



# ENGLISH LANGUAGE ARTS KINDERGARTEN TO GRADE 7

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**T**his Integrated Resource Package (IRP) provides basic information teachers will require in order to implement English Language Arts K to 7.

The information contained in this document is also available on the Internet at [www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm)

The following paragraphs provide brief descriptions of the components of the IRP.

## INTRODUCTION

The Introduction provides general information about English Language Arts K to 7, including special features and requirements.

Included in this section are

- a graphic overview of the curriculum, including the curriculum aim and goals
- a rationale for teaching English Language Arts K to 7 in BC schools
- descriptions of the curriculum organizers – groupings for Prescribed Learning Outcomes that share a common focus
- key concepts, which are a framework of the foundational ideas underlying the Prescribed Learning Outcomes from K to 7
- a suggested timeframe for each curriculum organizer

## CONSIDERATIONS FOR PROGRAM DELIVERY

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners, including sections on the differences between this curriculum and its predecessor, and research and references underlying the curriculum.

## PRESCRIBED LEARNING OUTCOMES

This section contains the Prescribed Learning Outcomes, the legally required content standards for the provincial education system. The learning outcomes define the required knowledge, skills, and attitudes for each subject. They are statements of what students are expected to know and be able to do by the end of each grade.

The Prescribed Learning Outcomes in this section are organized by grade.

## STUDENT ACHIEVEMENT

This section of the IRP contains information about classroom assessment and measuring student achievement, including specific Suggested Achievement Indicators for each Prescribed Learning Outcome. Suggested Achievement Indicators are statements that describe what students should be able to do in order to demonstrate that they fully meet the expectations set out by the Prescribed Learning Outcomes. Suggested Achievement Indicators are not mandatory; they are provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

Also included in this section are Key Elements, which provide an overview of the English Language Arts curriculum and the pedagogical understandings required for instruction and delivery.

## CLASSROOM ASSESSMENT MODEL

This section contains a series of classroom assessment examples that address clusters of learning outcomes organized around oral language, reading and viewing, and writing and representing. The examples do not address all the Prescribed Learning Outcomes for the grade and are not designed to be used for summative assessment. The examples are provided to support classroom assessment and are closely aligned with the BC Performance Standards. They are suggestions only – teachers may use or modify them as they plan for the implementation of this curriculum.

## LEARNING RESOURCES

This section contains general information on learning resources, and provides an Internet link to titles, descriptions, and ordering information for the recommended learning resources in the English Language Arts K to 7 Grade Collections.

## GLOSSARY

The Glossary defines bolded terms as used in the Prescribed Learning Outcomes and Student Achievement sections of this curriculum.





# INTRODUCTION

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## *English Language Arts K to 7*

ENGLISH LANGUAGE ARTS GRADES 1 TO 7\*: AT A GLANCE

**Aim**

The aim of English Language Arts is to provide students with opportunities for personal and intellectual growth through speaking, listening, reading, viewing, writing, and representing to make meaning of the world and to prepare them to participate effectively in all aspects of society.

**Goals**

- comprehend and respond to oral and written language critically, creatively, and articulately
- communicate ideas, information, and feelings critically, creatively, and articulately, using various media
- think critically and creatively, and reflect on and articulate their thinking and learning
- develop a continuously increasing understanding of self and others

**Curriculum Organizers**

| <i>Oral Language<br/>(Speaking and Listening)</i>  | <i>Reading<br/>and Viewing</i>   | <i>Writing<br/>and Representing</i>  |
|--|--|--|
| <p><b>Purposes</b><br/>Use oral language to interact, present, and listen</p>  | <p><b>Purposes</b><br/>Read and view to comprehend and respond to a variety of grade-appropriate texts</p>   | <p><b>Purposes</b><br/>Write and represent to create a variety of meaningful personal, informational, and imaginative texts</p>  |
| <p><b>Strategies</b><br/>Use strategies when interacting, presenting, and listening to improve speaking and listening</p>  | <p><b>Strategies</b><br/>Use strategies before, during, and after reading and viewing to increase comprehension and fluency</p>  | <p><b>Strategies</b><br/>Use strategies when writing and representing to increase success at creating meaningful texts</p>   |
| <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>• Use oral language to improve and extend thinking</li> <li>• Reflect on, self-assess, and set goals for improvement in oral language</li> </ul> | <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>• Use reading and viewing to make meaningful connections, and to improve and extend thinking</li> <li>• Reflect on, self-assess, and set goals for improvement in reading and viewing</li> </ul> | <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>• Use writing and representing to express, extend, and analyse thinking</li> <li>• Reflect on, self-assess, and set goals for improvement in writing and representing</li> </ul> |
| <p><b>Features</b><br/>Recognize and apply the features and patterns of oral language to convey and derive meaning</p>   | <p><b>Features</b><br/>Use the structures and features of text to derive meaning from texts</p>  | <p><b>Features</b><br/>Use the features and conventions of language to enhance meaning and artistry in writing and representing</p>  |

\* At the Kindergarten level, the curriculum organizers have been modified from the above in order to address developmental appropriateness (see page 4).

This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for English Language Arts K to 7. The development of the IRP has been guided by the following principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.
- Learning is most effective when students reflect on the process of learning and set goals for improvement.

In addition to these principles, this document recognizes that British Columbia's schools include young people of varied backgrounds, interests, abilities, and needs. Wherever appropriate for the curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the Prescribed Learning Outcomes, Suggested Achievement Indicators, and the Classroom Assessment Model.

## RATIONALE

Language is fundamental to thinking, learning, and communicating in all cultures. The skilled use of language is associated with many opportunities in life, including further education, work, and social interaction. As students come to understand and use language more fully, they are able to enjoy the benefits and pleasures of language in all its forms, from reading and writing, to literature, theatre, public speaking, film, and other media. They also come to understand language as a human system of communication – dynamic and evolving, but also systematic and governed by rules.

The English Language Arts K to 7 curriculum provides students with opportunities to experience the power of language by dealing with a range of texts and with the full range of contexts and purposes associated with the use of language:

- People use language to comprehend a wide range of literary and information communications and to respond knowledgeably and critically to what they read, view, and hear. Students' ability to understand and draw conclusions from communications – whether written, spoken, or displayed visually – and to defend their conclusions rationally is a major goal of education and the particular focus of the English Language Arts K to 7 curriculum.
- People use language to communicate their ideas through a variety of print and non-print media. In both academic and business contexts, students need to be able to communicate with precision, clarity, and artistry; apply the conventions of language; gather and organize information and ideas; and use communication forms and styles that suit their abilities, specific purposes, and the needs of the audience.
- People use language as a fundamental part of their personal, work, and social lives – to establish and maintain relationships, for enjoyment and diversion, and to learn. Learning to interact successfully with others is essential for students' success in school, lifelong learning, and maintaining productive, satisfying lives.

The development of literacy is a key focus of this curriculum. The rapid expansion in the use of technology and media has expanded the concept of what it is to be literate. Literacy today involves being able to understand and process oral, written, electronic, and multi-media forms of communication. This curriculum acknowledges that students learn and develop at different rates and that the timeframe for literacy development will vary.

Society expects graduates to think critically, solve problems, communicate clearly, and learn and work both independently and with others. The English Language Arts K to 7 curriculum contributes to this outcome by providing a framework to help students

- present and respond to ideas, feelings, and knowledge sensitively and creatively
- explore Canadian and world literature as a way of knowing, of developing personal values, and of understanding
- learn about Canada's cultural heritage as expressed in language
- use language confidently to understand and respond thoughtfully and critically to factual and imaginative communications in speech, print, and other media
- develop the reading and writing skills required of informed citizens prepared to face the challenges of further education and a changing workplace

- express themselves critically, creatively, and articulately for a variety of personal, social, and work-related purposes
- use language appropriate to the situation, audience, and purpose and become comfortable with a range of language styles, from public to personal, and from literary to standard business English
- realize their individual potential as communicators

**CURRICULUM ORGANIZERS**

A curriculum organizer consists of a set of Prescribed Learning Outcomes that share a common focus. Clear and specific learning outcomes guide assessment and instruction and should be shared with both students and parents to enable all stakeholders to have common vocabulary and understandings. The Prescribed Learning Outcomes for English Language Arts Grades 1 to 7 are grouped under the curriculum organizers shown in the chart below. These three organizers and related suborganizers have been framed to highlight the important aspects of student learning in English Language Arts and as one means of presenting Prescribed Learning Outcomes in an organized manner. They are not intended to suggest a sequence of instruction or a linear approach to

course delivery; nor do they suggest that organizers work in isolation from one another. (See section entitled “Considerations for Program Delivery: Integration of the Language Arts.”)

Fewer suborganizers and a simpler curriculum organization at the Kindergarten level are consistent with the need for a focus on the foundational aspects of English Language Arts for beginning students. The teaching of literacy in Kindergarten should be taught in a “purposefully joyful and playful way” (i.e., through purposeful, but engaging and playful activities). Play is an essential experience that extends, enhances, and enriches a child’s learning. Play does not compete with the learning of foundational literacy skills but rather it is through playful activities that this learning occurs.

***Oral Language (Speaking and Listening)***

“Oral language is the foundation of literacy learning. Talk is the bridge that helps students make connections between what they know and what they are coming to know” (Booth, 1994, p. 254). Students use language to monitor and reflect on experiences and to reason, plan, predict, and make connections both orally and in print.

| English Language Arts Grades 1 to 7  |  |  |
|--|--|--|
| ORAL LANGUAGE<br>(SPEAKING AND LISTENING)  | READING AND VIEWING  | WRITING AND REPRESENTING   |
| <ul style="list-style-type: none"> <li>• Purposes</li> <li>• Strategies</li> <li>• Thinking</li> <li>• Features</li> </ul> | <ul style="list-style-type: none"> <li>• Purposes</li> <li>• Strategies</li> <li>• Thinking</li> <li>• Features</li> </ul> | <ul style="list-style-type: none"> <li>• Purposes</li> <li>• Strategies</li> <li>• Thinking</li> <li>• Features</li> </ul> |

| English Language Arts Kindergarten   |  |  |
|--|--|--|
| DEVELOPING ORAL LANGUAGE<br>(SPEAKING AND LISTENING) ABILITIES   | DEVELOPING READING<br>AND VIEWING ABILITIES  | DEVELOPING WRITING AND<br>REPRESENTING ABILITIES   |
| <ul style="list-style-type: none"> <li>• Oral Language Learning and Extending Thinking</li> <li>• Strategies for Oral Language</li> <li>• Features of Oral Language</li> </ul> | <ul style="list-style-type: none"> <li>• Learning Reading (and Viewing) and Extending Thinking</li> <li>• Strategies for Learning to Read and View</li> <li>• Features of Reading and Viewing</li> </ul> | <ul style="list-style-type: none"> <li>• Learning Writing (and Representing) and Extending Thinking</li> <li>• Strategies for Learning to Write and Represent</li> <li>• Features of Writing and Representing</li> </ul> |

The Oral Language section of the curriculum focusses on

- **Purposes** – providing students opportunities to develop their capacity to interact effectively with peers and adults, to present material orally, and to listen attentively, respectfully, and with purpose
- **Strategies** – increasing students’ awareness of and engagement in the processes, skills, and techniques they can use to be more successful in their oral interactions and presentations
- **Thinking** – extending students’ capacity to use oral language to make connections to text, develop ideas, increase vocabulary repertoire, and use metacognition to assess their strengths and set goals to scaffold improvement
- **Features** – increasing students’ knowledge of the forms of oral expression and the expectations of various audiences, as well as their capacity to control syntax, diction, and other aspects of their oral communication

### *Reading and Viewing*

“As teachers of literacy, we must have as an instructional goal, regardless of age, grade, or achievement level, the development of students as purposeful, engaged, and ultimately independent comprehenders. No matter what grade level you teach, no matter what content you teach, no matter what texts you teach with, your goal is to improve students’ comprehension and understanding” (Rasinski et al, 2000, p. 1).

The Reading and Viewing section of the curriculum focusses on

- **Purposes** – providing opportunities for students to read and view various types of text (written and visual) in order to improve both literal and higher-level comprehension, and to increase fluency in reading
- **Strategies** – increasing students’ repertoire of strategies and techniques they can use before, during, and after reading and viewing in order to comprehend and extend their understandings of texts
- **Thinking** – developing students’ metacognitive capacity to identify and achieve goals for improving their reading and viewing, and to respond to texts in an increasingly thoughtful and sophisticated manner

- **Features** – developing students’ awareness of the different types of written and visual text, the characteristics that distinguish them, and the impact of the stylistic effects used (e.g., rhyme)

### *Writing and Representing*

Learning to write assists children in their reading; in learning to read, children also gain insights that help them as writers. But writing is more than an aid to learning to read; it is an important curricular goal. Through writing children express themselves, clarify their thinking, communicate ideas, and integrate new information into their knowledge base (Centre for the Improvement of Early Reading [CIERA], 1998a, p. 1).

The Writing and Representing section of the curriculum focusses on

- **Purposes** – giving students opportunities to create various kinds of texts; personal, imaginative, and informational, including texts that contain a combination of writing and graphic representations
- **Strategies** – developing students’ repertoire of approaches to creating text, including those that apply before (e.g., notetaking, brainstorming), during (e.g., experimenting with word choice), and after (e.g., editing, presenting) writing and representing
- **Thinking** – expanding students’ capacity to set and achieve goals to improve their writing and representing, and to extend thinking by using writing and representing to connect to their ideas, the ideas of others, and those presented in texts
- **Features** – developing students’ command of grammar, spelling, punctuation, and paragraphing, and of the expectations associated with particular forms of writing and representing (e.g., short stories, lab reports, web pages)

### **KEY CONCEPTS**

The Key Concepts are derived from Prescribed Learning Outcomes for English Language Arts K to 7. The information is provided as a quick overview, and is designed to summarize the fundamental concepts for English Language Arts for each grade. This is not a list of Prescribed Learning Outcomes, but a framework of the key ideas that form the basis for English Language Arts.

KEY CONCEPTS: OVERVIEW OF ENGLISH LANGUAGE ARTS K TO 7

|   | Kindergarten   | Grade 1   | Grade 2   | Grade 3  |
|---|--|---|---|--|
| <p><b>ORAL LANGUAGE</b></p> <p><i>GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION</i></p>            | <p><i>Pre-K learning experiences plus...</i></p> <ul style="list-style-type: none"> <li>speaking and listening to express and inquire</li> <li>developing vocabulary</li> <li>making connections and asking questions</li> <li>using meaningful syntax</li> <li>beginning to demonstrate phonological awareness</li> </ul> | <p><i>Kindergarten plus...</i></p> <ul style="list-style-type: none"> <li>speaking and listening to recall and retell</li> <li>acquiring and expressing ideas and information</li> <li>accessing prior knowledge and organizing thinking</li> <li>using words correctly</li> <li>developing phonological awareness</li> </ul> | <p><i>K and 1 plus...</i></p> <ul style="list-style-type: none"> <li>staying on topic and sustaining concentration</li> <li>making and sharing connections</li> <li>comparing and contrasting</li> <li>recognizing language patterns</li> </ul>                                     | <p><i>K to 2 plus...</i></p> <ul style="list-style-type: none"> <li>generating ideas</li> <li>sharing ideas and opinions</li> <li>recalling and summarizing in logical sequence</li> <li>recognizing and using language features</li> </ul>        |
| <p><b>READING AND VIEWING</b></p> <p><i>GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION</i></p>      | <ul style="list-style-type: none"> <li>engaging in reading or reading-like behaviour</li> <li>connecting with prior knowledge</li> <li>developing printing concepts</li> <li>developing familiarity with the alphabet, alphabetic sounds, and common words</li> </ul>  | <ul style="list-style-type: none"> <li>choosing and reading books</li> <li>developing word-decoding strategies</li> <li>making connections to texts</li> <li>identifying story elements</li> </ul>  | <ul style="list-style-type: none"> <li>reading with comprehension and fluency</li> <li>predicting and summarizing to construct and confirm meaning</li> <li>making connections between texts</li> <li>acquiring and using vocabulary relating to texts</li> </ul>                   | <ul style="list-style-type: none"> <li>self-monitoring and self-correcting during reading</li> <li>developing explanations</li> <li>making connections among texts</li> <li>locating information using text features</li> </ul>                    |
| <p><b>WRITING AND REPRESENTING</b></p> <p><i>GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION</i></p> | <ul style="list-style-type: none"> <li>creating messages (e.g., using pictures, symbols, letters, and words)</li> <li>using invented spelling and word copying</li> <li>printing most letters and simple words</li> </ul>  | <ul style="list-style-type: none"> <li>writing short passages (e.g., journal entries, lists, poems)</li> <li>using basic punctuation and simple sentence construction</li> <li>printing legible letters and words</li> </ul>  | <ul style="list-style-type: none"> <li>writing, following models presented</li> <li>expressing personal responses to text material</li> <li>beginning to use criteria to improve writing</li> <li>using basic punctuation and constructing simple and compound sentences</li> </ul> | <ul style="list-style-type: none"> <li>writing for a purpose and audience</li> <li>accessing reference materials</li> <li>using criteria to improve writing</li> <li>using conventional spelling, sentence variation and new vocabulary</li> </ul> |

KEY CONCEPTS: OVERVIEW OF ENGLISH LANGUAGE ARTS K TO 7

|   | Grade 4   | Grade 5  | Grade 6  | Grade 7  |
|---|---|--|--|--|
| <p><b>ORAL LANGUAGE</b></p> <p><i>GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION</i></p>            | <p><i>K to 3 plus...</i></p> <ul style="list-style-type: none"> <li>providing details and examples to enhance meaning</li> <li>summarizing and synthesizing</li> <li>comparing and analysing ideas</li> <li>expressing ideas clearly and fluently</li> </ul>            | <p><i>K to 4 plus...</i></p> <ul style="list-style-type: none"> <li>sharing and explaining ideas and viewpoints</li> <li>interpreting the speaker’s message (verbal and nonverbal)</li> <li>considering audience when presenting</li> <li>recognizing literary devices</li> </ul>    | <p><i>K to 5 plus...</i></p> <ul style="list-style-type: none"> <li>resolving problems</li> <li>comparing ideas</li> <li>identifying purposes and perspectives</li> <li>using sequential organizers</li> <li>organizing information and practising delivery</li> </ul>                             | <p><i>K to 6 plus...</i></p> <ul style="list-style-type: none"> <li>negotiating to achieve consensus</li> <li>analysing and evaluating ideas</li> <li>analysing perspectives and considering alternatives</li> <li>incorporating nonverbal elements</li> <li>using techniques and aids to facilitate audience understanding</li> </ul> |
| <p><b>READING AND VIEWING</b></p> <p><i>GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION</i></p>      | <ul style="list-style-type: none"> <li>choosing texts and defending text choices</li> <li>making inferences and drawing conclusions during reading</li> <li>reading strategically, depending on purpose</li> <li>reading texts of different forms and genres</li> </ul> | <ul style="list-style-type: none"> <li>making personal connections to texts</li> <li>comparing ideas and information in texts</li> <li>previewing texts and reading to locate information</li> <li>constructing meaning using genre and form</li> </ul>                              | <ul style="list-style-type: none"> <li>describing personal connections to texts</li> <li>analysing ideas and information in texts</li> <li>determining importance of ideas and information</li> <li>constructing and confirming meaning of text, using structures and features</li> </ul>          | <ul style="list-style-type: none"> <li>reflecting on and responding to texts</li> <li>analysing, comparing, and synthesizing ideas in texts</li> <li>acknowledging and evaluating ideas and alternative viewpoints in texts</li> <li>constructing and confirming meaning of text, using types and features</li> </ul>                  |
| <p><b>WRITING AND REPRESENTING</b></p> <p><i>GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION</i></p> | <ul style="list-style-type: none"> <li>writing in a variety of genres</li> <li>writing to express and extend thinking</li> <li>using criteria to revise and edit writing</li> <li>using conventional grammar, spelling and punctuation</li> </ul>                       | <ul style="list-style-type: none"> <li>writing for a variety of audiences and purposes</li> <li>analysing thinking by expressing opinions and alternatives</li> <li>accessing and using multiple sources of information</li> <li>using variation in sentence construction</li> </ul> | <ul style="list-style-type: none"> <li>writing a variety of well-developed texts</li> <li>writing to critique or defend positions</li> <li>selecting genre and form depending on purpose</li> <li>enhancing meaning and artistry in writing, using features and conventions of language</li> </ul> | <ul style="list-style-type: none"> <li>writing a variety of well-developed texts</li> <li>writing to compare, analyse, generalize, and speculate</li> <li>developing and applying criteria to improve writing</li> <li>enhancing meaning and artistry in writing, using features and conventions of language</li> </ul>                |

**SUGGESTED TIMEFRAME**

Although decisions concerning the allocation of instructional time are subject to teachers’ professional judgment, the curriculum has been designed to create opportunities for greater balance and integration among the three aspects of learning in English Language Arts: oral language, reading and viewing, and writing and representing.

Since it is anticipated that instruction related to learning outcomes in these three areas will frequently be integrated within instructional units (e.g., a unit focussed on the study of a particular text), teachers may not necessarily find it useful to correlate instructional time with curriculum

organizers. It is consistent with the aim of this subject, however, for teachers to place the most emphasis on outcomes that address developmental needs, and specifically on instructional activities that further students’ thinking skills rather than merely extending their knowledge. This emphasis should be reflected both in the allocation of time and in the weighting scheme for grading student performance.

The following tables show the average percentages of total time that could be devoted to delivering the Prescribed Learning Outcomes in each curriculum organizer at various grade levels.

**Suggested Timeframe for English Language Arts Grades 1 to 7**

| Curriculum Organizer                          | Suggested Time Allocation (average) |                |                |
|---|-------------------------------------|----------------|----------------|
|   | Grades 1 to 3                       | Grades 4 and 5 | Grades 6 and 7 |
| <b>Oral Language (Speaking and Listening)</b> | 40 - 60%                            | 25 - 35%       | 20 - 30%       |
| <b>Reading and Viewing</b>                    | 20 - 40%                            | 40 - 50%       | 35 - 50%       |
| <b>Writing and Representing</b>               | 20 - 40%                            | 25 - 35%       | 30 - 45%       |



# CONSIDERATIONS FOR PROGRAM DELIVERY

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*English Language Arts K to 7*



This section of the IRP contains additional information to help teachers develop their school practices and plan their program delivery to meet the needs of all learners. Included in this section is information about

- Alternative Delivery policy
- addressing local needs
- involving parents and guardians
- confidentiality
- inclusion, equity, and accessibility for all learners
- working with the school and community
- working with the Aboriginal community
- information and communications technology
- copyright and responsibility
- language learning: a shared responsibility
- expanded definition of text
- expanded range of texts
- grade-appropriate texts
- integration of the language arts
- highlights of the 2006 English Language Arts curriculum
- research
- references

### ALTERNATIVE DELIVERY POLICY

The Alternative Delivery policy **does not** apply to English Language Arts K to 7.

The Alternative Delivery policy outlines how students, and their parents or guardians, in consultation with their local school authority, may choose means other than instruction by a teacher within the regular classroom setting for addressing Prescribed Learning Outcomes contained in the Health curriculum organizer of the following curriculum documents:

- Health and Career Education K to 7, and Personal Planning K to 7 Personal Development curriculum organizer (until September 2008)
- Health and Career Education 8 and 9
- Planning 10

The policy recognizes the family as the primary educator in the development of children’s attitudes, standards, and values, but the policy still requires that all Prescribed Learning Outcomes be addressed and assessed in the agreed-upon alternative manner of delivery.

It is important to note the significance of the term “alternative delivery” as it relates to the Alternative Delivery policy. The policy does not permit schools to omit addressing or assessing any of the Prescribed Learning Outcomes within the health and career education curriculum. Neither does it allow students to be excused from meeting any learning outcomes related to health. It is expected that students who arrange for alternative delivery will address the health-related learning outcomes and will be able to demonstrate their understanding of these learning outcomes.

For more information about policy relating to alternative delivery, refer to [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

### ADDRESSING LOCAL NEEDS

English Language Arts K to 7 includes opportunities for individual teacher and student choice in the exploration of topics to meet certain learning outcomes. This flexibility enables educators to plan their programs by using topics and examples that are relevant to their local context and to the particular interests of their students. When selecting topics it may be appropriate to incorporate student input.

Where specific topics have been included in the learning outcomes, the intent is for all students to have an opportunity to address these important issues. The inclusion of these topics is not intended to exclude any additional issues that may also be relevant for individual school communities.

### INVOLVING PARENTS AND GUARDIANS

The family is the primary educator in the development of students’ attitudes and values. The school plays a supportive role by focussing on the Prescribed Learning Outcomes in the English Language Arts K to 7 curriculum. Parents and guardians can support, enrich, and extend the curriculum at home.

An excellent way for parents to provide support for students’ literacy success is by showing enjoyment of both reading and writing, encouraging and sustaining conversation, and demonstrating how to express viewpoints respectfully. Activities such as

family read-alouds, writing journals on vacations and sharing what has been written, playing vocabulary games, and making frequent trips to the library are ways for parents to support literacy at home.

It is highly recommended that schools inform parents and guardians about the English Language Arts K to 7 curriculum, and teachers (along with school and district administrators) may choose to do so by

- informing parents/guardians and students of the Prescribed Learning Outcomes for the course
- responding to parent and guardian requests to discuss the course, unit plans, and learning resources

### CONFIDENTIALITY

The *Freedom of Information and Protection of Privacy Act* (FOIPPA) applies to students, to school districts, and to all curricula. Teachers, administrators, and district staff should consider the following:

- Be aware of district and school guidelines regarding the provisions of FOIPPA and how it applies to all subjects, including English Language Arts K to 7.
- Do not use students' Personal Education Numbers (PENs) on any assignments that students wish to keep confidential.
- Ensure students are aware that if they disclose personal information that indicates they are at risk for harm, then that information cannot be kept confidential.
- Inform students of their rights under FOIPPA, especially the right to have access to their own personal information in their school records. Inform parents of their rights to access their children's school records.
- Minimize the type and amount of personal information collected, and ensure that it is used only for purposes that relate directly to the reason for which it is collected.
- Inform students that they will be the only ones recording personal information about themselves unless they, or their parents, have consented to teachers collecting that information from other people (including parents).

- Provide students and their parents with the reason(s) they are being asked to provide personal information in the context of the English Language Arts K to 7 curriculum.
- Inform students and their parents that they can ask the school to correct or annotate any of the personal information held by the school, in accordance with Section 29 of FOIPPA.
- Ensure students are aware that their parents may have access to the schoolwork they create only insofar as it pertains to students' progress.
- Ensure that any information used in assessing students' progress is up-to-date, accurate, and complete.

For more information about confidentiality, refer to [www.mser.gov.bc.ca/privacyaccess/](http://www.mser.gov.bc.ca/privacyaccess/)

### INCLUSION, EQUITY, AND ACCESSIBILITY FOR ALL LEARNERS

British Columbia's schools include young people of varied backgrounds, interests, and abilities. The Kindergarten to Grade 12 school system focusses on meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of English Language Arts K to 7, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students for whom English is a second language and of students with special needs. Most of the Prescribed Learning Outcomes and Suggested Achievement Indicators in this IRP can be met by all students, including those with special needs and/or ESL needs. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the learning outcomes. Where necessary, modifications can be made to the Prescribed Learning Outcomes for students with Individual Education Plans (IEPs).

