Overview.pdf>
2. **Reading Fluency rubric:**
https://www.scholastic.com/content/dam/PostPurchase/Megabook_of_Fluency/Downloads/EARS%20Multidimensional%20Fluency%20Scale.pdf

Directions: Add an additional example to the circle and then name the concept depicted by the circle.



3. **Concept Circle:** integrating science with reading comprehension

Learners are given cues of the concepts in each section of the circle. They will use these cues to define the concept in focus. Or they can be given one or two cues and then asked to come up with others to define the concept.

<https://livann.weebly.com/concept-circles.html>

4. **Paired Passages Pairs Passages** is a reading comprehension strategy used primarily in educational settings. It involves learners reading two related texts and comparing them to develop and deepen reading comprehension, analytical skills, and the ability to draw connections between different texts.

The Process:

- Learners read two related passages on a similar topic or theme.
- They analyse each text individually.
- They then compare and contrast the passages, looking at aspects like content, style, perspective, and purpose.

Questions can be multiple choice and open-ended questions.

5. **SQ3R (Survey, Question, Read, Recite and Review)**

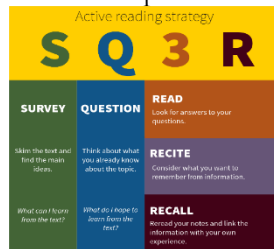
Step 1: Survey - Examine the text in its entirety by reading and observing all graphics and text styles.

Step 2: Question - Turn headings and sub-headings into questions.

Step 3: Read - Read each section intently.

Step 4: Recite - Stop at each section, recall your questions, and seek answers.

Step 5: Review - Once you have finished the text go over the questions you have created and the answers you have come up with.



More information on the strategy can be found at: <https://tinyurl.com/5t4n7bdk>

Additional Useful Content Knowledge for the Teacher

The link below provides essential information on these 7 comprehension strategies: Monitoring comprehension, Metacognition, Graphic, and semantic organisers, Answering questions, Generating questions, Recognising story structure, and Summarising.

<https://tinyurl.com/3nse4y4t>

Seven strategies to improve learners' comprehension: Word Wall, Dictionary/Glossary, Flash Card with Technology, Required Use in Writing Repeatedly, Brain Chains, Map it Out and Teach Learners How to Identify Vocabulary.

Link: <https://tinyurl.com/22445v8x>

This website (<https://www.getepic.com/>) is an online library that can be leveraged to provide books that can improve learners' reading fluency. It is free to use but has restrictions as to when learners can use it.

Differentiated Instruction: Provide various entry points and levels of difficulty for activities to meet the diverse needs of learners. This can include offering different texts or inviting learners to choose from various activities.


Flexible Grouping: Use flexible grouping strategies to pair or group learners differently, such as by interest, skill level, or learning style, to support collaboration and peer learning.



Scaffolding: Provide support through guided practice, graphic organizers, sentence starters, and modelling, gradually removing these supports as learners become more proficient.

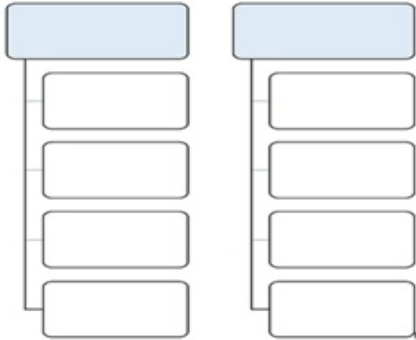
Opportunities for Subject Integration

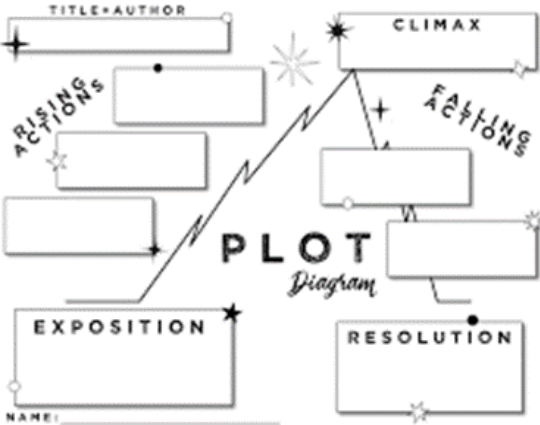
Use educational technology tools (e.g., reading apps, digital story creation tools, online discussion boards) to support comprehension strategies and engage learners.

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


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners will be expected to:</p> <div data-bbox="128 448 627 548" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Read and view to develop understanding of how the author’s purpose and style influence meaning</p> </div> <p>4.1 Continue to develop the skills to compare and contrast various formats of fiction, nonfiction, poetry, song, and drama</p> <p>4.2 Demonstrate growing awareness that authors of fiction, nonfiction, poetry, and song reflect a purpose and a point of view.</p> <p>4.3 Identify different purposes for reading print based or digital</p> <p>4.4 Describe the author’s theme/purpose and cite supporting evidence</p> <p>4.5 Respond critically to text by identifying instances where language is being used positively or negatively to manipulate, persuade, or control.</p> <p>4.6 Discuss texts regarding the purpose and style of a variety of illustrators of fiction, nonfiction, and poetry</p> <ul style="list-style-type: none"> - To inform - To entertain - To persuade 	<p>Gathering information through Conversation, Observation, and Product (COP). COP invites the teacher to determine learning before, during, and after instruction. ELO 4 provides opportunities for teachers to gather information about how the learner interacts with text to be aware of the author’s and illustrator’s style and purpose and their impact on meaning and application of the text.</p> <p style="text-align: center;">Conversation</p> <p>Throughout the year, schedule conversations with individual or small groups of learners to gather information about their increasing understanding of authors and illustrator’s purpose and style. At each meeting, focus on a specific genre of digital or print based text. Use the following questions adapted from https://www.commonsense.org/education/articles/5-questions-learners-should-ask-about-media</p> <ol style="list-style-type: none"> 1. Who created this text? 2. Which techniques are used to attract my attention? 3. What is the most important message of this text? 3. In what ways could this message be interpreted? 4. Whose lifestyle is represented? 5. Whose lifestyle is missing? 6. Why was this text created? 	<p>Throughout ELO 4, Learners reflect with critical thought on the author’s purpose, style, and subtle or overt messages. At the beginning of the year, it is suggested that teachers review the content found at the site below. While this site focusses on digital media, its message can be applied to all text.</p> <div data-bbox="1346 646 1556 784" style="text-align: center;"> <p><small>Help kids think critically about the media they consume and create.</small></p> <p>5 ESSENTIAL MEDIA LITERACY QUESTIONS FOR KIDS</p>  </div> <p>https://www.commonsense.org/education/articles/5-questions-learners-should-ask-about-media</p> <p><u>NOTE: In addition to this column’s opportunities integrate with other subjects, visit Suggestions for Subject Integration in the final section of ELO 4.</u></p> <div data-bbox="1346 1036 2055 1105" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Read and view to develop understanding of how the author’s purpose and style influence meaning</p> </div>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>4.7 Demonstrate 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"> - Use of time sequence - Use of descriptive language - Use of dialogue <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Read and view to develop an understanding and recognise the use of genres and text features to influence meaning</p> </div> <p>4.8 Identify different genres of texts such as fiction, nonfiction, poetry, song, and drama, and explain how each genre influences the reader's understanding and interpretation of the text.</p> <p>4.9 Recognize and analyse text features such as headings, subheadings, illustrations, and captions to understand their influence on the meaning and comprehension of the text.</p> <p>4.10 Identify examples of how an author uses and develops characters through:</p> <ul style="list-style-type: none"> - Descriptive language - Informal and formal language - Home Language(s) and Standard English - dialogue <p>4.11 Recognize and interpret authors' viewpoints through critical lens to determine the implied and explicit messages:</p>	<p style="text-align: center;">Observations</p> <p>Imagery Description After reading a descriptive passage, learners choose a section of the text and create an illustration based on the imagery. Post the pictures on the wall and have a gallery walk. Learners take turns explaining how the descriptive language contributed to their visualization of the scene. As learners are presenting, listen for connections between the illustrations and the text and note if their interpretations for the descriptive language is accurate at a literal level or insightful at a more complex level.</p> <p>Identifying and Analysing Genres Choose a variety of texts that represent fiction, nonfiction, poetry, and drama. Include both familiar and unfamiliar texts and texts at different reading levels to accommodate diverse learners. For each text, learners state why they chose that particular genre and provide examples from the text to support their analysis.</p> <p>Use the following criteria in an observational checklist to assess learners. Rate their responses on a scale ranging from Yes, Somewhat, Not Yet</p> <ul style="list-style-type: none"> Do learners correctly identify the genre of each text? Can they articulate the key characteristics of each genre? Do they provide specific examples from the text to support their analysis? Do they demonstrate an understanding of how genre influences reader response (e.g., emotional response, interpretation of characters, understanding of plot)? <p style="text-align: center;">Products</p> <p>Present the learners with two different texts on the same topic, one neutral (news report from a trusted source) and</p>	<p><i>We are authors. What is our purpose?</i> (SCO 4.2, 4.3,4.4,4.5)</p> <p> BRAIDING WITH WRITING INTEGRATING WITH TECHNOLOGY</p> <p>Schedule lessons throughout the year to engage learners in discussions about the increasing presence of social media in their lives. Connect messaging with lessons learned in previous grades about author's purpose and style. Visit</p> <p><i>Interactive lessons and activities for all students!</i> </p> <p>Digital Citizenship Curriculum</p> <p>https://www.common sense.org/education/digital-citizenship/curriculum?grades=6%2C7%2C8 for a series of lessons about how to develop responsible digital citizenship.</p> <p>Purpose Predictions (SCO 4.2, 4.3, 4.4. 4.6) Review the purposes or reasons why an author writes texts (e.g., to inform, entertain, persuade, or express feelings). Then, before reading or listening to audio clips of different types of texts, such as a speech, a radio advertisement, or a chapter from an audiobook, provide learners with a summary or the first few lines. Ask them to predict the purpose of the text. After experiencing the full text, have them check their predictions and discuss what clues led them to their conclusions (e.g., through tone, language, or content). To extend the activity, choose a nonfiction article about a current event and a related fictional story or poem. Discuss how the real-world issue is portrayed differently in each text. Ask the learners to consider how the author's purpose and point of view affect their understanding of the issue.</p> <p>Watchful Eyes (SCO 4.3) Remind learners that the theme is the underlying message or central idea that the author wants to convey and discuss</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies								
<p>- In all genres - In advertisements - In product labels</p> <p>4.12 Further develop understanding of an illustrator’s use of implied and explicit messages</p> <div data-bbox="130 492 625 626" style="border: 1px solid black; background-color: #e6f2ff; padding: 5px;"> <p>Recognize how vocabulary usage creates imagery and aids interpretation and understanding of text</p> </div> <p>4.13 Identify descriptive words and phrases in a text and analyse how these contribute to creating vivid mental images.</p> <p>4.14 Determine the connotative meaning of words and phrases and explain how these contribute to the mood and tone of the text.</p> <p>4.15 Use context clues to infer the meaning of unfamiliar vocabulary and explain how understanding these words enhances comprehension of the text.</p> <p>4.16 Use specific vocabulary to create imagery in their own writing, demonstrating an understanding of how word choice can influence interpretation.</p> <p>4.17 Evaluate how an author’s choice of vocabulary affects the reader’s understanding and interpretation of a text,</p>	<p>one opinionated (editorial or social media). Learners compare how language is used in each text to present information or persuade the reader. Make note of learner’s understanding of information, misinformation, and disinformation.</p> <div data-bbox="688 431 1100 769" style="text-align: center;">  </div> <p>Plot Maps Learners can create a plot map that outlines the key elements of the story, including the exposition, rising action, climax, falling action, and resolution. Learners note how time sequence, descriptive language, and dialogue are used at each stage to enhance the plot.</p>	<p>examples of common themes (e.g., friendship, courage, perseverance, honesty). During the daily teacher Read Aloud, provide opportunities to pause and discuss the theme and how it is developing. Then, distribute the selected texts to the learners. Invite them to read the text closely, keeping an eye out for clues that reveal the theme of the text. Encourage them to highlight or underline any important sentences or phrases. Provide the learners with a graphic organizer that has two columns: one labelled “Theme” and the other labelled “Supporting Evidence.” In the first column, learners should write down their identified themes. In the second column, they should list the pieces of evidence from the text that support their claim (e.g., quotes, descriptions, events). Visit https://darbonnewoods.com/wp-content/uploads/2020/04/6th-Grade.pdf for a sample Grade 6 lesson and passages to teach theme.</p> <table border="1" data-bbox="1350 789 1986 1037" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Theme</th> <th style="width: 50%;">Supporting Evidence</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> </tr> </tbody> </table> <p><i>Timelining affects the message (SCO 4.7)</i> Introduce a print or audio version of a traditional fairy tale, fable, or folk tale as an adventure story (or vice versa). Learners create a timeline of the main events in a chosen story and identify how the author sequences these events to build the plot and maintain the reader’s interest. Learners make notes on the timeline as to how author’s choices of words/phrases, descriptive language, and dialogue signal changes in scene, storyline, and message.</p>	Theme	Supporting Evidence						
Theme	Supporting Evidence									

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies												
<p>providing examples from the text to support their evaluation.</p>	 <p>Peer Assessment</p> <p>Provide a text or two for pairs of learners to review and visualize the descriptions of the character(s) and learn about their personality, emotions, or background. Then, present and discuss the rubric below. Learners create character sketches based on the descriptive language used in the text. The advanced learners and struggling learners should be given the option to illustrate the character and/or write a paragraph describing the character using similar descriptive language. Do a gallery walk so that the rubric can be used for teams to rate each other's sketches and /or presentations.</p> <table border="1" data-bbox="655 1144 1243 1399"> <thead> <tr> <th colspan="2">Criteria</th> <th>1</th> <th>2</th> </tr> </thead> <tbody> <tr> <td>Design</td> <td>The sketch reflects all the descriptive elements in the text.</td> <td></td> <td></td> </tr> <tr> <td>Creativity</td> <td>The sketch is original</td> <td></td> <td></td> </tr> </tbody> </table>	Criteria		1	2	Design	The sketch reflects all the descriptive elements in the text.			Creativity	The sketch is original			<p>BRAIDING THE STRANDS In small groups, invite the learners to rewrite the story by varying the words/phrases, language, and dialogue using their creative versions. For examples, search for “fairy tales written from a different point of view” on YouTube.</p> <div style="border: 1px solid black; background-color: #e6f2ff; padding: 5px; margin: 10px 0;"> <p>Read and view to develop an understanding and recognise the use of genres and text features to influence meaning</p> </div> <p>Becoming aware of how to read the news (SCOs 4.7, 4.9)</p> <p>Learners in upper primary are often influenced by online information provides through messaging apps, TikTok, etc. Provide regular opportunities for learners to read and view reputable news sites and fake news sites (see link below) and discover the author's purpose – is it to spread authentic news or is it to misinform or to cause harm. When planning these opportunities use search topics such a misinformation, disinformation, fake news, misinformation, etc. Some examples are:</p> <p>https://www.commonsense.org/education/digital-citizenship/lesson/hoaxes-and-fakes https://www.youtube.com/watch?v=HD5MmuLDDeFE https://www.youtube.com/watch?v=V4o0B6IDo50</p> <p>Genre Stations (SCO 4.8) Set up different stations in the classroom, each dedicated to a specific genre (fiction, nonfiction, poetry, drama). Demonstrate how to search for information about author's and illustrator's techniques. Learners then read a short piece of text and answer questions about how the author's and illustrator's purpose and language choices influenced their understanding. For example, they might consider how the illustrations creates suspense or how use of descriptive language affects the emotional impact of a sports story or a poem. After visiting each station, learners should write a journal entry reflecting on how the author's</p>
Criteria		1	2											
Design	The sketch reflects all the descriptive elements in the text.													
Creativity	The sketch is original													

Specific Curriculum Outcomes	Inclusive Assessment Strategies				Inclusive Learning Strategies																								
		and not patterned after illustrations in the text.			<p>choices shaped their interpretation of the text. They can discuss how the same theme or topic might be perceived differently in another genre.</p> <p>Scavenger Hunt (SCO 4.8, 4.9) As a review of text features learned in previous grades, provide learners with a variety of texts, including articles, textbooks, and nonfiction books. Present the template and ask them to hunt for and highlight different text features such as headings, subheadings, illustrations, and captions. Learners label each feature, write the page number, and note how it helps in understanding the text. After identifying the features, they can reflect in writing or discussion on how each feature contributes to the comprehension of the text. For example, they might discuss how a heading helps them predict what a section will be about or how an illustration clarifies complex information.</p> <table border="1" data-bbox="1354 787 2047 1291"> <thead> <tr> <th>Feature</th> <th>Page Number</th> <th>Author's Purpose</th> </tr> </thead> <tbody> <tr> <td>Title</td> <td></td> <td></td> </tr> <tr> <td>Table of Contents</td> <td></td> <td></td> </tr> <tr> <td>Caption</td> <td></td> <td></td> </tr> <tr> <td>Photograph</td> <td></td> <td></td> </tr> <tr> <td>Bold print</td> <td></td> <td></td> </tr> <tr> <td>Glossary</td> <td></td> <td></td> </tr> <tr> <td>Diagram</td> <td></td> <td></td> </tr> </tbody> </table>	Feature	Page Number	Author's Purpose	Title			Table of Contents			Caption			Photograph			Bold print			Glossary			Diagram		
	Feature	Page Number	Author's Purpose																										
	Title																												
	Table of Contents																												
	Caption																												
	Photograph																												
Bold print																													
Glossary																													
Diagram																													
Effort	The team went beyond what was required.																												
Skill	The sketch is complete and looks outstanding.																												
Attitude to feedback	The team displayed positive attitudes and responded well to the feedback during and after sketching.																												
TOTAL																													
<p>Peer Review of Descriptive Language Learners work in pairs to assess each other's ability to identify descriptive words and phrases in a given text and analyse how these contribute to creating vivid mental images. Model the peer review process with learners before they begin and encourage reviewers to provide specific feedback to each other.</p>																													

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																				
	<table border="1" data-bbox="688 272 1222 589"> <thead> <tr> <th>Criteria</th> <th>Exceeds Expectations</th> <th>Meets Expectations</th> <th>Needs Improvement</th> </tr> </thead> <tbody> <tr> <td>The learner identifies at least three descriptive language or words.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>The learner explains how the descriptive language creates a vivid mental picture.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>The learner provides examples from the text to support analysis</td> <td></td> <td></td> <td></td> </tr> <tr> <td>The learner explains how word choice contributes to the overall mood or atmosphere of the text.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p data-bbox="653 646 1272 711">Self-Assessment: Do I Know My Text Features in Digital Text?</p> <p data-bbox="653 712 1220 776">Learner circles the option that best describes their understanding.</p> <p data-bbox="653 777 905 808"><i>Identifying Text Features</i></p> <ul data-bbox="701 812 1318 1068" style="list-style-type: none"> • I can easily identify digital text features such as Headings, subheadings, captions, bold print, italics, glossaries, indexes, tables, graphs, charts, maps, and diagrams. Always / Usually / Sometimes / Rarely / Not Yet • I can explain the purpose of different text features: Always / Usually / Sometimes / Rarely / Not yet <p data-bbox="653 1071 905 1102"><i>Analysing Text Features</i></p> <ul data-bbox="701 1105 1318 1408" style="list-style-type: none"> • I can use text features to locate information quickly and efficiently: Always / Usually / Sometimes / Rarely / Not Yet • I can understand how text features help organize information: Always / Usually / Sometimes / Rarely / Not Yet • I can use text features to support my understanding of the text: Always / Usually / Sometimes / Rarely / Not Yet 	Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement	The learner identifies at least three descriptive language or words.				The learner explains how the descriptive language creates a vivid mental picture.				The learner provides examples from the text to support analysis				The learner explains how word choice contributes to the overall mood or atmosphere of the text.				<p data-bbox="1346 232 2060 295">Once this review is complete, apply the learning to digital sites such as:</p> <ul data-bbox="1394 298 2045 565" style="list-style-type: none"> ➤ The local newspaper ➤ Online ads for favourite products ➤ Caribbean Music for Kids https://www.allaroundthisworld.com/listen/caribbean-songs-for-kids/ ➤ Sports illustrated for kids: https://www.sikids.com/ ➤ National Geographic for Kids https://kids.nationalgeographic.com/ <p data-bbox="1346 597 2060 1052">Code Switching (SCO 4.16) Choose visual or audiobooks where the characters speak in informal and formal languages or their Home Language and Standard English. Learners differentiate between the types of languages using evidence from the text and compare how the language style reflects the character's background or situation. Learners note why the author might choose one style over another in different contexts. In groups, provide the learners with meaningful contextual scenarios (For example, playing marbles in the yard with friends or making a presentation at church), and invite them to demonstrate the language to suit the contexts. Learners may enjoy viewing to Valerie Bloom's description of how she uses both Home Language and Standard English to write her poetry. https://www.youtube.com/watch?v=5HCPchi1ems</p> <p data-bbox="1346 1122 1856 1153">Goodness, Gracious! (SCO 4.5, 4.17, 4.18)</p> <p data-bbox="1346 1156 1797 1214"> BRAIDING THE STRANDS</p> <p data-bbox="1346 1218 2060 1408">Review various persuasive techniques, such as rhetorical questions, repetition, and appeals to logic or emotion. Provide learners with a variety of short print or video texts, such as advertisements, opinion pieces, or political speeches. Ask them to identify words, phrases, or techniques that seem designed to influence the reader's opinion or emotions (such</p>
Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement																			
The learner identifies at least three descriptive language or words.																						
The learner explains how the descriptive language creates a vivid mental picture.																						
The learner provides examples from the text to support analysis																						
The learner explains how word choice contributes to the overall mood or atmosphere of the text.																						

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies								
	<ul style="list-style-type: none"> • I can explain how text features contribute to the overall meaning of the text: Always / Usually / Sometimes / Rarely / Not Yet <p>Get Creative! As a form of self-assessment, learners create posters and or mind maps that will help them review what they have learned and assess their learning knowledge. Teachers and learners can also use the creations to identify any gaps in their learning. Posters and mind maps can be created using traditional paper and coloured pens or they can use computer software such as audio, video, and animations.</p>	<p>as appealing to emotions, using celebrities, or making exaggerated claims). Have learners write down the techniques they observe and how each one is intended to manipulate or persuade the viewer. Visit: https://docs.google.com/document/d/1k2gcPi3ByRgd2CMB49r_mjbSTCGQoZJlShdiR_KUtOM/edit for the most common techniques and https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/lessons/6-8/media-awareness-I-the-basics-of-advertising/ for a range of materials to support these lessons.</p> <div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;"> <p>Recognize how vocabulary usage creates imagery and aids interpretation and understanding of text</p> </div> <p><i>Vocabulary Imagery and Inference Map (SCO 4.19, 4.19, 4.20)</i> Using the text from the daily teacher Read Aloud, demonstrate how to identify descriptive language, understand connotations, and use context clues to enhance comprehension and interpretation of the text.</p> <ul style="list-style-type: none"> • Choose a passage rich in descriptive language and varied vocabulary. Ensure it includes words with strong connotations and some unfamiliar terms that can be inferred from context. • Have learners read the passage independently or in pairs. As they read, they should highlight or underline descriptive words and phrases that stand out to them. • Have learners create a Vocabulary Imagery and Inference Map: <table border="1" data-bbox="1348 1214 1906 1373"> <thead> <tr> <th>Descriptive Words</th> <th>Imagery Analysis</th> <th>Connotation and Mood</th> <th>Context Clues and Inference</th> </tr> </thead> <tbody> <tr> <td>Learners list the descriptive words and phrases they identified.</td> <td>Learners write down the mental images or sensory experiences these words create. They can also draw quick sketches to represent these images.</td> <td>Learners write down the connotative meanings of the words (e.g., positive, negative, or neutral connotations) and explain how these words contribute to the overall mood or tone of the text.</td> <td>For unfamiliar words, Learners use context clues to infer meanings. They write down the inferred meanings and explain how understanding these words deepens their comprehension of the passage.</td> </tr> </tbody> </table>	Descriptive Words	Imagery Analysis	Connotation and Mood	Context Clues and Inference	Learners list the descriptive words and phrases they identified.	Learners write down the mental images or sensory experiences these words create. They can also draw quick sketches to represent these images.	Learners write down the connotative meanings of the words (e.g., positive, negative, or neutral connotations) and explain how these words contribute to the overall mood or tone of the text.	For unfamiliar words, Learners use context clues to infer meanings. They write down the inferred meanings and explain how understanding these words deepens their comprehension of the passage.
Descriptive Words	Imagery Analysis	Connotation and Mood	Context Clues and Inference							
Learners list the descriptive words and phrases they identified.	Learners write down the mental images or sensory experiences these words create. They can also draw quick sketches to represent these images.	Learners write down the connotative meanings of the words (e.g., positive, negative, or neutral connotations) and explain how these words contribute to the overall mood or tone of the text.	For unfamiliar words, Learners use context clues to infer meanings. They write down the inferred meanings and explain how understanding these words deepens their comprehension of the passage.							

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies															
		<ul style="list-style-type: none"> ● Organize a class group discussion where learners share their imagery and inferences. Encourage them to compare interpretations, discussing how different words may create varied images or moods for different readers. ● Have learners write a short reflection on how vocabulary in the passage helped them better understand and visualize the content. They should mention specific examples of how descriptive words, connotations, and context clues worked together to enhance their comprehension. <p>Mystery Word Detective (SCO 4.20) Remind learners that context clues are clues readers use to find the meaning of unknown words within a passage, story, or text. Review the types of context clues and give examples of how they can be used. Provide learners with index cards with challenging vocabulary words and work in groups, have them use context clues from passages provided to determine the word's meaning. Differentiation can occur by providing passages at different levels. Additionally, for visual learners, pictures and diagrams related to the vocabulary words can be shown.</p> <div data-bbox="1339 683 1503 911" style="border: 1px solid black; padding: 5px;"> <p>Context Clues When strong readers come to an unfamiliar word, they can use context clues to help them determine the meaning of the unknown word.</p> <p>There are different types of context clues.</p> <table border="0"> <tr> <td>I</td> <td>Initials - the first letters of a word or name.</td> <td>Readers can compare the initials with the author's name to determine the word's meaning.</td> </tr> <tr> <td>D</td> <td>Definition - the meaning of a word given in the text.</td> <td>Readers can compare the definition to their own knowledge of the word to determine its meaning.</td> </tr> <tr> <td>E</td> <td>Example - an example of a word or name used in the text.</td> <td>Readers can compare the example to their own knowledge of the word to determine its meaning.</td> </tr> <tr> <td>A</td> <td>Antonyms - words with opposite meanings used in the text.</td> <td>Readers can compare the antonym to their own knowledge of the word to determine its meaning.</td> </tr> <tr> <td>S</td> <td>Synonyms - words with similar meanings used in the text.</td> <td>Readers can compare the synonym to their own knowledge of the word to determine its meaning.</td> </tr> </table> <p>Strong readers will always read the sentences surrounding the unknown word to look for clues.</p> </div> <p>Vocabulary Substitution (SCO 4.22) Learners experiment with replacing words in a selected text with synonyms or antonyms to understand the impact of word choice on that portion of text. Learners will discuss how the changes they made affect the meaning, tone, and overall impact of the text.</p> <ul style="list-style-type: none"> - Begin by reviewing the concepts of synonyms and antonyms. Provide examples and have learners share their own. - Select a short, engaging text that is appropriate for your grade level. Text can be of different genres and varying difficulties to accommodate diverse learners. 	I	Initials - the first letters of a word or name.	Readers can compare the initials with the author's name to determine the word's meaning.	D	Definition - the meaning of a word given in the text.	Readers can compare the definition to their own knowledge of the word to determine its meaning.	E	Example - an example of a word or name used in the text.	Readers can compare the example to their own knowledge of the word to determine its meaning.	A	Antonyms - words with opposite meanings used in the text.	Readers can compare the antonym to their own knowledge of the word to determine its meaning.	S	Synonyms - words with similar meanings used in the text.	Readers can compare the synonym to their own knowledge of the word to determine its meaning.
I	Initials - the first letters of a word or name.	Readers can compare the initials with the author's name to determine the word's meaning.															
D	Definition - the meaning of a word given in the text.	Readers can compare the definition to their own knowledge of the word to determine its meaning.															
E	Example - an example of a word or name used in the text.	Readers can compare the example to their own knowledge of the word to determine its meaning.															
A	Antonyms - words with opposite meanings used in the text.	Readers can compare the antonym to their own knowledge of the word to determine its meaning.															
S	Synonyms - words with similar meanings used in the text.	Readers can compare the synonym to their own knowledge of the word to determine its meaning.															

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> - After reading the text out loud, discuss the overall tone and mood of the text. Have learners identify keywords or phrases that contribute significantly to the tone or meaning of the text. - Learners then brainstorm synonyms or antonyms for the keywords identified. - Encourage learners to use a thesaurus or dictionary to assist. - Learners share their word replacements and discuss how the changes affected the meaning, tone, and overall impact of the text. For example, did it strengthen or weaken the original meaning? Did it change the tone, making it more formal, humorous, or serious? How did it change the overall mood or atmosphere of the text? - Encourage learners to share their reasoning using specific examples.

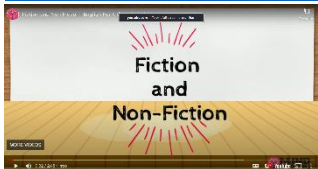
Additional Resources and Materials

- Using knowledge of figurative language to interpret and analyse text: Figurative language is comprised of descriptive words, phrases or sentences that used to transmit a message that means something without directly saying it. Figurative devices are techniques writers use to convey messages, evoke emotions, or create effect. Writers use these devices to help communicate an idea or point of view, make their writing more interesting and to convey deeper meaning. Learners use their knowledge of figurative devices to analyse and interpret the message the author is seeking to convey. Some examples of figurative language include: Simile, Metaphor, Personification, Alliteration, Hyperbole, Onomatopoeia, and Symbolism. For information about figurative language, visit:

[How to Teach Kids Figurative Language \(kidskonnnect.com\)](https://www.kidskonnnect.com)

- Difference between Fiction and nonfiction: Fiction and nonfiction are two different categories of prose that serve distinct purposes. Fiction is based on imagination and fantasies. It is produced by the author’s creative thoughts. Nonfiction is literature that contains informative, educational, and factual writings. It is a true account or representation of a particular subject. For more information, visit:

[What Is the Difference Between Fiction and Nonfiction? | Grammarly](https://www.grammarly.com/what-is-the-difference-between-fiction-and-non-fiction)



This resource provides learners with a good early in the year review of fiction and nonfiction. It may also be useful for learners who have not yet mastered the concept.
[Fiction and Non-Fiction | English For Kids | Mind Blooming \(youtube.com\)](#)

3. Reading centres

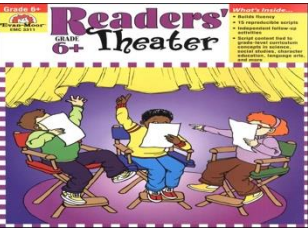
It is important to provide many opportunities for learners to read throughout the day. This is imperative since learners vary in their reading needs and abilities. Using reading centres is a great way to have learners engage in authentic reading activities.



[Why Reading Centers Are More Important Than Ever in the Upper Elementary Classroom - The Teacher Next Door \(the-teacher-next-door.com\)](#)

[Upper Elementary Reading Centers for the Entire Year - Appletastic Learning](#)

[Tips for Using Literacy Centers in Upper Elementary - Teaching with a Mountain View](#)



4. Readers Theatre: Readers' Theatre is a motivational reading strategy that engages readers in the reading of scripts. Reading Theatre is a way to build reading fluency, enhance learner engagement and build confidence in reading and performing in public. Learners read to convey meaning using their voice, facial expression, and gestures.

[Reader's Theater | Reading Rockets](#)

Free Readers' Theatre scripts

[Free Readers Theater Scripts to try in the Classroom – The Mindful English Classroom](#)

[Free Readers Theater Play Scripts and Performance Notes for Kids \(storiestogrowby.org\)](#)

[Reader's Theater Scripts and Plays for the Classroom \(teachingheart.net\)](#)

Additional Useful Content Knowledge for the Teacher

1. Reading Comprehension - Understanding graphics in written texts [Diagrams, Timelines, and Tables | Reading Rockets](#)
2. Vocabulary Strategies that Boost Learners' Reading Comprehension [Bing Videos](#)
3. Understanding poems
Compared to other types of writing, poetry has a unique style and form. In poems there are line breaks, sound patterns and rhythm. In order to understand poems, we must consider the literal and figurative meanings of poems.
[Elements of Poetry: The Ultimate Guide for Learners and Teachers \(literacyideas.com\)](#)
[How to Analyze Poetry: 10 Steps for Analyzing a Poem - 2024 - MasterClass](#)
[How to Understand a Poem \(with Pictures\) - wikiHow](#)
4. Poetry and Rhyming Station
Create a space in the classroom where learners are exposed to a variety of poems to read. Poetry books and magnetic poetry kits can also be included at this station. This should foster a love for poetry. It would also enhance learners' understanding of rhyming patterns and also develop creative expression. Activities that can be undertaken at this station include:
 1. Reading and analysing poems
 2. Creating rhyming word lists
 3. Illustrating poems
 4. Creating their own poems[The Power of Poetry in the Classroom: Creative Teaching Ideas | Continental Educational Publisher \(continentalpress.com\)](#)

Opportunities for Subject Integration

In addition to the suggestions throughout the Inclusive Learning Strategies column:

1. Problem Solving Station: This station requires the use of reading and math skills to solve problems. The aim is to develop problem solving skills and mathematical reasoning.
Activity: Provide learners with a variety of math problems that require critical thinking.
2. Reading across content areas [How Important Is Teaching Literacy in All Content Areas? | Edutopia](#)
3. Classroom News Anchor
This classroom activity integrates Language Arts and Social Studies. The role of the news anchor is to share three to five events happening in the news during the class morning meeting or another transition time. Learners can then discuss what's happening or respond in writing.
[Integrating Language Arts and Social Studies - 10 Smart Ideas \(weareteachers.com\)](#)



4. **Build Vocabulary:** The world of Science has its own rich and detailed vocabulary. Learners are unable to comprehend what they read if they do not have the context or background knowledge for new words. Creating word-walls for Science units can be a good way to provide context and support. The Teacher can use Interactive Read Aloud or Shared Reading to read the Science text and then use different activities to reinforce vocabulary.