For more information about resources and support for students with special needs, refer to [www.bced.gov.bc.ca/specialed/](http://www.bced.gov.bc.ca/specialed/)

For more information about resources and support for ESL students, refer to [www.bced.gov.bc.ca/esl/](http://www.bced.gov.bc.ca/esl/)

### WORKING WITH THE SCHOOL AND COMMUNITY

This curriculum addresses a wide range of skills and understandings that students are developing in other areas of their lives. It is important to recognize that learning related to this curriculum extends beyond the English Language Arts classroom.

School and district-wide programs – such as student government, active schools, work experience, and service clubs – support and extend learning in English Language Arts K to 7. Community organizations may also support the curriculum with locally developed learning resources, guest speakers, workshops, and field studies. Teachers may wish to draw on the expertise of these community organizations and members.

### WORKING WITH THE ABORIGINAL COMMUNITY

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula. To address these topics in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. Aboriginal communities are diverse in terms of language, culture, and available resources, and each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations.

In addition, teachers may wish to consult the various Ministry of Education publications available, including the “Planning Your Program” section of the resource, *Shared Learnings*. This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC.

For more information about these documents, consult the Aboriginal Education web site: [www.bced.gov.bc.ca/abed/welcome.htm](http://www.bced.gov.bc.ca/abed/welcome.htm)

### INFORMATION AND COMMUNICATIONS TECHNOLOGY

The study of information and communications technology is increasingly important in our society. Students need to be able to acquire and analyse information, to reason and communicate, to make informed decisions, and to understand and use information and communications technology for a variety of purposes. Development of these skills is important for students in their education, their future careers, and their everyday lives.

Literacy in the area of information and communications technology can be defined as the ability to obtain and share knowledge through investigation, study, instruction, or transmission of information by means of media technology. Becoming literate in this area involves finding, gathering, assessing, and communicating information using electronic means, as well as developing the knowledge and skills to use and solve problems effectively with the technology. Literacy also involves a critical examination and understanding of the ethical and social issues related to the use of information and communications technology. When planning for instruction and assessment in English Language Arts K to 7, teachers should provide opportunities for students to develop literacy in relation to information and communications technology sources, and to reflect critically on the role of these technologies in society.

### COPYRIGHT AND RESPONSIBILITY

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications

signals. Copyright provides creators with the legal right to be paid for their work and the right to say how their work is to be used. The law permits certain exceptions for schools (i.e., specific things permitted) but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home.

In order to respect copyright it is necessary to understand the law. It is unlawful to do the following, unless permission has been given by a copyright owner or a collective that has the right to licence:

- photocopy copyrighted material to avoid purchasing the original resource for any reason
- photocopy or perform copyrighted material beyond a very small part – in some cases the copyright law considers it “fair” to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review
- show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use (there are exceptions such as for news and news commentary taped within one year of broadcast that by law have record-keeping requirements – see the web site at the end of this section for more details)
- photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations
- show video recordings at schools that are not cleared for public performance
- perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
- copy work from the Internet without an express message that the work can be copied

Permission from or on behalf of the copyright owner must be given in writing. Permission may also be given to copy or use all or some portion of copyrighted work through a licence or agreement. Many creators, publishers, and producers have formed groups or “collectives” to negotiate royalty payments and copying conditions for educational

institutions. It is important to know what licences are in place and how these affect the activities schools are involved in. Some licences may also require royalty payments that are determined by the quantity of photocopying or the length of performances. In these cases, it is important to assess the educational value and merits of copying or performing certain works to protect the school’s financial exposure (i.e., only copy or use that portion that is absolutely necessary to meet an educational objective).

It is important for education professionals, parents, and students to respect the value of original thinking and the importance of not plagiarizing the work of others. The works of others should not be used without their permission.

For more information about copyright, refer to <http://cmec.ca/copyright/indexe.stm>

### LANGUAGE LEARNING: A SHARED RESPONSIBILITY

Students, parents, teachers, and the community share responsibility for language learning. Students use language to examine new knowledge and experiences. They make choices about which texts to read, view, or listen to and about their responses to such texts. Students need to take responsibility for their language learning.

Language development begins in the home. Parents, other caregivers, and family members can actively support language learning by encouraging their children to use the language arts of speaking, listening, reading, viewing, writing, and representing in real-life contexts.

Because of its universality, language allows students to make connections across many areas of study. Integration must occur between English Language Arts and other curriculum areas. Teachers who are subject-area specialists support language development when they teach the specialized language and forms of their subject.

English Language Arts teachers play a special role as they help students develop strategies for using and responding to oral language and texts. They

provide explicit instruction where appropriate, and provide students with learning opportunities that integrate language processes and scaffold learning.

### EXPANDED DEFINITION OF TEXT

In this document, the term “text” is used to describe oral, visual, or written language forms including electronic media. These varied forms of text are often used in combination with one another. The expanded definition of text acknowledges the diverse range of materials with which we interact and from which we construct meaning.

### EXPANDED RANGE OF TEXTS

Wherever possible, learning outcomes have been framed to allow teachers and students to address prescribed requirements using various types of texts. In addition to introducing texts in oral and visual forms, as well as written forms, teachers are encouraged to devote attention to a broad range of non-fiction texts, fiction, and poetry. Students need knowledge, skills, and strategies in the six language arts to compose, comprehend, and respond effectively to a range of texts. To promote a deeper cultural awareness among students, teachers are also encouraged to devote attention to texts by both Aboriginal and non-Aboriginal authors from Canada and to texts that embody a range of voices from around the world. Teacher-librarians are a tremendous resource who can provide assistance in selecting grade-appropriate texts and may also offer other activities and suggestions to encourage the love of reading.

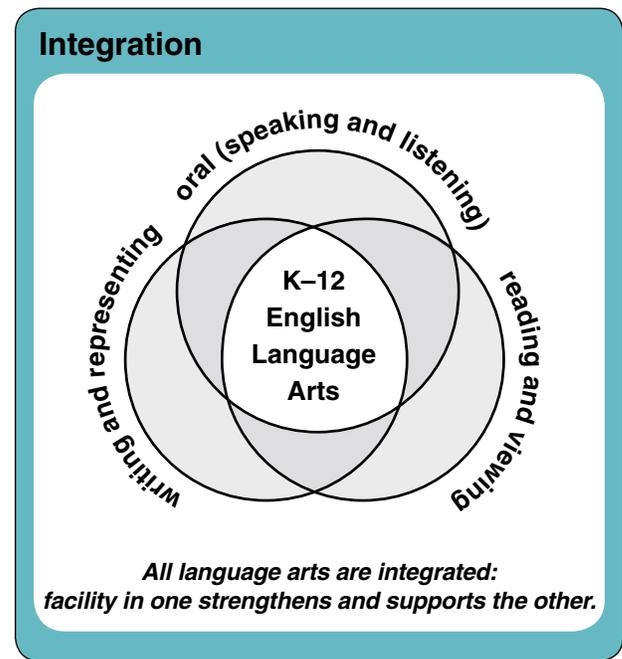
### GRADE-APPROPRIATE TEXTS

The Prescribed Learning Outcomes require students who meet expectations to be able to read and comprehend “grade-appropriate texts.” There is expected to be a range of grade-appropriate texts at each grade level. The determination of the range of texts appropriate at each grade will be the responsibility of each school district in British Columbia. Text appropriateness will vary depending on students’ background knowledge of the content and of the text style. To determine whether a student is reading grade-appropriate texts with

comprehension, consideration should be given to multiple performance snapshots of reading. Many characteristics of text may be used to determine the level of a text, including number of pages, type and size of font, sentence complexity, and sophistication of themes and ideas. A number of performance-based assessment tools and resources currently used throughout school districts in British Columbia are useful in providing information on reading achievement. Some examples are listed in the subsection entitled “Formative Assessment and Student Self-Assessment to Support Learning” in “Highlights of the 2006 English Language Arts Curriculum.”

### INTEGRATION OF THE LANGUAGE ARTS

All the language arts (i.e., speaking, listening, reading, viewing, writing, and representing) are interrelated and interdependent: facility in one strengthens and supports the others. Students become confident and competent users of all six language arts through having many opportunities to speak, listen, read, write, view, and represent in a variety of contexts.



**HIGHLIGHTS OF THE 2006  
ENGLISH LANGUAGE ARTS CURRICULUM**

This 2006 curriculum revision incorporates components from the 1996 provincial English Language Arts curriculum, the contributions of many educators, and much of the content and intent of the 1998 *Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12* (Western Canadian Protocol for Collaboration in Basic Education, now referred to as “Western and Northern Canadian Protocol for Collaboration in Basic Education”). The 2006 English Language Arts K to 7 curriculum emphasizes the following:

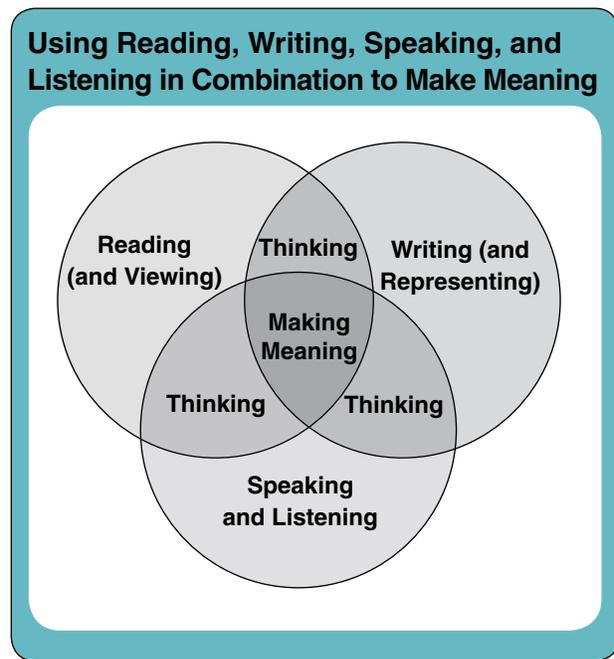
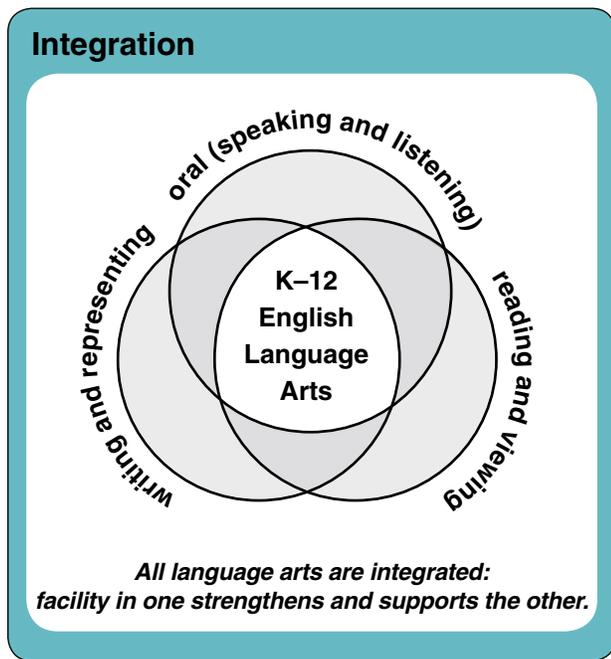
1. the link between literacy and thinking
2. the connections among oral language, reading, and writing
3. comprehension and metacognition in literacy learning
4. the gradual release of responsibility
5. literacy learning across the curriculum
6. early literacy development and intervention
7. oral language to support learning
8. reading comprehension and fluency
9. a systematic approach to writing
10. classroom diversity and differentiated instruction

11. assessment to inform instruction and support learning
12. alignment with the BC Performance Standards

**1. The Link Between Literacy and Thinking**

Language and literacy development occur on a continuum of learning from birth through adulthood. The continuum moves from invention to convention, from inexperienced to experienced, from early attempts to maturity, from context-dependent to more differentiated (Whitmore & Goodman, 1995, p. 157).

Catherine Snow (2005, p. 1) defines literacy as “the capacity to construct and express meaning through reading, writing, and talking about texts.” In the primary years, the core of young children’s literacy development is their striving to convey meaning through speaking, writing, and representing, and to make meaning through listening, reading, and viewing. Early reading and writing often begin with retelling, and move to response, personal interpretation, and fact-finding. As the developmental continuum between literacy and learning continues, a large part of what students learn from Grade 4 onward is learned through reading and writing. In the intermediate years,



Ontario Ministry of Education, *Literacy for Learning: Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario*, Figure 5. © Queen’s Printer for Ontario, 2004. Reproduced and adapted with permission.

there is a growing emphasis on reading to gain information from literature, poetry, and factual or multi-media texts, and to use this information to make connections, form hypotheses, analyse, synthesize, evaluate, and make judgments.

“A literacy of thoughtfulness is primarily a process of making meaning (not just receiving it) and negotiating it with others (not just thinking alone). It is fundamentally constructive” (Brown, as cited in Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights, Vol. 1, 1991, p. 29). This construction and production of meaning is at the heart of the English Language Arts curriculum. Children develop as readers, writers, and thinkers through experiences with rich texts and real language in many different forms – poetry, fiction, and non-fiction. They need many opportunities to read, discuss, and respond to a wide range of texts across all subject areas and for a variety of purposes – including reading, writing, and talking about texts of individual choice.

Through their school years, students learn to make increasingly insightful connections between their own and others’ experiences, to inquire systematically into important matters, and to access, analyse, and evaluate information and arguments. They learn to consider a variety of perspectives, and to express their own thoughts, ideas, feelings, and values with growing clarity and confidence. With modelling, practice, and support, their thinking and understanding are deepened as they work with engaging content and participate in rich, focussed conversations.

To foster this development, teachers provide a wide variety of texts worth reading, and time to write about significant topics. They structure opportunities for students to talk about their reading, writing, and thinking, and involve them in challenging, open-ended tasks through which they create and demonstrate understanding.

## ***2. Connections Among Speaking, Listening, Reading, Viewing, Writing, and Representing***

When students are taught language arts in an integrated fashion they use the language arts interdependently to create meaning. For example: structured talk may lead to writing; viewing graphs

and images may lead to reading; writing or representing responses may occur before, during, and after reading. Students become confident and competent users of all six language arts through having many opportunities to speak, listen, read, write, view, and represent in a variety of contexts, and to reflect on their learning as they do so.

“In the junior grades, students learn to read like writers and write like readers by talking and thinking about the meaning, form, language, and effect of what they read and write. Purposeful talk about a wide range of texts helps students extend their knowledge of themselves and the world, make new connections, and acquire insights that will deepen their reading comprehension and enrich their written work” (Ontario Ministry of Education, 2004, p. 29).

## ***3. Comprehension and Metacognition***

Comprehension is the process of making meaning with and from text, whether the text is oral, written, visual, or multi-media. This curriculum emphasizes the teaching of strategies that literate people use to make meaning as they speak, listen, read, view, write, and represent. These include both specific strategies to use when interacting with different kinds of text, and more general strategies for self-monitoring, self-correcting, reflecting, and goal-setting to improve learning.

Students who can monitor their learning, assess their strengths and weaknesses, and set goals for improvement become independent, lifelong learners. By thinking about how they think and learn, they gain personal control over the strategies they use when engaged in literacy activities. This control develops through metacognition – that is, becoming aware of and more purposeful in how to use strategies to improve learning. “It is important to give learners time and opportunities to make their thought processes explicit and to reflect on their learning strategies, in order for them to gain self-control. Acquiring and using metacognitive skills has emerged as a powerful idea for promoting a thinking skills curriculum” (McGuinness, 1999, p. 2). Even very young students can develop metacognitive strategies and skills when teachers explain, model, and help them practise talking about their thinking in systematic ways.

#### ***4. The Gradual Release of Responsibility***

In effective literacy instruction, teachers choose their instructional activities to model and scaffold comprehension and metacognition strategies that are just beyond students' independent level. This is called the "Zone of Proximal Development" (Vygotsky, 1978), and it is where learning can be supported most effectively and extended with instruction. That is, students are introduced to strategies that are new and challenging, but not so difficult that they become frustrated. As students become more proficient in using new strategies through guided practice and interaction with one another, the teacher can gradually release responsibility for the strategies to students, to encourage their independence (Pearson & Gallagher, 1983). This process is called the "Gradual Release of Responsibility," also referred to as the gradual release of support. The ultimate goal is for students to make the strategies their own, and to know how, when, and why to apply them when speaking, listening, reading, viewing, writing, representing, and thinking about their thinking.

With this in mind, teachers focus their instruction on effective comprehension strategies for reading, writing, speaking, listening, and thinking that are within students' Zone of Proximal Development.

For each strategy, they

- explain and demonstrate, through explicit modelling and/or thinking aloud, the purpose and use of a strategy
- coach or guide students in pairs or small, interactive groups, as they work with the strategy
- provide opportunities for students to use the strategy independently
- monitor how students use the strategy in combination with other strategies they have learned, and encourage them to apply and adapt the strategies in more complex situations

#### ***5. Literacy Learning Across the Curriculum***

It is a misconception that students in the primary grades learn to read and write while those in the intermediate grades read and write to learn. In fact, all students should be doing both simultaneously and continuously. Student learning is enhanced when teachers at all grades, teaching all subject matter, see

themselves as teachers of literacy. In their studies of fourth-grade classrooms, Allington and Johnson (2001) found that in the classrooms of exemplary teachers "... integration across subjects, time, and topics was common rather than a compartmentalized curriculum. The integration not only worked to foster students' motivation and engagement but also to add a coherence to the instructional day" (p. 161).

More time for literacy learning does not mean less time for learning other subjects. In fact, literacy learning provides a way into the increasingly complex ideas and texts that students encounter in all subjects as they advance through the grades. By integrating literacy learning into all subjects, teachers prepare their students to read and write subject-specific material, help them become strategic thinkers and problem solvers, and provide them with opportunities to apply literacy skills and strategies in many different meaningful contexts.

"Learning consists of gradually discovering the meaning of a discipline – that is, coming to understand the questions the discipline asks about the world, the methods it uses, and the main theories it constructs" (Develay, 1996, p. 106).

The inquiry approach is one way to provide students with opportunities to apply a wide range of reading, writing, listening, speaking, and thinking strategies in all curriculum subjects. The foundation of inquiry is the asking of thoughtful questions. Teachers help students pose questions and design tasks for seeking answers to their questions. This builds literacy skills in action and simultaneously deepens a student's thinking process and ability to find solutions. A number of learning outcomes can be addressed in an inquiry task. By designing learning tasks that are not routine but have a degree of open-endedness, uncertainty, and challenge, teachers encourage students to make deep, personal meaning, and to arrive at a variety of solutions with increasing independence.

#### ***6. Early Literacy Development and Intervention***

Children arrive at Kindergarten with vastly different family and cultural backgrounds, vocabulary knowledge, and exposure to literacy.

This diversity of experiences, linguistic backgrounds, and abilities results in a range of early literacy levels in the Kindergarten classroom. Because of individual and experiential variations, it is common to find within a Kindergarten classroom a five-year range of literacy-related skills and functioning (Riley, as cited in NAEYC, 1998, p. 2). The challenges resulting from this diversity are further intensified by the fact that it is essential for early learners to have positive experiences that make them feel successful and that motivate them to seek further involvement in listening, speaking, reading, and writing.

Purposeful play provides an important medium for students' literacy development in the early years. Young children are active learners who constantly seek out opportunities to explore and make sense of their world. During play they learn from one another as they talk, listen, and make meaning together. For example, they learn to attend to tasks, take turns, solve problems, and express ideas. They learn to take risks and make choices. Through interactive play, children gradually discover that other people have ideas about thinking and doing that are different from their own. It is important, then, for classrooms to provide an atmosphere that encourages risk-taking, structures that encourage children to interact with one another, and an environment where they can make choices about their learning.

Within this context, teachers can model and guide literate behaviour during play. "Simply giving children an opportunity to engage in free play will not guarantee that literacy will develop. The teacher plays an important role in modeling and guiding literate behavior during play. Children are more likely to engage in literacy activities during play when teachers introduce the literacy objects such as books, writing tools and signs, and model their use" (Morrow, as cited in Jamison Rog, 2002, p. 29).

"The major instructional tension associated with kindergarten literacy objectives is less about what children should learn than how they can be helped to learn it in an appropriate manner" (Snow, Burns, & Griffin, 1998, p. 177). Thus the teacher's role in knowing each child's background and current abilities, as well as the strategies and structures

needed to scaffold their learning, are central to that child's success. This assumes

- knowledge of child development
- knowledge of literacy and how best to optimize literacy development for all children
- knowledge of intervention strategies for children who need additional support

Children who are particularly likely to have difficulty with learning to read and write in the primary grades are those who begin school with less prior knowledge and skill in relevant domains: most notably, general verbal abilities, the ability to attend to the sounds of language as distinct from its meaning, familiarity with the basic purposes and mechanisms of reading and writing, and letter knowledge. Children from poor neighbourhoods, children with limited proficiency in English, children with hearing impairments, children with preschool language impairments, and children whose parents had difficulty learning to read are particularly at risk of arriving at school with weaknesses in these areas and hence of falling behind from the outset (Snow, Burns, & Griffin, 1998, p. 3).

In the early grades, school success is synonymous with reading success. A child's reading level at the end of Grade 3 more accurately predicts school success than any other variable, including family income, educational attainment of parent or guardian, ethnic or cultural identity, and home language (Carter, 1985). According to a study by Juel (1988), the probability that a child who is a poor reader at the end of Grade 1 will remain a poor reader at the end of Grade 4 is 88% (Snow, Burns, & Griffin, 1998, p. 172). It is research such as this that has helped focus attention on the importance of explicit instruction and early intervention.

The most effective prevention strategy is excellent instruction (Snow, Burns, & Griffin, 1998, p. 172). "Research affirms that quality classroom instruction in kindergarten and the primary grades is the single best weapon against reading failure. Indeed, when done well, classroom instruction has been shown to overwhelm the effects of student background and supplementary tutoring" (Snow, Burns, & Griffin, 1998, p. 343).

### 7. *Oral Language to Support Learning*

Children’s oral language development is considered to be a key foundation for successful literacy (Chaney & Burk, 1998; BC Primary Program, 2000; McCormick, 1999; Strickland, Ganske, & Monroe, 2002). Indeed, the evidence is compelling that a foundation in spoken language competence is important for the successful achievement of academic and social competence (Tomblin, 2005).

To maximize oral language development, it is important that teachers

- build a personal relationship with each student
- create a safe climate of respectful listening
- provide frequent, sustained opportunities for language development, including structured partner talk and small-group interaction
- interact regularly on a one-to-one basis with each student
- challenge students to talk, think, and explore their knowledge of the world
- ask open-ended questions to help students make meaning
- support students as they develop language and learning strategies necessary to articulate and extend their interactions with the world
- give students adequate wait time for thinking to occur
- encourage students to question and justify

(Adapted from Clay, in Crevola and Vineis, 2004, p. 5)

Students need to be able to use language appropriately for a broad range of functions, and to perceive the functions for which others use language. The oral language students acquire when they are young helps them connect words, sounds, and meaning with print. The oral language acquired later helps students build more sophisticated understandings, explore relationships among ideas, and explore questions in their reading and writing.

Throughout the elementary years, students’ oral language abilities are interwoven with learning to

read and write. As James Britton describes, classroom writing and reading float on a sea of talk (1970, p. 29). Close, McClaren, and Stickley (2002) report that “...structured talk deepens and integrates learning, and leads learners to make new connections. The active engagement developed through partner interaction leads to longer periods of full focus and much more powerful learning.... Structured partner talk is one of the best tools for maintaining engagement, building accountability and for sustaining learning” (p. 2).

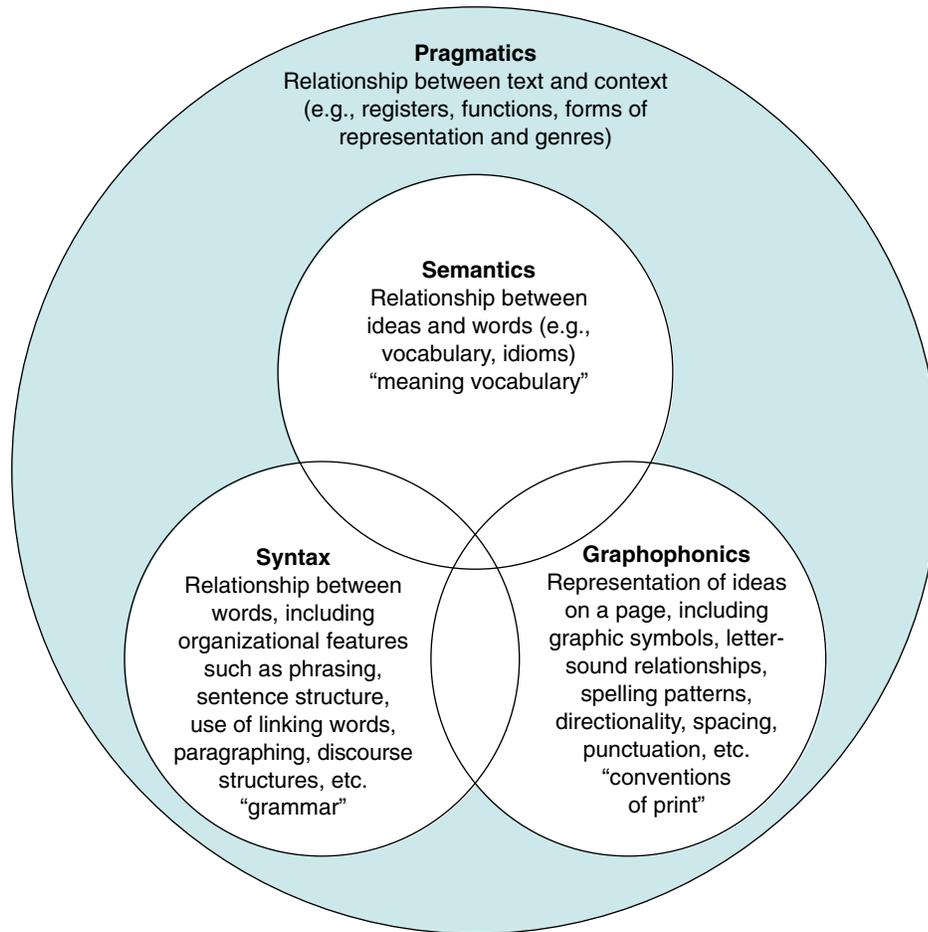
Oral language is both a means whereby students learn about reading and writing and a key goal of literacy instruction. This curriculum recognizes the importance of parents, teachers, and the entire school community working together to support students’ oral language learning. Children should be encouraged to use oral language for a variety of purposes both at school and at home.

### 8. *Increased Focus on Reading Comprehension and Fluency*

The ability to read is a cornerstone for success in school and in life. It is important to develop capable readers who are knowledgeable about the reading process, who are able to successfully make meaning from text, who enjoy reading, and who regularly choose to read.