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 learner continues to develop an awareness of culture, personal identity, and the strategies needed to participate, communicate, and reflect critically on thought and action.

Introduction to the Strand

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

Grade Level Expectations

Write for pleasure and personal growth

- Develop more confidence constructing and conveying meaning in written language, matching style to audience and purpose
- Choose to share personal stories, written ideas, etc. and consider peer feedback

Engage in the writing process

- Apply critical thinking skills to all subject area writing
- Complete research projects independently and with peers, demonstrating an understanding of the dynamics of group work
- Explore how various languages can be used to express meaning in different ways for different context
- Write fluently and legibly
- Develop individualized strategies for the planning, drafting, revising, and editing process to improve and sustain their personal and shared writing in a wide range of genre and form
- Uses a wide range of presentation style elements including print, script, fonts, graphics, and layout
- Self-monitor and self-check final drafts for final revisions and/or errors

Explore language structures



- Further develop understanding of the structure of a variety of literary genre and sub genres.
- Know and consistently use the commonly used rules and conventions of written English

Explore word solving



- Spell correctly to improve the effectiveness of a piece of writing

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

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners are expected to:</p> <p>Write and represent to generate and gather thoughts to explore ideas, feelings and experiences</p> <p>5.1 Use a variety of strategies to generate and organize ideas for writing (e.g., brainstorming, listing, outline, freewriting, webs, clusters, graphic organizers, mind map)</p> <p>5.2 Identify and maintain the topic, purpose, audience, and form of writing throughout the brainstorming process.</p> <p>5.3 Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>5.4 Use a variety of paper-based and digital resources to gather information to support and enhance the brainstorming process</p> <p>5.5 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>Assessment of learners' writing enables teachers to keep track of their progress and development in writing, as well as pinpoint their strengths and areas for improvement. By engaging in Conversations, making Observations, and reviewing Products, and maintaining notes of student progress in the Observation of student Learning Journal, teachers can obtain valuable understanding about learners' understanding and application of strategies taught. Learners also get the opportunity to express their thoughts clearly and receive immediate feedback.</p> <p style="text-align: center;">Conversations</p> <p>Discussion - To support writers who are facing challenges, it is helpful to engage learners in a discussion about the issues they are unsure of and explore strategies to address them. These discussions provide powerful opportunities for learners to monitor and self-reflect on their writing and learn that the teacher will provide support as needed.</p>	<p>ELO 5 invites learners to freely explore different angles, ideas, styles, techniques, and approaches to writing during the initial stage of writing. Teachers use the ILS in ELO 5 to begin a writing project. The prewriting/brainstorming/drafting strategies of ELO 5 provide the foundation for the further development a writing project in ELO 6 and 7.</p> <p>In ELO 5, learners should be encouraged to:</p> <ul style="list-style-type: none"> -engage in a review the components of the genre being studied - choose their own topics by focusing on their personal interests, opinions, hobbies, experiences, etc. - use their imagination- “think outside the box”, be bold, be creative - use graphic organizers - think about the topic, the purpose and their audience -engage daily in writing activities for a variety of purposes <p>NOTE: Some of these pieces of writing may be seen to completion, other may serve as lessons to use for other projects.</p> <p>Write and represent to generate and gather thoughts to explore ideas, feelings and experiences</p>

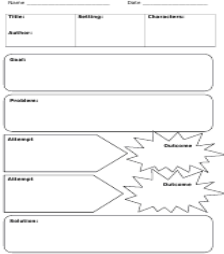


Specific Curriculum Outcomes	Inclusive Assessment Strategies		Inclusive Learning Strategies										
<p>5.6 Maintain a writing journal and use it as a resource for ideas for writing</p> <p>Write and represent, using organisational strategies, to arrange thoughts to explore, clarify and reflect on ideas, feelings and experiences</p> <p>5.7 Use a draft to construct and convey meaning in written language, matching style to audience and purpose.</p> <p>5.8 Connect draft writing to personal understanding of a variety of literary genres.</p> <p>5.9 Write entries in journals on a range of topics e.g. responses to literature, dialogue with peer or teacher, learning logs etc.</p> <p>5.10 Analyse samples of good writing pieces and in different forms and genres</p> <p>5.11 Use appropriate formats, conventions and language features when writing a variety of text types, e.g. journals, e-mails, formal letters, reports, summaries</p> <p>5.12 Create a variety of simple poems including free verse and using sensory details, literary devices, with a focus on using descriptive vocabulary</p> <p>Write and represent to create a written or representative draft</p>	<table border="1"> <thead> <tr> <th data-bbox="674 302 921 363">Difficulties</th> <th data-bbox="921 302 1304 363">Suggestions</th> </tr> </thead> <tbody> <tr> <td data-bbox="674 363 921 623">Learners have trouble coming up with topics to write about</td> <td data-bbox="921 363 1304 623">Generate a bank of topics to write about Check writers' notebooks, journals, and other sources for ideas. Encourage learners to choose topics that they are passionate about or personally connected to.</td> </tr> <tr> <td data-bbox="674 623 921 915">Learners plunge into writing without "rehearsing" what he/she is going to write</td> <td data-bbox="921 623 1304 915">Discuss the importance of planning Encouraging brainstorming sessions to generate ideas Use of graphic organizers to organize ideas Provide guidance on structuring</td> </tr> <tr> <td data-bbox="674 915 921 1110">Difficulties with spelling and limited vocabulary</td> <td data-bbox="921 915 1304 1110">Encourage the use of dictionaries online tools, proofread work, use word wall, peer editing , wide reading</td> </tr> <tr> <td data-bbox="674 1110 921 1273">Sentence errors</td> <td data-bbox="921 1110 1304 1273">Provide examples of varieties in sentences, using mentor text to observe sentences, read aloud sentences,</td> </tr> </tbody> </table> <p>Conferencing - Conference with learners about their drafts one-on-one and in small groups. Ask questions and give feedback based on responses.</p>		Difficulties	Suggestions	Learners have trouble coming up with topics to write about	Generate a bank of topics to write about Check writers' notebooks, journals, and other sources for ideas. Encourage learners to choose topics that they are passionate about or personally connected to.	Learners plunge into writing without "rehearsing" what he/she is going to write	Discuss the importance of planning Encouraging brainstorming sessions to generate ideas Use of graphic organizers to organize ideas Provide guidance on structuring	Difficulties with spelling and limited vocabulary	Encourage the use of dictionaries online tools, proofread work, use word wall, peer editing , wide reading	Sentence errors	Provide examples of varieties in sentences, using mentor text to observe sentences, read aloud sentences,	<p><i>Follow that map (SCO 5.1, 5.2, 5.3)</i></p> <p></p> <p>https://www.youtube.com/watch?v=xCyjFipyRE</p> <p>Schedule time for learners to view and discuss the YouTube video on mind maps. Following the viewing, identify a central theme, question, or prompt, and show learners how to create mind maps to visually organize their thoughts and ideas based on the topic, audience, and purpose of the writing task. Learners will expand ideas into related sub-topics as they make connections between these generated ideas based on content and context. Conduct a shared writing activity where ideas from the mind map are used to begin drafting. See sites below for more ideas on mind maps.</p> <p>https://teach2write.com/writing-strategy-mind-mapping/ https://goodparentingbrighterchildren.com/mind-maps-for-kids/</p> <p><i>Unveiling the power of your topic (SCO 5.2, 5.3)</i></p> <p></p> <p>https://clipart-library.com/main-topic-cliparts.html</p> <p>Provide learners with a writing prompt, such as <i>School rules</i></p>
Difficulties	Suggestions												
Learners have trouble coming up with topics to write about	Generate a bank of topics to write about Check writers' notebooks, journals, and other sources for ideas. Encourage learners to choose topics that they are passionate about or personally connected to.												
Learners plunge into writing without "rehearsing" what he/she is going to write	Discuss the importance of planning Encouraging brainstorming sessions to generate ideas Use of graphic organizers to organize ideas Provide guidance on structuring												
Difficulties with spelling and limited vocabulary	Encourage the use of dictionaries online tools, proofread work, use word wall, peer editing , wide reading												
Sentence errors	Provide examples of varieties in sentences, using mentor text to observe sentences, read aloud sentences,												












Specific Curriculum Outcomes	Inclusive Assessment Strategies		Inclusive Learning Strategies				
<p>5.13 Write narratives to develop real or imagined experiences (personal, realistic fiction, imaginary) or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>5.14 Use narrative techniques, such as dialogue and description to develop experiences and events.</p> <p>5.15 Use literary devices, such as similes, metaphors, hyperbole and personification effectively in writing</p> <p>5.16 Link ideas, opinion and rationale using words, phrases, and clauses, (e.g., <i>consequently, specifically</i>)</p> <p>5.17 Produce expository pieces (5 paragraphs) in which there is clear evidence of organization, development, and conclusion according to the target audience and purpose for writing e.g., cause and effect, writing to inform, explain, give directions, give reasons, problem/solutions etc.</p> <p>5.18 Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g., a public announcement, school newspaper, a poster, advertisement, social media campaign to raise awareness, a computer-generated cover design, including</p>	<table border="1" data-bbox="674 302 1262 821"> <thead> <tr> <th data-bbox="674 302 1089 396">Teacher questions</th> <th data-bbox="1089 302 1262 396">Learners' response</th> </tr> </thead> <tbody> <tr> <td data-bbox="674 396 1089 821"> What's going well? What's difficult? What do you plan to do next? Tell me about some strategies you have been using today... Why did you choose this topic to write about? What is your purpose for writing this? What do you think of this piece of writing? </td> <td data-bbox="1089 396 1262 821"></td> </tr> </tbody> </table> <p style="text-align: center;">Observations</p> <p>Round Table Story writing: Observe learners as they work in groups to collectively brainstorm ideas and draft a personal narrative using the outline below and a checklist. Assess how they communicate, and share ideas during the writing process, the depth of critical thinking demonstrated, how tasks were divided and their ability to draft a story.</p> <p>Plan for a Round Table Draft of a personal narrative:</p>		Teacher questions	Learners' response	What's going well? What's difficult? What do you plan to do next? Tell me about some strategies you have been using today... Why did you choose this topic to write about? What is your purpose for writing this? What do you think of this piece of writing?		<p><i>are very important.</i> For example: 'Rules are very important. Tell one important rule at school and explain three reasons why learners should follow this rule.'</p> <p>Using a think aloud or a prompted discussion, create a class brainstorm on the topic and guide learners on how to determine the key words in their brainstorm. Demonstrate how to utilize a graphic organizer that best suits the type of writing (See Additional Resources section for sample graphic organizers). Observe learners' plans and give feedback on whether the prompt was followed effectively.</p> <p>Collaborative Digital Writing (SCO 5.1, 5.4, 5.5) Explain to learners that they are going to generate ideas and create a piece of writing collaboratively using Google Docs. Present a scenario or topic and discuss the structure and conventions of the required piece of writing. Clarify the purpose and intended audience, and then invite learners to take turns adding ideas on a shared document via Google Docs in order to build a story or explore a topic. Learners will then take turns to write sentences or paragraphs and will share real-time feedback via comments on each other's contributions, as they collectively develop and complete the writing piece.</p> <p>Themed Journals (SCO 5.1, 5.3, 5.4) Assist learners in developing their writing skills by assigning a themed journal where they write down their thoughts and ideas for writing. Extract themes or questions from a wide range of sources such as literary texts, cross-curricular topics, news items, current societal events, school-related matters, etc. Ensure that themes are diversified, contextualized, and appropriate to meet</p>
Teacher questions	Learners' response						
What's going well? What's difficult? What do you plan to do next? Tell me about some strategies you have been using today... Why did you choose this topic to write about? What is your purpose for writing this? What do you think of this piece of writing?							


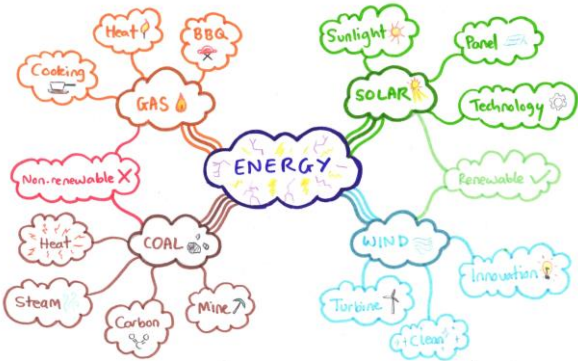
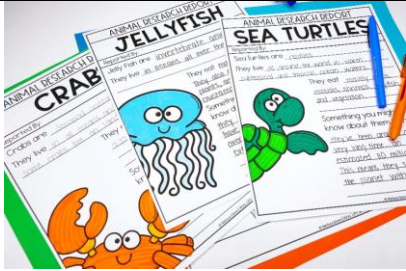

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies														
<p>special fonts to enhance a published piece of writing</p> <p>5.19 Write a persuasive piece with a specific audience in mind; that clearly introduces a position and is justified with three clear reasons and relevant evidence to support the writer’s purpose and a conclusion to restate the purpose</p> <p>5.20 Use precise words and phrases, relevant descriptive details, and sensory language to produce a vivid descriptive piece.</p> <p>5.21 Write formal and informal forms of written communications using a suitable format, tone and language most appropriate to the intended audience e.g. Simple notices, announcements and thank you notes, letters, emails, etc.</p> <p>5.22 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic</p> <p>5.23 Write responses to literature e.g., a book report or book review, an interpretation of the text that shows careful reading and understanding of it</p> <p>5.24 Produce text such as drama script, a comic strip, and cartoons in response to a text read or viewed</p>	<p>My Personal Narrative – Title:</p> <table border="1" data-bbox="674 332 1262 1195"> <tr> <td data-bbox="674 332 1087 495"> <p>Set the scene Where does the story take place? When does the story take place? Who was there?</p> </td> <td data-bbox="1087 332 1262 495"></td> </tr> <tr> <td data-bbox="674 495 1087 657"> <p>Feelings and reaction What feelings or emotions do I want to share? What are some reactions to what happens?</p> </td> <td data-bbox="1087 495 1262 657"></td> </tr> <tr> <td data-bbox="674 657 1087 781"> <p>Sensory details What did I hear, see, smell, taste, or touch?</p> </td> <td data-bbox="1087 657 1262 781"></td> </tr> <tr> <td data-bbox="674 781 1087 911"> <p>Catchy introduction Write an introduction that will grab the reader’s attention.</p> </td> <td data-bbox="1087 781 1262 911"></td> </tr> <tr> <td data-bbox="674 911 1087 972"> <p>Describe the problem</p> </td> <td data-bbox="1087 911 1262 972"></td> </tr> <tr> <td data-bbox="674 972 1087 1034"> <p>How was the problem solved?</p> </td> <td data-bbox="1087 972 1262 1034"></td> </tr> <tr> <td data-bbox="674 1034 1087 1195"> <p>What did you learn or want people to know about your experience? Write the conclusion</p> </td> <td data-bbox="1087 1034 1262 1195"></td> </tr> </table> <p>Checklist to guide writing. https://twowritingteachers.org/2014/10/08/learner-self-assessment-introducing-the-writing-checklist/</p>	<p>Set the scene Where does the story take place? When does the story take place? Who was there?</p>		<p>Feelings and reaction What feelings or emotions do I want to share? What are some reactions to what happens?</p>		<p>Sensory details What did I hear, see, smell, taste, or touch?</p>		<p>Catchy introduction Write an introduction that will grab the reader’s attention.</p>		<p>Describe the problem</p>		<p>How was the problem solved?</p>		<p>What did you learn or want people to know about your experience? Write the conclusion</p>		<p>learners’ level of understanding and to trigger critical thinking and free writing.</p> <p>Learners will explore these themes using their prior knowledge, personal experiences, and values to guide and influence their writing (see https://www.najovrimo.org/theme-based-journal-writing/ for more ideas).</p> <p> INTEGRATING THE SUBJECTS</p> <p>Learners use the internet to write step-by-step guides on practical tasks they know well e.g. How to make a TikTok video or play their favourite game. They can also use flowcharts or diagrams to visually represent a “how to” process that reflects scientific or mathematical concepts.</p> <p> BRAIDING THE STRANDS</p> <p>Book report - Learners complete a book review.</p> <ul style="list-style-type: none"> - A three paragraph summary - A visual description of a favourite part of the book - A persuasive paragraph that would encourage others to read the book. - An oral sharing to convince others to read the book. <p>NOTE: Learners may also wish to create a post it note review and attach it one the inside cover of the cover. This invites peers with an opportunity to read a review (and add their own review after they read the book)</p> <div data-bbox="1331 1252 1999 1352" style="border: 1px solid black; background-color: #e6f2ff; padding: 5px;"> <p>Write and represent, using organisational strategies, to arrange thoughts to explore, clarify and reflect on ideas, feelings and experiences.</p> </div>
<p>Set the scene Where does the story take place? When does the story take place? Who was there?</p>																
<p>Feelings and reaction What feelings or emotions do I want to share? What are some reactions to what happens?</p>																
<p>Sensory details What did I hear, see, smell, taste, or touch?</p>																
<p>Catchy introduction Write an introduction that will grab the reader’s attention.</p>																
<p>Describe the problem</p>																
<p>How was the problem solved?</p>																
<p>What did you learn or want people to know about your experience? Write the conclusion</p>																


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies						
<p>5.25 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<div data-bbox="674 272 892 354" data-label="Image"> </div> <p data-bbox="674 358 1255 386"> https://images.app.goo.gl/fC7eZk4vHMX3pNqx8 </p> <p data-bbox="674 451 1304 646"> Responding to a Teacher Read Aloud Observe learners as they discuss to an informational text read aloud by the teacher. Take anecdotal notes and make suggestions about turn taking, understanding of content, application of content, questioning, etc. and give guidance and feedback. </p> <p data-bbox="674 683 1270 743"> <i>Response to informational text using the 4-3-2-1 strategy.</i> </p> <table border="1" data-bbox="674 781 1262 1127"> <tr> <td data-bbox="674 781 1262 829">Title:</td> </tr> <tr> <td data-bbox="674 829 1262 878">Author:</td> </tr> <tr> <td data-bbox="674 878 1262 938">4 things I find interesting about the topic</td> </tr> <tr> <td data-bbox="674 938 1262 998">3 facts I found most interesting</td> </tr> <tr> <td data-bbox="674 998 1262 1058">2 ways this information can be used in our lives</td> </tr> <tr> <td data-bbox="674 1058 1262 1127">1 question I still have</td> </tr> </table> <div data-bbox="674 1159 724 1224" data-label="Image"> </div> <p data-bbox="674 1198 1199 1263"> BRAIDING THE STRANDS: Write a paragraph to summarize the text. </p>	Title:	Author:	4 things I find interesting about the topic	3 facts I found most interesting	2 ways this information can be used in our lives	1 question I still have	<p data-bbox="1331 272 1816 305"> <i>Genres Expedition (SCO 5.7, 5.8, 5.10)</i> </p> <p data-bbox="1331 310 2001 873"> Provide learners with a variety of writing samples in different genres like narrative, descriptive, expository, persuasive, poetry, and drama. Guide them to sort these genres into fiction and non-fiction categories, and to recognize their unique characteristics. Encourage learners to compare and contrast two genres, highlighting similarities and differences in structure, language, and tone. Provide genre-specific graphic organizers to assist learners in brainstorming, planning and the beginnings of organizing their writing: a story map for narratives or a persuasion chart for persuasive essays. Facilitate writing workshop sessions where learners can present their plans in various genres, receive feedback, and revise their work to deepen their grasp of different writing styles. Ensure learners are familiar with the organisational patterns of writing before asking them to write. </p> <p data-bbox="1331 911 1696 943"> <i>Choose Your Audience (5.11)</i> </p> <div data-bbox="1331 976 1696 1143" data-label="Image"> </div> <p data-bbox="1331 1149 2001 1344"> Emphasize the importance of knowing the audience when writing: communicating the message effectively, adjusting the tone, language, and content of your writing to meet the readers' needs. Discuss the picture above with the class. Have learners list the people they think that could possibly be trapped. </p>
Title:								
Author:								
4 things I find interesting about the topic								
3 facts I found most interesting								
2 ways this information can be used in our lives								
1 question I still have								



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p style="text-align: center;">Product</p> <p>For each of the examples below, refer to a simple rubric that reflects the stage of writing the product represents (ELO 5 Brainstorming / Prewriting; ELO 6 Revising; ELO 7 Conventions / Tidiness / Presentation). For example:</p> <p>https://plans.ednet.ns.ca/sites/default/files/documents/LM3%2C%20RWM6%2C%20RWM8/NSA-AnalyticWritingRubric-3-6-8-2022%20Annotated-EN%20%2810-2022%29.pdf</p> <p>or</p> <p>https://www.learnalberta.ca/content/ieptlibrary/documents/en/la/rubric_gr6_writing.pdf</p> <p>A more complex rubric that provides a sense of writing progress throughout the grades is available at: https://educationnorthwest.org/sites/default/files/resources/traits-rubrics-3-12.pdf</p> <p>Independent writing. Learners are asked to gather ideas studied in another subject and draft a five paragraph expository essay on the topic. See sample below. https://images.app.goo.gl/Mo9Q5GKat6QSc5vs9</p> <p>My Favourite Sport</p> <p>Observe the first draft using a checklist and give feedback. Invite learners to redraft where necessary.</p> <p>or</p>	<p>Engage learners in a discussion about this scenario - ‘If the people trapped in the water had to write an email, a text message, a report, or a story who would they write to and what would they say?’ After discussion, invite learners to choose a type of writing and brainstorm then draft in groups. For example:</p> <ul style="list-style-type: none"> -An email from a husband to a wife telling her about the incident -Text messages and responses from a child in a car to his/her mother telling of the experience -Text messages and responses from a mother in her car to her children at home -A report from a news anchor on television telling what happened, the extent of the problem and how this could be avoided in the future. -A personal narrative about the incident from a young boy/girl to his/her friends -Encourage learners to share their writing and give feedback. <p>Unleash Your Creativity – Writer’s Notebook (SCO 5.9, 5.11)</p> <p>Introduce learners to the concept of a writer's notebook as a place to record ideas, observations, thoughts, and inspirations for their writing, and can include photos, sketches, holiday keepsakes, lists, news clippings, postcards, and more as prompts for writing. Demonstrate how to use a writer's notebook by sharing a personal one. Encourage learners to write freely and regularly in their notebooks, reflect on their writing process and development over time. Provide opportunities for learners to share their notebook entries with classmates, encourage peer feedback and discussions. Remind learners that they can use ideas from their writer's notebook to enhance their writing pieces.</p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Choose a writing prompt and begin to draft a story using the graphic organizer such as the one below.</p> <p>Story map</p>  <p>https://www.easyteacherworksheets.com/graphorg/storymaps.html</p> <p>Story Writing Template</p> <p><i>Introduction:</i> Introduce the characters (people in the story) and setting (place and time the story takes place)</p> <p><i>Body Paragraph 1:</i> Describe the beginning of the problem, what caused the problem.</p> <p><i>Body Paragraph 2:</i> Describe how the character tried to solve the problem the first time. Explain what happens.</p> <p><i>Body Paragraph 3:</i> Describe the problem at its worst.</p> <p><i>Conclusion/ Solution to the problem:</i> Write about how the character finally solves the problem.</p> <p>Give learners feedback on the first draft and prepare them for redrafting or revising. Continue with this formation throughout ELO 5 and 7.</p> <p>Self-Assessment</p> <p>Using a think aloud to establish criteria or expectations for a writing task and ensure learners understand.</p> <p>Using a checklist, learners will assess their written</p>	<p>For more information, visit:</p>  <p>https://emilyfintelman.com/2020/07/01/getting-started-with-writers-notebook/</p> <p>Painting Pictures with Words (SCO 5.12)</p>  <p>https://notionpress.com/blog/what-are-literary-devices-explanation-with-examples/</p> <p>Throughout the term, lead learners on a walk around the neighbourhood near their school. Encourage them to stroll around, paying close attention to their surroundings, and jot down any intriguing places, events, or people they encounter.</p> <p>Engage in discussions to share and compare the gathered information. Review previous experiences with figurative language and encourage learners to employ literary techniques like similes, metaphors, alliteration, and hyperbole to vividly describe their observations.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																				
	<p>drafts. The teacher will observe and give feedback. Learners will revise their draft based on the feedback received during self-assessment. (visit link to self-assessment checklist below)</p> <div data-bbox="688 435 1272 1026" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; font-size: small;">PERSONAL NARRATIVE WRITING CHECKLIST</p> <p style="font-size: x-small;">I wrote a story that has tension, resolution, realistic characters, and also conveys an idea, lesson, or theme.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center; font-size: small;">STRUCTURE</th> <th style="font-size: x-small;">Not yet</th> <th style="font-size: x-small;">Starting To</th> <th style="font-size: x-small;">Yes!</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: top;"> <div style="font-size: x-small;">Take the Lead!</div>  </td> <td style="font-size: x-small;"> I wrote a beginning that: <ul style="list-style-type: none"> ★ set the story in motion ★ hinted at a larger lesson/message ★ introduced the problem ★ showed how the character related to the setting in a way that fits with the story </td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center; vertical-align: top;"> <div style="font-size: x-small;">Transition</div>  <div style="font-size: x-small;">Woods</div> </td> <td style="font-size: x-small;"> <ul style="list-style-type: none"> ★ I used transitional phrases to signal changes in time ★ I used transitional phrases to alert my reader to changes in setting, tone, mood, or point of view in the story </td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center; vertical-align: top;">  </td> <td style="font-size: x-small;"> I wrote an ending that connected to what the story is really about. I gave the reader a sense of ending by showing a new realization and insight, or a change in the narrative. I showed this through dialogue, action, inner thinking or small actions the character takes. </td> <td></td> <td></td> <td></td> </tr> </tbody> </table> </div> <p>https://twowritingteachers.org/2014/10/08/learner-self-assessment-introducing-the-writing-checklist/</p> <p>Peer Assessment</p> <p><i>Reflections:</i> Remove names from student writing samples and distribute 1 copies of learners' work to their peers. invite peers to assess each other's work with the aid of the prompts listed below. Encourage peers to share conversations based on what they notice:</p> <ul style="list-style-type: none"> - What's working well 	STRUCTURE		Not yet	Starting To	Yes!	<div style="font-size: x-small;">Take the Lead!</div> 	I wrote a beginning that: <ul style="list-style-type: none"> ★ set the story in motion ★ hinted at a larger lesson/message ★ introduced the problem ★ showed how the character related to the setting in a way that fits with the story 				<div style="font-size: x-small;">Transition</div>  <div style="font-size: x-small;">Woods</div>	<ul style="list-style-type: none"> ★ I used transitional phrases to signal changes in time ★ I used transitional phrases to alert my reader to changes in setting, tone, mood, or point of view in the story 					I wrote an ending that connected to what the story is really about. I gave the reader a sense of ending by showing a new realization and insight, or a change in the narrative. I showed this through dialogue, action, inner thinking or small actions the character takes.				<p>For example:</p> <p>An incomplete simile: The sky is like . . .</p> <p>Alliteration: The wavy waters . . .</p> <p>Hyperbole: I'm so hungry, I could . . .</p> <p>Also provide examples of literary devices in songs and poems, discussing their significance and influence. Remind learners of these literacy devices as they craft poems or compose a song inspired by their field trip experiences. Assess writing using a checklist.</p> <div data-bbox="1339 657 1375 722" style="text-align: center;">  </div> <p style="text-align: center;">BRAIDING THE STRANDS</p> <p>Encourage learners to review texts from a variety of subjects to enhance their vocabulary and to understand the purpose of different writing styles.</p> <div data-bbox="1329 885 1444 982" style="text-align: center;">  </div> <p style="text-align: center;">INTEGRATING THE SUBJECTS</p> <p>Unveiling the Magic of Science</p> <p>Guide learners to collaborate with peers and conduct hands-on experiments, document their findings, and write detailed reports following a scientific format. This collaborative approach aims to spark curiosity, enhance critical thinking skills, and hone learners' abilities in scientific exploration and informational writing.</p> <div data-bbox="1329 1218 1995 1291" style="border: 1px solid black; background-color: #e6f2ff; padding: 5px;"> <p>Write and represent to create a written or representative draft</p> </div> <p><i>Explore the Unknown Through Research (SCO 5.17, 5.18, 5.22)</i></p>
STRUCTURE		Not yet	Starting To	Yes!																		
<div style="font-size: x-small;">Take the Lead!</div> 	I wrote a beginning that: <ul style="list-style-type: none"> ★ set the story in motion ★ hinted at a larger lesson/message ★ introduced the problem ★ showed how the character related to the setting in a way that fits with the story 																					
<div style="font-size: x-small;">Transition</div>  <div style="font-size: x-small;">Woods</div>	<ul style="list-style-type: none"> ★ I used transitional phrases to signal changes in time ★ I used transitional phrases to alert my reader to changes in setting, tone, mood, or point of view in the story 																					
	I wrote an ending that connected to what the story is really about. I gave the reader a sense of ending by showing a new realization and insight, or a change in the narrative. I showed this through dialogue, action, inner thinking or small actions the character takes.																					

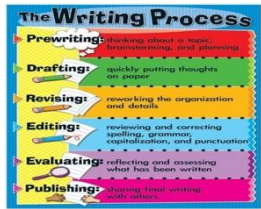
Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>- Suggestions for elaborations - Suggestions for sequencing - Suggestions for introductions or conclusion After this conversation, ask peers to review their notes and share their main points with you. Give feedback where necessary.</p> <p>Writing is Connected</p> <p> INTEGRATING THE SUBJECTS: Review the mind map below. Create a similar mind map using any topic studied in any subject or in any area of interest. Write words and phrases that can be connected to the theme. Choose any idea to draft a paragraph.</p>  <p>https://www.faber-castell.com.au/term-4-lesson-plan-mind-maps</p>	 <p>https://reallifeintheclassroom.com/teach-informative-writing-and-research/</p> <p>Encourage learners to generate research paper topics by identifying questions they want to explore. Have them suggest non-fiction topics they are curious about, such as how hurricanes are formed, pros and cons of tourism in the Caribbean etc. As learners suggest topics, list the topics on the board for selection. Share a basic research outline. Offer guidance on finding relevant information from various sources, both print and digital. Teach learners how to analyse and summarize data and write their findings using the outline (see research writing outline in Additional Resources section below). Learners collaborate in groups to draft their writing based on the outline.</p> <p>Persuade your Audience (SCO 5.19, 5.20)</p> <p>Invite learners to view and read this ad below:</p>  <p><i>Explore this beautiful and spacious mansion nestled in the charming town of Portsmouth. Conveniently situated near the shopping centre, this inviting home promises comfort and tranquillity. Boasting four bedrooms, two bathrooms, and a porch with a picturesque ocean view. Seize this incredible opportunity to reside in luxury. Don't let this chance slip away – make this</i></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies														
	<p>Character sketch</p> <p>Visit: https://bardotbrush.com/how-to-develop-a-character/</p> <p>Choose a character from a story, real or fictional and identify the traits based on what the character says, does etc. (see table below). Create a descriptive nickname that fits the character. Then, write a paragraph that describes the character and tells why the nickname fits. Assess learner’s ability to infer character traits and to write a descriptive paragraph based on the traits.</p> <table border="1" data-bbox="674 727 1194 1019"> <thead> <tr> <th>Character</th> <th>description</th> </tr> </thead> <tbody> <tr> <td>Says</td> <td></td> </tr> <tr> <td>Does</td> <td></td> </tr> <tr> <td>Likes</td> <td></td> </tr> <tr> <td>Dislikes</td> <td></td> </tr> <tr> <td>Looks like</td> <td></td> </tr> <tr> <td>Talks like</td> <td></td> </tr> </tbody> </table> <p>Review the character sketch using one of the rubrics provided above or https://www.scribd.com/doc/24124613/Character-Sketch-Rubric and provide feedback.</p>	Character	description	Says		Does		Likes		Dislikes		Looks like		Talks like		<p><i>exquisite home yours today!</i> https://www.istockphoto.com/search/2/image-film?phrase=house+with+ocean+view</p> <p>Highlight elements such as catchy phrases and appealing words from the advertisement, and discuss how they persuade. Think of the target audience and explain how ads are tailored to different groups of people based on their interests and needs. Individually or in small groups, have learners brainstorm and draft a written persuasive advertisement for a product or activity. Encourage creativity, focusing on benefits of the product, target audience, and persuasive techniques. Learners can present their brainstorms and drafts ads to the class, explaining how they will develop this brainstorm and draft into an ad. Encourage feedback from classmates to discuss the effectiveness of their plan. Offer feedback, highlighting strengths and areas for improvement.</p> <p><i>Every Face Tells a Story (SCO 5.20)</i></p> <div data-bbox="1329 959 1850 1122">  </div> <p><i>ClipArt's photos</i></p> <p>INTEGRATING THE SUBJECTS: After a discussion in Health and Wellness about the dangers of stereotyping, and how to avoid “judging a book by its cover”, discuss portraits as more than just a painting or photo focussed on physical descriptions. Discuss how a portrait can reflect a person's personality, interests, and emotions.</p>
Character	description															
Says																
Does																
Likes																
Dislikes																
Looks like																
Talks like																

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Invite learners to choose a portrait, analyse the emotions and imagine their lifestyle. Schedule time for individual brainstorming and drafting a day in the life of the character, thinking about possible hobbies, plans, and significant moments. In their lives Encourage them to include details such as physical descriptions (age, hair and eye colour, height) and personality traits (kind, funny, creative), as well as vivid elements like clothing, accessories, and expressions. Encourage exploration of emotions and reactions evoked by the subject.</p> <p>REMEMBER: remind the learners that a portrait is just one small way of knowing a person. Ensure they understand that “there’s more to life (and a person)” than meets the eye. This lesson can be an excellent entry into how social media “influencers” use images (often false) to create a world that doesn’t exist.</p> <p><i>How do I Respond? (SCO 5.23, 5.24)</i></p> <p> BRAIDING THE STRANDS: ELO 5 provides many opportunities to braid speaking and listening, reading and viewing, and writing and representing.</p> <p></p> <p>https://literacyideas.com/text-response/</p> <p>Encourage learners to reflect on material they have read, whether it be books, articles, or magazines. Assist them in effectively expressing their thoughts through written responses. Provide various options for sharing ideas and let learners decide how they would like to respond.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Suggestions for engaging learners in brainstorming and drafting preparations for different writing activities include:</p> <ul style="list-style-type: none"> ● Summarising a social media post and developing questions that reflect a critical response to the posting. ● Summarizing the plot of a story to write a book review. ● Summarising an advertisement and writing to the company with questions about the product. ● Select a character from the book and write an analysis of their traits, actions, motivations, and development throughout the story. ● Compose letters or emails to the author to convey their thoughts on an article, pose questions, and share their perspectives on the topic. ● Create an alternative ending for a written piece. <p>  INTEGRATING THE SUBJECTS Develop book trailers using multimedia tools to capture the essence of the book and to encourage others to read it. </p> <p>  BRAIDING THE STRANDS Schedule regular opportunities for learners to use art to: <ul style="list-style-type: none"> - Create a story from an illustration/picture. - Turn a chapter of a story into a picture book. - Convert a picture book into a comic strip. - Use illustrations as anchors to begin writing </p>

Additional Resources and Materials



ELO 5 focuses on the first two stages of the writing process: prewriting and drafting.