In reading, comprehension is a process that involves interaction between reader and text, as well as among readers. The following graphic illustrates the four cueing systems of written language (some educators exclude pragmatics and refer to “three” cueing systems) that readers use when reading for meaning. The systems are not independent of one another, and may be used consciously or automatically depending on the stage of development and needs of the reader. All the systems need to be taught with the goal in mind that reading is always about making meaning, and that each of these systems supports that goal.

### Dimensions of Written Language: Cueing Systems



From BC Ministry of Education (2000), *The Primary Program: A Framework for Teaching*, Victoria: Author, p. 127.

Research indicates that effective readers use a variety of comprehension strategies before, during, and after reading to integrate their use of the four cueing systems and construct meaning from text. Some of these strategies are listed in the chart to the right.

#### Strategies that support comprehension

- Accessing prior knowledge to make connections with the text
- Predicting
- Asking questions before reading, during reading, and after reading
- Visualizing and creating images using the senses
- Drawing inferences before, during, and after reading
- Distinguishing important from less important ideas in the text
- Summarizing
- Synthesizing information within and across texts and reading experiences

Comprehension strategies are most effective when they are purposeful. One way to group strategies by their purpose is as follows:

- **connecting strategies** used **before** reading, such as accessing prior knowledge, asking questions about the text, and setting a goal for reading
- **processing strategies** used **during** reading, such as making new connections and revising former understandings through interaction with the text
- **transforming and personalizing strategies** used **after** reading, such as summarizing, synthesizing, evaluating, and applying new information so that it is retained for future use (Brownlie, Feniak, & Schnellert, 2006; Close, McClaren, & Stickley, 2002)

Students need strategy instruction in addition to being provided with many opportunities to read a wide range of texts across all subject areas and for a variety of purposes. The direct teaching of reading comprehension strategies over time enables readers to engage more actively with text, to monitor their comprehension, and to try alternative strategies when understanding breaks down. As students learn and practise comprehension strategies, they become more proficient at reading independently, and are able to read more and more complex texts.

Fluency is another aspect of reading that affects comprehension. Fluency serves as a bridge between word recognition and comprehension. Fluent readers can identify words accurately and with ease, enabling them to focus most of their attention on comprehension. Fluent readers are more able to make connections among ideas in a text and between texts, and their prior knowledge. In other words, they can recognize words and comprehend at the same time.

Fluency develops gradually over time and through extensive reading practice. The level of fluency varies with readers, depending on their familiarity with the words in a text and the content of the text. Even able adult readers struggle with reading texts containing highly technical vocabulary in subjects about which they have limited prior knowledge. It is important to remember that fluent readers read at the speed of their speech, so it naturally follows

that rates of fluency will vary from student to student.

Early readers put a great deal of energy into recognizing and pronouncing words (using the graphophonic cueing system), so their oral reading is rarely fluent. To become fluent, use of graphophonic cues must become automatic, allowing them to attend to the syntactic and semantic cues. However, even when older students learn to recognize many words with ease and can read grade-appropriate texts at a reasonable rate, their oral reading still may not sound fluent because they are not yet using pragmatic cues or thinking about their interaction with the author's intentions. For students to develop fluency, teachers must model fluency and provide opportunities for repeated oral reading and independent reading. Choral reading, reading in role, readers' theatre, paired reading, and buddy reading are some effective ways to help students develop fluency. Teacher feedback to students is also essential in developing their fluency (Osborn & Lehr, 2003, p. 10).

### ***9. Valuing a Systematic Approach to Teaching Writing***

"We believe that writing is learned in the act of writing with the support of a knowledgeable teacher" (Reid, Schultze, & Petersen, 2005, p. 8). From their first days in school, children learn to write in safe environments where teachers model writing, co-establish criteria for writing, sit alongside students to encourage and give feedback as they write, celebrate successes, and help students set goals for future writing development.

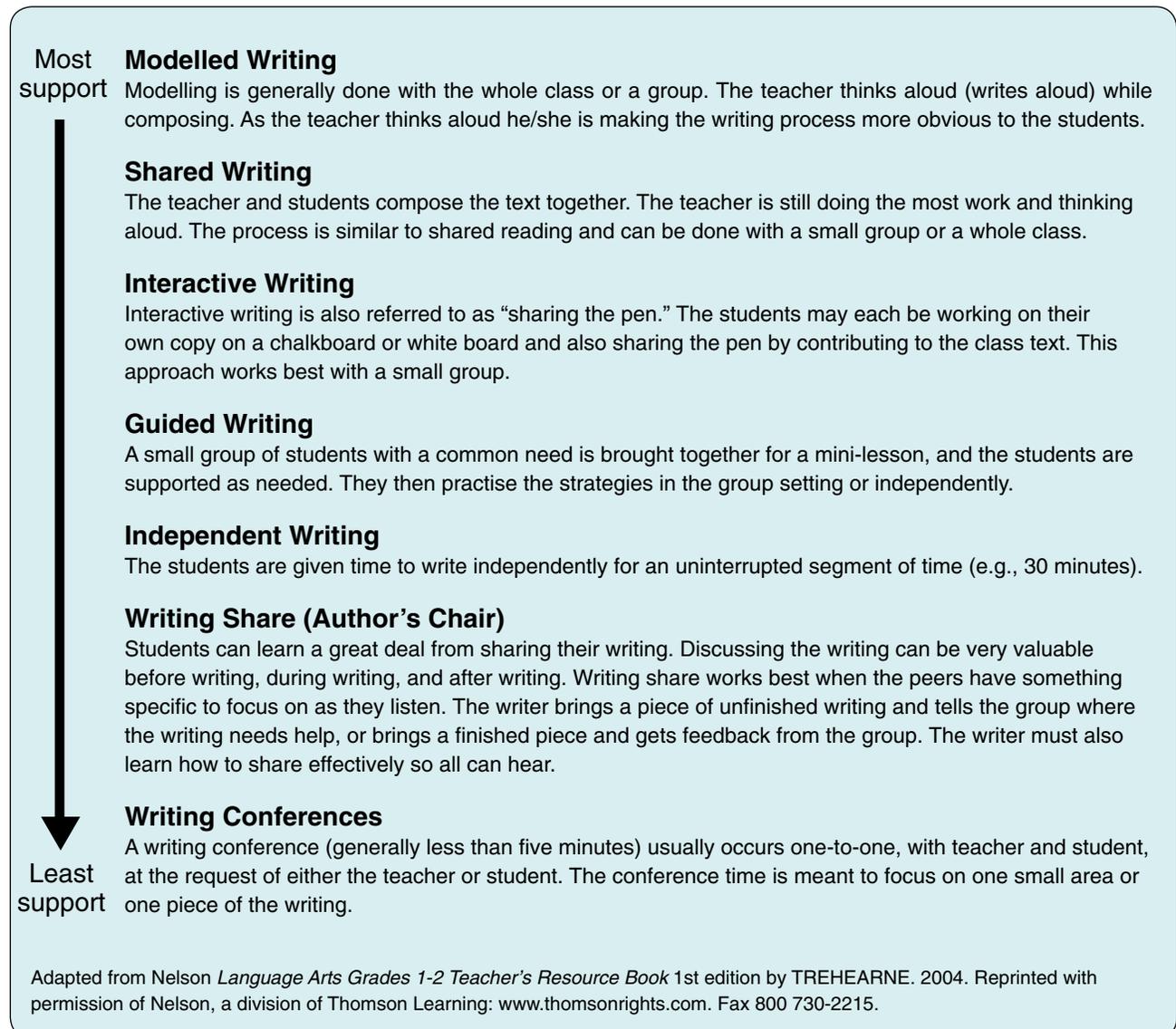
Learning to write with meaning involves a range of different strategies. Like reading strategies, these can be organized by their purposes:

- prewriting – generating ideas for getting started, often including building criteria and setting goals
- drafting – writing down ideas
- revising – meaning-based refining and polishing
- editing – grammar and style refining and polishing
- presenting and publishing – preparing a presentation or representation and sharing it with others

As students learn to use strategies for each of these purposes, the teacher scaffolds students' independence through the gradual release of support. One way to organize writing so that the teacher can introduce a range of writing strategies, and students can move toward independence at different rates, is called *Writers' Workshop*, a phrase coined by Donald Graves in the early 1980s. In *Writers' Workshop*, all students write for a significant block of time. The teacher uses focussed mini-lessons to introduce new strategies within students' Zone of Proximal Development. The teacher may also structure opportunities for guided practice in pairs, small groups, or with the entire

class. Students learn to support one another's writing development through interdependent activities such as peer editing and proofreading. One-to-one and small-group conferences allow the teacher to monitor students' levels of independence and provide intervention where needed.

In the early grades when students are learning to express meaning using writing and representing tools, teachers also scaffold writing development through a range of activities involving the gradual release of support. The diagram below shows the types of activities and degrees of teacher support involved in teaching early writing.



Modelling and explanation are important in writing, just as in reading, to help students understand

- what strong writing looks like (e.g., strategies used by good writers)
- how to assess their own and others’ writing (e.g., teacher and students rewrite a weak piece of writing together and compare the two versions)
- how to improve their writing through both revision and editing

Throughout the developmental stages until students become independent writers, and continuing as they refine their skills, the use of an analytic writing system allows teachers and students to define for themselves the criteria for quality writing, and to

discuss how to use criteria as a guide to improve their writing. Using an analytic system involves teaching students the vocabulary they need when talking about different aspects of their writing, and discussing the criteria for quality in each aspect of a written piece. Educators can also organize their assessments around the descriptors used in an analytical framework. This makes feedback to students more meaningful, and helps to align assessment with instruction.

There are many such analytical frameworks, but two are used extensively in BC and are discussed here. These are the **BC Performance Standards for Writing**, and the **Traits of Writing**. These two analytic systems are compared in the chart below.

**Correlation of the BC Performance Standards for Writing to the Traits of Writing**

| BC Performance Standards for Writing   | Writing Traits  |
|--|---|
| <b>Meaning</b> <ul style="list-style-type: none"> <li>• ideas and information</li> <li>• use of detail</li> </ul>  | <b>Ideas</b> <ul style="list-style-type: none"> <li>• details</li> <li>• development</li> <li>• focus</li> </ul>  |
| <b>Style</b> <ul style="list-style-type: none"> <li>• clarity, variety, and impact of language</li> </ul>  | <b>Word Choice</b> <ul style="list-style-type: none"> <li>• precise language and phrasing</li> </ul> <b>Sentence Fluency</b> <ul style="list-style-type: none"> <li>• correctness, rhythm, and cadence</li> </ul> <b>Voice</b> <ul style="list-style-type: none"> <li>• tone, style, purpose, and audience</li> </ul> |
| <b>Form</b> <ul style="list-style-type: none"> <li>• opening</li> <li>• organization and sequence</li> <li>• conclusion</li> </ul>   | <b>Organization</b> <ul style="list-style-type: none"> <li>• internal structure</li> <li>• order and logic</li> <li>• clear connections to a main idea</li> <li>• ending</li> </ul>   |
| <b>Conventions</b> <ul style="list-style-type: none"> <li>• complete sentences</li> <li>• spelling</li> <li>• punctuation</li> <li>• grammar (e.g., use of pronouns, agreement, verb tense)</li> </ul> | <b>Conventions</b> <ul style="list-style-type: none"> <li>• mechanical correctness</li> </ul>   |
|  | <b>Presentation</b> <ul style="list-style-type: none"> <li>• the way the message appears</li> </ul>   |

The **BC Performance Standards for Writing** are organized around three types of writing:

- personal, impromptu writing
- writing poems and stories
- writing to communicate ideas and information

Within each type of writing, different aspects of a piece of writing can be examined, using criteria found on the BC Performance Standards scales. To support students' development in each type of writing, teachers may use one of the Performance Standards scales to develop criteria for quality writing with students. They may show students how to use these criteria in the process of drafting, revising, and editing, perhaps by modelling with their own writing or an anonymous writing sample. Teachers also use the Performance Standards as an assessment tool when they evaluate students' writing. By creating a snapshot showing a student's level of development in each aspect of writing, the teacher can provide meaningful feedback to the student and plan for focussed instruction where needed.

The **Traits of Writing** is another systematic approach to writing throughout the grades. It also incorporates a useful assessment tool to reinforce effective writing instruction. Through analytic assessment teachers and students

- develop a shared understanding of what "good writing" looks like
- use a common vocabulary to describe qualities of writing
- practise assessing with consistency and accuracy

The Traits of Writing parallel the Gradual Release of Responsibility model of teaching that is a foundational principle of this curriculum. The teacher models each trait explicitly using picture books and/or short pieces of writing, after which the teacher creates opportunities for students to assess anonymous writing samples (see the "Glossary" for a definition of "anonymous writing samples") and then revise the samples. Teachers model their own writing and invite student input for revision on one trait at a time, thus making achievement manageable.

This systematic approach works most effectively when teachers

- teach students the language of the traits to speak and think like writers
- use picture books and/or short pieces of writing to explicitly model examples of the trait being taught
- provide anonymous writing samples for students to read, score, and discuss to help them develop a common standard of writing
- teach one trait of writing at a time
- provide opportunities for students to write short, focussed pieces
- revise for one trait at a time
- help students self-assess for the trait taught
- assess samples of student work after students have gained some experience with a trait
- write their own pieces and invite students to help revise for one trait
- link writing across the curriculum to the Traits of Writing to reinforce students' skills as writers and their understanding of the process

The relationship between student writing and grammar has been the subject of lengthy debate for decades. Teaching grammar outside of the students' writing experiences, such as using grammar worksheets, does not result in a transfer of skills or learning to the next writing experience. Grammar skills should be taught in the context of the writing experience, using students' and teachers' own writing.

### ***10. Diversity***

Today's classrooms are enriched by diverse groups of students. As teachers teach the curriculum, they aim to include all students, working toward common expectations with different amounts of support, different texts, different strategies, and a variety of class organizational patterns. One size does not fit all.

The literacy needs of students in any classroom are likely to be complex and varied. Some students will be able to read challenging texts with insight, while others will need assistance to develop fluency and comprehension. Some students will be comfortable

discussing ideas in small or large groups; at the same time, others will be learning the basic language of instruction and will need to develop confidence to express themselves orally and in writing.

To promote success for all learners, teachers must adapt their instruction to respond to the diverse literacy needs of their students, including those with special needs. Two critical elements in this kind of instruction are voice (opportunities for students to participate in decisions about their learning and to be engaged in a classroom community) and choice (options from which students can select). “Voice and choice are the foundation of classroom structures like Writers’ Workshop and Literature Circles” (Brownlie, Feniak, & Schnellert, 2006, p. 128). In both of these structures, students’ individual growth is maximized by offering qualitatively different instruction or assessment feedback, based on their needs, interests, and skills.

Another aspect of addressing diversity and supporting voice and choice is appropriate text selection. The curriculum requires students who meet expectations to be able to read and comprehend “grade-appropriate texts.” There is expected to be a range of grade-appropriate texts available to students at each grade level. Each school district in British Columbia will determine the range of texts appropriate for its students. Text appropriateness will vary, depending on students’ background knowledge of the content and of the text style.

In addition to reading, students are expected to work toward Prescribed Learning Outcomes in oral language, and in writing and representing. This can be accomplished through a variety of different learning experiences, and without demanding the same product from every student. Voice and choice in writing and speaking topics, and in genres and styles are other ways to differentiate instruction, address diverse students’ needs, and motivate their learning.

### ***11. Formative Assessment and Student Self-Assessment to Support Learning***

The primary purpose of assessment in English Language Arts is to improve students’ literacy skills. With this focus, teachers shift the emphasis from

assessment practices that are primarily useful for summarizing or reporting on student learning (assessment *of* learning) to assessment practices that are useful in guiding and informing instruction (assessment *for* learning) and assessment practices that involve students in self-assessment and setting goals for their own learning (assessment *as* learning). Assessment information used *for* and *as* learning is generally descriptive and performance-based. Teachers use the information to revise instructional priorities, and to help their students and themselves become reflective learners. The “Classroom Assessment Model” section of this document provides further information and specific examples developed by BC teachers to illustrate these kinds of formative assessment practices.

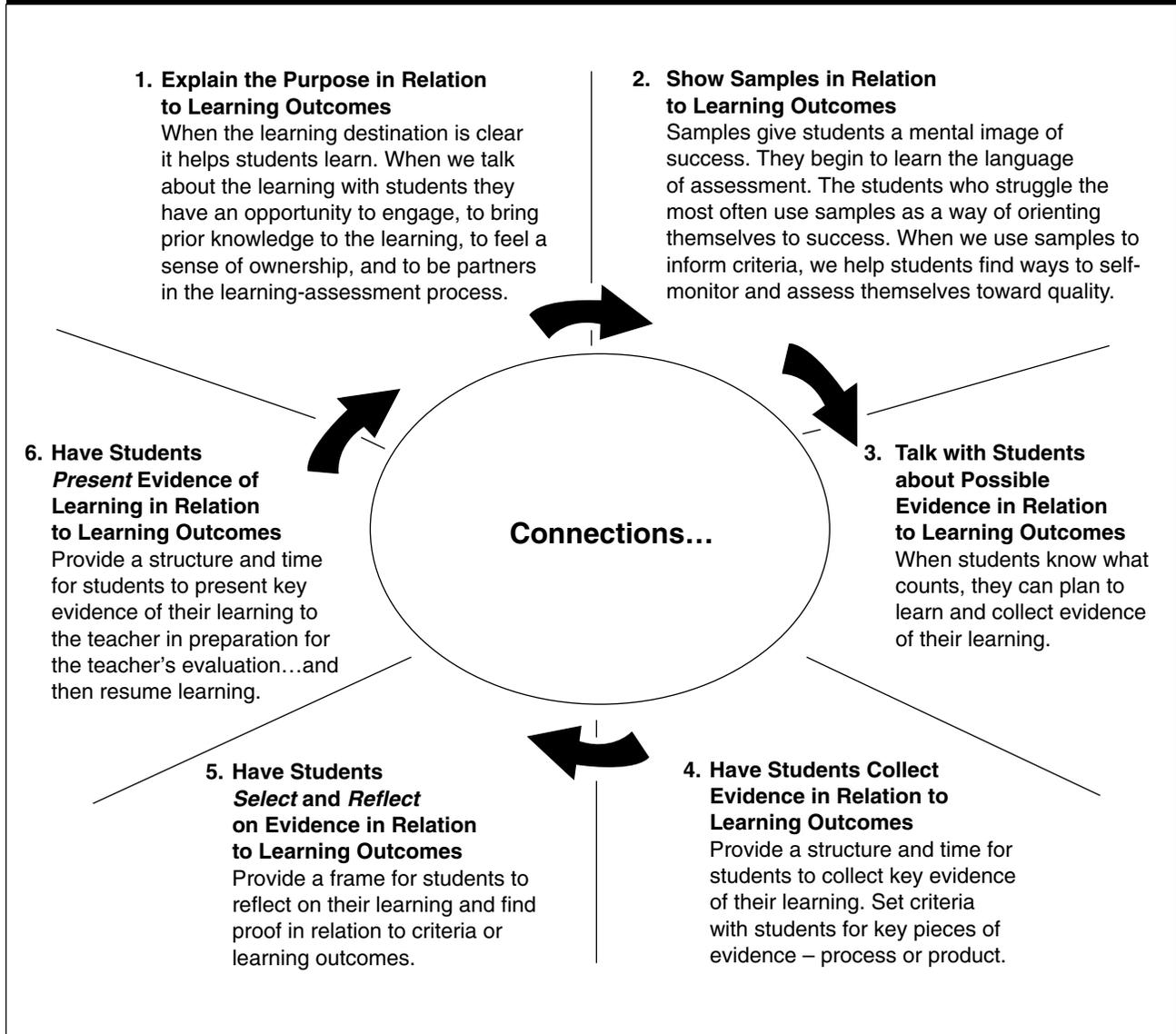
Assessment should provide students with multiple ways to demonstrate what they know and are able to do with many different types of text. The charts on the following two pages show how student-involved assessment can be used to guide instruction, and provide suggested assessment practices that will help close the achievement gap and support learning for all students.

Prepared assessment materials and structured procedures can be helpful to teachers in establishing common standards and criteria for assessment, provided that they are appropriate for the students and situation in which assessment will take place. Teachers using prepared assessment materials (Brownlie & Jeroski, 2006) frequently follow the assessment cycle outlined below:

- choose an assessment resource that will provide information that can be used in teaching
- analyse the student results
- use this information to choose a target skill or strategy, then plan for teaching using this information
- periodically reassess to see if teaching is making a difference
- when students are ready to move on, choose a new target area

In this cycle, the teacher’s personal knowledge of the students plays a large part in determining which target strategies will be compatible with their Zone of Proximal Development.

**Beginning with the End in Mind with Students**



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**Closing the Achievement Gap: Six Essential Elements of Assessment**

|   |  |
|---|--|
| <p><b>1. Setting and Using Criteria</b></p> <p>When we set criteria with students, the learning becomes more explicit. Students can confirm, consolidate and integrate new knowledge. Setting criteria with students scaffolds future learning. It helps teach students what quality looks like.</p>  | <p><b>2. Self-Assessment</b></p> <p>When students self-assess in relation to criteria, they have an opportunity to take stock of where they are in relation to where they need to be. Rita Shelton Deverell, a journalist speaking on a CBC program, said that an expert is someone who has a deep understanding of his or her own experience. Self-assessment gives students a chance to figure out what they know and what they need to learn next.</p>                      |
| <p><b>3. Feedback FOR Learning</b></p> <p>Feedback that supports learning describes strengths upon which further learning can build and areas that need to be improved. It gives learners the information they need to adjust so they can get better. When we assess during the learning and evaluate at the end of the learning, we give students time to practice and learn before judging the evidence.</p>  | <p><b>4. Setting Goals</b></p> <p>Brain research is indicating that closing in on a goal triggers a part of the brain linked to motivation. Students involved in self-assessment and goal setting in relation to criteria learn more.</p>  |
| <p><b>5. Collecting Evidence</b></p> <p>Collecting evidence of learning from a variety of sources over time looking for patterns and trends is one way to increase the reliability and validity of classroom assessment findings. As students learn, there are three sources of evidence: products, observations, and conversations. Students can organize their evidence - their proof of meeting the learning destination in many different ways.</p> | <p><b>6. Communicating Using Evidence of Learning</b></p> <p>The presence of others influences what we attend to. It forces us to step back and reflect, to think about and assess what we are doing. When the student presents the evidence, the teacher assists by helping the student in responding to questions, and the audience reviews and gives feedback. There is an opportunity for everyone to better understand the learning and to provide necessary support.</p> |

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BC educators have developed several performance-based assessment approaches that engage teachers and students in assessment for and as learning. For example, the following assessments provide information for students and teachers on the three aspects of reading described in the Performance Standards – strategies, comprehension, and response and analysis:

- District Assessment of Reading Team (DART) developed by Brownlie, F. and a consortium of BC School Districts
- Quick Comprehension Assessment (QCA) developed by Jeroski, S. for Pearson Education Canada. (This is one component of a resource called *Reaching Readers and Writers!*)
- Reading Assessment District (RAD) developed for Pearson Education Canada. (This is a database of assessment resources.)
- *Reading and Responding* developed by Brownlie, F. and Jeroski, S. for Thomson Nelson Canada
- *SmartReading* developed by Close, S. and educators in the New Westminster School District
- Standard Reading Assessment, as described in Brownlie, F., Feniak, C., and Schnellert, L. (2006)
- Other locally developed performance-based assessment (e.g., ORCA – Oral Reading Comprehension Assessment, Greater Victoria School District)

Other reading assessment resources that provide information to match students with books and to work with individual students are

- PM Benchmarks, Thomson Nelson
- Developmental Reading Assessment, Pearson Education Canada

### ***12. Alignment with the BC Performance Standards***

The BC Performance Standards for Reading and the BC Performance Standards for Writing for Grades 1 to 10 were developed in 2000 using reading and writing samples from BC students. Teams of teachers assessed the samples and developed descriptive rubrics that provide a common language and framework to guide student assessment. Use of the Performance Standards by groups of teachers has resulted in collaborative professional networks of educators who refer to the Performance Standards to further their instruction and assessment.

This curriculum has been developed with the Performance Standards in mind. The Suggested Achievement Indicators are largely congruent with the descriptors in the Performance Standards.

### **RESEARCH**

“Curriculum can be seen as a metaphor for a journey of learning and growth that is consciously developed” (Schubert, 1986, p. 6).

Children learn to read by a variety of methods and materials. No one approach is so distinctly better in all situations and respects than the others that it should be considered the one best method (Bond & Dykstra, as cited in Allington, 2006, p. 12).

The 2006 BC English Language Arts K to 7 curriculum was developed based on current research and best practice. Although the research may reflect a variety of perspectives and methodologies, it supports developmentally appropriate and effective language arts teaching and learning.

### ***Prescribed Learning Outcomes***

The IRA and NAEYC define developmentally appropriate goals and expectations as “challenging but achievable, with sufficient adult support” (NAEYC, 1998, p. 31).

The Prescribed Learning Outcomes are the legally required content standards for the provincial education system. They define what students are expected to know and be able to do by the end of each grade, and guide both assessment and instruction.

The Prescribed Learning Outcomes are valid; they accurately represent the tasks that credible research indicates children need to accomplish to be successful literacy learners. The English Language Arts K to 7 curriculum was developed based on the research work and position statements of the respected individuals and organizations listed in the “References.”

The Prescribed Learning Outcomes are listed by curriculum organizer and demonstrate high but

realistic and developmentally appropriate standards in line with those of other Canadian provinces/ jurisdictions. Although grouped into three organizers (oral language; reading and viewing; writing and representing), this curriculum is integrated and developed across organizers and, in fact, across all subject areas. It is important to note that learning should be viewed as seamless across grades and that the organizers and suborganizers do not suggest or imply a sequence of instruction or a linear approach.

***Suggested Achievement Indicators***

Suggested Achievement Indicators are statements that describe knowledge acquired, skills applied, or the specific level of attitudes demonstrated by students in relation to a corresponding Prescribed Learning Outcome. They describe evidence a teacher might look for to determine whether or not a student has met the intent of the learning outcome and where that student might be on the developmental continuum.

The Prescribed Learning Outcomes are mandated learning standards while the Suggested Achievement Indicators are provided to teachers as suggested

criteria of what that learning could look like. The means to achieve this learning is left to the discretion of the teacher. The curriculum defines the ‘what’ but acknowledges that there is no simple method or single combination of methods that will result in success for all learners. The design of the ‘how’ of the curriculum requires the professional judgment and expertise of the teacher.

***Research on Developmentally Appropriate Curriculum***

Literacy learning in the English Language Arts K to 7 curriculum is viewed as a continuous, developmental process. The ability to read and write (and literacy learning in general) is augmented with careful planning and instruction (Neuman, Copple, & Bredekamp, 2000). This curriculum helps teachers plan and instruct along a developmental continuum.

Many research articles and research-based books informed the development of the English Language Arts K to 7 curriculum. As well, the following four research papers had a significant impact on the direction of the curriculum.