What is the Writing Process?

The process writing approach provides opportunities for the teacher and learners to collaborate through the process of producing a piece of writing. In process writing, learners think about what they are going to write, brainstorm to gather ideas, produce written drafts, revise, edit and engage in self and peer assessment before a final version of their work is published.

<https://missurabe.weebly.com/writers-corner/the-writing-process>

1. What is Prewriting?

Prewriting, also known as brainstorming, refers to all the planning and preparation that the learner completes before starting their writing. It is the first stage of the writing process where the writer explores writing prompts or stimuli, generates and gathers ideas, and organizes them.

<https://sites.tufts.edu/tufts-literacy-corps/files/2020/10/Process-Writing-Article-with-Teaching-Notes-Added.pdf>

2. Prewriting Strategies

During the prewriting stage, learners:

- Lay the foundation for their written pieces.
- Think critically about what they are about to write.
- Narrow their focus to determine what they will focus on in their draft.

To do this, several strategies may be used. These include, but are not limited to, figuring out your writing style, outlining, mapping, listing, clustering, free writing, looping, journaling, and asking 5W's and 1H questions.

Top strategies for prewriting



<https://ryteup.com/blog/top-strategies-for-prewriting/>

<https://www.twinkl.com/teaching-wiki/types-of-prewriting-strategies>

3. Prewriting Strategies Video

This video explains some of the prewriting strategies that learners can employ at this stage of the writing process.



https://www.youtube.com/watch?v=Ae_nCYEvOoA

4. Drafting Guide

The video below discusses the drafting process and gives tips that learners can use in drafting their pieces.

<https://www.youtube.com/watch?v=bJ29eDuRODo&t=34s>

5. Kialo Edu

Kialo Edu is a free argument-mapping platform for educators that can be used to develop learners' critical thinking and argumentative skills. It presents a variety of topics/issues and learners can use this platform as a drafting tool.

<https://www.kialo-edu.com/debate-topics-and-argumentative-essay-topics>

Additional Useful Content Knowledge for the Teacher

1. Approaches to Process Writing

The following topics are explored in the article below:

- What is process writing?
- Why should teachers be interested in a process approach to writing?
- The changing roles of teacher and learners
- What stages are there in a process approach to writing?
- Classroom activities
- The importance of feedback
- Writing as communication
- Potential problems

<https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/articles/approaches-process-writing>

2. Brainstorming Strategies for the Reluctant Writer

Struggling writers encounter barriers that hinder their writing progress. These barriers may present themselves at various stages throughout the writing process. These articles offer the teacher several brainstorming ideas and strategies for assisting the struggling writer.

No prep brainstorming strategies for reluctant writers

<https://www.differentiatedteaching.com/brainstorming-strategies-for-reluctant-writers/>

What strategies are most effective in teaching struggling writers?

<https://www.readingrockets.org/resources/expert-qa/what-strategies-are-most-effective-teaching-struggling-writers>

3. About Drafting

During the drafting stage of writing, the learner develops a more cohesive text and explores their topic. At this stage, purpose, audience, genre, and content are considered. This article gives valuable information on the drafting process and provides a lesson outline of activities that the teacher can do before, during and after the drafting stage.

(<https://www.readingrockets.org/topics/writing/articles/drafting>)


Additional Resources and Materials


<https://goodparentingbrighterchildren.com/mind-maps-for-kids/>



Opportunities for Subject Integration

Throughout ELO 5, opportunities for braiding the strands of Language Arts and Integrating Subjects with Language arts are available.



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


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners are expected to:</p> <p>Write and represent to revise organization styles of draft writing and representation</p> <p>6.1 Make revisions to improve the content and clarity of their written work, using a variety of strategies e.g. sticky notes, read aloud, acronyms, checklist, peer feedback etc.</p> <p>6.2 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> <p>6.3 Utilize the six traits of writing to craft diverse, well-defined essays tailored to various purposes and audiences .(e.g., ideas, sentence fluency, effective word choice, voice, organization that is meaningful, logical, and effective; identifying an audience, genre, and form</p> <p>6.4 Develop competence in the use of assessment strategies and checklists to improve the organisation of a draft</p>	<p>ELO 6 provides opportunities to assess how learners monitor (or notice) errors, omissions, and make decisions about improving word choice, sentence fluency, grammar, and voice.</p> <p style="text-align: center;">Conversation</p> <p><i>Collaborative revising</i> https://classroominthemiddle.com/teaching-kids-to-revise-their-writing/</p> <p> Distribute a sample piece you have created to all learners, along with a checklist. As learners follow along, read the text aloud and encourage them to notice sections where the sentence fluency or word choice could be improved, provide a suggestion, and explain their rationale. Ask questions such as: <i>Did the lead grab the reader's attention? Can you write a different opening sentence and compare it with the first one? Is some detail missing here? What can be added or deleted? Can you merge these two sentences? Can you follow this writing? Is there a conclusion? How can you say this better?</i> Create the opportunity for learners to reflect on their writing and ask questions. As learner's respond, make notes about if and how learners spot errors in sentence fluency and word choice and how to make revisions.</p>	<p>ELO 6 focuses on the revision stage, inviting learners to improve their writing independently and collaboratively. This process involves enhancing the quality of content by making additions and deletions, as well as improving vocabulary (word choice), sentences fluency, grammar, and voice.</p> <p>Write and represent to revise organization styles of draft writing and representation</p> <p>Polish Your Writing (SCO 6.1, 6.2, 6.3, 6.4)</p> <p>Encourage learners to view https://www.youtube.com/watch?v=RBKggOvmJ8w and then engage in a discussion to enhance their understanding of the revision process. Afterward, facilitate a joint revision of a sample of written work (narrative, persuasive, or expository). Then, guide learners to improve the content and clarity of their written work. Ensure learners focus on one specific genre and use a checklist (see IAS column for revision checklist for essays) and https://www.grammarly.com/blog/revise/ to guide the process.</p>


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies								
<p>Write and represent to develop language use when revising written drafts (vocabulary)</p> <p>6.5 Use selected words that match the desired mood or feeling of a poem, replacing basic writing more emotionally impactful words or phrases</p> <p>6.6 Use a variety of transitional words, phrases, and clauses to effectively manage the sequence of events.</p> <p>6.7 Use concrete words and phrases and sensory words and details to convey experiences and events precisely</p> <p>6.8 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analysing meaningful word parts, and consulting general reference materials, as appropriate.</p> <p>6.9 Use words/phrases from other subject areas and from reading in developing texts</p> <p>6.10 Demonstrate understanding of figurative language (similes, metaphor, personification, and hyperbole), word relationships, and nuances in word meanings.</p> <p>6.11 Use some innovative expressions to enhance interest (e.g., strong verbs; concrete, specific nouns; unusual adjectives; unexpected word order, synonyms and antonyms)</p>	<p style="text-align: center;">Observation</p> <p>Present a similar piece of writing and a rubric for learners to review in groups. Observe and give feedback as they collaborate, noting communication, teamwork, problem-solving skills, task delegation, and participation. Have learners use a reporting template to record findings.</p> <p>Reporting template</p> <table border="1" data-bbox="730 602 1339 1409"> <thead> <tr> <th data-bbox="730 602 1094 662">Skills</th> <th data-bbox="1094 602 1339 662">Observation</th> </tr> </thead> <tbody> <tr> <td data-bbox="730 662 1094 1024"> <p>Tell if these skills are developed or evident.</p> <p>Ideas/Relevance setting - time/place character - described, dialogue, action plot - actions, events, conflicts, climax, resolution</p> </td> <td data-bbox="1094 662 1339 1024"></td> </tr> <tr> <td data-bbox="730 1024 1094 1284"> <p>Sentence Structure Variety in sentences Sentence fragments Run on sentences Begin in different ways Interesting sentences that reads well</p> </td> <td data-bbox="1094 1024 1339 1284"></td> </tr> <tr> <td data-bbox="730 1284 1094 1409"> <p>Organisation Introduction Sequencing of events</p> </td> <td data-bbox="1094 1284 1339 1409"></td> </tr> </tbody> </table>	Skills	Observation	<p>Tell if these skills are developed or evident.</p> <p>Ideas/Relevance setting - time/place character - described, dialogue, action plot - actions, events, conflicts, climax, resolution</p>		<p>Sentence Structure Variety in sentences Sentence fragments Run on sentences Begin in different ways Interesting sentences that reads well</p>		<p>Organisation Introduction Sequencing of events</p>		<p>Attend to Details - Elaborate (SCO 6.1) https://caitschools.com/addingdetailsandusingelaborationinwriting/</p> <div data-bbox="1371 380 1591 558" style="border: 1px solid black; padding: 5px; background-color: #003366; color: white; text-align: center;"> <p>TEACHING ELABORATION STRATEGIES How to encourage students to add details</p> </div> <p> BRAIDING THE STRANDS Choose a section of text you're reading aloud to learners as an anchor to discuss how elaborating or adding details to a written piece is crucial as it improves quality, offers context, clarity, and vivid imagery, making the text engaging and understandable. Then prepare a passage (see sample below) lacking the above information and ask questions such as: What information is missing? Can you provide examples of what you are saying? Can you add interesting facts or anecdotes? Present a short passage and invite learners to elaborate by adding details.</p> <p>Lacking details - <i>Parents should limit their children's television-watching time and have their children spend more time studying. Children should study more and not watch so much television.</i></p> <p>Elaboration- <i>Parents should limit their children's television-watching time and have their children spend more time studying. I learned the truth of this the hard way. Once, my favourite movie was televised the night I had to study for an exam. My parents let me watch the movie, even though I still had a chapter to review. By the time the movie ended, I was too tired to study it carefully. As a result, I did poorly on the exam the next day.</i></p>
Skills	Observation									
<p>Tell if these skills are developed or evident.</p> <p>Ideas/Relevance setting - time/place character - described, dialogue, action plot - actions, events, conflicts, climax, resolution</p>										
<p>Sentence Structure Variety in sentences Sentence fragments Run on sentences Begin in different ways Interesting sentences that reads well</p>										
<p>Organisation Introduction Sequencing of events</p>										


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies				
<p>Write and represent to develop language use when revising written drafts (grammar and sentence fluency)</p> <p>6.12 Revise their work to eliminate any errors of concord (subject / verb agreement); and errors of agreement between pronouns and their antecedents.</p> <p>6.13 Use simple, complex, compound and compound-complex sentences in their writing</p> <p>6.14 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>6.15 Revise, reorder sentences for clarity and better organisation; select words for their more precise meanings</p> <p>6.16 Use parts of speech correctly to communicate their meaning clearly with focus on the use of:</p> <ul style="list-style-type: none"> - Personal subject and object pronouns - Indefinite and reflexive pronouns - Conjunctions; subordinate and coordinating conjunctions - Adverb phrases - Present, past, continuous and future verb tenses - Prepositional phrase - Comparative adjective and adverbs <p>Write and represent to develop language use</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Transition words Closing Paragraphs </td> <td style="width: 50%;"></td> </tr> <tr> <td style="vertical-align: top;"> Vocabulary, word choice Descriptive language – adjectives, adverbs, strong verbs Figurative language Sensory details Powerful, vivid and specific words or phrases </td> <td></td> </tr> </table> <p>NOTE: final edits of conventions, tidiness and presentation are taught and assessed in ELO 7.</p> <p>Narrative rubric https://chelmsfordschools.org/wp-content/uploads/2020/12/Gr 5 Writing Rubrics.pdf</p> <p>Words are powerful</p> <p>WORD CHOICE Create a sample word wheel for overused words</p> 	Transition words Closing Paragraphs		Vocabulary, word choice Descriptive language – adjectives, adverbs, strong verbs Figurative language Sensory details Powerful, vivid and specific words or phrases		<p>Making Logical Connections (SCO 6.2, 6.3, 6.4)</p>  <p>https://study.com/academy/lesson/achieving-unity-in-technical-writing.html</p> <p>Provide learners with an expository piece of writing to review organisation and the use of meaningful and logical transition words. Motivate learners to work in groups to enhance the unity and clarity of a text (provided below) by structuring it into paragraphs. Learners should justify the division of the text into specific sections. Observe how they cooperate to revise the piece and provide feedback.</p> <p>Sample passage</p> <p><i>When your family moves, you must prepare yourself for the change. Taking the time to prepare will reduce your anxiety and ease the transition between old and new. There are two things you have to know, however: how to start preparing and how to stay prepared. Begin by having an open conversation with your family. Discuss the fact that even though moving can be exciting, it can also be hard to leave some things behind. It's important for you and your family to be honest about your feelings and to know that those feelings are normal. Once you've started to talk as a family about the move, continue to talk about it every day. Set aside a time, perhaps in the evening, when everyone is relaxed. By the time moving day arrives, you'll all be ready.</i></p> <p>Revising With Style Glencoe/McGraw-Hill https://sjsmiddleschool.weebly.com/uploads/1/6/3/2/16324226/revising_with_style_-_middle_school.pdf</p>
Transition words Closing Paragraphs						
Vocabulary, word choice Descriptive language – adjectives, adverbs, strong verbs Figurative language Sensory details Powerful, vivid and specific words or phrases						




Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies								
<p>6.17 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>6.18 Establish a consistent point of view in their writing (e.g., first or third person) ; write from different perspectives</p> <p>6.19 Maintain consistency in style and tone</p> <p>6.20 Recognize variations from Standard English in their own and others' writing and identify and use strategies to improve expression in conventional language.</p>	<div data-bbox="730 284 1165 592" data-label="Diagram"> </div> <p>https://bookunitteacher.com/wp/?p=6139</p> <p>Learners search for overused words and use a digital or paper based thesaurus to find appropriate word alternatives for overused words. Observe learners as they revise sentences for more powerful/stronger or precise words and discuss the choice of words. For example:</p> <p>Change the underlined words to a more powerful or precise words</p> <p>Have you ever <u>seen</u> such <u>nice</u> <u>flowers</u> growing in the garden?</p> <p>The boys were <u>sad</u> about it being the final day of school, but were <u>happy</u> it was summer</p> <p>Sam <u>ate</u> a pizza, chicken, and a sandwich because he was <u>hungry</u>.</p> <p>The thief <u>took</u> the container and <u>ran</u> across the street.</p> <p>Don wrote a letter to Dad while holding a <u>big</u> bird in his arms.</p>	<div data-bbox="1365 267 1407 341" data-label="Image"> </div> <p>BRAIDING THE STRANDS</p> <p>Encourage learners to read a variety of text types, observe their observational patterns, and have open discussions about them. Remind learners to pattern these pieces in their writing.</p> <div data-bbox="1365 503 1428 552" data-label="Image"> </div> <p>INTEGRATING THE SUBJECTS</p> <p>When revising informational text, learners can be prompted to gather information from various fields to enhance the depth and authenticity of their writing. Moreover, they can utilize ideas acquired from one subject in their writing, demonstrating the interconnectedness of ideas.</p> <div data-bbox="1365 787 1995 860" data-label="Text" style="border: 1px solid black; background-color: #e0e0ff; padding: 5px;"> <p>Write and represent to develop language use when revising written drafts (vocabulary)</p> </div> <p><i>Transition Tales (SCO 6.6)</i></p> <p>http://www.clipartpanda.com/clipart_images/and-end-transition-words-63683818</p> <div data-bbox="1354 1006 1606 1193" data-label="Diagram"> <table border="1" data-bbox="1459 1023 1585 1185"> <thead> <tr> <th colspan="2">Time Transition Words</th> </tr> </thead> <tbody> <tr> <td style="background-color: #90EE90;">Beginning</td> <td>First, To begin, At first, Initially, In the beginning, To start with</td> </tr> <tr> <td style="background-color: #FFFF00;">Middle</td> <td>Also, Additionally, Next, Soon, Then, Before long, Meanwhile, Later, After that, Suddenly</td> </tr> <tr> <td style="background-color: #FF0000;">End</td> <td>Last, Finally, Eventually, In the end, In conclusion</td> </tr> </tbody> </table> </div> <p>Use a Think Aloud technique to demonstrate how improving story structure by revising and rewriting ensures events are sequenced effectively and structural unity is maintained. Emphasize the significance of using transition words to enhance sentence structure and coherence for a smooth flow of ideas. Introduce categories of transitional words and phrases on a chart for discussion. Present sentences and invite learners to identify the linking words and phrases e.g. 1. <i>Robert planted the rosebuds, meanwhile, Sarah weeded the garden.</i> 2.</p>	Time Transition Words		Beginning	First, To begin, At first, Initially, In the beginning, To start with	Middle	Also, Additionally, Next, Soon, Then, Before long, Meanwhile, Later, After that, Suddenly	End	Last, Finally, Eventually, In the end, In conclusion
Time Transition Words										
Beginning	First, To begin, At first, Initially, In the beginning, To start with									
Middle	Also, Additionally, Next, Soon, Then, Before long, Meanwhile, Later, After that, Suddenly									
End	Last, Finally, Eventually, In the end, In conclusion									

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies								
	<p style="text-align: center;">Product</p> <p>Follow the Road</p>  <p>https://www.proposalreflections.com/2019/07/revising-and-editing-fun-little.html</p> <p>Observe learners as they revise a piece of writing using the ROAD acronym (Replace, Organize, Add, Delete) as a guide. Then, have them swap their work with a peer to review the revisions and provide feedback. The teacher should monitor learners and offer assistance as needed. (See revising checklist) <u>Checklist for expository writing</u></p> <p>Does my essay have a clear introduction, body, and conclusion?</p> <p>Is there a clear message?</p> <p>Have I covered all the main points from my plan?</p> <p>Is my argument convincing?</p> <p>Do I contradict myself at all?</p> <p>Is there a logical flow to my writing?</p> <p>Topic</p> <p>Have I presented or defined my topic clearly?</p> <p>Is my line of argument clearly presented?</p> <p>Body</p> <p>Have I presented or defined my topic clearly?</p> <p>Have I stated what I will write about?</p> <p>Have I developed my argument throughout the body?</p> <p>Are my ideas and paragraphs ordered logically?</p>	<p><i>Arnold is very competitive. In contrast, his sister hates team sports. 3. I want to eat chocolate, though on the other hand, I know I should have a healthy snack.</i></p> <p>Encourage learners to review a sample of their written piece for evidence of transition words. In groups invite learners to revise a story by adding appropriate linking words and phrases. Some learners may wish to read aloud their revised stories. See the site below for more ideas on linking words.</p> <p>https://www.smart-words.org/linking-words/transition-words.html</p> <p>Precision Decision! (SCO 6.7, 6.11)</p> <p>https://prowritingaid.com/weak-words-vs-strong-words</p> <p>Create opportunities for learners to use precise and concise language to add clarity and enhance meaning while writing. Work collectively to create a bank of words and phrases such as vivid and strong verbs, strong adverbs, and colourful adjectives.</p>  <table border="1" data-bbox="1371 993 1997 1133"> <thead> <tr> <th>common word</th> <th>precise word</th> </tr> </thead> <tbody> <tr> <td>walk</td> <td>trudge saunter</td> </tr> <tr> <td>bad</td> <td>detestable disgusting</td> </tr> <tr> <td>eat</td> <td>consume devour</td> </tr> </tbody> </table> <p>As learners identify some words, suggest they create a mental picture (or role play) to distinguish between the common word and the precise word. Invite them to share the mental images or role play of the words. E.g., <i>look</i> and <i>peek</i>, <i>big</i> and <i>massive</i> etc. Provide the opportunity for learners to practice using precise words. For example: <i>The hikers <u>went</u> through the trails,</i></p>	common word	precise word	walk	trudge saunter	bad	detestable disgusting	eat	consume devour
common word	precise word									
walk	trudge saunter									
bad	detestable disgusting									
eat	consume devour									

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies								
	<p>Are there transitional words/sentences between paragraphs?</p> <p>Does each paragraph clearly state the main idea of the paragraph?</p> <p>Is each paragraph supported with examples, facts and explanations?</p> <p>Conclusion</p> <p>Does my conclusion summarise the key points in my essay?</p> <p>Does it link back to the introduction?</p> <p>Does it emphasize my argument?</p> <p>Have I made sure I haven't included any new ideas?</p> <p>Revising for grammar: Lisette and her friends are starting an Internet site where learners can publish their own work. Lisette has asked you to review their press release before they start publicizing the site. Read it and correct any errors you find. (There are four errors in verb tense. Find and correct them)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">The Write Stuff</p> <p>Are you a talented writer? Would you like to have your stories, poems, and essays read by others? Then, The Write Stuff is the Web site for you. The Write Stuff have published writing by teenagers on its Internet site. All you have to do is put on your creativity cap, write a masterpiece, and send it to us via e-mail. We is looking for pieces that vividly create imaginary worlds or realistically depict teenagers' experiences. We have published stories by writers of all ages. If our staff be impressed with your work, we will publish your writing on our Web site! If you are talented, The Write Stuff is the right place for you!</p> <p>https://allinonehighschool.com/wp-</p> </div>	<p><i>going from the rocky mountain tops down to the wet and slippery valleys.</i></p> <p>Now, have learners revise the sentence to show that the hikers went through the trails by <u>planning</u> and <u>following</u> a route.</p> <p><i>The hikers' _____ through the trails, going from the rocky mountain tops down to the wet and slippery valleys. (Hiked, navigated, and wandered).</i> Provide learners with similar sentences and have them practice revision using precise words.</p> <p><i>I can Sense it - Show don't Tell (SCO 6.7, 6.1)</i></p> <p>Teach learners the concept of "show, don't tell" in revising descriptive writing. For example, instead of stating that something is "good," encourage them to describe how it looks, sounds, feels, tastes, or smells.</p> <p> Dreamstime.com</p> <p>Learners observe the image and use their senses to tell what they can see, hear, or feel as they walk towards and into the image. Encourage them to add to the list of sensory words. Then, invite learners to create a bank of other sensory words that focus on the different senses.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>seeing</th> <th>hearing</th> <th>feeling</th> <th>smelling</th> </tr> </thead> <tbody> <tr> <td>ancient eerie mysterious</td> <td>creaking whistling groaning</td> <td>stuffy scary haunted</td> <td>dusty mouldy rancid</td> </tr> </tbody> </table>	seeing	hearing	feeling	smelling	ancient eerie mysterious	creaking whistling groaning	stuffy scary haunted	dusty mouldy rancid
seeing	hearing	feeling	smelling							
ancient eerie mysterious	creaking whistling groaning	stuffy scary haunted	dusty mouldy rancid							

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p data-bbox="743 289 1325 365"> content/uploads/2014/03/day-92-94-96-and-98-editing-proofreading.pdf </p> <div data-bbox="743 402 1325 1153" style="border: 1px solid black; padding: 5px;"> <p>Revision Checklist for Essays</p> <ul style="list-style-type: none"> ● Is the audience and purpose clear? ● Does the essay contain an introductory paragraph? ● Does the introductory statement express an idea or opinion? ● Does the supporting paragraph provide clear interesting details? Are there details that you should add or delete? ● Are the ideas sequenced? ● Are precise and descriptive words used to convey meaning? ● Are there any overused or vague words that could be replaced with stronger choices? ● Did you use complete sentences and a variety of sentence types? ● Do the sentences flow smoothly? ● Does the concluding paragraph sum up the ideas or does it express an idea or opinion? <p><i>Adapted from - Traits Based mini lessons for teaching writing in Grades 2-4 Megan S., Sloan 2001.</i></p> </div> <p data-bbox="743 1190 940 1218">Peer Assessment</p> <p data-bbox="743 1255 1182 1282"><i>Sharper Sentences, Stronger Impact.</i></p> <p data-bbox="743 1291 1339 1383">Read the text below and follow the instructions given to revise. Collaborate with a partner and compare your work.</p>	<p data-bbox="1367 277 1976 337">Afterward, guide learners in revising dull sentences in descriptive pieces using some of the words generated.</p> <p data-bbox="1367 375 1997 467"> <i>Figure it Out (SCO 6.10)</i> https://www.communicationcommunity.com/types-of-figurative-language/ </p> <p data-bbox="1367 472 1976 662">Before beginning a poetry project, review figures of speech - similes, metaphors, hyperbole, and personification in written sentences. Learners identify the figurative language explain what the author’s purpose in using it.</p> <div data-bbox="1367 509 1549 662" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p data-bbox="1367 667 1934 792"> <i>- Her laughter was music to his ears.</i> <i>- She was as busy as a bee in the garden.</i> <i>- The wind whispered through the trees, telling secrets to the leaves.</i> </p> <p data-bbox="1367 797 1997 1122">Engage learners in activities where they enhance sentences using figures of speech.</p> <p data-bbox="1367 862 1976 922"><i>- Amy always brightens the room with her presence.</i> (Use a metaphor to describe Amy e.g., <i>Amy is a ray of sunshine.</i></p> <p data-bbox="1367 927 1976 1024"><i>- Suddenly she darted off, giving me a few moments of peace.</i> (Use a simile to describe her.)e.g., She darted off as fast as lightning.</p> <p data-bbox="1367 1029 1997 1122"><i>I could hear sounds coming from the old house.</i> (Use personification to describe the house.) e.g., <i>The old house creaked and groaned.</i></p> <p data-bbox="1367 1127 1997 1317">Present poems that learners have written and encourage them to incorporate literary devices to revise them to deepen meaning and evoke emotions. Once a level of comfort has been established in poetry, learners enhance their writing of all genres with figurative language appropriate to the genre.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>(1) <i>Our class went on a field trip last week.</i> (2) <i>I did not think a field trip to an outdoor museum would be interesting I was wrong.</i> (3) <i>The Chester Sculpture Garden is an amazing place to visit.</i> (4) <i>My classmates and me got to wander the grounds.</i> (5) <i>Over thirty sculptures that we could admire were displayed outdoors.</i> (6) <i>We viewed the sculptures and read about the artists.</i> (7) <i>Mr. Parsons asked us to sketch a picture of our favourite sculpture once we arrived back at school.</i> (8) <i>Drawing was enjoyable, but walking around the garden to study art was more fun.</i></p> <p>What is the correct way to write sentence 2? What change should be made in sentence 4? What change should be made in sentence 7?</p> <p>https://tea.texas.gov/academics/subject-areas/english-language-arts-and-reading/g5-writing-samples-set-for-teaada.pdf</p> <p>Guide learners to assess their peers.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Be positive – tell the writer what they are doing well.</p> <p>Be helpful – make comments that will help the reader improve their writing</p> <p>Be specific – talk about specific words, parts of the story, or paragraphs</p> <p>T- Tell someone what you liked about the piece</p> <p>A- Ask questions to clarify meaning</p> <p>G- Give suggestions for improvement</p> <p>MILWAUKEE PUBLIC SCHOOLS Narrative Writing Guide</p> </div>	<div style="background-color: #e6f2ff; padding: 5px; border: 1px solid #000080;"> <p>Write and represent to develop language use when revising written drafts (grammar and sentence fluency)</p> </div> <p>Sharpen Your Grammar Skills (SCO 6.12, 6.16) https://www.readitwriteitlearnit.com/post/2019/01/29/3-ways-to-empower-learner-writers-with-grammar</p>  <p>The site above lists 3 rules for teaching grammar:</p> <ol style="list-style-type: none"> 1. Provide models. 2. Teach grammar through writing (not in isolation). 3. Teach targeted (learner responsive) lessons that learners can apply to their own writing. <p>At the beginning of each lesson, focus on one aspect of grammar. Identify its correct use and an example of an incorrect use. e.g., verb tense, subject verb agreement, etc. Divide the class into small groups and assign each group a station for revising an aspect of grammar. Rotate the groups to different stations after 5 minutes. Invite learners to do peer revision as they move to different stations. Repeat the rotation process for several rounds, inviting learners to give feedback to multiple peers. The teacher supports and conference with learners as they move around. Invite learners to reflect on feedback received and make final revisions. Encourage the use of online grammar tools for revising.</p> <p>Sentence Structure Safari (SCO 6.14, 6.15, 6.16, 6.17) https://thriveingradefive.com/how-to-help-your-learners-write-better-sentences/</p>

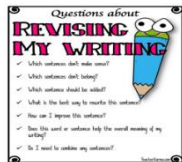
Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies														
	<p>Self-Assessment</p> <p>Read your writing to yourself and think about the following questions</p> <table border="1" data-bbox="730 402 1339 1399"> <thead> <tr> <th data-bbox="730 402 1220 467">Checklist</th> <th data-bbox="1220 402 1339 467">yes/no</th> </tr> </thead> <tbody> <tr> <td data-bbox="730 467 1220 678"> Topic I chose a good topic I read about my topic I thought about what the readers will want to know I write down all my ideas </td> <td data-bbox="1220 467 1339 678"></td> </tr> <tr> <td data-bbox="730 678 1220 841"> Organize I put similar ideas together I chose the best ideas for my composition I put my ideas in logical order </td> <td data-bbox="1220 678 1339 841"></td> </tr> <tr> <td data-bbox="730 841 1220 1068"> Write I wrote down my ideas in sentences When I needed help I... did the best I could looked in a book asked my partner asked the teacher </td> <td data-bbox="1220 841 1339 1068"></td> </tr> <tr> <td data-bbox="730 1068 1220 1230"> Revise I read my draft to myself I marked the parts I liked I marked the parts I might want to change </td> <td data-bbox="1220 1068 1339 1230"></td> </tr> <tr> <td data-bbox="730 1230 1220 1312"> I read my draft to my partner I listened to my partner's suggestions </td> <td data-bbox="1220 1230 1339 1312"></td> </tr> <tr> <td data-bbox="730 1312 1220 1399"> Rewrite I made changes to my composition I edited for correctness </td> <td data-bbox="1220 1312 1339 1399"></td> </tr> </tbody> </table>	Checklist	yes/no	Topic I chose a good topic I read about my topic I thought about what the readers will want to know I write down all my ideas		Organize I put similar ideas together I chose the best ideas for my composition I put my ideas in logical order		Write I wrote down my ideas in sentences When I needed help I... did the best I could looked in a book asked my partner asked the teacher		Revise I read my draft to myself I marked the parts I liked I marked the parts I might want to change		I read my draft to my partner I listened to my partner's suggestions		Rewrite I made changes to my composition I edited for correctness		<div data-bbox="1360 272 1507 393">  <p>How to Help Your Students Write Better Sentences</p> </div> <p>During a Writers Workshop mini-lesson, share common errors in sentence structure. Focus on areas such as fragments, run-on sentences, combining sentences, and sentence variety (length and structure – simple, compound, and complex) Demonstrate how sentences can be revised by inviting learners to first read aloud and listen to the flow and rhythm of the sentences. Continue to guide learners to revise by adding and deleting information, combining sentences, and using a checklist. Then, guide learners and have them embark on a sentence structure safari where they will identify specific sentences in their written pieces and revise them with a peer using a revision checklist.</p> <div data-bbox="1360 760 1474 824">  </div> <p>INTEGRATING THE SUBJECTS</p> <p>Learners create a personal booklet of key vocabulary words and phrases from various subjects, articles, books, or online resources they have come across. Encourage them to utilize these words and phrases to improve their written work.</p> <div data-bbox="1369 1026 1995 1062" style="background-color: #e1eef6; padding: 2px;"> <p>Write and represent to develop language use</p> </div> <p><i>Daily Writing Warm Up (SCO 6.17, 6.20)</i> https://hobbylark.com/writing/Improve-Your-Writing-with-this-Simple-Freewriting-Exercise</p> <div data-bbox="1360 1205 1537 1351">  <p>Daily Exercises TO IMPROVE YOUR WRITING</p> </div> <p>To assist struggling writers, invite learners to practice daily writing activities. Each day, choose a sentence or short paragraph from a known text, write in an intentional error focussed such as the options listed below.</p>
Checklist	yes/no															
Topic I chose a good topic I read about my topic I thought about what the readers will want to know I write down all my ideas																
Organize I put similar ideas together I chose the best ideas for my composition I put my ideas in logical order																
Write I wrote down my ideas in sentences When I needed help I... did the best I could looked in a book asked my partner asked the teacher																
Revise I read my draft to myself I marked the parts I liked I marked the parts I might want to change																
I read my draft to my partner I listened to my partner's suggestions																
Rewrite I made changes to my composition I edited for correctness																

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>I wrote the revised piece in my best writing</p> <p>https://www.readingrockets.org/topics/assessment-and-evaluation/articles/simple-ways-assess-writing-skills-learners-learning#:~:text=Learner%20writing%20can%20be%20evaluated,different%20text%20structures%20and%20genres.</p>	<p>Activities -Revising</p> <ol style="list-style-type: none"> 1. Correct the run-on sentence <i>The team won the cricket game, the coach treated them to an ice cream cone.</i> 2. Write in Standard English <i>My mother have a big basket she does use it to go market on Saturdays.</i> 3. Correct the grammatical errors <i>The dog runned quickly through the yard to catch the ball that his owner throwed for him.</i> 4. Remove unnecessary information from this paragraph and revise. <i>Soccer is a very popular sport all around the world, enjoyed by people of all ages. Even though some might prefer the individual challenge of running a marathon, soccer requires teamwork and strategy to be successful. A soccer game typically lasts for ninety minutes, divided into two halves with a short break in between. During this time, players run up and down the field trying to kick the ball into the opponent's goal. The team with the most goals at the end wins! Interestingly, soccer balls are made of leather (although some are now synthetic) and inflated to a specific pressure to ensure a good bounce.</i> <p>Many Voices in Writing (SCO 6.18, 6.19) https://teachingwithamountainview.com/teaching-point-of-view-and-perspective/</p> <div data-bbox="1360 1127 1514 1300" data-label="Image"> </div> <p>Explain with examples the various points of view authors can write from when writing stories (focus on writing from the viewpoint of the first and third person). Discuss with learners the significance of understanding multiple viewpoints and how they impact on writing. Ask learners to imagine that they hear two dogs talking about what they see around them in their country or</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		community. Encourage them to write the conversation in dialogue, then, compose the story from one of the dog’s perspectives. Guide learners to review their present piece and other pieces they have written to ensure consistency in the chosen point of view.