**1. The position statement of the National Association for the Education of Young Children (NAEYC) (1996) describes the following principles of child development and learning that inform developmentally appropriate practice.**

- a) Domains of children’s development – physical, social, emotional and cognitive – are closely related. Development in one domain influences and is influenced by development in other domains.
  - b) Development occurs in a relatively orderly sequence, with later abilities, skills and knowledge building on those already acquired.
  - c) Development proceeds at varying rates from child to child as well as unevenly within different areas of each child’s functioning.
  - d) Early experiences have both cumulative and delayed effects on individual children’s development; optimal periods exist for certain types of development and learning.
  - e) Development proceeds in predictable directions toward greater complexity, organization and internalization.
  - f) Development and learning occur in and are influenced by multiple social and cultural contexts.
  - g) Children are active learners, drawing on direct physical and social experiences as well as culturally transmitted knowledge to construct their own understandings of the world around them.
  - h) Development and learning result from interaction of biological maturation and the environment, which includes both the physical and social worlds that children live in.
  - i) Play is an important vehicle for children’s social, emotional and cognitive development, as well as a reflection of their development.
  - j) Development advances when children have the opportunities to practice newly acquired skills as well as when they experience a challenge just beyond the level of their present mastery.
  - k) Children demonstrate different modes of knowing and learning and different ways of representing what they know.
  - l) Children develop and learn best in the context of a community where they are safe and valued, their physical needs are met, and they feel psychologically secure.
- (NAEYC, 1996, [www.naeyc.org/about/positions/dap3.asp](http://www.naeyc.org/about/positions/dap3.asp))

**2. The position statement of the NAEYC (1996) provides the following guidelines for constructing an appropriate curriculum:**

- a) Developmentally appropriate curriculum provides for all areas of a child's development: physical, emotional, social, linguistic, aesthetic, and cognitive.
  - b) Curriculum includes a broad range of content across disciplines that is socially relevant, intellectually engaging, and personally meaningful to children.
  - c) Curriculum builds upon what children already know and are able to do (activating prior knowledge) to consolidate their learning and to foster their acquisition of new concepts and skills.
  - d) Effective curriculum plans frequently integrate across traditional subject-matter divisions to help children make meaningful connections and provide opportunities for rich conceptual development; focusing on one subject is also a valid strategy at times.
  - e) Curriculum promotes the development of knowledge and understanding, processes and skills, as well as the dispositions to use and apply skills and to go on learning.
  - f) Curriculum content has intellectual integrity, reflecting the key concepts and tools of inquiry of recognized disciplines in ways that are accessible and achievable for young children, ages 3 through 8. Children directly participate in study of the disciplines, for instance, by conducting scientific experiments, writing, performing, solving mathematical problems, collecting and analyzing data, collecting oral history, and performing other roles of experts in the disciplines.
  - g) Curriculum provides opportunities to support children's home culture and language while also developing all children's abilities to participate in the shared culture of the program and the community.
  - h) Curriculum goals are realistic and attainable for most children in the designated age range for which they are designed.
  - i) When used, technology is physically and philosophically integrated in the classroom curriculum and teaching.
- (NAEYC, 1996, [www.naeyc.org/about/positions/dap4.asp](http://www.naeyc.org/about/positions/dap4.asp))

**3. Learning to Read and Write: Developmentally Appropriate Practices for Young Children: A Joint Position Statement of the International Reading Association (IRA) and the NAEYC (1998).**

Making the case for a research-based approach in language and literacy, this joint position statement focuses on children as active constructors of meaning. It argues that adults play a critical role in children's literacy development – engaging their interest, creating challenging but achievable goals and expectations, and supporting their learning. Among key points, the statement emphasizes:

- Young children need to engage in learning about literacy through meaningful experiences.
- Reading and writing should be viewed as a continuum; children do not progress along the developmental continuum in a rigid sequence.
- Given the individual differences among children, teachers should come to understand the difference between normal variation in developing literacy skills and extraordinary variation (for example, when intervention is necessary).
- Teachers need to regularly and systematically use multiple indicators to assess and monitor children's progress in reading and writing.

The research-based position statement stresses that for children to become skilled readers (and writers), they need to develop a rich language and conceptual knowledge base, a broad and deep vocabulary, and verbal reasoning abilities to understand messages conveyed through print.

At the same time, it recognizes that children also must develop code-related skill: an understanding that spoken words are composed of smaller elements of speech (phonological awareness), the idea that letters represent these sounds (the alphabetic principle), and the knowledge that there are systematic correspondences between sounds and spellings.

But to attain a high level of skill, young children need many opportunities to develop oral language, reading and writing interactively, not in isolation. Meaning, not sounds or letters, drives children's earliest experiences with print. Therefore, the position statement points out, although specific skills like alphabet knowledge are important to literacy development, children must acquire these skills in co-ordination and interaction with meaningful experiences.

The position statement ends with a developmental continuum that is defined grade by grade, preschool to third grade. "The grade connected markers or goals communicate to teachers that there is such a thing as a developmentally appropriate goal while emphasizing the importance of seeing children as individuals within the continuum" (Neuman, Copple, & Bredekamp, 2000, p. 2).

(NAEYC, 1998, [www.naeyc.org/about/positions/pdf/PSREAD98.PDF](http://www.naeyc.org/about/positions/pdf/PSREAD98.PDF))

**4. Key Elements in successful programs for improving literacy achievement in middle and high schools (Biancarosa & Snow, 2004, pp. 16-21).**

According to a recently released report on middle and high school literacy prepared for the Carnegie Corporation of New York, 15 key elements were identified in successful programs for improving adolescent literacy achievement in middle and high schools:

- 1. Direct, explicit comprehension instruction.** Teachers should teach comprehension approaches explicitly by explaining to students how and when to use them. Teachers should also explain why they are teaching particular strategies and have students employ them in multiple contexts with texts from a variety of genres and subject areas.
- 2. Effective instructional principles embedded in subject content.** Language arts teachers need to expand their instruction to include approaches and texts that will facilitate not only comprehension but also learning from texts across subject areas. Teachers of other subject areas should reinforce the reading and writing strategies that are most effective for their subject.
- 3. Motivation and self-directed learning.** Building students' choice into instruction helps keep students engaged.
- 4. Text-based collaborative learning.** When students work in small groups they should interact with each other around a text or texts.
- Learning is decentralized in small groups because the meaning drawn from a text is negotiated through a group process.
- 5. Strategic tutoring.** Students who struggle with fluency and decoding and students needing short-term focused help benefit the most from individual tutoring where they learn "how to learn."
- 6. Diverse texts.** Students need access to different texts that present a wide range of topics at a variety of reading levels.
- 7. Intensive writing.** Students need time to improve their writing skills; this also helps improve their reading comprehension.
- 8. A technology component.** Technology should be used both as an instructional tool and an instructional topic.
- 9. Ongoing formative assessment of students.** The best instructional improvements are informed by an ongoing assessment of students' strengths and needs.
- 10. Extended time for literacy**
- 11. Professional development**
- 12. Ongoing summative assessment of students and programs**
- 13. Teacher teams**
- 14. Leadership**
- 15. A comprehensive and coordinated literacy program**

***Integrating Research into Practice Through the Curriculum***

The English Language Arts K to 7 curriculum reflects current research in literacy instruction. Successful literacy programs include the following 10 essential characteristics:

1. Literacy learning in Kindergarten is critical to later success.
2. A comprehensive and co-ordinated literacy program is crucial.
3. Professional learning communities support a comprehensive and co-ordinated literacy program.
4. An extended and uninterrupted block of time for literacy learning is essential.
5. Literacy experiences must strongly support student engagement.
6. Ongoing assessments are used to drive instruction and support learning.
7. Focussed teaching is essential.
8. A resource-rich environment makes a big difference.
9. Struggling and/or reluctant literacy learners benefit from research-based interventions.
10. Successful family-school partnerships improve student literacy learning.

**1. Literacy learning in Kindergarten is critical to later success.**

“Research consistently points to the importance of ensuring that children enter first grade with the attitudes and knowledge about literacy that will enable them to succeed in learning to read” (Snow, Burns, & Griffin, 1998, p. 194).

“Enhancing children’s letter knowledge and phonological awareness skills should be a priority goal in the kindergarten classroom” (Snow, Burns, & Griffin, 1998, p. 188).

“There is accumulated evidence that instructing children in phonemic awareness activities in kindergarten (and first grade) enhances reading achievement. Although a large number of children will acquire phonemic awareness skills as they learn to read, an estimated 20% will not without additional training” (NAEYC, 1998, p. 6).

Oral language is the foundation on which literacy is built. Throughout their elementary years, students’ oral language abilities are interwoven with learning to read and write. In fact, work reported by Dickinson and Tabors (2001) indicates that children’s Kindergarten vocabulary levels impact their ability to decode and are highly predictive of their later reading comprehension to Grade 7.

In addition to the importance of oral language in Kindergarten, research also emphasizes two additional goals:

“The first is to ensure that students leave kindergarten familiar with the structural elements and organization for print. By the end of kindergarten, children should be familiar with the forms and format of books and other print resources and be able to recognize and write most of the alphabet; they should also have some basic phonemic awareness; that is, the understanding of the segmentability of spoken words into smaller units. The second major goal of kindergarten is to establish perspectives and attitudes on which learning about and from print depend;

it includes motivating children to be literate and making them feel like successful learners” (Snow, Burns, & Griffin, 1998, p. 179).

**2. A comprehensive and co-ordinated literacy program is crucial.**

The ability to read and write does not develop naturally without careful planning and instruction (NAEYC, 1998, p. 3).

Students spend most of their language arts block actively engaged in activities that support authentic reading, writing and discussion. “There is wide agreement among literacy researchers that students who read more become more proficient in reading fluency and comprehension as well as general vocabulary and cognitive development (Worthy, 2002, p. 568, citing Stanovitch, 1986).

“...many excellent third grade readers will falter or fail in later grade academic tasks if the teaching of reading is neglected in the middle and secondary grades” (Biancarosa & Snow, 2004, p. 1).

All teachers, at all grades, teaching all subjects, are teachers of literacy. Teachers do not just teach content knowledge but also ways of reading and writing specific to that subject area. Effective literacy programs see all teachers across subject and grade levels co-ordinating their instruction to reinforce important strategies and concepts.

Students use reading, writing, and talking to learn content and continue to learn how to read, write, and converse. They also become more thoughtful; they learn to think more critically.

Media literacy and critical literacy must be strongly linked. Students must be supported in developing both expressive and receptive language skills using media such as film, television, and the Internet. Although it is not explicitly stated in the curriculum (because of the expanded definition of text), teachers are encouraged to use film, television, and the

Internet as sources of learning to address the Prescribed Learning Outcomes.

Students must see reading and writing as purposeful and reciprocal processes and must see themselves as successful literacy learners across all subject areas. Students develop these skills, strategies, and dispositions toward literacy learning from working with knowledgeable teachers, parents, and peers.

**3. Professional learning communities support a comprehensive and co-ordinated literacy program.**

“Teacher teams that meet regularly allow teachers to plan for consistency in instruction across subject areas, which is an important step toward a comprehensive and coordinated literacy program” (Biancarosa & Snow, 2004, p. 21).

When teachers have the opportunity to work together to reflect on and about their practice, to co-plan, and to discuss student work in terms of standards, enhanced student learning follows. Effective professional learning communities engage in the following activities:

- reflection/dialogue on practice
- implementation of new teaching strategies
- use of relevant data to inform deliberations
- sustained focus on a topic of study
- participant control over group procedures and content, ensuring that all viewpoints are valued
- time for teachers to study together

(Taylor & Richardson, 2001, p. 3)

In intermediate grades where students are taught by a variety of teachers, co-ordinating literacy instruction across content areas is essential to strengthen and support learning. Furthermore, communication between teachers results in a holistic view of students’ learning.

**4. An extended and uninterrupted block of time for literacy learning is essential.**

“A good first principle in organizing a school more efficiently is to provide every classroom with at least two and one-half hours of uninterrupted time...” (Allington, 2006, p. 50).

Teachers who allocate more time to reading and language arts are the teachers whose students show the greatest gains in literacy development (Allington & Cunningham, 1996, p. 106).

Long blocks of uninterrupted time are most beneficial for literacy success. Often these blocks of time are used for curriculum integration. The integration fosters student motivation and engagement and adds a coherence to the instructional day (Allington & Johnson, 2001, p. 161).

Reading deeply and writing thoughtfully take time. The long blocks of time also support the work of exemplary teachers who make greater use of longer assignments allowing students to delve deeply. In such classrooms, research indicates that students read whole books, completed individual and small-group research projects, and worked on tasks that integrated several content areas (e.g., reading, writing, and social studies) (Allington, 2002).

Whether in small groups (e.g., guided reading, book clubs, literature circles), large groups, or individually, students should spend most of their time in activities that support authentic reading and writing, the writing often in response to the reading. “In many exemplary classrooms, children are reading and writing for half the day!” (Allington, 2006, p. 184).

## 5. Literacy experiences must strongly support student engagement.

“The amount of time students are truly engaged in learning is the most potent predictor of literacy learning” (Allington & Cunningham, 1996, p. 118).

Students will be more engaged when “provided time for active, creative responses to texts using discussion and multiple modes of response (writing, sketching, dramatizing, singing, projects, and so on) to promote critical analysis and creation of a range of new literacies” (McLaughlin & DeVogd, 2004, p. 37).

“One of the best ways to increase student thinking is to make sure you have a curriculum that provides kids with things worth thinking about and a curriculum that offers kids enough depth that they can actually think” (Allington, as cited in Preller, 2001, p. 1).

Several factors determine engagement. These include

- effective classroom management (including routines and classroom organization)
- a positive sense of community
- motivating and doable classroom experiences
- task difficulty and task interest
- engaging the emotions of students
- students involved in setting their own learning goals and determining how to reach those goals
- multiple ways of demonstrating understanding

Students become and remain more engaged when they are provided with meaningful and relevant, while challenging but achievable literacy experiences.

## 6. Ongoing assessments are used to drive instruction and support learning.

“The best judges of students’ literacy development are classroom teachers who observe them engaged in literacy tasks day after day” (Johnston, as cited in Worthy, Broaddus, & Ivey, 2001, p. 22).

“Good assessment always begins with a vision of success” (Stiggins in Spandel, 2001, p. 1).

Teachers use a combination of assessments, including observations of naturally occurring classroom events along with specifically devised assessment tools (McGee & Richgels, 2003, p. 33).

The more authentic the performance task, the more readily students see a reason for their learning (McTighe & O’Connor, 2005, p. 17).

“Good formative assessment can have positive effects on student learning and achievement particularly when the assessments are linked to clear criteria” (Biancarosa, 2005, p. 21).

Daily formative assessments, often informal, are used to identify student progress, to determine the next goal for student learning, to plan interventions, to identify the need for alternative resources or techniques, and to encourage students to reflect on their learning.

The line between assessment and instruction is often seamless as teachers use daily classroom interactions and assignments as the basis for making judgments and providing feedback to students, often based on co-created criteria. Feedback improves learning when it gives each student specific guidance on both strengths and weaknesses.

Teachers also need to consider the following points:

- Students should use metacognitive strategies for self-assessment and to think about their learning.
- Students building and setting criteria supports self- and peer assessment.
- Summative assessments measure students' overall progress toward Prescribed Learning Outcomes.

**7. Focussed teaching is essential.**

“All children need instruction, but some children need incredible amounts of close, personal instruction and repeated demonstrations of how readers and writers go about reading and writing” (Allington, 1994, p. 23).

“Students need more structured modeling, demonstrating, and coaching and less assigning” (Allington & Cunningham, 1996, p. 45).

Students benefit from direct explicit instruction especially in the area of comprehension (Biancarosa & Snow, 2004).

“Attention therefore should be given not only to increasing the amount of writing instruction students receive and the amount of writing they do, but also to increasing the quality of the writing instruction and assignments” (Biancarosa & Snow, 2004, p. 19).

“The talk is respectful, supportive, and productive. The teachers not only model the kinds of conversations that they expect, but creating these conversational communities becomes a focus throughout the year” (E. Close, 2001, p. 1).

Teaching has a clear focus, is matched to the learning needs of each student and moves the student toward more independence. Using the Gradual Release of Responsibility model (Pearson & Gallagher, 1983), students move from a high level of teacher support with the

teacher modelling, demonstrating, and explaining strategies, to student-guided practice, and then to independent practice.

Developmentally appropriate teaching involves work with whole class strategic instruction, small flexible groups based on student needs and interests, and individual application.

Proficient reading in third grade and above is sustained and enhanced by teachers who provide deep and wide opportunities to read, introduce and teach different kinds of texts, and support students' reasoning about text. In addition, teachers need to focus their instruction on students' acquisition of new knowledge and vocabulary, particularly through wide reading, but also through explicit attention to acquiring networks of new concepts through instruction (adapted from CIERA, 1998, p. 1).

Explicit writing instruction is crucial at all grades. Through writing mini-lessons, students learn the craft of writing as they read, listen, discuss, and write, often in response to good literature.

**8. A resource-rich environment makes a big difference.**

“...student choice and control in reading materials and activities foster both reading enjoyment and engagement” (Worthy, Broaddus, & Ivey, 2001, p. 58).

“This multi-sourced instruction allows students to work in materials of appropriate complexity and supports a high level of engagement, a sense of ownership, and a personalization of instruction” (E. Close, 2001, p. 2).

A print-rich environment is crucial. Books, magazines, and newspapers should be abundant. All students, reading at all different reading levels, need to be able to access interesting works of many different genres that tie in with cross-curricular studies and interests – texts they can read and want to read.

Students in classrooms with library centres read about 50 percent more than other students without such centres (Allington & Cunningham, 1996, p. 97). In fact, Allington (2006, p. 71) found that the most successful teachers had about 1500 books in their classrooms. Allington (2006, p. 70) recommends at least 500 different books in every classroom with those split evenly between narratives and informational books and about equally between books that are on or near grade-level difficulty and books that are below grade-level.

Information technology and multimedia resources provide new ways to access information and new forms of learning.

**9. Struggling and/or reluctant literacy learners benefit from research-based interventions.**

“At-risk and delayed readers have the best chance for success if classroom instruction and remedial instruction are not only of high quality but are also congruent” (Gaskins, 1998, p. 537).

Only 10% of struggling readers in the upper elementary grades struggle with decoding... while many more struggle with comprehension (Biancarosa & Snow, 2004, p. 3).

“Key elements of research-based interventions include: improving classroom instruction; enhancing access to intensive, expert instruction; expanding available instructional time; and availability of support for older struggling readers” (Allington, 2006, p. 141).

Successful intervention complements high-quality classroom instruction; it does not replace it. This is true for struggling readers of all ages.

Many struggling readers in upper elementary grades have minimal or low-level comprehension but are excellent decoders. A much smaller number struggle with decoding, which ultimately affects reading comprehension as well. Still others can read very well but choose not to do so. Although they are described as aliterate, they too are struggling readers.

Unfortunately, research indicates that there are no quick fixes. Some students will take more time and more instruction. The goal for all readers is making meaning. Support and intervention work toward this goal.

**10. Successful family-school partnerships improve student literacy learning.**

Family involvement improves student achievement, attitudes towards learning and self-esteem (International Reading Association, 2002).

Research indicates that parent-school links in the area of literacy learning are key determinants of student success and this is true regardless of the family’s educational background or social status. “It is that connection between home and school, between knowledgeable teachers and willing parents, that can make all the difference in children’s literacy learning” (Rasinski, 1995, p. 5).

**Summary**

Effective teachers make instructional decisions based on their knowledge of literacy learning (based on sound research), clearly defined developmentally appropriate learning outcomes, and their knowledge of individual student’s strengths and needs. High standards, rich, meaningful, and engaging content, developmentally appropriate teaching practices, and assessment that drives instruction work together to scaffold successful language arts learning.

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# PRESCRIBED LEARNING OUTCOMES

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*English Language Arts K to 7*



**P**rescribed Learning Outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, learning outcomes set out the required knowledge, skills, and attitudes – what students are expected to know and be able to do – by the end of the specified course.

### UNDERSTANDING THE PREScribed LEARNING OUTCOMES

Schools have the responsibility to ensure that all Prescribed Learning Outcomes in this curriculum are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed Learning Outcomes for English Language Arts K to 7 are presented by curriculum organizer and suborganizer, and are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

#### *Wording of the Prescribed Learning Outcomes*

All learning outcomes complete the stem, “It is expected that students will....”

When used in a Prescribed Learning Outcome, the word “**including**” indicates that any ensuing item **must be addressed**. Lists of items introduced by the word “including” represent a set of minimum requirements associated with the general requirement set out by the outcome. The lists are not necessarily exhaustive, however, and teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

Conversely, the abbreviation “**e.g.**” (for example) in a Prescribed Learning Outcome indicates that the ensuing items are provided for illustrative purposes or clarification, and are **not required**. Presented in parentheses, the list of items introduced by “e.g.” is neither exhaustive nor prescriptive, nor is it put forward in any special order of importance or priority. Teachers are free to substitute items of their own choosing that they feel best address the intent of the Prescribed Learning Outcome.

### DOMAINS OF LEARNING

Prescribed Learning Outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom’s taxonomy.

The **cognitive domain** deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding, and application, and higher mental processes. These levels are determined by the verb used in the learning outcome, and illustrate how student learning develops over time.

- *Knowledge* includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- *Understanding and application* represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- *Higher mental processes* include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The **affective domain** concerns attitudes, beliefs, and the spectrum of values and value systems.

The **psychomotor domain** includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.





PRESCRIBED LEARNING OUTCOMES

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*By Grade*



## KINDERGARTEN

### Prescribed Learning Outcomes: English Language Arts

*It is expected that students will:*

#### DEVELOPING ORAL LANGUAGE (SPEAKING AND LISTENING) ABILITIES

##### *Oral Language Learning and Extending Thinking*

- A1 use speaking and listening when engaging in exploratory and imaginative play to
  - express themselves
  - ask for assistance
  - exchange ideas
  - experiment with new ideas or materials
- A2 engage in speaking and listening activities to share ideas about pictures, stories, information **text**, and experiences
- A3 demonstrate use of social language to interact co-operatively with others and to solve problems
- A4 demonstrate being a good listener for a sustained period of time
- A5 demonstrate being a good speaker (including sustaining conversation on a familiar topic)
- A6 use oral language to explain, inquire, and compare
- A7 experiment with language and demonstrate enhanced vocabulary usage

##### *Strategies for Oral Language*

- A8 connect what is already known with new experiences during speaking and listening activities
- A9 ask questions to construct and clarify meaning

##### *Features of Oral Language*

- A10 use meaningful **syntax** when speaking (e.g., include a subject and verb, and simple connecting words when needed)
- A11 speak clearly enough to be understood by peers and adults
- A12 demonstrate auditory discrimination and orally manipulate sounds in words (i.e., use **phonological awareness**)

#### DEVELOPING READING AND VIEWING ABILITIES

##### *Learning Reading (and Viewing) and Extending Thinking*

- B1 demonstrate awareness of the connection between reading, writing, and oral language
- B2 respond to literature through a variety of activities (e.g., role playing, art, music, **choral reading**, talking)
- B3 engage in reading or reading-like behaviour

##### *Strategies for Learning to Read and View*

- B4 in discussions, use **strategies** before reading and viewing to enhance comprehension, including
  - accessing prior knowledge
  - predicting
  - making connections
  - asking questions
- B5 in discussions, use **strategies** during reading and viewing to monitor comprehension, including
  - predicting and confirming unknown words and events by using language patterns and pictures
  - making pictures in their heads (visualizing)
  - asking the question, “Does that make sense?”
- B6 engage in discussions and create representations after reading and viewing to reflect on the **text** to confirm meaning

KINDERGARTEN, CONTINUED

**Prescribed Learning Outcomes: English Language Arts**

*Features of Reading and Viewing*

- B7 demonstrate understanding of **concepts about print** and **concepts about books** (e.g., there is a directionality to print; books are for reading)
- B8 identify most of the letters of the alphabet and their sounds, and a few **high-frequency words**, including their name and names of significant others

**DEVELOPING WRITING AND REPRESENTING ABILITIES**

*Learning Writing (and Representing) and Extending Thinking*

- C1 create simple messages using a combination of pictures, symbols, letters, and words to convey meaning
- C2 recognize that writing can be “talk written down” and that print carries a constant message
- C3 show an interest in, and a positive attitude toward, writing and representing

*Strategies for Learning to Write and Represent*

- C4 engage in discussions before writing and representing to generate ideas when responding to **text** and classroom experiences (e.g., observing, listening, using the other senses, drawing, brainstorming, listing, webbing, partner-talk)
- C5 express meaning during writing and representing by using **invented spelling** and copying existing words/representations
- C6 engage in discussions after writing or representing about the experience of writing or representing and share work with others

*Features of Writing and Representing*

- C7 print most of the letters of the alphabet, own name, and a few simple words, and record a prominent sound in a word

## GRADE 1

### Prescribed Learning Outcomes: English Language Arts

*It is expected that students will:*

#### ORAL LANGUAGE (SPEAKING AND LISTENING)

##### *Purposes (Oral Language)*

- A1 use speaking and listening to interact with others for the purposes of
  - contributing to a class goal
  - exchanging ideas on a topic
  - making connections
  - completing tasks
  - engaging in play
- A2 use speaking to explore, express, and present ideas, information, and feelings, by
  - generally staying on topic
  - using descriptive words about people, places, things, and events
  - telling or retelling stories and experiences in a logical sequence
  - sharing connections made
- A3 listen for a variety of purposes and demonstrate comprehension, by
  - retelling or restating
  - following two-step instructions
  - asking questions for clarification and understanding
  - sharing connections made

##### *Strategies (Oral Language)*

- A4 use **strategies** when interacting with others, including
  - making and sharing connections
  - asking questions for clarification and understanding
  - taking turns as speaker and listener
- A5 use **strategies** when expressing and presenting ideas, information, and feelings, including
  - accessing prior knowledge
  - organizing thinking by following a simple framework
  - predicting some things the audience needs to know
- A6 use **strategies** when listening to make and clarify meaning, including
  - preparing for listening
  - focussing on the speaker
  - asking questions
  - recalling ideas

##### *Thinking (Oral Language)*

- A7 demonstrate enhanced vocabulary knowledge and usage
- A8 engage in speaking and listening activities to develop a deeper understanding of **texts** (e.g., presenting a personal collection, listening to the telling of a story from an oral tradition)
- A9 use speaking and listening in group activities (including creative exploration and play) to develop thinking by identifying relationships and acquiring new ideas
- A10 reflect on their speaking and listening to identify their strengths and to discuss attributes of good speakers and listeners

## GRADE 1, CONTINUED

### Prescribed Learning Outcomes: English Language Arts

#### *Features (Oral Language)*

- A11 use the **features** of oral language to convey and derive meaning, including using most words correctly and expressing ideas clearly
- A12 demonstrate **phonological awareness**, by
- identifying and creating rhyming words
  - identifying and creating **alliteration**
  - segmenting the flow of speech into separate words
  - using sound segmenting and sound blending of syllables and **phonemes** in words

#### READING AND VIEWING

#### *Purposes (Reading and Viewing)*

- B1 read and demonstrate comprehension of **grade-appropriate** literary **texts** (e.g., stories, legends, poems)
- B2 read and demonstrate comprehension of **grade-appropriate** information **texts**
- B3 read and reread **just-right texts** independently for 10 to 15 minutes daily for enjoyment and to improve **fluency** and comprehension
- B4 view and demonstrate understanding that visual **texts** are sources of information

#### *Strategies (Reading and Viewing)*

- B5 use **strategies** before reading and viewing, including
- accessing prior knowledge to make connections
  - making predictions
  - asking questions
  - setting a purpose
- B6 use some comprehension and **word-decoding strategies** during reading and viewing to construct, monitor, and confirm meaning, including
- predicting and making connections
  - visualizing
  - figuring out unknown words
  - self-monitoring and self-correcting
  - retelling
- B7 use **strategies** after reading and viewing to confirm and extend meaning, including
- rereading or “re-viewing”
  - discussing with others
  - retelling
  - sketching
  - writing a response

#### *Thinking (Reading and Viewing)*

- B8 respond to selections they read or view, by
- expressing an opinion supported with a reason
  - making **text-to-self**, **text-to-text**, and **text-to-world** connections
- B9 read and view to expand knowledge, by
- predicting and connecting
  - comparing and inferring
  - inquiring and explaining
- B10 reflect on their reading and viewing to identify their strengths and to discuss attributes of good readers and viewers

GRADE 1, CONTINUED

Prescribed Learning Outcomes: English Language Arts

*Features (Reading and Viewing)*

- B11 recognize and derive meaning from the **structures** and **features** of **texts**, including
- **concepts about print** and **concepts about books**
  - elements of stories (e.g., beginning, middle, end; character, setting, events)
  - ‘**text features**’
  - the vocabulary needed to talk about **texts** (e.g., book, author, title, illustrator, pictures)
- B12 recognize and **fluently** identify all alphabetic letters and their associated sounds, and recognize word patterns and some **high-frequency words**

WRITING AND REPRESENTING

*Purposes (Writing and Representing)*

- C1 create straightforward **personal writing** and representations that express simple ideas, feelings, likes, and dislikes, featuring
- **ideas** represented through words, sentences, and images that connect to a topic
  - developing **sentence fluency** by using **simple sentences** that relate to each other
  - developing **word choice** by attempting to use descriptive words and interesting details
  - developing **voice** by showing some evidence of individuality
  - an **organization** that follows a **form** or **text** presented or modelled by the teacher, such as a list, card, or letter
- C2 create straightforward **informational writing** and representations, using prompts to elicit ideas and knowledge, featuring
- **ideas** represented through words, sentences, and images that connect to a topic
  - developing **sentence fluency** by using **simple sentences**, patterns, labels, and captions
  - developing **word choice** by beginning to use content-specific vocabulary and some detail
  - developing **voice** by showing how they think and feel about a topic
  - an **organization** that follows a **form** modelled by the teacher, such as a list, web, chart, cluster, or other **graphic organizer**
- C3 create **imaginative writing** and representations, often modelled on those they have read, heard, or viewed, featuring
- **ideas** represented through sentences and images that generally connect to a topic
  - developing **sentence fluency** by using **simple sentences**, dialogue, phrases, and poetic language
  - developing **word choice** by attempting to use new and descriptive words
  - developing **voice** by showing some evidence of individuality
  - an **organization** that generally follows a **form** presented or modelled by the teacher; stories include a beginning, middle, and end

GRADE 1, CONTINUED

Prescribed Learning Outcomes: English Language Arts

*Strategies (Writing and Representing)*

- C4 use **strategies** before writing and representing, including
  - setting a purpose
  - identifying an audience
  - participating in developing class-generated criteria
  - generating, selecting, and organizing ideas from home and/or school experiences
- C5 use **strategies** during writing and representing to express thoughts in written and visual form (e.g., looking at picture books and student writing samples as models)
- C6 use a **strategy** after writing and representing to improve their work (e.g., sharing their written work and representations, checking for completeness, adding details)

*Thinking (Writing and Representing)*

- C7 use writing and representing to express personal responses and likes or dislikes about experiences or **texts**
- C8 use writing and representing to extend their thinking
- C9 reflect on their writing and representing to identify their strengths and to discuss attributes of good writers and representers

*Features (Writing and Representing)*

- C10 use some **features** and **conventions** of language to express meaning in their writing and representing, including
  - complete **simple sentences**
  - “s” to form plural of familiar words
  - capital letters at the beginning of people’s names and of sentences, and capitalize the pronoun “I”
  - a period to mark the end of a sentence
  - words from their oral language vocabulary as well as less familiar words from class-displayed lists
  - knowledge of consonant and short vowel sounds to spell phonically regular one-syllable words
  - spelling phonically irregular **high-frequency words** from memory
  - attempting to spell unknown words through **phonic knowledge** and skills and visual memory
  - legible printing from left to right of all uppercase and lowercase letters
  - appropriate spacing between letters and between words

GRADE 2

**Prescribed Learning Outcomes: English Language Arts**

*It is expected that students will:*

**ORAL LANGUAGE (SPEAKING AND LISTENING)**

***Purposes (Oral Language)***

- A1 use speaking and listening to interact with others for the purposes of
  - contributing to a class goal
  - exchanging ideas on a topic
  - making connections
  - completing tasks
  - engaging in play
- A2 use speaking to explore, express, and present ideas, information, and feelings, by
  - staying on topic in a focussed discussion
  - recounting experiences in a logical sequence
  - retelling stories, including characters, setting, and plot
  - reporting on a topic with a few supporting facts and details
  - sharing connections made
- A3 listen attentively for a variety of purposes and demonstrate comprehension, by
  - retelling or paraphrasing information shared orally
  - following three- and four-step instructions
  - asking for clarification and explanation
  - sharing connections made

***Strategies (Oral Language)***

- A4 use **strategies** when interacting with others, including
  - accessing prior knowledge
  - making and sharing connections
  - asking questions for clarification and understanding
  - taking turns as speaker and listener
- A5 use **strategies** when expressing and presenting ideas, information, and feelings, including
  - accessing prior knowledge
  - organizing thinking by following a framework or rehearsing
  - clarifying and confirming meaning
  - predicting what the audience needs to know for understanding
  - adjusting volume and tone to the needs of the audience
- A6 use **strategies** when listening to make and clarify meaning, including
  - making a prediction
  - focussing on the speaker
  - asking questions
  - recalling main ideas

GRADE 2, CONTINUED

Prescribed Learning Outcomes: English Language Arts

*Thinking (Oral Language)*

- A7 demonstrate enhanced vocabulary knowledge and usage
- A8 engage in speaking and listening activities to develop a deeper understanding of **texts** (e.g., listening to the telling of a story from an oral tradition, listening to information **text** from science or social studies)
- A9 use speaking and listening to develop thinking, by
  - acquiring new ideas
  - making connections
  - inquiring
  - comparing and contrasting
  - summarizing
- A10 reflect on and assess their speaking and listening, by
  - referring to class-generated criteria
  - setting a goal for improvement
  - making a simple plan to work on their goal

*Features (Oral Language)*

- A11 use the **features** of oral language to convey and derive meaning, including
  - **text structure**
  - grammar and usage
  - enunciation
  - receptive listening posture
- A12 recognize the **structures** and patterns of language in oral **texts**, including
  - word families
  - root words
  - rhyme
  - structural sequencing cues

READING AND VIEWING

*Purposes (Reading and Viewing)*

- B1 read **fluently** and demonstrate comprehension of **grade-appropriate** literary **texts** (e.g., stories, legends, poems)
- B2 read **fluently** and demonstrate comprehension of **grade-appropriate** information **texts**
- B3 read and reread **just-right texts** independently for 15 to 20 minutes daily for enjoyment and to increase **fluency** and comprehension
- B4 view and demonstrate comprehension of visual **texts** (e.g., signs, illustrations, diagrams)

GRADE 2, CONTINUED

Prescribed Learning Outcomes: English Language Arts

*Strategies (Reading and Viewing)*

- B5 use **strategies** before reading and viewing, including
- accessing prior knowledge to make connections
  - making predictions
  - asking questions
  - setting a purpose
- B6 use **strategies** during reading and viewing to construct, monitor, and confirm meaning, including
- predicting and making connections
  - visualizing
  - figuring out unknown words
  - self-monitoring and self-correcting
  - retelling and beginning to summarize
- B7 use **strategies** after reading and viewing to confirm and extend meaning, including
- rereading or “re-viewing”
  - discussing with others
  - retelling and beginning to summarize
  - sketching
  - writing a response

*Thinking (Reading and Viewing)*

- B8 respond to selections they read or view, by
- expressing an opinion supported with reasons
  - making **text-to-self**, **text-to-text**, and **text-to-world** connections
- B9 read and view to expand knowledge, by
- predicting and connecting
  - comparing and inferring
  - inquiring and generalizing
- B10 reflect on and assess their reading and viewing, by
- referring to class-generated criteria
  - setting a goal for improvement
  - making a simple plan to work on their goal

*Features (Reading and Viewing)*

- B11 recognize and derive meaning from the **structures** and **features** of **texts**, including
- **concepts about print** and **concepts about books**
  - elements of stories (e.g., character, setting, problem, solution)
  - ‘**text features**’
  - the vocabulary associated with **texts** (e.g., pictures, headings, table of contents, key facts)
- B12 use knowledge of word patterns, word families, and letter-sound relationships to **decode** unknown words and recognize an increasing number of **high-frequency words**

GRADE 2, CONTINUED

Prescribed Learning Outcomes: English Language Arts

WRITING AND REPRESENTING

*Purposes (Writing and Representing)*

- C1 create **personal writing** and representations that express connections to personal experiences, ideas, likes, and dislikes, featuring
  - **ideas** developed through the use of relevant details that connect to a topic
  - **sentence fluency** using some variety in sentence length and pattern
  - developing **word choice** by using some varied and descriptive language
  - developing **voice** by showing some evidence of individuality
  - a logical **organization**
- C2 create **informational writing** and representations about non-complex topics and procedures, featuring
  - **ideas** beginning to be developed through the use of relevant details
  - **sentence fluency** using some variety of sentence length and an emerging variety in pattern
  - developing **word choice** by using some content-specific vocabulary and details
  - developing **voice** by showing how they think and feel about a topic
  - an **organization** that includes a beginning that signals a topic and ideas that are generally logically sequenced
- C3 create **imaginative writing** and representations, sometimes based on models they have read, heard, or viewed, featuring
  - **ideas** developed through the use of details that enhance the topic or **mood**
  - **sentence fluency** using sentence variety, dialogue, phrases, and poetic language
  - developing **word choice** by using some varied descriptive and sensory language
  - developing **voice** by showing some evidence of individuality
  - an **organization** that includes a well-developed beginning and logically ordered, imaginative ideas or details

*Strategies (Writing and Representing)*

- C4 use **strategies** before writing and representing, including
  - setting a purpose
  - identifying an audience
  - participating in developing class-generated criteria
  - generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics
- C5 use **strategies** during writing and representing to express thoughts, including
  - referring to class-generated criteria
  - referring to word banks
  - examining models of literature/visuals
  - **revising** and **editing**
- C6 use **strategies** after writing and representing to improve their work, including
  - checking their work against established criteria
  - **revising** to enhance a writing trait (e.g., **ideas, sentence fluency, word choice, voice, organization**)
  - **editing** for **conventions** (e.g., capitals, punctuation, spelling)

GRADE 2, CONTINUED

Prescribed Learning Outcomes: English Language Arts

*Thinking (Writing and Representing)*

- C7 use writing and representing to express personal responses and opinions about experiences or **texts**
- C8 use writing and representing to extend thinking by presenting new understandings in a variety of **forms** (e.g., comic strip, poem, skit, **graphic organizer**)
- C9 reflect on and assess their writing and representing, by
  - referring to class-generated criteria
  - setting a goal for improvement
  - making a simple plan to work on their goal

*Features (Writing and Representing)*

- C10 use some **features** and **conventions** of language to express meaning in their writing and representing, including
  - complete **simple sentences**, and begin to use **compound sentences**
  - some paragraph divisions
  - generally correct noun-pronoun and subject-verb agreement
  - past and present tenses
  - capital letters at the beginning of proper nouns and sentences
  - periods, question marks, or exclamation marks at the end of sentences
  - commas to separate items in a series
  - words from their oral vocabulary, personal word list, and class lists
  - spelling words of more than one syllable, **high-frequency** irregular words, and regular plurals by applying **phonic knowledge** and skills and visual memory
  - attempting to spell unfamiliar words by applying **phonic knowledge** and skills and visual memory
  - conventional Canadian spelling of common words
  - letters printed legibly, consistent in shape and size, with appropriate spacing between letters and words

GRADE 3

**Prescribed Learning Outcomes: English Language Arts**

*It is expected that students will:*

**ORAL LANGUAGE (SPEAKING AND LISTENING)**

***Purposes (Oral Language)***

- A1 use speaking and listening to interact with others for the purposes of
  - contributing to a class goal
  - sharing ideas and opinions
  - making connections
  - solving problems
  - completing tasks
- A2 use speaking to explore, express, and present ideas, information, and feelings for different purposes, by
  - staying on topic in a focussed discussion
  - recounting experiences in a logical sequence
  - presenting a central idea with supporting details
  - using specific and descriptive vocabulary
  - sharing connections made
- A3 listen purposefully to understand ideas and information, by
  - identifying the main ideas and supporting details
  - generating questions
  - visualizing and sharing

***Strategies (Oral Language)***

- A4 use a variety of **strategies** when interacting with others, including
  - accessing prior knowledge
  - making and sharing connections
  - asking questions for clarification and understanding
  - taking turns as speaker and listener
- A5 use a variety of **strategies** when expressing and presenting ideas, information, and feelings, including
  - setting a purpose
  - accessing prior knowledge
  - generating ideas
  - making and sharing connections
  - asking questions to clarify and confirm meaning
  - organizing information
  - practising delivery
  - self-monitoring and self-correcting in response to feedback
- A6 use a variety of **strategies** when listening to make and clarify meaning, including
  - accessing prior knowledge
  - making predictions about content before listening
  - focussing on speaker
  - listening for specifics
  - asking questions
  - recalling and summarizing
  - visualizing
  - monitoring comprehension

GRADE 3, CONTINUED

Prescribed Learning Outcomes: English Language Arts

*Thinking (Oral Language)*

- A7 demonstrate enhanced vocabulary knowledge and usage
- A8 engage in speaking and listening activities to develop a deeper understanding of **texts** (e.g., creative responses to **text**)
- A9 use speaking and listening to extend thinking, by
  - acquiring new ideas
  - making connections
  - inquiring
  - comparing and contrasting
  - summarizing
- A10 reflect on and assess their speaking and listening, by
  - referring to class-generated criteria
  - reflecting on and discussing peer and adult feedback
  - setting goals and creating a plan for improvement
  - taking steps toward achieving goals

*Features (Oral Language)*

- A11 use the **features** of oral language to convey and derive meaning, including
  - **text structure**
  - sentence lengths and types
  - transitions
  - **syntax** (i.e., grammar and usage)
  - enunciation
  - receptive listening posture
- A12 recognize the **structures** and patterns of language in oral **texts**, including
  - word families
  - root words
  - **sound devices**, such as rhyme, repetition, and **alliteration**
  - structural sequencing cues
  - **idiomatic expressions**

GRADE 3, CONTINUED

Prescribed Learning Outcomes: English Language Arts

READING AND VIEWING

*Purposes (Reading and Viewing)*

- B1 read **fluently** and demonstrate comprehension of a range of **grade-appropriate** literary **texts**, such as
  - stories from various Aboriginal and other cultures
  - stories from a variety of **genres** (e.g., folktales, legends, adventure, humour, biographies, mysteries)
  - series and chapter books
  - picture books
  - poems
- B2 read **fluently** and demonstrate comprehension of **grade-appropriate** information **texts**, such as
  - non-fiction books
  - textbooks and other instructional materials
  - materials that contain simple diagrams, charts, or maps
  - reports and articles from children’s magazines
  - reference materials
  - web sites designed for children
  - instructions and procedures
- B3 read and reread **just-right texts** independently for 20 minutes daily for enjoyment and to increase **fluency** and comprehension
- B4 view and demonstrate comprehension of visual **texts** (e.g., cartoons, illustrations, diagrams, posters)

*Strategies (Reading and Viewing)*

- B5 use a variety of **strategies** before reading and viewing, including
  - accessing prior knowledge to make connections
  - setting a purpose
  - making predictions
  - asking questions
  - previewing **texts**
- B6 use a variety of **strategies** during reading and viewing to construct, monitor, and confirm meaning, including
  - predicting
  - making connections
  - visualizing
  - asking and answering questions
  - using **‘text features’**
  - self-monitoring and self-correcting
  - figuring out unknown words
  - reading selectively
  - summarizing
- B7 use a variety of **strategies** after reading and viewing to confirm and extend meaning, including
  - self-monitoring and self-correcting
  - generating and responding to questions
  - generating a response
  - visualizing
  - retelling and summarizing
  - using **‘text features’** to locate information
  - using **graphic organizers** to record information

GRADE 3, CONTINUED

Prescribed Learning Outcomes: English Language Arts

*Thinking (Reading and Viewing)*

- B8 respond to selections they read or view, by
- expressing an opinion with some supporting evidence
  - making **text-to-self**, **text-to-text**, and **text-to-world** connections
  - giving reasons for choosing to read or view particular **texts**
- B9 read and view to extend thinking, by
- predicting
  - developing connections and explanations
  - distinguishing between fact and fiction
  - drawing conclusions
- B10 reflect on and assess their reading and viewing, by
- referring to class-generated criteria
  - setting goals and creating a plan for improvement
  - taking steps toward achieving goals

*Features (Reading and Viewing)*

- B11 recognize and derive meaning from the **structures** and **features** of **texts**, including
- **form**, function, and **genre** of **text** (e.g., brochure about smoking to inform students; **genre** is persuasive)
  - **literary elements** (e.g., plot, **conflict**, **theme**, character, setting)
  - **literary devices** (e.g., **imagery**, **simile**, rhyme, rhythm, **alliteration**)
  - ‘**text features**’ (e.g., headings, diagrams, columns, sidebars)

WRITING AND REPRESENTING

*Purposes (Writing and Representing)*

- C1 create a variety of clear **personal writing** and representations that express connections to personal experiences, ideas, and opinions, featuring
- **ideas** supported by related details
  - **sentence fluency** using a variety of sentence lengths and patterns
  - experimentation with **word choice** by using new and different words
  - an emerging **voice** demonstrating a developing writing **style**
  - an **organization** that is meaningful and logical
- C2 create a variety of clear, easy-to-follow **informational writing** and representations, featuring
- **ideas** that are adequately developed through relevant details and explanations
  - **sentence fluency** through a variety of correctly constructed sentences
  - **word choice** by using some new and precise words including content-specific vocabulary
  - a **voice** that demonstrates interest in and knowledge of the topic
  - an **organization** that includes an introduction, and logically connected and sequenced details
- C3 create a variety of **imaginative writing** and representations following patterns modelled from literature, featuring
- **ideas** developed through interesting **sensory detail**
  - **sentence fluency** developed through experimenting with some smooth patterns, and phrasing that is beginning to sound natural
  - experimentation with **word choice** by using new, unusual words and varied descriptive and sensory language
  - an emerging **voice** demonstrating a developing writing **style**
  - an **organization** that develops logically from an engaging opening through to a satisfying ending

GRADE 3, CONTINUED

**Prescribed Learning Outcomes: English Language Arts**

*Strategies (Writing and Representing)*

- C4 use a variety of **strategies** before writing and representing, including
  - setting a purpose
  - identifying an audience
  - participating in developing class-generated criteria
  - generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics
- C5 use a variety of **strategies** during writing and representing to express thoughts, including
  - referring to class-generated criteria
  - referring to word banks
  - examining models of literature/visuals
  - using information from multiple sources
  - consulting reference materials
  - **revising** and **editing**
- C6 use a variety of **strategies** after writing and representing to improve their work, including
  - checking their work against established criteria
  - **revising** to enhance writing traits (e.g., **ideas, sentence fluency, word choice, voice, organization**)
  - **editing** for **conventions** (e.g., capitals, punctuation, spelling)

*Thinking (Writing and Representing)*

- C7 use writing and representing to express personal responses and opinions about experiences and **texts**
- C8 use writing and representing to extend thinking, by
  - developing explanations
  - expressing an alternative viewpoint
  - demonstrating new understandings
- C9 reflect on and assess their writing and representing, by
  - referring to class-generated criteria
  - setting goals and creating a plan for improvement
  - taking steps toward achieving goals

## GRADE 3, CONTINUED

## Prescribed Learning Outcomes: English Language Arts

*Features (Writing and Representing)*

- C10 use the **features** and **conventions** of language to express meaning in their writing and representing, including
- complete **simple** and **compound sentences**
  - various sentence types (e.g., **declarative, interrogative, imperative, exclamatory**)
  - paragraphs, with some accuracy
  - correct subject-verb agreement
  - past and present tenses
  - noun and pronoun agreement
  - capitalization in titles of books and stories
  - punctuation at the end of sentences
  - apostrophes to form common contractions and to show possession
  - commas in a series, dates, addresses, and locations
  - new words from their oral language and reading experiences
  - spelling phonically regular, three-syllable words, by applying **phonic knowledge** and skills and visual memory
  - conventional Canadian spelling of familiar words, and spelling of unfamiliar words by applying generalizations to assist
  - **strategies** for correctly spelling frequently misspelled words
  - legible print, and begin to show proper alignment, shape, and slant of cursive writing
  - spacing words and sentences consistently on a line and page

GRADE 4

**Prescribed Learning Outcomes: English Language Arts**

*It is expected that students will:*

**ORAL LANGUAGE (SPEAKING AND LISTENING)**

***Purposes (Oral Language)***

- A1 use speaking and listening to interact with others for the purposes of
  - contributing to a class goal
  - sharing ideas and opinions
  - improving and deepening comprehension
  - solving problems
  - completing tasks
- A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by
  - staying on topic in a focussed discussion
  - recounting experiences in a logical order
  - using an effective introduction and conclusion
  - using details or examples to enhance meaning
  - explaining and supporting a viewpoint
- A3 listen purposefully to understand ideas and information, by
  - summarizing main ideas and supporting details
  - generating questions
  - visualizing and sharing
  - identifying opinions or viewpoints
  - ignoring distractions

***Strategies (Oral Language)***

- A4 select and use **strategies** when interacting with others, including
  - accessing prior knowledge
  - making and sharing connections
  - asking questions for clarification and understanding
  - taking turns as speaker and listener
  - paraphrasing to clarify meaning
- A5 select and use **strategies** when expressing and presenting ideas, information, and feelings, including
  - setting a purpose
  - accessing prior knowledge
  - generating ideas
  - making and sharing connections
  - asking questions to clarify and confirm meaning
  - organizing information
  - practising delivery
  - self-monitoring and self-correcting in response to feedback
- A6 select and use **strategies** when listening to make and clarify meaning, including
  - accessing prior knowledge
  - making predictions about content before listening
  - focussing on the speaker
  - listening for specifics
  - generating questions
  - recalling, summarizing, and synthesizing
  - visualizing
  - monitoring comprehension

GRADE 4, CONTINUED

Prescribed Learning Outcomes: English Language Arts

*Thinking (Oral Language)*

- A7 demonstrate enhanced vocabulary knowledge and usage
- A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to **texts**
- A9 use speaking and listening to improve and extend thinking, by
  - acquiring new ideas
  - making connections and asking questions
  - comparing and analysing ideas
  - developing explanations
  - considering alternative viewpoints
  - investigating problems and creating solutions
- A10 reflect on and assess their speaking and listening, by
  - referring to class-generated criteria
  - reflecting on and discussing peer and adult feedback
  - setting goals and creating a plan for improvement
  - taking steps toward achieving goals

*Features (Oral Language)*

- A11 use the **features** of oral language to convey and derive meaning, including
  - **text structure**
  - a variety of sentence lengths, structures, and types
  - smooth transitions
  - **syntax** (i.e., grammar and usage)
  - enunciation
  - nonverbal communication
  - receptive listening posture
- A12 recognize the **structures** and patterns of language in oral **texts**, including
  - **sound devices**
  - root words
  - word families
  - structural sequencing cues
  - **idiomatic expressions**

GRADE 4, CONTINUED

Prescribed Learning Outcomes: English Language Arts

READING AND VIEWING

*Purposes (Reading and Viewing)*

- B1 read **fluently** and demonstrate comprehension of a range of **grade-appropriate** literary **texts**, including
  - stories from various Aboriginal and other cultures
  - stories from a variety of **genres** (e.g., folktales, legends, autobiography, historical fiction)
  - poems that make obvious use of **literary devices**
- B2 read **fluently** and demonstrate comprehension of **grade-appropriate** information **texts**, such as
  - non-fiction books
  - textbooks and other instructional materials
  - materials that contain diagrams, charts, illustrations, or graphs
  - reports and articles from newspapers and children’s magazines
  - reference material
  - web sites designed for children
  - instructions and procedures
- B3 read and reread **just-right texts** independently for 30 minutes daily for enjoyment and to increase **fluency** and comprehension
- B4 view and demonstrate comprehension of visual **texts** (e.g., cartoons, illustrations, diagrams, posters, photographs, advertising)

GRADE 4, CONTINUED

**Prescribed Learning Outcomes: English Language Arts**

*Strategies (Reading and Viewing)*

- B5 select and use **strategies** before reading and viewing to develop understanding of **text**, including
- setting a purpose and constructing personal goals
  - accessing prior knowledge to make connections
  - making predictions
  - asking questions
  - previewing **texts**
- B6 select and use **strategies** during reading and viewing to construct, monitor, and confirm meaning, including
- predicting
  - making connections
  - visualizing
  - asking and answering questions
  - making inferences and drawing conclusions
  - using ‘**text features**’
  - self-monitoring and self-correcting
  - figuring out unknown words
  - reading selectively
  - determining the importance of ideas/events
  - visually representing **texts**
  - summarizing and synthesizing
- B7 select and use **strategies** after reading and viewing to confirm and extend meaning, including
- self-monitoring and self-correcting
  - generating and responding to questions
  - making inferences and drawing conclusions
  - reflecting and responding
  - visualizing
  - using ‘**text features**’ to locate information
  - using **graphic organizers** to record information
  - summarizing and synthesizing

*Thinking (Reading and Viewing)*

- B8 respond to selections they read or view, by
- expressing an opinion with supporting evidence
  - explaining connections (**text-to-self**, **text-to-text**, **text-to-world**)
  - discussing and giving reasons for their choice of favourite **texts**
- B9 read and view to improve and extend thinking, by
- predicting and explaining
  - visualizing
  - distinguishing between fact and opinion
  - analysing **texts** to consider alternatives
  - drawing conclusions
  - recognizing alternative viewpoints
  - summarizing and synthesizing
- B10 reflect on and assess their reading and viewing, by
- referring to class-generated criteria
  - setting goals and creating a plan for improvement
  - taking steps toward achieving goals