Additional Resources and Materials

This checklist helps to guide writers when revising their written pieces since the questions address specific areas during the process.



<https://tinyurl.com/bddumwx2>

Learners need to know the difference between two significant stages in the writing process; revising and editing to effectively use both during the writing process. This resource provides clarity for learners to develop and demonstrate competence in each stage.

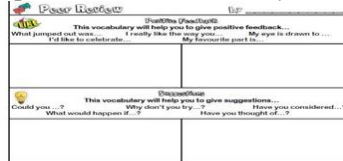
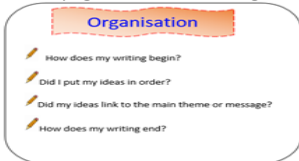


<https://tinyurl.com/w2vmu3c9>

Peer editing is a good way to assist fellow writers to reach their full potential. These strategies can be used to assist writers.

[5 Peer Editing Strategies That Actually Work For Learner Writers - We Are Teachers](#)

In any genre of writing, the organization of ideas is an important factor for clarity and to maintain the reader’s interest.



Source: Team SVG
Peer Revision templates

<https://tinyurl.com/t7cbnkz5>

<https://tinyurl.com/36dyvu6w>

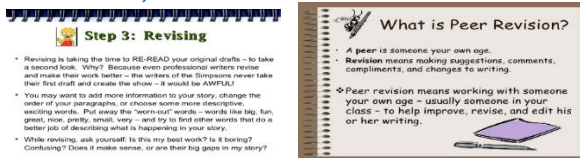
Video

ARMS revision process <https://www.youtube.com/watch?v=JzoK4FoVyuY>

Useful Content Knowledge for the Teacher

The importance of vocabulary in writing cannot be overstated. The ability to select appropriate words and use them effectively in writing can greatly improve learners' writing pieces. Below is a link to vocabulary words appropriate for learners at Grade 6 level. [Free 11+ Vocabulary List | 1,800+ Words for 11+ Success | Exam Ninja](#)

Exam Ninja



The image shows two side-by-side screenshots from a document. The left screenshot is titled "Step 3: Revising" and contains several bullet points explaining the process of revising, such as "Revising is taking the time to RE-READ your original drafts... to take a second look." and "You may want to add more information to your story, change the order of your paragraphs, or choose some more descriptive, exciting words." The right screenshot is titled "What is Peer Revision?" and defines a peer as someone of your own age, explaining that peer revision involves working with someone in your class to help improve, revise, and edit their writing.

<https://tinyurl.com/3kxzk3w>

Sentence building activities that can help learners improve in their writing.

[11 Sentence Building Activities You Can Use with Your Learners Today \(scienceandliteracy.org\)](#)

<https://www.ereadingworksheets.com/languageartsworksheets/sentence-structure/sentence-structure-worksheets/>

<https://tinyurl.com/2p9ywwu7>

Writing Conferences

The inclusion of conferencing during the writing process is critical. It provides opportunities for writers to share ideas and receive feedback to improve their writing.

<https://tinyurl.com/mr44st34>

Writing Assessment



Assessment of learners' writing is not a single event. Rather, it is a process of gathering data at the various stages of the writing process. Throughout this process, the teacher assumes different roles, including but not limited to motivator, collaborator, and assessor. The article below gives an introduction to 6 + 1 Trait Writing, provides opportunities for the creation of customized rubrics, as well as tools for learners' self-assessment, and peer editing.


<https://www.readingrockets.org/topics/writing/articles/writing-assessment>



Opportunities for Subject Integration

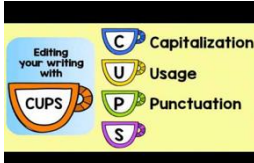

Opportunities for subject integration are found in the ILS and IAS columns.




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

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies				
<p>Learners will be expected to:</p> <div data-bbox="113 597 590 764" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>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</p> </div> <p>7.1 Check spelling errors to improve fluency, legibility, and overall effectiveness of a piece of writing</p> <p>7.2 Spell unfamiliar words using a variety of strategies that involve:</p> <ul style="list-style-type: none"> - Understanding sound-symbol relationships, word structures - Word meanings - Generalizations about spelling - Knowledge of spelling rules and exceptions <div data-bbox="113 1224 590 1357" style="border: 1px solid black; padding: 5px;"> <p>Write and represent to develop punctuation conventions to enhance the meaning and clarity of their written work</p> </div>	<p style="text-align: center;">Conversation</p> <div data-bbox="625 667 787 781" style="text-align: center;">  </div> <p>By using conversation as a tool for assessment, teachers can gain deeper insights into learners' thought processes, clarify any misunderstandings, and provide more targeted feedback to support their growth as writers.</p> <p>Teacher – learner - conference</p> <p>Conference with learners one-on-one and in small groups to discuss their written work. Ask open-ended questions during the conversation, to prompt learners to explain their final pieces. Provide constructive feedback on strengths and areas for improvement based on the discussion. Encourage learners to reflect on their writing.</p> <table border="1" data-bbox="619 1127 1276 1414"> <thead> <tr> <th data-bbox="619 1127 1075 1190">Question</th> <th data-bbox="1075 1127 1276 1190">Response</th> </tr> </thead> <tbody> <tr> <td data-bbox="619 1190 1075 1414"> Did you encounter any challenges while writing this piece, and how did you overcome them? How did you incorporate feedback from peers or from the teacher into your final work? </td> <td data-bbox="1075 1190 1276 1414"></td> </tr> </tbody> </table>	Question	Response	Did you encounter any challenges while writing this piece, and how did you overcome them? How did you incorporate feedback from peers or from the teacher into your final work?		<p>ELO 7 focuses on editing written pieces to improve spelling and punctuation clarity and quality. It also includes publishing, which involves distributing the edited content in the correct format for public consumption.</p> <p>Investigate options to weekly spelling tests that offer more opportunities to actively monitor and problem solve spelling errors. Visit: theprimaryplanet.com/spelling-skills/ Keep regular records of spelling progress in the Observation of Student Learning Journal.</p> <div data-bbox="1318 992 1997 1125" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>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</p> </div> <p><i>Spell Like a Pro (SCO 7.1, 7.2)</i></p> <div data-bbox="1318 1198 1619 1401" style="text-align: center;">  </div>
Question	Response					
Did you encounter any challenges while writing this piece, and how did you overcome them? How did you incorporate feedback from peers or from the teacher into your final work?						



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>7.3 Use punctuation appropriately to communicate their intended meaning e.g., commas, quotation marks, colon, semicolon, hyphen, exclamation mark and brackets</p> <p>7.4 Demonstrate command of the conventions of standard English - capitalization, spelling and punctuation when writing.</p> <div data-bbox="113 630 588 764" style="border: 1px solid black; background-color: #e6f2ff; padding: 5px; margin: 10px 0;"> <p>Write and represent to develop presentation conventions to enhance the meaning and clarity of their written work</p> </div> <p>7.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p> <p>7.6 With some guidance and support, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>7.7 Select a range of editing, proofreading, and presenting strategies to develop effective pieces of writing and other forms of representation</p>	<div data-bbox="621 272 1075 630" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Can you share the sources you used to gather information or evidence for your writing? What do you think are the strongest aspects of your writing in this piece? What message or impact do you aim to leave on your readers with this writing piece? Do you think you are a better writer now? Why do you think so?</p> </div> <p>Partner talk Organize a learner's conference where they question each other about their writing. Present guiding questions and encourage learners to create spontaneous questions. Observe learners and give feedback where necessary. Tell me about this piece of writing you have produced. What inspired you to write this piece? What do you hope readers will take away from your writing? How do you feel about the final outcome of your writing? Is there a particular part of your piece that you are particularly proud of?</p> <p style="text-align: center;">Observation</p> <p>Observe and grade learners' final pieces of writing using a single point rubric below. (See resources for other rubrics for the different writing genres) Take note of their areas of strength, and areas that may need further development.</p>	<p>https://owlcation.com/humanities/hard-words-to-spell Encourage extensive reading of longer text throughout the year and encourage learners to record unfamiliar and tricky words they come across. To practice and reinforce spelling, engage learners in these activities</p> <ul style="list-style-type: none"> - Provide learners with a list of commonly misspelled words, or words that are difficult to spell. Conduct regular spelling quizzes and games to practice using these words - Discuss spelling rules and exceptions and create opportunities for word formation exercises. - Pair learners up for spelling practice sessions where they test each other on spelling words. - Encourage learners to maintain a spelling journal where they write new words and their meanings, and then use them in sentences. <p>Word ladders: (SCO 7.1, 7.2) Word ladders provide learners with a connection between spelling and meaning making. As learners progress up the ladder, they notice how a simple change in letter can change the meaning of a word. Visit the URL below for lots of free examples. https://www.scribd.com/document/560754912/Word-Ladders-Grades-4-6</p> <p>Double the Fun (SCO 7.2) https://wordwall.net/en-us/community/homophones-grade-5 Encourage learners to collaborate in groups and engage in a fun activity involving homophone pairs (see URL above). For instance, learners can create sentences like "I won't spend one cent on a bottle of perfume until I know that I love the scent." Provide a list</p> <div data-bbox="1312 1154 1570 1339" style="border: 2px solid green; padding: 5px; margin: 10px 0;">  </div>




Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																																																																											
<p>7.8 Include graphics to explain a concept in simple non-technical terms</p> <p>7.9 Present a portfolio which contains samples of work accumulated since grade 4</p> <p>7.10 Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>7.11 Use the conventions of written language in final products</p> <p>7.12 Compare and contrast articles from newspapers, magazines, online articles to identify any instances of partiality in writing.</p>	<p style="text-align: center;">THEME ESSAY RUBRIC</p> <table border="1" data-bbox="625 345 1060 747"> <thead> <tr> <th>WAYS TO IMPROVE</th> <th>EXPECTATIONS</th> <th>ADVANCED</th> </tr> </thead> <tbody> <tr> <td></td> <td>INTRODUCTION The writer provided background about the story and stated their claim about the theme.</td> <td></td> </tr> <tr> <td></td> <td>CLAIM The writer wrote a well-worded claim statement that could be fully supported by the story.</td> <td></td> </tr> <tr> <td></td> <td>FORMAL TONE The writer wrote using a formal tone, never using unnecessary words such as theme, claim, quote or I.</td> <td></td> </tr> <tr> <td></td> <td>ORGANIZATION The writer used paragraphs to build their argument in a logical way that followed the sequence of the story.</td> <td></td> </tr> <tr> <td></td> <td>TRANSITIONS The writer used a variety of transitions effectively.</td> <td></td> </tr> <tr> <td></td> <td>REASONING The writer explained parts of the story to provide background before/after using quotes.</td> <td></td> </tr> <tr> <td></td> <td>EVIDENCE The writer used the best, most convincing evidence to support their reasons and claim.</td> <td></td> </tr> <tr> <td></td> <td>FORMATTING Paragraphs, titles and quotes are formatted correctly.</td> <td></td> </tr> <tr> <td></td> <td>EDITING The student obviously edited for spelling, punctuation, capitalization and other grammatical errors.</td> <td></td> </tr> </tbody> </table> <p>https://amandawritenow.com/13-creative-assessment-ideas-for-reading-writing-speaking-listening/</p> <p>Walk the Room</p> <p>Display some final pieces of writing around the classroom. Ask learners to walk around, observe and read each other's work, and provide written feedback based on a rubric specific to the genre. Have them keep anecdotal records while observing each other's work. Encourage them to note learners' strengths, areas for improvement. Monitor learners to observe whether they were able to effectively analyse a piece of writing using a rubric.</p> <table border="1" data-bbox="625 1153 945 1307"> <caption>4th - 5th GRADE WRITING RUBRIC</caption> <thead> <tr> <th></th> <th>Exceeds Expectations</th> <th>Meets Expectations</th> <th>Approaching Expectations</th> <th>Needs Improvement</th> </tr> </thead> <tbody> <tr> <td>Topic/Content</td> <td>Topic is relevant, interesting and well-developed</td> <td>Topic is relevant and well-developed</td> <td>Topic is relevant but needs more development</td> <td>Topic is not relevant or not well-developed</td> </tr> <tr> <td>Organization</td> <td>Organized in a logical way with a clear beginning, middle and end</td> <td>Organized in a logical way</td> <td>Organized but needs more structure</td> <td>Not organized or illogical</td> </tr> <tr> <td>Development</td> <td>Well-developed with strong supporting details and examples</td> <td>Well-developed with supporting details</td> <td>Developing with some supporting details</td> <td>Not well-developed or lacks supporting details</td> </tr> <tr> <td>Style</td> <td>Clear and specific</td> <td>Clear and specific</td> <td>Clear but needs more detail</td> <td>Unclear or vague</td> </tr> <tr> <td>Language</td> <td>Uses a variety of words and phrases</td> <td>Uses a variety of words</td> <td>Uses simple words and phrases</td> <td>Uses limited or repetitive words</td> </tr> <tr> <td>Spelling/Punctuation</td> <td>Spelling and punctuation are correct</td> <td>Spelling and punctuation are mostly correct</td> <td>Spelling and punctuation need more work</td> <td>Spelling and punctuation are incorrect</td> </tr> <tr> <td>Grammar</td> <td>Grammar is correct</td> <td>Grammar is mostly correct</td> <td>Grammar needs more work</td> <td>Grammar is incorrect</td> </tr> <tr> <td>Length</td> <td>Meets the length requirement</td> <td>Meets the length requirement</td> <td>Does not meet the length requirement</td> <td>Does not meet the length requirement</td> </tr> </tbody> </table> <p>https://www.learn4yourlife.com/5th-grade-writing-rubric.html</p>	WAYS TO IMPROVE	EXPECTATIONS	ADVANCED		INTRODUCTION The writer provided background about the story and stated their claim about the theme.			CLAIM The writer wrote a well-worded claim statement that could be fully supported by the story.			FORMAL TONE The writer wrote using a formal tone, never using unnecessary words such as theme, claim, quote or I.			ORGANIZATION The writer used paragraphs to build their argument in a logical way that followed the sequence of the story.			TRANSITIONS The writer used a variety of transitions effectively.			REASONING The writer explained parts of the story to provide background before/after using quotes.			EVIDENCE The writer used the best, most convincing evidence to support their reasons and claim.			FORMATTING Paragraphs, titles and quotes are formatted correctly.			EDITING The student obviously edited for spelling, punctuation, capitalization and other grammatical errors.			Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement	Topic/Content	Topic is relevant, interesting and well-developed	Topic is relevant and well-developed	Topic is relevant but needs more development	Topic is not relevant or not well-developed	Organization	Organized in a logical way with a clear beginning, middle and end	Organized in a logical way	Organized but needs more structure	Not organized or illogical	Development	Well-developed with strong supporting details and examples	Well-developed with supporting details	Developing with some supporting details	Not well-developed or lacks supporting details	Style	Clear and specific	Clear and specific	Clear but needs more detail	Unclear or vague	Language	Uses a variety of words and phrases	Uses a variety of words	Uses simple words and phrases	Uses limited or repetitive words	Spelling/Punctuation	Spelling and punctuation are correct	Spelling and punctuation are mostly correct	Spelling and punctuation need more work	Spelling and punctuation are incorrect	Grammar	Grammar is correct	Grammar is mostly correct	Grammar needs more work	Grammar is incorrect	Length	Meets the length requirement	Meets the length requirement	Does not meet the length requirement	Does not meet the length requirement	<p>of common homophones for the learners to use and demonstrate how the activity works. The group that completes five sentences with accurate homophone usage first will be the winner. In a subsequent exercise, read out a paragraph containing homophones for the learners to transcribe. Invite them to swap papers with their peers to review and correct any homophone errors. Encourage learners to reflect on the activity and openly discuss any challenges they face.</p> <p> BRAIDING THE STRANDS</p> <p>Engage learners in word study activities such as categorizing words by patterns, roots, prefixes, and suffixes to deepen their understanding of spelling rules. Explore the origins of roots and affixes to deepen understanding of the word. Then, have them participate in a spelling quiz focusing on words that are commonly misspelled.</p> <p> INTEGRATING THE SUBJECTS</p> <p>Booklet Creation: Encourage learners to create a personal spelling booklet with words from different subjects, spelling lists, or challenging words. They can add a title and decorate it with drawings. To boost learning, they can give meaning to each word and use visual aids like drawings or symbols to aid in remembering the words.</p> <div style="border: 1px solid black; padding: 5px; background-color: #e0e0ff;"> <p>Write and represent to develop punctuation conventions to enhance the meaning and clarity of their written work</p> </div>
WAYS TO IMPROVE	EXPECTATIONS	ADVANCED																																																																											
	INTRODUCTION The writer provided background about the story and stated their claim about the theme.																																																																												
	CLAIM The writer wrote a well-worded claim statement that could be fully supported by the story.																																																																												
	FORMAL TONE The writer wrote using a formal tone, never using unnecessary words such as theme, claim, quote or I.																																																																												
	ORGANIZATION The writer used paragraphs to build their argument in a logical way that followed the sequence of the story.																																																																												
	TRANSITIONS The writer used a variety of transitions effectively.																																																																												
	REASONING The writer explained parts of the story to provide background before/after using quotes.																																																																												
	EVIDENCE The writer used the best, most convincing evidence to support their reasons and claim.																																																																												
	FORMATTING Paragraphs, titles and quotes are formatted correctly.																																																																												
	EDITING The student obviously edited for spelling, punctuation, capitalization and other grammatical errors.																																																																												
	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement																																																																									
Topic/Content	Topic is relevant, interesting and well-developed	Topic is relevant and well-developed	Topic is relevant but needs more development	Topic is not relevant or not well-developed																																																																									
Organization	Organized in a logical way with a clear beginning, middle and end	Organized in a logical way	Organized but needs more structure	Not organized or illogical																																																																									
Development	Well-developed with strong supporting details and examples	Well-developed with supporting details	Developing with some supporting details	Not well-developed or lacks supporting details																																																																									
Style	Clear and specific	Clear and specific	Clear but needs more detail	Unclear or vague																																																																									
Language	Uses a variety of words and phrases	Uses a variety of words	Uses simple words and phrases	Uses limited or repetitive words																																																																									
Spelling/Punctuation	Spelling and punctuation are correct	Spelling and punctuation are mostly correct	Spelling and punctuation need more work	Spelling and punctuation are incorrect																																																																									
Grammar	Grammar is correct	Grammar is mostly correct	Grammar needs more work	Grammar is incorrect																																																																									
Length	Meets the length requirement	Meets the length requirement	Does not meet the length requirement	Does not meet the length requirement																																																																									