## GRADE 4, CONTINUED

### Prescribed Learning Outcomes: English Language Arts

#### *Features (Reading and Viewing)*

- B11 explain how **structures** and **features** of **text** work to develop meaning, including
- **form**, function, and **genre** of **text** (e.g., brochure about smoking to inform students; **genre** is persuasive)
  - ‘**text features**’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars)
  - **literary elements** (e.g., character, setting, problem, plot, climax, **conflict**, **theme**, conclusion)
  - non-fiction elements (e.g., **topic sentence**, development of ideas with supporting details, central idea)
  - **literary devices** (e.g., **imagery**, **sensory detail**, **simile**, **metaphor**)
  - **idiomatic expressions**

#### WRITING AND REPRESENTING

#### *Purposes (Writing and Representing)*

- C1 write clear, focussed **personal writing** for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring
- clearly developed **ideas** using effective supporting details and explanations
  - **sentence fluency** through a variety of sentence lengths and patterns, with some emerging fluidity
  - experimentation with **word choice** by using new, different, more precise and powerful words
  - an authentic **voice** demonstrating a developing writing **style**
  - an **organization** that is meaningful, logical, and effective, and showcases a central idea or **theme**
- C2 write a variety of clear **informational writing** for a range of purposes and audiences, featuring
- clearly developed **ideas** by using clear, focussed, useful, and interesting details and explanations
  - **sentence fluency** through a variety of sentence lengths and patterns, with some emerging fluidity
  - **word choice** by using some new and precise words including content-specific vocabulary
  - a **voice** demonstrating an appreciation of, interest in, and knowledge of the topic
  - an **organization** that includes an introduction that states the purpose, with easy to follow and logically sequenced details, and an ending that makes sense
- C3 write a variety of **imaginative writing** modelled from literature, featuring
- well-developed **ideas** through the use of supporting details, especially interesting **sensory detail**
  - **sentence fluency** through a variety of sentence lengths and patterns, with some emerging fluidity
  - effective **word choice** by experimenting with new, more powerful and varied words, especially descriptive words
  - a **voice** demonstrating some sense of individuality
  - an **organization** that develops smoothly with a logical sequence, beginning with an engaging opening through to a satisfying ending
- C4 create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic, featuring
- development of **ideas** through clear, focussed, and useful details
  - connections to personal feelings, experiences, opinions, and information
  - an expressive **voice**
  - an **organization** in which key ideas are evident

GRADE 4, CONTINUED

**Prescribed Learning Outcomes: English Language Arts**

*Strategies (Writing and Representing)*

- C5 select and use **strategies** before writing and representing, including
- setting a purpose
  - identifying an audience
  - selecting a **genre** and **form** from samples provided
  - developing class-generated criteria based on analysis of the **form** of writing or representing
  - generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics
- C6 select and use **strategies** during writing and representing to express and refine thoughts, including
- referring to class-generated criteria
  - examining models of literature
  - combining multiple sources of information
  - consulting reference material
  - considering and applying feedback from conferences to **revise ideas, organization, voice, word choice, and sentence fluency**
  - ongoing **revising** and **editing**
- C7 select and use **strategies** after writing and representing to improve their work, including
- checking their work against established criteria
  - reading aloud and listening for **fluency**
  - **revising** to enhance writing traits (e.g., **ideas, sentence fluency, word choice, voice, organization**)
  - **editing** for **conventions** (e.g., grammar and usage, capitalization, punctuation, spelling)

*Thinking (Writing and Representing)*

- C8 use writing and representing to express personal responses and relevant opinions in response to experiences and **texts**
- C9 use writing and representing to extend thinking, by
- developing explanations
  - expressing alternative viewpoints
  - creating new understandings
- C10 reflect on and assess their writing and representing, by
- referring to class-generated criteria
  - setting goals and creating a plan for improvement
  - taking steps toward achieving goals

GRADE 4, CONTINUED

Prescribed Learning Outcomes: English Language Arts

*Features (Writing and Representing)*

C11 use the **features** and **conventions** of language to express meaning in their writing and representing, including

- complete **simple** and **compound sentences**
- paragraphs to show the beginning of new ideas
- correct noun-pronoun agreement
- past, present, and future tenses
- capitalization to designate organizations and to indicate beginning of quotations
- commas after introductory words in sentences and when citing addresses
- capitalization and punctuation (e.g., commas, apostrophes, begin to use quotation marks and commas in dialogue)
- spelling multi-syllable words by applying **phonic knowledge** and skills and visual memory
- conventional Canadian spelling for familiar and frequently used words
- spelling unfamiliar words by applying **strategies** (e.g., **phonic knowledge**, use of common spelling patterns, dictionaries, **word walls**, thesaurus)
- legible writing that demonstrates awareness of alignment, shape, and slant
- spacing words and sentences consistently on a line and page

GRADE 5

**Prescribed Learning Outcomes: English Language Arts**

*It is expected that students will:*

**ORAL LANGUAGE (SPEAKING AND LISTENING)**

*Purposes (Oral Language)*

- A1 use speaking and listening to interact with others for the purposes of
  - contributing to a class goal
  - sharing and explaining ideas, viewpoints, and opinions (e.g., debating)
  - improving and deepening comprehension
  - solving problems
  - completing tasks
- A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by
  - staying on topic in a focussed discussion
  - recounting experiences in a logical order
  - using an effective introduction and conclusion
  - using effective details, evidence, or examples to enhance meaning
  - explaining and supporting a viewpoint
- A3 listen purposefully to understand ideas and information, by
  - summarizing and synthesizing main ideas and supporting details
  - generating questions
  - visualizing and sharing
  - making inferences and drawing conclusions
  - interpreting the speaker’s verbal and nonverbal messages
  - ignoring distractions

GRADE 5, CONTINUED

Prescribed Learning Outcomes: English Language Arts

*Strategies (Oral Language)*

- A4 select and use **strategies** when interacting with others, including
  - accessing prior knowledge
  - making and sharing connections
  - asking questions for clarification and understanding
  - taking turns as speaker and listener
  - paraphrasing to clarify meaning
- A5 select and use **strategies** when expressing and presenting ideas, information, and feelings, including
  - setting a purpose
  - accessing prior knowledge
  - generating ideas
  - making and sharing connections
  - asking questions to clarify and confirm meaning
  - organizing information
  - practising delivery
  - self-monitoring and self-correcting in response to feedback
- A6 select and use **strategies** when listening to make and clarify meaning, including
  - accessing prior knowledge
  - making predictions about content before listening
  - focussing on the speaker
  - listening for specifics
  - generating questions
  - recalling, summarizing, and synthesizing
  - drawing inferences and conclusions
  - distinguishing between fact and opinion
  - visualizing
  - monitoring comprehension

*Thinking (Oral Language)*

- A7 demonstrate enhanced vocabulary knowledge and usage
- A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to **texts**
- A9 use speaking and listening to improve and extend thinking, by
  - questioning and speculating
  - acquiring new ideas
  - analysing and evaluating ideas
  - developing explanations
  - considering alternative viewpoints
  - problem solving
- A10 reflect on and assess their speaking and listening, by
  - referring to class-generated criteria
  - considering and incorporating peer and adult feedback
  - setting goals and creating a plan for improvement
  - taking steps toward achieving goals

GRADE 5, CONTINUED

Prescribed Learning Outcomes: English Language Arts

*Features (Oral Language)*

- A11 use the **features** of oral language to convey and derive meaning, including
- **text structure**
  - a variety of sentence lengths, structures, and types
  - smooth transitions and connecting words
  - **syntax** (i.e., grammar and usage)
  - **diction**
  - nonverbal communication
  - receptive listening posture
- A12 recognize the **structures** and patterns of language in oral **texts**, including
- **literary devices**
  - **sound devices**
  - structural sequencing cues
  - **idiomatic expressions**

READING AND VIEWING

*Purposes (Reading and Viewing)*

- B1 read **fluently** and demonstrate comprehension of a range of **grade-appropriate** literary **texts**, including
- stories from various Aboriginal and other cultures
  - literature from Canada and other countries
  - stories from a variety of **genres** (e.g., myths, fantasy)
  - poems that make use of **literary devices**
- B2 read **fluently** and demonstrate comprehension of **grade-appropriate** information **texts**, including
- non-fiction books
  - textbooks and other instructional materials
  - visual or graphic materials
  - reports and articles from magazines
  - newspapers
  - reference material
  - appropriate web sites
  - instructions and procedures
- B3 read and reread **just-right texts** independently for 30 minutes daily for enjoyment and to increase **fluency** and comprehension
- B4 view and demonstrate comprehension of visual **texts** (e.g., signs, cartoons, illustrations, newspapers, diagrams, posters, videos, advertising)

GRADE 5, CONTINUED

Prescribed Learning Outcomes: English Language Arts

*Strategies (Reading and Viewing)*

- B5 select and use **strategies** before reading and viewing to develop understanding of **text**, including
- setting a purpose and considering personal reading goals
  - accessing prior knowledge to make connections
  - making predictions
  - asking questions
  - previewing **texts**
- B6 select and use **strategies** during reading and viewing to construct, monitor, and confirm meaning, including
- predicting
  - making connections
  - visualizing
  - asking and answering questions
  - making inferences and drawing conclusions
  - using **‘text features’**
  - self-monitoring and self-correcting
  - figuring out unknown words
  - reading selectively
  - determining the importance of ideas/events
  - summarizing and synthesizing
- B7 select and use **strategies** after reading and viewing to confirm and extend meaning, including
- self-monitoring and self-correcting
  - generating and responding to questions
  - making inferences and drawing conclusions
  - reflecting and responding
  - visualizing
  - using **‘text features’** to locate information
  - using **graphic organizers** to record information
  - summarizing and synthesizing

*Thinking (Reading and Viewing)*

- B8 respond to selections they read or view, by
- expressing an opinion with supporting evidence
  - explaining connections (**text-to-self**, **text-to-text**, and **text-to-world**)
  - identifying personally meaningful selections, passages, and images
- B9 read and view to improve and extend thinking, by
- developing explanations
  - distinguishing between fact and opinion
  - analysing **texts** to consider alternatives
  - drawing conclusions
  - comparing various viewpoints
  - summarizing and synthesizing
- B10 reflect on and assess their reading and viewing, by
- referring to class-generated criteria
  - setting goals and creating a plan for improvement
  - taking steps toward achieving goals

GRADE 5, CONTINUED

Prescribed Learning Outcomes: English Language Arts

*Features (Reading and Viewing)*

- B11 explain how **structures** and **features** of **text** work to develop meaning, including
- **form**, function, and **genre** of **text** (e.g., brochure about smoking to inform students; **genre** is persuasive)
  - ‘**text features**’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, **pull-quotes**)
  - **literary elements** (e.g., character, setting, problem, plot, climax, **conflict**, **theme**, conclusion, resolution)
  - non-fiction elements (e.g., **topic sentence**, development of ideas with supporting details, central idea)
  - **literary devices** (e.g., **imagery**, **sensory detail**, **simile**, **metaphor**)
  - **idiomatic expressions**

WRITING AND REPRESENTING

*Purposes (Writing and Representing)*

- C1 write a variety of clear, focussed **personal writing** for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring
- clearly developed **ideas** by using effective supporting details, explanations, and comparisons
  - **sentence fluency** through sentence variety and lengths, with increasing rhythm and flow
  - effective **word choice** by using a greater number of new, powerful, and more precise words
  - an emerging and honest **voice**
  - an **organization** that is meaningful, logical, and effective, and showcases a central idea or **theme**
- C2 write a variety of clear, focussed **informational writing** for a range of purposes and audiences, featuring
- clearly developed **ideas** by using interesting supporting details and explanations
  - **sentence fluency** through clear, well-constructed sentences that demonstrate a variety of sentence lengths and patterns, with an increasingly fluid **style**
  - effective **word choice** through the use of new words, words selected for specificity, and powerful adverbs and verbs
  - a **voice** demonstrating an appreciation of, and interest in, the topic
  - an **organization** that includes a purposeful introduction, followed by a well-developed and logical sequence of details, with a conclusion that summarizes the details
- C3 write a variety of **imaginative writing** for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring
- well-developed **ideas** through the use of supporting details especially interesting **sensory detail**
  - **sentence fluency** through a variety of sentence lengths and patterns, with increasing fluidity
  - effective **word choice** by using engaging figurative and sensory language
  - a **voice** demonstrating an emerging sense of individuality
  - an **organization** that includes an engaging opening, followed by a sequence of effectively described ideas that leads to a satisfying conclusion
- C4 create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring
- development of **ideas** by making connections to personal feelings, experiences, opinions, and information
  - an expressive **voice**
  - an **organization** in which key ideas are evident

GRADE 5, CONTINUED

Prescribed Learning Outcomes: English Language Arts

*Strategies (Writing and Representing)*

- C5 select and use **strategies** before writing and representing, including
- setting a purpose
  - identifying an audience, **genre**, and **form**
  - analysing examples of successful writing and representing in different **forms** and **genres** to identify key criteria
  - developing class-generated criteria based on analysis of the **form** of writing or representing
  - generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics
- C6 select and use **strategies** during writing and representing to express and refine thoughts, including
- referring to class-generated criteria
  - analysing models of literature
  - accessing multiple sources of information
  - consulting reference materials
  - considering and applying feedback to **revise ideas, organization, voice, word choice, and sentence fluency**
  - ongoing **revising** and **editing**
- C7 select and use **strategies** after writing and representing to improve their work, including
- checking their work against established criteria
  - **revising** to enhance writing traits (e.g., **ideas, sentence fluency, word choice, voice, organization**)
  - **editing** for **conventions** (e.g., grammar and usage, capitalization, punctuation, spelling)

*Thinking (Writing and Representing)*

- C8 use writing and representing to express personal responses and relevant opinions about experiences and **texts**
- C9 use writing and representing to extend thinking, by
- developing explanations
  - expressing alternative opinions or perspectives
  - exploring new ideas (e.g., expressing an unfamiliar viewpoint)
- C10 reflect on and assess their writing and representing, by
- referring to class-generated criteria
  - setting goals and creating a plan for improvement
  - taking steps toward achieving goals

*Features (Writing and Representing)*

- C11 use the **features** and **conventions** of language to express meaning in their writing and representing, including
- complete **simple** and **compound sentences** and begin to use **complex sentences**
  - effective paragraphing
  - past, present, and future tenses
  - capitalization in titles, headings, and subheadings
  - passages of dialogue indicated with quotation marks and paragraphs
  - appropriate uses of apostrophes
  - conventional Canadian spelling for familiar and frequently used words
  - spelling unfamiliar words by applying **strategies** (e.g., **phonic knowledge**, use of common spelling patterns, dictionaries, **word walls**, thesaurus)
  - legible writing with alignment, shape, and slant

GRADE 6

**Prescribed Learning Outcomes: English Language Arts**

*It is expected that students will:*

**ORAL LANGUAGE (SPEAKING AND LISTENING)**

*Purposes (Oral Language)*

- A1 use speaking and listening to interact with others for the purposes of
  - contributing to group success
  - discussing and comparing ideas and opinions (e.g., debating)
  - improving and deepening comprehension
  - discussing concerns and resolving problems
  - completing a variety of tasks
- A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by
  - using prior knowledge and/or other sources of evidence
  - staying on topic in focussed discussions
  - presenting in a clear, focussed, organized, and effective manner
  - explaining and effectively supporting a viewpoint
- A3 listen purposefully to understand and analyse ideas and information, by
  - summarizing and synthesizing
  - generating questions
  - visualizing and sharing
  - making inferences and drawing conclusions
  - interpreting the speaker’s verbal and nonverbal messages, purposes, and perspectives
  - analysing
  - ignoring distractions

GRADE 6, CONTINUED

Prescribed Learning Outcomes: English Language Arts

*Strategies (Oral Language)*

- A4 select and use **strategies** when interacting with others, including
- accessing prior knowledge
  - making and sharing connections
  - asking questions for clarification and understanding
  - taking turns as speaker and listener
  - paraphrasing to clarify meaning
- A5 select and use **strategies** when expressing and presenting ideas, information, and feelings, including
- setting a purpose
  - accessing prior knowledge
  - generating ideas
  - making and sharing connections
  - asking questions to clarify and confirm meaning
  - organizing information
  - practising delivery
  - self-monitoring and self-correcting in response to feedback
- A6 select and use **strategies** when listening to make and clarify meaning, including
- accessing prior knowledge
  - making predictions about content before listening
  - focussing on the speaker
  - listening for specifics
  - generating questions
  - recalling, summarizing, and synthesizing
  - drawing inferences and conclusions
  - distinguishing between fact and opinion
  - visualizing
  - monitoring comprehension

*Thinking (Oral Language)*

- A7 demonstrate enhanced vocabulary knowledge and usage
- A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to **texts**
- A9 use speaking and listening to improve and extend thinking, by
- questioning and speculating
  - acquiring new ideas
  - analysing and evaluating ideas
  - developing explanations
  - considering alternative viewpoints
  - summarizing and synthesizing
  - problem solving
- A10 reflect on and assess their speaking and listening, by
- referring to class-generated criteria
  - considering and incorporating peer and adult feedback
  - setting goals and creating a plan for improvement
  - taking steps toward achieving goals

GRADE 6, CONTINUED

Prescribed Learning Outcomes: English Language Arts

*Features (Oral Language)*

- A11 recognize and apply the **features** of oral language to convey and derive meaning, including
- context (e.g., audience, purpose, situation)
  - **text structure**
  - a variety of sentence lengths, structures, and types
  - smooth transitions and connecting words
  - **syntax** (i.e., grammar and usage)
  - **diction**
  - nonverbal communication
  - receptive listening posture
- A12 recognize the **structures** and patterns of language in oral **texts**, including
- **literary devices**
  - **sound devices**
  - structural sequencing cues
  - **idiomatic expressions**

READING AND VIEWING

*Purposes (Reading and Viewing)*

- B1 read **fluently** and demonstrate comprehension and interpretation of a range of **grade-appropriate** literary **texts**, featuring variety in **theme** and writing techniques, including
- stories from Aboriginal and other cultures
  - literature from Canada and other countries
  - short stories and novels exposing students to unfamiliar contexts
  - short plays that are straightforward in **form** and content
  - poetry in a variety of **forms**
- B2 read **fluently** and demonstrate comprehension of **grade-appropriate** information **texts** with some specialized language, including
- non-fiction books
  - textbooks and other instructional materials
  - visual or graphic materials
  - reports and articles from magazines and journals
  - reference materials
  - appropriate web sites
  - instructions and procedures
  - advertising and promotional materials
- B3 read and reread **just-right texts** for at least 30 minutes daily for enjoyment and to increase **fluency** and comprehension
- B4 demonstrate comprehension of visual **texts** with specialized features (e.g., visual components of media such as magazines, newspapers, web sites, comic books, broadcast media, videos, advertising, and promotional materials)

GRADE 6, CONTINUED

Prescribed Learning Outcomes: English Language Arts

*Strategies (Reading and Viewing)*

- B5 select and use **strategies** before reading and viewing to develop understanding of **text**, including
- setting a purpose and considering personal reading goals
  - accessing prior knowledge to make connections
  - making predictions
  - asking questions
  - previewing **texts**
- B6 select and use **strategies** during reading and viewing to construct, monitor, and confirm meaning, including
- predicting
  - making connections
  - visualizing
  - asking and answering questions
  - making inferences and drawing conclusions
  - using **‘text features’**
  - self-monitoring and self-correcting
  - figuring out unknown words
  - reading selectively
  - determining the importance of ideas/events
  - summarizing and synthesizing
- B7 select and use **strategies** after reading and viewing to confirm and extend meaning, including
- self-monitoring and self-correcting
  - generating and responding to questions
  - making inferences and drawing conclusions
  - reflecting and responding
  - visualizing
  - using **‘text features’** to locate information
  - using **graphic organizers** to record information
  - summarizing and synthesizing

*Thinking (Reading and Viewing)*

- B8 respond to selections they read or view, by
- expressing opinions and making judgments supported by explanations and evidence
  - explaining connections (**text-to-self**, **text-to-text**, and **text-to-world**)
  - identifying personally meaningful selections, passages, and images
- B9 read and view to improve and extend thinking, by
- analysing **texts** and developing explanations
  - comparing various viewpoints
  - summarizing and synthesizing to create new ideas
- B10 reflect on and assess their reading and viewing, by
- referring to class-generated criteria
  - setting goals and creating a plan for improvement
  - taking steps toward achieving goals

GRADE 6, CONTINUED

Prescribed Learning Outcomes: English Language Arts

*Features (Reading and Viewing)*

- B11 explain how **structures** and **features** of **text** work to develop meaning, including
- **form**, function, and **genre** of **text** (e.g., brochure about smoking to inform students; **genre** is persuasive)
  - ‘**text features**’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlinks, **pull-quotes**)
  - **literary elements** (e.g., **characterization**, **mood**, viewpoint, **foreshadowing**, **conflict**, **protagonist**, **antagonist**, **theme**)
  - non-fiction elements (e.g., **topic sentence**, development of ideas with supporting details, central idea)
  - **literary devices** (e.g., **imagery**, **onomatopoeia**, **simile**, **metaphor**)
  - **idiomatic expressions**

WRITING AND REPRESENTING

*Purposes (Writing and Representing)*

- C1 write a variety of clear, focussed **personal writing** for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring
- clearly developed **ideas** by using effective supporting details, explanations, comparisons, and insights
  - **sentence fluency** through sentence variety and lengths with increasing rhythm and flow
  - effective **word choice** through the use of an increasing number of new, varied, and powerful words
  - an honest **voice**
  - an **organization** that is meaningful, logical, and effective, and showcases a central idea or **theme**
- C2 write a variety of effective **informational writing** for a range of purposes and audiences that communicates ideas to inform or persuade, featuring
- clearly developed **ideas** by using focussed and useful supporting details, analysis, and explanations
  - **sentence fluency** through clear, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid **style**
  - effective **word choice** through the use of new vocabulary, words selected for their specificity, and powerful adverbs and verbs
  - a **voice** demonstrating an appreciation and interest in the topic
  - an **organization** with an inviting **lead** that clearly indicates the purpose, and flows smoothly with logically sequenced paragraphs or sections to a satisfying conclusion that summarizes the details
- C3 write a variety of **imaginative writing** for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring
- well-developed **ideas** through the use of interesting **sensory detail**
  - **sentence fluency** through a variety of sentence lengths and patterns, with increasing fluidity
  - effective **word choice** by using engaging figurative and sensory language
  - an authentic **voice**
  - an **organization** that includes an enticing opening, followed by a sequence of effective detail which elaborates events, ideas, and images, that lead to an imaginative or interesting conclusion
- C4 create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring
- development of **ideas** using clear, focussed, and useful details, and by making connections to personal feelings, experiences, opinions, and information
  - an expressive **voice**
  - an **organization** in which key ideas are evident

GRADE 6, CONTINUED

**Prescribed Learning Outcomes: English Language Arts**

*Strategies (Writing and Representing)*

- C5 select and use **strategies** before writing and representing, including
- setting a purpose
  - identifying an audience, **genre**, and **form**
  - analysing examples of successful writing and representing in different **forms** and **genres** to identify key criteria
  - developing class-generated criteria
  - generating, selecting, developing, and organizing ideas from personal interest, prompts, **texts**, and/or research
- C6 select and use **strategies** during writing and representing to express and refine thoughts, including
- referring to class-generated criteria
  - analysing models of literature
  - accessing multiple sources of information
  - consulting reference materials
  - considering and applying feedback from conferences to **revise ideas, organization, voice, word choice, and sentence fluency**
  - ongoing **revising** and **editing**
- C7 select and use **strategies** after writing and representing to improve their work, including
- checking their work against established criteria
  - reading aloud and listening for **fluency**
  - **revising** to enhance writing traits (e.g., **ideas, sentence fluency, word choice, voice, organization**)
  - **editing** for **conventions** (e.g., grammar and usage, capitalization, punctuation, spelling)

*Thinking (Writing and Representing)*

- C8 use writing and representing to express personal responses and relevant opinions about experiences and **texts**
- C9 use writing and representing to extend thinking, by
- developing explanations
  - analysing the relationships in ideas and information
  - exploring new ideas (e.g., examining alternative viewpoints, transposing writing from one **form** to another)
- C10 reflect on and assess their writing and representing, by
- referring to class-generated criteria
  - setting goals and creating a plan for improvement
  - taking steps toward achieving goals

*Features (Writing and Representing)*

- C11 use the **features** and **conventions** of language to express meaning in their writing and representing, including
- complete **simple, compound, and complex sentences**
  - subordinate (i.e., dependent) clauses
  - comparative and superlative forms of adjectives
  - past, present, and future tenses
  - effective paragraphing
  - effective use of punctuation and quotation marks
  - conventional Canadian spelling for familiar and frequently used words
  - spelling unfamiliar words by applying **strategies** (e.g., **phonic knowledge**, use of common spelling patterns, dictionaries, thesaurus)
  - legible writing appropriate to context and purpose

GRADE 7

**Prescribed Learning Outcomes: English Language Arts**

*It is expected that students will:*

**ORAL LANGUAGE (SPEAKING AND LISTENING)**

*Purposes (Oral Language)*

- A1 use speaking and listening to interact with others for the purposes of
  - contributing to group success
  - discussing and analysing ideas and opinions (e.g., debating)
  - improving and deepening comprehension
  - discussing concerns and resolving problems
  - negotiating consensus or agreeing to differ
  - completing a variety of tasks
- A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by
  - using prior knowledge and/or other sources of evidence
  - staying on topic in focussed discussions
  - presenting in a clear, focussed, organized, and effective manner
  - explaining and effectively supporting viewpoints
- A3 listen critically to understand and analyse ideas and information, by
  - summarizing and synthesizing
  - generating questions
  - visualizing and sharing
  - making inferences and drawing conclusions
  - interpreting the speaker’s verbal and nonverbal messages, purposes, and perspectives
  - analysing and evaluating
  - ignoring distractions

GRADE 7, CONTINUED

Prescribed Learning Outcomes: English Language Arts

*Strategies (Oral Language)*

- A4 select and use various **strategies** when interacting with others, including
- accessing prior knowledge
  - making and sharing connections
  - asking questions for clarification and understanding
  - taking turns as speaker and listener
  - paraphrasing to clarify meaning
- A5 select and use various **strategies** when expressing and presenting ideas, information, and feelings, including
- setting a purpose
  - accessing prior knowledge
  - generating ideas
  - making and sharing connections
  - asking questions to clarify and confirm meaning
  - organizing information
  - practising delivery
  - self-monitoring and self-correcting in response to feedback
- A6 select and use various **strategies** when listening to make and clarify meaning, including
- accessing prior knowledge
  - making predictions about content before listening
  - focussing on the speaker
  - listening for specifics
  - generating questions
  - recalling, summarizing, and synthesizing
  - drawing inferences and conclusions
  - distinguishing between fact and opinion
  - visualizing
  - monitoring comprehension

*Thinking (Oral Language)*

- A7 demonstrate enhanced vocabulary knowledge and usage
- A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to **texts**
- A9 use speaking and listening to improve and extend thinking, by
- questioning and speculating
  - acquiring new ideas
  - analysing and evaluating ideas
  - developing explanations
  - considering alternative viewpoints
  - summarizing and synthesizing
  - problem solving
- A10 reflect on and assess their speaking and listening, by
- referring to class-generated criteria
  - considering and incorporating peer and adult feedback
  - setting goals and creating a plan for improvement
  - taking steps toward achieving goals

GRADE 7, CONTINUED

**Prescribed Learning Outcomes: English Language Arts**

*Features (Oral Language)*

- A11 recognize and apply the **features** of oral language to convey and derive meaning, including
- context (e.g., audience, purpose, situation)
  - **text structure**
  - a variety of sentence lengths, structures, and types
  - smooth transitions and connecting words
  - **syntax** (i.e., grammar and usage)
  - **diction**
  - nonverbal communication
  - receptive listening posture
- A12 recognize the **structures** and patterns of language in oral **texts**, including
- **literary devices**
  - **sound devices**
  - structural sequencing cues
  - **idiomatic expressions**

**READING AND VIEWING**

*Purposes (Reading and Viewing)*

- B1 read **fluently** and demonstrate comprehension and interpretation of a range of **grade-appropriate** literary **texts**, featuring some complexity in **theme** and writing techniques, including
- stories from Aboriginal and other cultures
  - literature reflecting a variety of ancient and modern cultures
  - short stories and novels exposing students to unfamiliar contexts
  - short plays that are straightforward in **form** and content
  - poetry in a variety of **forms**
- B2 read **fluently** and demonstrate comprehension of **grade-appropriate** information **texts** with some specialized language and some complex ideas, including
- non-fiction books
  - textbooks and other instructional materials
  - visual or graphic materials
  - reports and articles
  - reference materials
  - appropriate web sites
  - instructions and procedures
  - advertising and promotional materials
- B3 read and reread **just-right texts** for at least 30 minutes daily for enjoyment and to increase **fluency** and comprehension
- B4 demonstrate comprehension of visual **texts** with specialized features and complex ideas (e.g., visual components of media such as magazines, newspapers, web sites, reference books, **graphic novels**, broadcast media, videos, advertising and promotional materials)

GRADE 7, CONTINUED

Prescribed Learning Outcomes: English Language Arts

*Strategies (Reading and Viewing)*

- B5 select and use various **strategies** before reading and viewing to develop understanding of **text**, including
- setting a purpose and considering personal reading goals
  - accessing prior knowledge to make and share connections
  - making predictions
  - asking questions
  - previewing **texts**
- B6 select and use various **strategies** during reading and viewing to construct, monitor, and confirm meaning, including
- predicting
  - making connections
  - visualizing
  - asking and answering questions
  - making inferences and drawing conclusions
  - using ‘**text features**’
  - self-monitoring and self-correcting
  - figuring out unknown words
  - reading selectively
  - determining the importance of ideas/events
  - summarizing and synthesizing
- B7 select and use various **strategies** after reading and viewing to confirm and extend meaning, including
- self-monitoring and self-correcting
  - generating and responding to questions
  - making inferences and drawing conclusions
  - reflecting and responding
  - visualizing
  - using ‘**text features**’ to locate information
  - using **graphic organizers** to record information
  - summarizing and synthesizing

*Thinking (Reading and Viewing)*

- B8 respond to selections they read or view, by
- expressing opinions and making judgments supported by reasons, explanations, and evidence
  - explaining connections (**text-to-self**, **text-to-text**, and **text-to-world**)
  - identifying personally meaningful selections, passages, and images
- B9 read and view to improve and extend thinking, by
- analysing and evaluating ideas and information
  - comparing various viewpoints
  - summarizing and synthesizing to create new ideas
- B10 reflect on and assess their reading and viewing, by
- referring to class-generated criteria
  - setting goals and creating a plan for improvement
  - taking steps toward achieving goals

GRADE 7, CONTINUED

Prescribed Learning Outcomes: English Language Arts

*Features (Reading and Viewing)*

- B11 explain how **structures** and **features** of **text** work to develop meaning, including
- **form**, function, and **genre** of **text** (e.g., brochure about smoking to inform students; **genre** is persuasive)
  - ‘**text features**’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlink, **pull-quotes**)
  - **literary elements** (e.g., **characterization**, **mood**, viewpoint, **foreshadowing**, **conflict**, **protagonist**, **antagonist**, **theme**)
  - non-fiction elements (e.g., **topic sentence**, development of ideas with supporting details, central idea)
  - **literary devices** (e.g., **imagery**, **onomatopoeia**, **simile**, **metaphor**, **symbolism**, **personification**)
  - **idiomatic expressions**

WRITING AND REPRESENTING

*Purposes (Writing and Representing)*

- C1 write a variety of clear, focussed **personal writing** for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring
- clearly developed **ideas** by using effective supporting details, explanations, analysis, and insights
  - **sentence fluency** through sentence variety and patterns with increasingly natural rhythm and flow
  - effective **word choice** through the use of precise nouns, and powerful verbs and modifiers
  - an honest and engaging **voice**
  - an **organization** that is meaningful, logical, and effective, and showcases a central idea or **theme**
- C2 write a variety of effective **informational writing** for a range of purposes and audiences that communicates ideas to inform or persuade, featuring
- clearly developed **ideas** by using focussed and useful supporting details, analysis, and explanations
  - **sentence fluency** through strong, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid **style**
  - effective **word choice** by using content words, precise nouns, and powerful verbs and modifiers
  - a **voice** demonstrating an appreciation and interest in the topic
  - an **organization** that includes an inviting **lead** that clearly indicates the purpose, followed by a well-developed and clear sequence of paragraphs or sections that lead to a strong conclusion
- C3 write a variety of **imaginative writing** for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring
- strategically developed **ideas** by using interesting **sensory detail**
  - **sentence fluency** by using a variety of sentence lengths and patterns, with increasing fluidity
  - effective **word choice** by using purposeful figurative and sensory language with some sophistication and risk-taking
  - an engaging and authentic **voice**
  - an **organization** that includes an enticing opening, followed by a purposeful sequence of well-developed ideas that lead to an imaginative or interesting conclusion
- C4 create meaningful visual representations for a variety of purposes and audiences that communicate a personal response, information, and ideas relevant to the topic, featuring
- development of **ideas** by making connections to personal feelings, experiences, opinions, and information
  - an expressive and individualistic **voice**
  - an **organization** in which key ideas are evident

GRADE 7, CONTINUED

Prescribed Learning Outcomes: English Language Arts

*Strategies (Writing and Representing)*

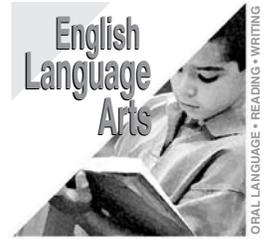
- C5 select and use various **strategies** before writing and representing, including
- setting a purpose
  - identifying an audience, **genre**, and **form**
  - analysing examples of successful writing and representing in different **forms** and **genres** to identify key criteria
  - developing class-generated criteria
  - generating, selecting, developing, and organizing ideas from personal interest, prompts, **texts**, and/or research
- C6 select and use various **strategies** during writing and representing to express and refine thoughts, including
- referring to class-generated criteria
  - analysing models of literature
  - accessing multiple sources of information
  - consulting reference materials
  - considering and applying feedback from conferences to **revise ideas, organization, voice, word choice, and sentence fluency**
  - ongoing **revising** and **editing**
- C7 select and use various **strategies** after writing and representing to improve their work, including
- checking their work against established criteria
  - reading aloud and listening for **fluency**
  - **revising** to enhance writing traits (e.g., **ideas, sentence fluency, word choice, voice, organization**)
  - **editing** for **conventions** (e.g., grammar and usage, capitalization, punctuation, spelling)

*Thinking (Writing and Representing)*

- C8 use writing and representing to critique, express personal responses and relevant opinions, and respond to experiences and **texts**
- C9 use writing and representing to extend thinking, by
- developing explanations
  - analysing the relationships in ideas and information
  - exploring new ideas (e.g., making generalizations, speculating about alternative viewpoints)
- C10 reflect on and assess their writing and representing, by
- relating their work to criteria
  - setting goals and creating a plan for improvement
  - taking steps toward achieving goals

*Features (Writing and Representing)*

- C11 use the **features** and **conventions** of language to express meaning in their writing and representing, including
- complete **simple, compound, and complex sentences**
  - subordinate and independent clauses
  - correct subject-verb and pronoun agreement in sentences with compound subjects
  - correct and effective use of punctuation
  - conventional Canadian spelling for familiar and frequently used words
  - spelling unfamiliar words by applying **strategies** (e.g., **phonic knowledge**, use of common spelling patterns, dictionaries, thesaurus)
  - information taken from secondary sources with source citation
  - legible writing appropriate to context and purpose



# STUDENT ACHIEVEMENT

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## *English Language Arts K to 7*



This section of the IRP contains information about classroom assessment and student achievement, including specific Achievement Indicators to assist in the assessment of student achievement in relation to each Prescribed Learning Outcome. Also included in this section are Key Elements, which provide an overview of the English Language Arts curriculum and the pedagogical understandings required for instruction and delivery.

### UNDERSTANDING THE KEY ELEMENTS

Key Elements provide an overview of the English Language Arts curriculum and the pedagogical understandings required for instruction and delivery.

### UNDERSTANDING THE ACHIEVEMENT INDICATORS

To support the assessment of provincially prescribed curricula, this IRP includes sets of Achievement Indicators in relation to each learning outcome. The Achievement Indicators are arranged by curriculum organizer and suborganizer for each grade; however, this order is not intended to imply a required sequence of instruction and assessment.

Achievement Indicators define the specific level of knowledge acquired, skills applied, or attitudes demonstrated or by the student in relation to a corresponding Prescribed Learning Outcome. They describe what evidence to look for to determine whether or not a student has fully met the intent of the learning outcome.

In some cases, Achievement Indicators may also include suggestions as to the type of task that would provide evidence of having met the learning outcome (e.g., problem solving; a constructed response such as a list, comparison, analysis, or chart; a product created and presented such as a report, poster, or model; a particular skill demonstrated).

Achievement Indicators support the principles of assessment *for* learning, assessment *as* learning, and assessment *of* learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Achievement Indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

Achievement Indicators may be useful to provincial examination development teams and inform the development of exam items. However, examination questions, item formats, exemplars, rubrics, or scoring guides will not necessarily be limited to the Achievement Indicators included in the Integrated Resource Packages.

Specifications for provincial examinations are available online at [www.bced.gov.bc.ca/exams/specs/](http://www.bced.gov.bc.ca/exams/specs/)

## CLASSROOM ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as

- observation
- student self-assessments and peer assessments
- quizzes and tests (written, oral, practical)
- samples of student work
- projects and presentations
- oral and written reports
- journals and learning logs
- performance reviews
- portfolio assessments

Assessment of student performance is based on the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to Prescribed Learning Outcomes.

Three major types of assessment can be used in conjunction to support student achievement.

- Assessment **for** learning is assessment for the purpose of greater learning achievement.
- Assessment **as** learning is assessment as a process of developing and supporting students' active participation in their own learning.
- Assessment **of** learning is assessment for the purpose of providing evidence of achievement for reporting.

### *Assessment for Learning*

Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment – to acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:

- What do students need to learn to be successful?
- What does the evidence of this learning look like?

Assessment for learning is criterion-referenced, in which a student's achievement is compared to established criteria rather than to the performance of other students. Criteria are based on Prescribed Learning Outcomes, as well as on Suggested Achievement Indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

### *Assessment as Learning*

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teacher, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.

**Assessment of Learning**

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the year or at periodic stages in the instructional process.

Large-scale assessments, such as Foundation Skills Assessment (FSA) and Graduation Program exams, gather information on student performance throughout the province and provide information for the development and revision of curriculum. These assessments are used to make judgments about students’ achievement in relation to provincial and national standards.

Assessment of learning is also used to inform formal reporting of student achievement.

For Ministry of Education reporting policy, refer to [www.bced.gov.bc.ca/policy/policies/student\\_reporting.htm](http://www.bced.gov.bc.ca/policy/policies/student_reporting.htm)

For more information about assessment for, as, and of learning, refer to the following resource developed by the Western and Northern Canadian Protocol (WNCP): *Rethinking Assessment with Purpose in Mind*.

This resource is available online at [www.wncp.ca/](http://www.wncp.ca/)

**Criterion-Referenced Assessment and Evaluation**

In criterion-referenced evaluation, a student’s performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum requires that criteria be established based on the learning outcomes.

| Assessment for Learning  | Assessment as Learning  | Assessment of Learning  |
|--|---|---|
| <p><b>Formative assessment is ongoing in the classroom</b></p> <ul style="list-style-type: none"> <li>• teacher assessment, student self-assessment, and/or student peer assessment</li> <li>• criterion-referenced – criteria based on Prescribed Learning Outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task</li> <li>• involves both teacher and student in a process of continual reflection and review about progress</li> <li>• teachers adjust their plans and engage in corrective teaching in response to formative assessment</li> </ul> | <p><b>Formative assessment is ongoing in the classroom</b></p> <ul style="list-style-type: none"> <li>• self-assessment</li> <li>• provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning</li> <li>• student-determined criteria based on previous learning and personal learning goals</li> <li>• students use assessment information to make adaptations to their learning process and to develop new understandings</li> </ul> | <p><b>Summative assessment occurs at end of year or at key stages</b></p> <ul style="list-style-type: none"> <li>• teacher assessment</li> <li>• may be either criterion-referenced (based on Prescribed Learning Outcomes) or norm-referenced (comparing student achievement to that of others)</li> <li>• information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development)</li> <li>• used to make judgments about students’ performance in relation to provincial standards</li> </ul> |

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or a product that indicate how well the student is meeting the Prescribed Learning Outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Wherever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.

### Criterion-referenced assessment and evaluation may involve these steps:

- |                |  |
|----------------|--|
| <b>Step 1</b>  | Identify the Prescribed Learning Outcomes and Suggested Achievement Indicators (as articulated in this IRP) that will be used as the basis for assessment.   |
| <b>Step 2</b>  | Establish criteria. When appropriate, involve students in establishing criteria.   |
| <b>Step 3</b>  | Plan learning activities that will help students gain the attitudes, skills, or knowledge outlined in the criteria.  |
| <b>Step 4</b>  | Prior to the learning activity, inform students of the criteria against which their work will be evaluated.  |
| <b>Step 5</b>  | Provide examples of the desired levels of performance.   |
| <b>Step 6</b>  | Conduct the learning activities.   |
| <b>Step 7</b>  | Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student. |
| <b>Step 8</b>  | Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.  |
| <b>Step 9</b>  | Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met.   |
| <b>Step 10</b> | Communicate the results of the assessment and evaluation to students and parents/guardians.  |



## STUDENT ACHIEVEMENT

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### *Kindergarten*

The Key Elements section provides an overview of the important elements of the English Language Arts K to 7 document. It is divided into two parts:

- Overview
- Pedagogical Understandings for English Language Arts

### *Overview*

The Overview describes the Enduring Understandings for a cluster of grades. These Enduring Understandings are the “big ideas” of the curriculum document, broad statements underlying the “why” of English Language Arts. They are more than goals for a unit or grade; they are the rationale for engaging in English Language Arts, and are embedded in the knowledge, skills, and attitudes described in the Prescribed Learning Outcomes.

In addition, the Overview includes a Snapshot which is derived from the Prescribed Learning Outcomes for a particular grade. The Snapshot offers a brief description of what students who fully meet expectations should know and be able to do. The Snapshot does not replace the Prescribed Learning Outcomes, and as such, is not legally required, but is included to give teachers an overview of expectations at each grade level.

### *Pedagogical Understandings for English Language Arts*

Five interrelated components comprise the Pedagogical Understandings section. Foundational to the English Language Arts curriculum is the framework of the “Gradual Release of Responsibility,” whereby students gradually assume responsibility for independently demonstrating competency in a particular skill or process.

Secondly, a specific focus on metacognition is included in this section. Like the “Gradual Release of Responsibility,” metacognition is a concept that runs through the organizers and suborganizers of the English Language Arts document. Overt and explicit modelling, guiding, and supporting students in learning to “think about their thinking” is integral to English Language Arts K to 7.

Finally, this section contains specific information regarding the three organizers of this curriculum: oral language, reading and viewing, and writing and representing. Each of these components contains key research regarding oral language, reading, and writing, as well as an overview of skills, processes, contexts, and strategies appropriate to each grade. Students learn to speak, listen, read, and write through teacher modelling, demonstration, and practice in a variety of contexts, as well as by stepping back to identify what effective learners do to be successful and then applying that knowledge to their own learning.

# USING THE KEY ELEMENTS SECTION

## Overview

**Enduring Understandings**  
The overarching ideas of English Language Arts Kindergarten to Grade 3

**Prescribed Learning Outcomes**  
See the Prescribed Learning Outcomes specific to each grade

**Snapshot**  
A summary of the Prescribed Learning Outcomes for a specific grade

**Literacy Experiences**  
Typical literacy experiences for Kindergarten students

**STUDENT ACHIEVEMENT • Key Elements – Kindergarten**

**KINDERGARTEN OVERVIEW**

**Enduring Understandings for Kindergarten to Grade 3**

- Meaning-making is a constructive and creative process.
- We learn about ourselves, others, and the world through speaking and listening, reading, and writing.
- Effective readers, writers, speakers, and listeners use a variety of strategies and skills to share, construct, clarify, and confirm meaning.
- Spoken words can be written, and print carries a constant message.

**What students should know and be able to do**

Refer to the Prescribed Learning Outcomes: Oral Language

Refer to the Prescribed Learning Outcomes: Reading and Viewing

**Snapshot**  
Summary derived from the Prescribed Learning Outcomes

- participate in integrated language activities
- to share ideas, interact with others, and extend their thinking in the classroom
- engage in discussions about what makes a good speaker and listener
- use meaningful syntax and speak clearly
- begin to acquire strategies to derive meaning from what is read, heard, and viewed
- use some phonological awareness to increase sound, letter, and word discrimination
- show emerging understanding and enjoyment of print, books, and visuals through a variety of reading, viewing, writing, and representing activities

**Literacy Experiences**

Kindergarten teachers need to provide a rich variety of literacy opportunities for their students that focus on:

- oral language activities that foster growth in listening, speaking, phonological awareness, vocabulary development and social interaction
- reading activities (including reading aloud, shared reading, book exploration and independent reading) that develop concepts about books, concepts about print, and beginning reading processes and skills
- writing activities (including modelled, shared, and independent writing) that develop student appreciation for written expression and their own emergent writing and spelling skills
- word-and-print directed activities that develop students' understanding of the alphabetic principle, phonemic awareness, basic sight vocabulary and printing skills
- rich and varied play and languaging experiences including interaction with a wide range of environmental print and texts to integrate and extend students' uses of language and literacy for a variety of purposes

Examples of literacy experiences include:

- engaging in informal conversations
- playing
- responding to photographs, pictures, stories, classroom experiences (e.g., cooking)
- dramatic play
- making constructions to represent a person or an object in a story, video, song, or play
- performing or watching puppet plays
- brief discussions (sharing led by the teacher)
- chanting, choral reading, singing
- sharing over work
- listening to instructions
- listening to stories
- looking at books (role play reading)
- viewing photographs and illustrations
- talking about favourite books, personal experiences
- participating in shared reading (e.g., short, simple, illustrated, patterned and predictable stories, rhymes, songs, and chants) which feature repetition and high frequency words
- participating in shared reading of classroom, charts and teacher-made books
- participating in collaborative charts or stories scribed by the teacher
- drawing pictures with labels or captions including information texts
- beginning to convey ideas by writing
- reading environmental print
- representing responses (e.g., painting, drawing, plasticine models)

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ENGLISH LANGUAGE ARTS K to 7 • 101

## Pedagogical Understandings for English Language Arts

**Gradual Release of Responsibility**

**Metacognition**

**Oral Language**

**Reading and Viewing**

**Writing and Representing**

**STUDENT ACHIEVEMENT • Key Elements – Kindergarten**

**PEDAGOGICAL UNDERSTANDINGS FOR GRADUAL RELEASE OF RESPONSIBILITY**

An apprenticeship approach to instruction applies to all kinds of responsibility (Pearson & Gallagher, 1983) diagram shows teacher explicitly models a concept or strategy and, over time, application facilitated by metacognition and self-regulation.

**Gradual Release of Responsibility**

**Teacher Mode**

- explains
- demonstrates
- thinks aloud

**Guided Practice**

- teacher and student
- teacher scaffolds the students' attention
- students share their thinking

**Independent Practice**

- students apply strategy
- students receive feedback from teacher

**Application of Strategy**

- students apply strategy

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**STUDENT ACHIEVEMENT • Key Elements – Kindergarten**

**PEDAGOGICAL UNDERSTANDINGS FOR METACOGNITION**

Metacognition is "thinking about thinking" which results in learning processes. It involves the awareness and understanding of one's own thinking and learning processes. Metacognition involves:

- connecting new information to former knowledge
- analyzing and reflecting on tasks
- selecting thinking strategies deliberately
- planning, monitoring, and evaluating thinking processes
- monitoring own learning
- making adjustments and revising the learning
- reflecting on one's own thinking or others' thinking
- reflecting on and evaluating the effects of a thinking strategy
- setting new goals for learning

The internal language used by students when reflecting on themselves as learners. The criteria below could be used to guide and assess student performance, and may be transferred to other grade levels. These criteria are future goals that students can achieve during the school year.

**Criteria for a Good Thinker (Kindergarten)**

- A good thinker
- bases judgments on evidence
- is honest with self
- listens to understand before drawing conclusions
- can tolerate ambiguity
- asks questions
- is open-minded and flexible
- is able to think independently
- identifies and explains personal points of view
- looks for connections among ideas
- extends personal thinking by assimilation
- is self-directed, self-disciplined, self-motivated

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**STUDENT ACHIEVEMENT • Key Elements – Kindergarten**

**PEDAGOGICAL UNDERSTANDINGS FOR ORAL LANGUAGE (SPEAKING)**

Students are continuing to learn to use oral language to express their ideas. They are practicing their skills through engaging in imaginative structures by the teacher. Students also use oral language to regulate their behaviour. To support and assist students in their opportunities to articulate and reflect on their thinking.

**Oral Language Skills and Functions**

- enjoy the aesthetic nature of language (e.g., language rhyming, poetry)
- express feelings and respond to others with empathy
- ask and respond to questions
- express viewpoints
- share stories and retell events

**Strategies for Oral Language**

Students in Kindergarten use the following strategies:

- Interacting** – ask questions to clarify meaning
- Expressing/Presenting** – speak clearly, share experiences
- Listening** – clarify, ask questions, connect with prior knowledge

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**STUDENT ACHIEVEMENT • Key Elements – Kindergarten**

**PEDAGOGICAL UNDERSTANDINGS FOR READING AND VIEWING**

In order for students to acquire the skills of reading a varied support reading in the classroom. Students learn and apply a variety of classroom contexts. As they engage in reading, the complexities of the reading process and of shared learning.

**Developing Reading and Viewing Abilities**

- enjoy a variety of literature
- make connections between literary experiences and imaginative play
- participate in shared reading activities
- engage in reading or reading-like behaviour
- identify letter and words

**Strategies for Reading and Viewing**

Students in Kindergarten use the following strategies:

- Before** – access prior knowledge, predict, make connections
- During** – predict and confirm, visualize, ask "does it make sense?"
- After** – confirm meaning through discussion and reflection

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**STUDENT ACHIEVEMENT • Key Elements – Kindergarten**

**PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING**

Students use pictures, letters, and words to convey messages, express feelings, and describe events. They practise these skills in a variety of informal class contexts, both individually and in groups.

**Developing Writing and Representing Abilities**

- create messages using pictures, letters, and words
- participate in shared writing activities
- respond to new ideas and information
- express self through writing and representing
- understand that print carries a constant message
- print letters of the alphabet and some simple words

**Strategies for Writing and Representing**

Students in Kindergarten use the following strategies:

- Before** – observe, listen, draw, brainstorm, write, partner-talk
- During** – create familiar forms, use invented spelling, copy words
- After** – discuss, share work

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## KINDERGARTEN OVERVIEW

### Enduring Understandings for Kindergarten to Grade 3

- Meaning-making is a constructive and creative process.
- We learn about ourselves, others, and the world through speaking and listening, reading, and writing.
- Effective readers, writers, speakers, and listeners use a variety of strategies and skills to share, construct, clarify, and confirm meaning.
- Spoken words can be written, and print carries a constant message.
- Oral, written, and visual communications have their own conventions. Awareness and use of these conventions make us better communicators.
- Playing and experimenting with language and creating original texts help us to appreciate the artistry of language.
- Successful learners reflect on their thinking and learning to find ways to improve.

*What students should know and be able to do*

Refer to the Prescribed Learning Outcomes:  
Oral Language

*What students should know and be able to do*

Refer to the Prescribed Learning Outcomes:  
Reading and Viewing

*What students should know and be able to do*

Refer to the Prescribed Learning Outcomes:  
Writing and Representing



### Snapshot

*Summary derived from the Prescribed Learning Outcomes for Kindergarten*

- participate in integrated language activities to share ideas, interact with others, and extend their thinking in the classroom
- engage in discussions about what makes a good speaker and listener
- use meaningful syntax and speak clearly
- begin to acquire strategies to derive meaning from what is read, heard, and viewed
- use some phonological awareness to increase sound, letter, and word discrimination
- show emerging understanding and enjoyment of print, books, and visuals through a variety of reading, viewing, writing, and representing activities
- communicate understanding of events, ideas, and information presented in short illustrated, patterned, and predictable books and classroom charts, as well as in read-alouds and shared reading and viewing
- create messages that have meaning (using pictures, symbols, letters, and words)
- begin to acquire strategies to develop ideas and share experiences through writing and representing
- identify the sounds and print most of the letters of the alphabet, their own name, and a few simple words

## KINDERGARTEN OVERVIEW, CONTINUED

### Literacy Experiences

Kindergarten teachers need to provide a rich variety of literacy opportunities for their students that focus on

- oral language activities that foster growth in listening, speaking, phonological awareness, vocabulary development and social interaction
- reading activities (including reading aloud, shared reading, book exploration and independent reading) that develop concepts about books, concepts about print, and beginning reading processes and skills
- writing activities (including modelled, shared, and independent writing) that develop student appreciation for written expression and their own emergent writing and spelling skills
- word-and-print directed activities that develop students' understanding of the alphabetic principle, phonemic awareness, basic sight vocabulary and printing skills
- rich and varied play and languaging experiences including interaction with a wide range of environmental print and texts to integrate and extend students' uses of language and literacy for a variety of purposes

Examples of literacy experiences include

- engaging in informal conversations
- playing
- responding to photographs, pictures, stories, classroom experiences (e.g., cooking)
- dramatic play
- making constructions to represent a person or an object in a story, video, song, or play
- performing or watching puppet plays
- brief discussions/sharing led by the teacher
- chanting, choral reading, singing
- sharing own work
- listening to instructions
- listening to stories
- looking at books/role play reading
- viewing photographs and illustrations
- talking about favourite books, personal experiences
- participating in shared reading (e.g., short, simple, illustrated, patterned and predictable stories, rhymes, songs, and chants) which feature repetition and high frequency words
- participating in shared reading of classroom charts and teacher-made books
- participating in collaborative charts or stories scribed by the teacher
- drawing pictures with labels or captions including information texts
- beginning to convey ideas by writing
- reading environmental print
- representing responses (e.g., painting, drawing, plasticine models)

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: GRADUAL RELEASE OF RESPONSIBILITY

An apprenticeship approach to instruction applies to all language arts teaching. The Gradual Release of Responsibility (Pearson & Gallagher, 1983) diagram shown below outlines the process by which the teacher explicitly models a concept or strategy and, over time, apprentices the students into personalized application facilitated by metacognition and self-regulation.