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p style="text-align: center;">Product</p> <p>Mentor Text Select a newspaper article on any social activity such as effects of hurricanes on the Caribbean countries, use of cell phones, migration, farming etc. Analyse the topic with learners using these questions: What is the main topic or theme of the article? Who is the target audience for this article? What is the author's perspective or bias, if any? Are there any sources cited in the article? Are they reliable? What is the purpose of the article? Is it to inform, persuade, entertain, or something else? Are there any statistics or data presented in the article? How were they obtained? Does the article raise any questions or issues that need further exploration? Have learners choose a topic and audience and write a similar article in at least two paragraphs. Invite them to edit and proof-read each other's work using a checklist. (see resource for checklist) Observe learners' ability to proofread and edit writing. Present their final piece on the class bulletin board.</p> <p>My Research Findings Research a topic and compile a report in a booklet form. Make use of media and digital tools to enhance the written work. Assess the research report using this checklist. Checklist modified from https://mobile.collierschools.com/research/5%20%20Finalize%20Research%20Paper/5-1a%20RESEARCH%20PAPER%20CHECKLIST.pdf</p>	<p>Ignite sentences with CUPS (SCO 7.3, 7.4)</p>  <p>https://www.youtube.com/watch?v=h-Bmp4RCwm0</p> <p>Display an anchor chart containing the acronym CUPS and explain its role in editing written work. Encourage learners to watch a YouTube video (using the link presented) demonstrating the application of CUPS in editing sentences. Then, provide an essay for learners to examine closely, to spot spelling, grammar, capitalization, and punctuation mistakes in sentences. Encourage learners to collaborate in pairs to correct these errors. Monitor their progress, offer assistance, and provide feedback as needed.</p> <p>Craft Meaningful Text. Punctuate! (SCO 7.3, 7.4) https://www.yourdictionary.com/articles/english-punctuation</p>  <p>Invite learners to research and explain the rules for using less commonly used punctuation marks such as semi-colon, colon, hyphen, and brackets, to communicate the appropriate intended meaning clearly and effectively in their writing. Then, have them create an anchor chart displaying these punctuation marks and how they are used in writing. Conduct mini lessons on the use of these punctuation marks in sentences and paragraphs. Provide learners with sentences and have them insert the correct punctuation marks (see below). Conduct a discussion on the impact the punctuation added had on the sentences.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies		Inclusive Learning Strategies			
	<table border="1"> <thead> <tr> <th data-bbox="621 279 1134 334">Criteria</th> <th data-bbox="1142 279 1289 334">Yes No</th> </tr> </thead> <tbody> <tr> <td data-bbox="621 341 1134 1208"> <ul style="list-style-type: none"> -There is a title page with the topic -My introduction gets the reader's attention right from the beginning -My introduction contains the theme and the subtopics to be discussed. -My report follows a logical order -All of my subtopics are supported with examples, -Each paragraph begins with a transition and a topic sentence -I have used a minimum of ___ sources in my report -Pictures, diagram and graphics are used to enhance the report -My conclusion reviews the main subtopics of my report -My conclusion leaves the reader with something to think about. -There are no spelling errors. -My punctuation is correct -My writing uses the same verb tense throughout -My writing flows well and reads smoothly. -My report is easy to read and interesting -My report had been proofread and all typos/corrections have been made </td> <td data-bbox="1142 341 1289 1208"></td> </tr> </tbody> </table>	Criteria	Yes No	<ul style="list-style-type: none"> -There is a title page with the topic -My introduction gets the reader's attention right from the beginning -My introduction contains the theme and the subtopics to be discussed. -My report follows a logical order -All of my subtopics are supported with examples, -Each paragraph begins with a transition and a topic sentence -I have used a minimum of ___ sources in my report -Pictures, diagram and graphics are used to enhance the report -My conclusion reviews the main subtopics of my report -My conclusion leaves the reader with something to think about. -There are no spelling errors. -My punctuation is correct -My writing uses the same verb tense throughout -My writing flows well and reads smoothly. -My report is easy to read and interesting -My report had been proofread and all typos/corrections have been made 		<p>-My sister's birthday is today I haven't bought her a present yet.</p> <p>-Tommy planted three fruit trees a mango, pawpaw, and cherry.</p> <p>-The left handed man won the fencing contest.</p> <p>Punctuation Superheroes - Apostrophe (SCO 7.3, 7.4) https://www.teachstarter.com/us/blog/apostrophe-activities-and-resources-your-learners-will-love-2-2/</p>  <p>Provide opportunities to review the fundamental rule of using apostrophes, which includes showing possession and contracting words. Present a series of sentences containing apostrophe errors for learners to identify and correct collaboratively, explaining their reasoning. Next, offer sentences lacking apostrophes for learners to rewrite with the appropriate use of apostrophes. Provide feedback as learners share their corrections and encourage them to apply the correct apostrophe usage when editing their final written pieces.</p> <p> BRAIDING THE STRANDS</p> <p>Punctuation plays a crucial role in communication and can be integrated with other Language Arts components such as grammar, writing, reading, and speaking to improve overall language skills. Incorporate punctuation rules into grammar lessons to help learners understand how punctuation marks affect the meaning of sentences.</p> <p> INTEGRATING THE SUBJECTS</p> <p>Journaling - Encouraging learners to do daily journals to reflect on their learning experiences, thoughts, and emotions across different subject areas.</p>
Criteria	Yes No					
<ul style="list-style-type: none"> -There is a title page with the topic -My introduction gets the reader's attention right from the beginning -My introduction contains the theme and the subtopics to be discussed. -My report follows a logical order -All of my subtopics are supported with examples, -Each paragraph begins with a transition and a topic sentence -I have used a minimum of ___ sources in my report -Pictures, diagram and graphics are used to enhance the report -My conclusion reviews the main subtopics of my report -My conclusion leaves the reader with something to think about. -There are no spelling errors. -My punctuation is correct -My writing uses the same verb tense throughout -My writing flows well and reads smoothly. -My report is easy to read and interesting -My report had been proofread and all typos/corrections have been made 						
<p>Self-Assessment</p> <p>Invite learners to reflect on and check their final written pieces using this checklist. Observe learners' ability to edit and give feedback.</p>						

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Self-Editing <i>Grammar and Spelling:</i> Check for any grammatical errors. Ensure proper spelling throughout the document.</p> <p><i>Punctuation:</i> Verify correct usage of commas, periods, semicolons, quotation marks etc.</p> <p><i>Clarity and Coherence:</i> Ensure that the content is clear and coherent. Check for logical flow between paragraphs and sections.</p> <p><i>Consistency:</i> Maintain consistency in formatting, style, tone, and point of view.</p> <p><i>Formatting and Layout:</i> Check headings, subheadings, fonts, and spacing for consistency.</p> <p><i>Finally,</i> Go through the document one last time to catch any remaining errors.</p> <p>Portfolio Reflection</p> <div style="border: 1px solid black; padding: 5px;"> <p>Learner Self Reflection Name _____ Grade _____ Date _____ Genre _____ Title _____ I selected this work for my portfolio because _____ _____ What I learned from this piece of writing _____ _____ Areas I am strong in _____ _____ Areas I need to improve _____ _____</p> </div>	<div style="border: 1px solid blue; background-color: #e6f2ff; padding: 5px; margin-bottom: 10px;"> <p>Write and represent to develop presentation conventions to enhance the meaning and clarity of their written work</p> </div> <p><i>Fine-tune Your Writing- Proofread! (SCO 7.7, 7.11)</i></p> <div style="border: 1px solid brown; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Strategies for Proofreading</p> <ul style="list-style-type: none"> • Slowly read your Writing aloud. • Use an electronic grammar and spell check. • Try reading your Writing backwards • Read someone else's Writing. • Examine the content of the Writing, piece by piece. </div> <p>https://www.google.com/url?sa=i&url=https%3A%3A Explain the difference between editing and proofreading (see sight above). Model for learners how to proofread their written pieces. Introduce them to commonly used proofreading symbols (e.g., ^ for insert, // for delete that can be used to mark errors in a passage. Provide learners with a similarly written piece filled with intentional errors and ask them to proofread in pairs. Provide a checklist of common errors to look out for. Encourage learners to record their observations and give feedback on the piece of writing.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><i>Bringing Ideas to Life through Media (SCO 7.5, 7.6, 7.10)</i> https://www.postermywall.com/index.php/l/classroom-posters</p>  <p>Introduce learners to various types of media texts, such as social media posts, articles, pamphlets, brochures, posters, etc. Analyse and discuss these texts with them to help them understand styles, formats, and techniques in media production. Guide learners in selecting the type of text they want to create and have them work in groups to brainstorm ideas and content and determine format and message. Provide opportunities for practice using digital tools in presentations to enhance their work. Offer guidance on how to make use of real-time feedback, make edits, and improve the quality of their work. Assist with publishing basics like formatting, adding pictures, and citing sources. Provide platforms for showcasing media texts at school events or online.</p> <p><i>From Imagination to Publication (SCO 7.5, 7.6)</i> https://www.dreamstime.com/illustration/desktop-publishing.html</p>  <p>Create opportunities for learners to publish their best pieces of writing. For example:</p> <ul style="list-style-type: none"> - Encourage learners to create a class magazine printed or digital, presenting a variety of written forms such as articles, stories, poems, movie review, advertisements, riddles, - Learners participate in writing contests and publish winning entries in school newsletters, magazines, or websites. <p>-Initiate a blog where learners can publish their written</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>pieces. Through blogging, learners can develop their writing skills, receive feedback from a wider audience, and learn how to effectively communicate their ideas online.</p> <ul style="list-style-type: none"> - Encourage the use of online sites such as Flip Sack and story Bird (see link below for more ideas) <p>https://www.edtechreview.in/trends-insights/insights/great-tools-to-use-to-publish-learner-work/</p> <p> BRAIDING THE STRANDS</p> <p>Interview a classmate and write a biography of a person important to them. Share the biography on a bulletin board or in the school newspaper.</p> <p> INTEGRATING THE SUBJECTS</p> <p>Produce a song or poem using a theme from another subject area such as social studies, science, etc. Create a flier to advertise the product.</p> <p><i>Growth as a Writer (SCO 7.9)</i></p> <p>https://jenniferfindley.com/writing-portfolios/</p> <p> Schedule individual conferences with learners to discuss their writing pieces. Provide feedback on their strengths and areas for growth to assist them in selecting the most suitable pieces for their portfolio. Encourage learners to reflect on their writing and consider which pieces they are most proud of to identify their best work for their writing portfolio. Provide a rubric outlining the selection criteria and ask learners to evaluate their work using it. Teach learners how to organize writing pieces in their portfolios, then have them present</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		their chosen pieces to the class. Acknowledge and celebrate learners' progress and development as writers. (see the site above for more information on writing portfolios)

Additional Inclusive Resources and Materials

These writing and representing strategies are aligned with ELO 7 to enable learners to connect and engage with their peers and diverse audiences both locally and globally through various mediums, including traditional paper and modern digital formats. The writing process encompasses stages such as brainstorming, structuring, editing, publishing, and exchanging feedback. In order to help the teacher complete the ELO 7, the following materials and resources are recommended.

1. Editing Checklist for Writers

[Editing Checklist | Worksheet | Education.com](#)



2. Quick Rubric: Quick Rubric is an easy-to-use tool for creating rubrics. You can build and print rubrics for any subject.

Website: [Quick Rubric](#)

Rubric Title	Rubric Description and Instructions	Score <small>(No Score)</small>
<input type="text" value="Rubric Title"/>	<input type="text" value="Edit Me"/>	Max Score: <input type="text" value="100"/> Min Score: <input type="text" value="50"/>

3. Write and Revise: Grammar, Punctuation and Spelling Fix it Tools

The resources below provide a wide range of learners with review or new information.

[KS2 English - BBC Bitesize](#)



Useful Content Knowledge for the Teacher

Some additional content knowledge essential for assisting learners in the writing process of their writing includes the following:

1. This is a platform where learners can create visual stories. It emphasizes the planning and revising stages by inviting young writers to draft and refine their stories with illustrations.

[Storybird - Read, write, discover, and share the books you'll always remember.](#)



Write a Picture Book

Illustrate your story with beautiful artwork by professional artists. Choose from 10,000 images to help you bring your words to life.

2. This is a global platform for young writers that offers writing competitions, prompts, and peer review opportunities.

[Write the World](#)

3. This platform offers writing programmes and free resources that guide learners through the writing process with fun and engaging activities.

[WriteShop](#)



WriteShop Junior

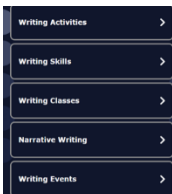
4. Fun Writing Ideas provides a variety of creative writing prompts and activities designed to make writing fun for learners.

<https://funwritingideas.com/>



5. This writing platform provides writing prompts, lesson plans, and resources to help learners develop their writing skills at various stages of the writing process.

[Welcome writingfix.com - BlueHost.com](#)

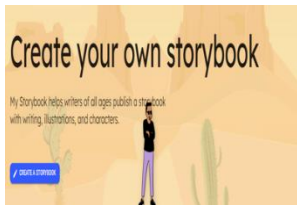


6. Write at Home offers online writing courses and tutoring for primary school learners, focusing on improving writing skills through structured lessons and feedback.



WriteAtHome.com

7. My Storybook is an online tool that invites young writers to create and publish their own storybooks, helping them plan, write, and revise their stories.



[My Storybook](#)

Opportunities for Subject Integration

In addition to the opportunities for Braiding the Strands and Integrating with other subjects, please visit:

1. Science

Science Activity: Write a Scientific Report

- Website: [Mystery Science](#)
- Instructions:
 - Conduct a simple science experiment from Mystery Science.
 - Use [My Storybook](#) to create a digital book documenting the experiment. Include sections for the hypothesis, materials, procedure, results, and conclusion.
 - Revise and refine the report using grammar and style tips from [ProWritingAid](#)

2. Music

Activity: Song Analysis and Lyric Writing

- Instructions:
 - ★ Enrol in a Write At Home platform that covers poetry and lyric writing.
 - ★ Analyse the lyrics of a song studied in music class, focusing on themes, language, and structure.
 - ★ Write your own song lyrics inspired by the analysis and relevant themes in the music curriculum.
 - ★ Use the structured lessons and feedback from Write At Home to refine the lyrics, focusing on poetic devices and expression.

- ★ Share the lyrics with the class and, if possible, collaborate with the music teacher to set them to music.

3. Physical Education

Activity: Fitness Journal

- Website: [JumpStart](#)
- Instructions:
 - ★ Participate in a physical fitness challenge or activity.
 - ★ Keep a fitness journal documenting daily activities, progress, and reflections.
 - ★ Use [Penzu](#) to maintain the journal, focusing on revising entries for clarity and detail.

4. Math

Activity: Create a Math Word Problems Book

- Instructions:
 - ★ Use Writeshop's resources to learn how to write clear and engaging word problems.
 - ★ Write a series of math word problems based on real-life scenarios (e.g., shopping, travel, sports).
 - ★ Focus on different math concepts such as addition, subtraction, multiplication, division, fractions, and percentages.
 - ★ Illustrate each problem with drawings or diagrams to make the book visually appealing.
 - ★ Revise and refine the problems with feedback from peers or teachers.
 - ★ Compile the problems into a book format using Writeshop's guidelines for book projects.