### Gradual Release of Responsibility

#### Teacher Modelling

- explains
- demonstrates
- thinks aloud



#### Guided Practice

- teacher and students practise
- teacher scaffolds the students' attempts and gives feedback
- students share their thinking with each other



#### Independent Practice

- students apply strategy on their own
- students receive feedback from teacher and other students



#### Application of Strategy

- students apply strategy to new situations

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: METACOGNITION

Metacognition is “thinking about thinking” which results in students’ individual understanding of their own learning processes. It involves the awareness and understanding of how one thinks and uses strategies as an effective learner. In English Language Arts K to 7, metacognitive strategies weave throughout the organizers and suborganizers of the curriculum document. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Metacognition involves

- connecting new information to former knowledge
- analysing and reflecting on tasks
- selecting thinking strategies deliberately
- planning, monitoring, and evaluating thinking processes
- monitoring own learning
- making adjustments and revising the learning
- reflecting on one’s own thinking or others’ thinking
- reflecting on and evaluating the effects of a thinking strategy, or learning process, on learning
- setting new goals for learning

The internal language used by students when reflecting on their learning helps shape their expectations of themselves as learners. The criteria below could be used to describe a good thinker. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

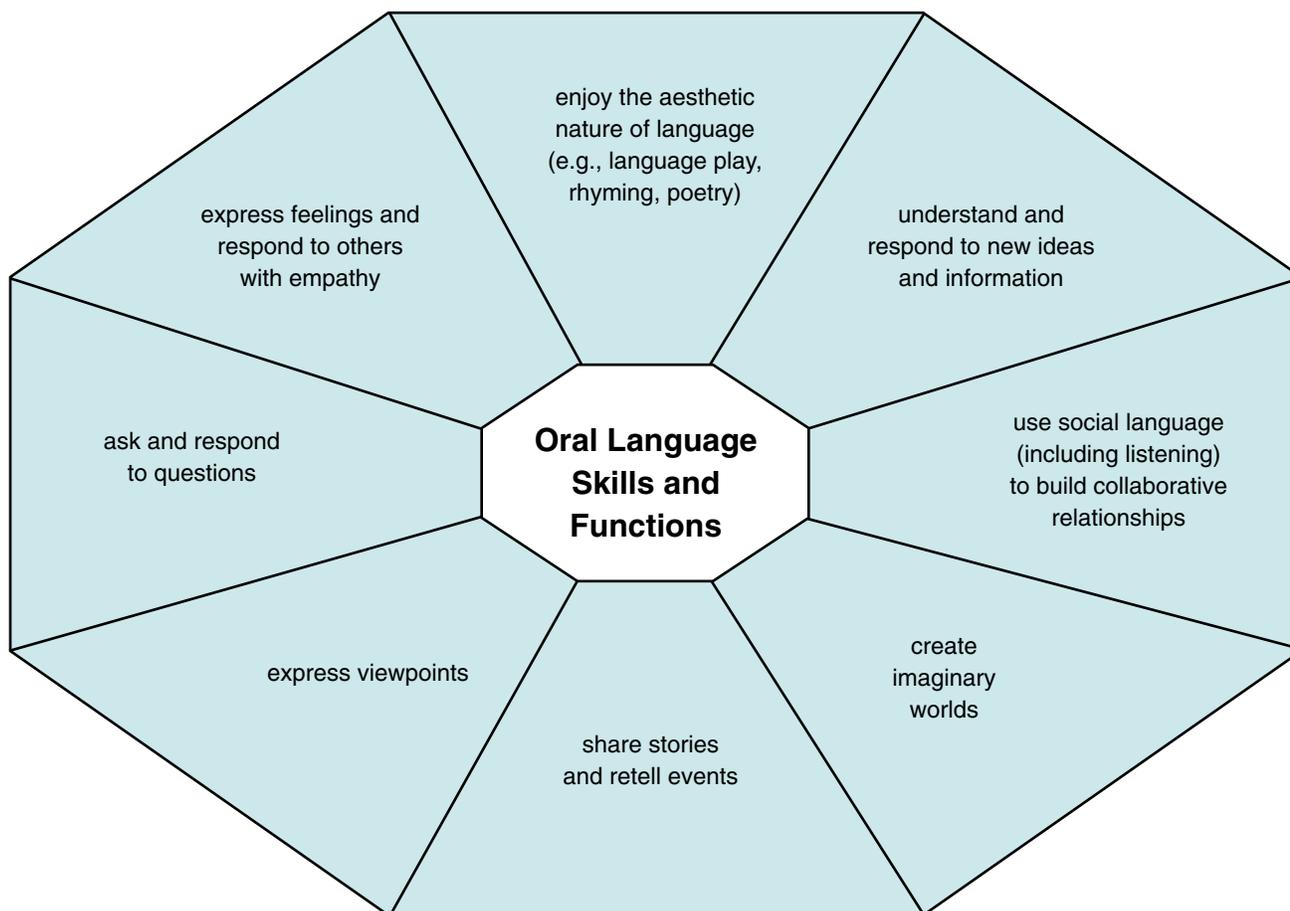
### Criteria for a Good Thinker (Kindergarten to Grade 3)

#### **A good thinker**

- bases judgments on evidence
- is honest with self
- listens to understand before drawing conclusions
- can tolerate ambiguity
- asks questions
- is open-minded and flexible
- is able to think independently
- identifies and explains personal points of view
- looks for connections among ideas
- extends personal thinking by assimilating new ideas and information
- is self-directed, self-disciplined, self-monitoring, and self-correcting

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE (SPEAKING AND LISTENING)

Students are continuing to learn to use oral language to express personal ideas, experiences, and needs. They are practising their skills through engaging in imaginative play, informal activities, and discussions structured by the teacher. Students also use oral language as a tool for shaping thought and for the self-regulation of behaviour. To support and assist students in internalizing their learning, they need many opportunities to articulate and reflect on their thinking.



### Strategies for Oral Language

Students in Kindergarten use the following strategies:

- **Interacting** – ask questions to clarify meaning
- **Expressing/Presenting** – speak clearly, share experiences
- **Listening** – clarify, ask questions, connect with prior knowledge

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE, CONTINUED

The criteria below could be used to describe a good speaker and listener at the primary grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

### Criteria for a Good Speaker and Listener (Kindergarten to Grade 3)

#### A good speaker and listener

- speaks and listens for a variety of purposes
- maintains concentration during listening and speaking
- listens carefully to understand and respond to others' messages
- communicates ideas and information clearly
- organizes ideas and information so that the audience can understand and remember
- uses vocabulary and presentation style that are appropriate for the audience
- uses tone, pace, and volume that are appropriate for the situation
- sustains short conversations by encouraging the speaker and contributing ideas
- is attentive and respectful to others in conversation
- uses language effectively for a variety of purposes
- monitors presentation and is sensitive to audience response
- uses some strategies to overcome difficulties in communication (e.g., unfamiliar vocabulary, a noisy environment, distractions)
- self-evaluates and sets goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE, CONTINUED

### Research Findings Related to Oral Language

Oral language development and its relationship to later reading achievement is central to literacy. Children's oral language development is considered to be a key foundation for successful literacy. (Chaney & Burk, 1998; Primary Program 2000; McCormick, 1999; Strickland, Ganske, & Monroe, 2002)

Research has clearly established the importance of developing oral fluency to later successes in acquiring print. Oral language acts as an underlying foundation to achievement in reading. (Snow, Burns, & Griffin, 1998)

The basis of the relationship between early spoken language and later reading development is generally thought to be causal in nature, such that spoken language skills are fundamental precursors to later successful reading. (Tomblin, 2005, p. 3)

Reading is a language-based activity. Beginning readers use the language they have gained through speaking and listening to help them understand the printed word. (Psutka, 2003)

Early education is the time in which young children develop skills, knowledge and interest in the code-based and meaning aspects of (written and) spoken language. (Justice, 2005, p. 1)

We learn to talk by talking. We learn to listen by listening. The more we talk and listen to others talking, the better our ability to manipulate language, the better our ability to think and therefore to read and write, for both of these are thinking activities. (Moore, 1991, p. 15)

Talk is not only a medium for thinking, it is also an important means by which we learn how to think. From a Vygotskian perspective thinking is an internal dialogue, an internalization of dialogues we've had with others. Our ability to think depends upon the many previous dialogues we have taken part in – we learn to think by participating in dialogues. (Dudley-Marling & Searle, 1991, p. 60)

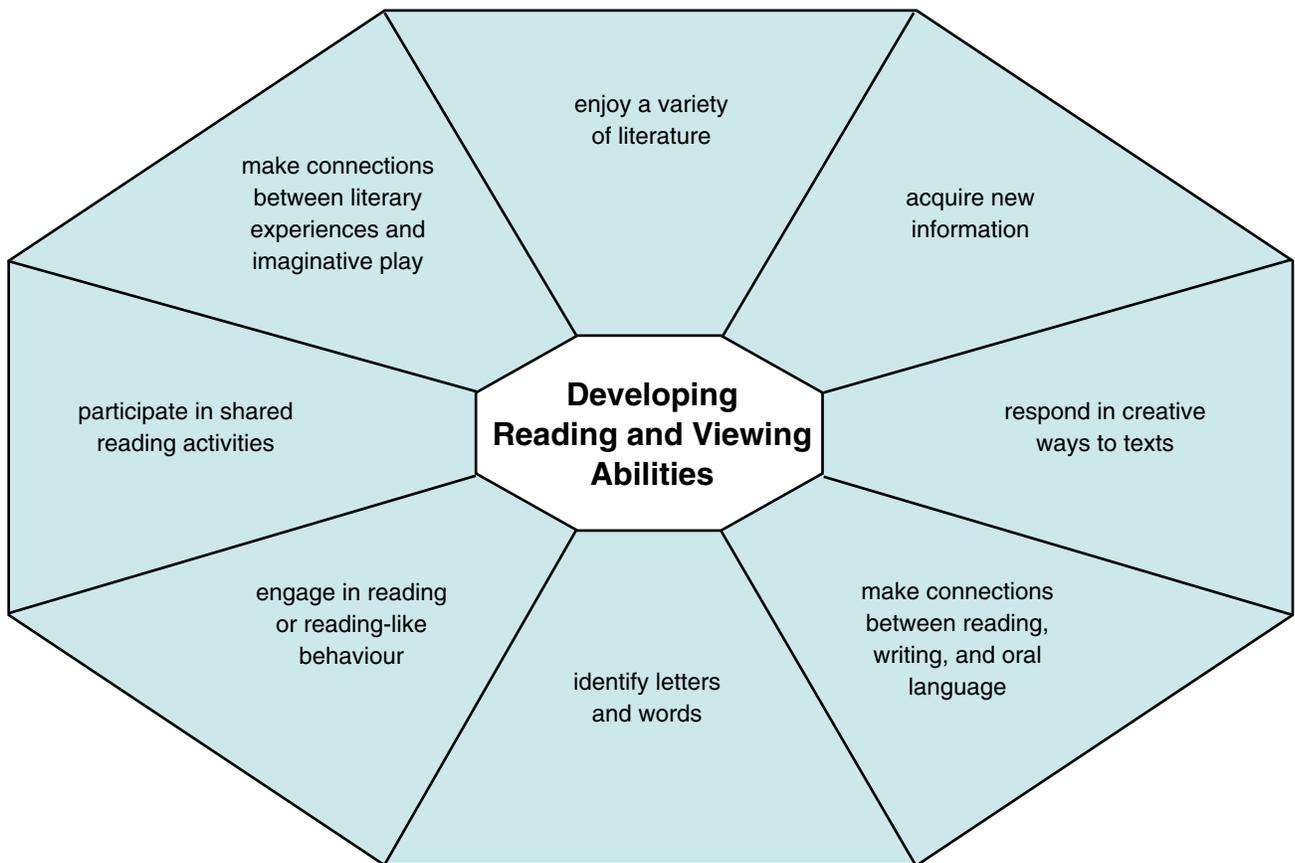
Talk...provides a bridge between literature and the social world of readers. Through classroom conversations, we enable students to develop social and literary awareness; our shared talk creates a comfortable place within which to explore and negotiate our interpretations of literary texts and the world in which we live. (Hynds, 1988, p. 177)

As language arts teachers, one of the most important things we can do for our students is to give them the belief that they can use language to influence the world around them....If students develop that belief, they will attempt to use language to attain goals more readily, they will be less reluctant to participate in classroom activities, and they will improve their behaviour in other aspects of their education and in aspects of their social life. (Backlund, 1988, p. 228)

The primacy of the spoken word in human intercourse cannot be too strongly emphasized. Important though the written word is, most communication takes place in speech; and those who do not listen with attention and cannot speak with clarity, articulateness and confidence are at a disadvantage in almost every aspect of their personal, social and working lives. (Jones, 1988, p. 26)

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING

In order for students to acquire the skills of reading a variety of texts, teachers must model, coach, and support reading in the classroom. Students learn and apply strategies successful readers use by reading in a variety of classroom contexts. As they engage in reading, they explore and learn the skills, strategies, and competencies of the reading process and of shared learning in a group setting.



### Strategies for Reading and Viewing

Students in Kindergarten use the following strategies:

- **Before** – access prior knowledge, predict, make connections, ask questions
- **During** – predict and confirm, visualize, ask “does this make sense?”
- **After** – confirm meaning through discussion and creating representations

**PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS:  
READING AND VIEWING, CONTINUED**

The criteria below could be used to describe a good reader and viewer at the primary grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

**Criteria for a Good Reader and Viewer (Kindergarten to Grade 3)****A good reader and viewer**

- accesses prior knowledge
- asks questions
- makes predictions
- uses three kinds of cues – meaning, sound, visual – to make sense of text. Asks “Does it make sense?” “Does it sound right?” “Does it look right?”
- self-monitors and recognizes when text is not making sense
- uses strategies to overcome problems during reading and viewing
- makes connections before, during, and after reading and viewing
- uses mental images to deepen and extend meaning
- identifies and summarizes main ideas
- interprets both literal and inferential meaning
- synthesizes and extends meaning
- evaluates the text or visual material
- self-evaluates and sets goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING, CONTINUED

### Research Findings Related to Reading

#### “The Six Ts of Effective Elementary Literacy Instruction” from Richard Allington

1. **Time.** Effective teachers have students do more guided reading, more independent reading, and more reading in social studies and science. In many exemplary classrooms, children are reading and writing for half the day.
2. **Texts.** Students have books they can actually read with a high level of accuracy, fluency, and comprehension. All students, then, rarely have the same book. Students engage in enormous quantities of successful reading and become independent, good readers. Motivation for reading is dramatically influenced by reading success.
3. **Teaching.** Effective teachers don't simply “assign and assess”; they are involved in active instruction. Explicit demonstrations of cognitive strategies are modelled; instruction is offered in a balance of side-by-side lessons, small group lessons, and whole group lessons. But whole group lessons are brief and focused.
4. **Talk.** There's more of it, and it's more conversational than interrogational. Discussion is purposeful and personalized, not scripted or packaged. Thoughtful classroom talk focuses on making children's thinking visible and building understanding.
5. **Tasks.** Leaving behind low-level worksheet tasks, effective teachers demonstrate greater use of longer assignments, tasks that integrate several content areas and substantive work with more complexity. Exemplary teachers provide students similar but different tasks.
6. **Testing Students.** Student work is evaluated based on effort and improvement. Rubrics shift responsibility for improvement to the students, so “luck” doesn't play a part. Most effective teachers use almost no test-preparation materials, feeling that good instruction is what makes the difference.

from R.L. Allington (June 2002). *Phi Delta Kappan*.

#### Core Understandings from Reading Research

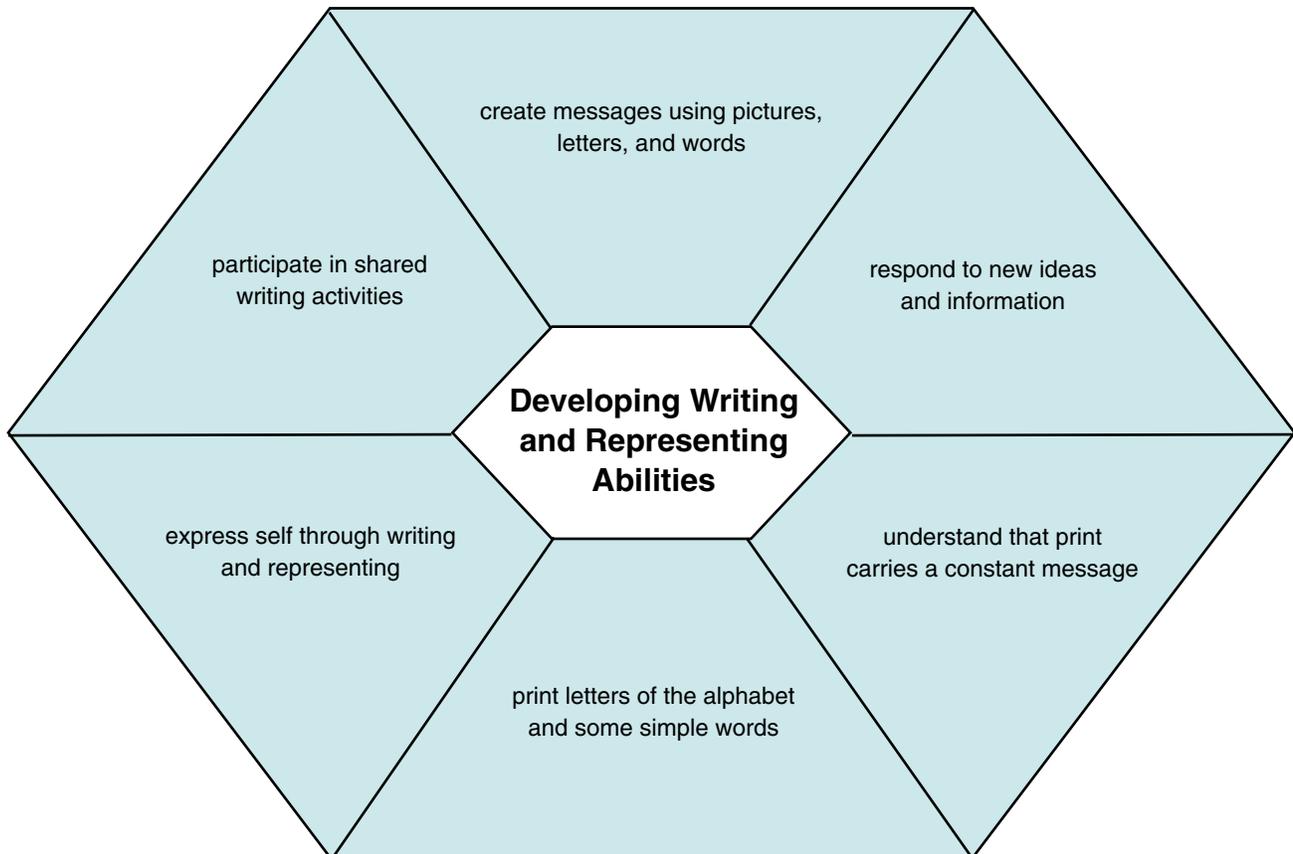
Through the analysis of current research the following 13 fundamental, or core, understandings relating to reading were identified:

1. Reading is a construction of meaning from text. It is an active, cognitive, and affective process.
2. Background knowledge and prior experience are critical to the reading process.
3. Social interaction is essential at all stages of reading development.
4. Reading and writing are reciprocal processes; development of one enhances the other.
5. Reading involves complex thinking.
6. Environments rich in literacy experiences, resources, and models facilitate reading development.
7. Engagement in the reading task is key in successfully learning to read and developing as a reader.
8. Children's understandings of print are not the same as adults' understandings.
9. Children develop phonemic awareness and knowledge of phonics through a variety of literacy opportunities, models, and demonstrations.
10. Readers learn productive strategies in the context of real reading.
11. Students learn best when teachers employ a variety of strategies to model and demonstrate reading knowledge, strategy, and skills.
12. Students need many opportunities to read, read, read.
13. Monitoring the development of reading processes is vital to student success.

Braunger, J., & Lewis, J.P. (2006). *Building a Knowledge Base in Reading* (2nd ed.). Copyright 2006 by the International Reading Association. Used with permission.

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING

Students use pictures, letters, and words to convey messages, express feelings, and describe events. They practise these skills in a variety of informal class contexts, both individually and in groups.



### Strategies for Writing and Representing

Students in Kindergarten use the following strategies:

- **Before** – observe, listen, draw, brainstorm, web, partner-talk
- **During** – create familiar forms, use invented spelling, copy words
- **After** – discuss, share work

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING, CONTINUED

The criteria below could be used to describe a good writer and representer at the primary grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

### Criteria for a Good Writer and Representer (Kindergarten to Grade 3)

#### A good writer and representer

- generates ideas
- organizes information
- identifies a purpose
- defines an audience
- develops a “voice” and style suitable to the purpose, content, and audience
- uses a variety of vocabulary and sentence construction
- conveys meaning clearly
- demonstrates coherence among ideas
- recognizes the value of feedback
- revises and rewrites
- uses basic conventions of writing
- finds satisfaction in writing
- self-evaluates and sets goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING, CONTINUED

### Research Findings Related to Writing

#### “12 Writing Essentials for All Grades” from Regie Routman

Teach these essentials well in connection with any purposeful writing, and, with guidance, students will be able to use them in whatever form of writing they do:

1. **Write for a specific reader and a meaningful purpose.** Write with a particular audience in mind (this may be the author herself or himself) and define the writing task.
2. **Determine an appropriate topic.** Plan the writing, do the necessary research, narrow the focus, decide what’s most important to include.
3. **Present ideas clearly, with a logical, well-organized flow.** Structure the writing in an easy-to-follow style and format using words, sentences, and paragraphs; put like information together; stay on the topic; know when and what to add or delete; incorporate transitions.
4. **Elaborate on ideas.** Include details and facts appropriate to stated main ideas; explain key concepts; support judgments; create descriptions that evoke mood, time, and place; and develop characters.
5. **Embrace language.** “Fool with words” – experiment with nouns, verbs, adjectives, literary language, sensory details, dialogue, rhythm, sentence length, paragraphs – to craft specific, lively writing for the reader.
6. **Create engaging leads.** Attract the reader’s interest right from the start.
7. **Compose satisfying endings.** Develop original endings that bring a sense of closure.
8. **Craft authentic voice.** Write in a style that illuminates the writer’s personality – this may include dialogue, humour, point of view, a unique form.
9. **Reread, rethink, and revise while composing.** Access, analyse, reflect, evaluate, plan, redraft, and edit as one goes – all part of the recursive, non-linear nature of writing.
10. **Apply correct conventions and form.** Produce legible letters and words; employ editing and proofreading skills; use accurate spelling, punctuation, capitalization, and grammar; adhere to the formal rules of the genre.
11. **Read widely and deeply – and with a writer’s perspective.** Read avidly; notice what authors – and illustrators, do; develop an awareness of the characteristics of various genres (fiction, poetry, persuasive pieces) and how those genres work, and apply that knowledge and craft to one’s own writing.
12. **Take responsibility for producing effective writing.** Consider relevant responses and suggestions and willingly revise; sustain writing effort; monitor and evaluate one’s own work and set goals; publish, when possible and appropriate, in a suitable and pleasing presentation style and format; do whatever is necessary to ensure the text is meaningful and clear to the reader as well as accurate, legible, and engaging.

These writing essentials are applicable from Kindergarten through high school and beyond.

The factors that change are:

- The amount of excellent support the student needs (demonstrations and explicit teaching).
- The complexity of texts the student composes.
- The variety of forms or genres the author attempts.
- The learner’s level of independence.

Adapted from Routman, R. (2005). *Writing Essentials: Raising Expectations and Results While Simplifying Teaching* (pp.13-14). Portsmouth, NH: Heinemann.

**QUICK NAVIGATION TIPS**

- Prescribed Learning Outcomes are mandated by the *School Act*; they are legally required, not optional.
- The Prescribed Learning Outcomes are numbered for ease of use and do not indicate a linear delivery.
- General Learning Expectations are summaries of the Prescribed Learning Outcomes in the relevant organizer (they are not legally required).
- Achievement Indicators are a comprehensive range of indicators of what the learning might look like for each learning outcome. They may also be used as assessment criteria. They are suggested, and teachers may substitute, adapt, or add to these indicators.
- Bolded terms in the Prescribed Learning Outcomes and Suggested Achievement Indicators are defined in the Glossary section.
- See the Considerations for Program Delivery section and Key Elements for essential understandings underlying the curriculum.

**DEVELOPING ORAL LANGUAGE (SPEAKING AND LISTENING) ABILITIES**

**ORAL LANGUAGE LEARNING AND EXTENDING THINKING**

*General Learning Expectation:* Students engage in oral activities to develop their speaking, listening, and thinking abilities.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p><i>It is expected that students will:</i></p>   | <p><i>Students begin Kindergarten with different experiences, and learn in a variety of ways and at different rates. Considering these factors, and the importance of teacher discretion, the following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Kindergarten, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>A1 use speaking and listening when engaging in exploratory and imaginative play to</p> <ul style="list-style-type: none"> <li>– express themselves</li> <li>– ask for assistance</li> <li>– exchange ideas</li> <li>– experiment with new ideas or materials</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> use story language in imaginative play (e.g., “Once upon a time...,” “Long, long ago...”)</li> <li><input type="checkbox"/> communicate needs to peers and adults (e.g., ask for assistance with materials, request help when problems arise)</li> <li><input type="checkbox"/> use talk to support imaginative play (e.g., involving multi-purpose props)</li> <li><input type="checkbox"/> assume the voice of a character(s) in role play (e.g., using puppets, retelling <i>The Three Little Pigs</i>)</li> <li><input type="checkbox"/> imitate different language forms (e.g., storytelling, news telling)</li> </ul> |

*Oral language, reading, and writing need to be taught and learned in an integrated way through purposeful, play-based activities.*

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>A2 engage in speaking and listening activities to share ideas about pictures, stories, information <b>text</b>, and experiences</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> actively participate in classroom language activities by asking questions, predicting, expressing feelings, sharing ideas, and making personal connections</li> <li><input type="checkbox"/> listen and respond appropriately to contextual questions (e.g., “We read about how animals get ready for winter. How do bears get ready for winter? How do you get ready for winter?”)</li> <li><input type="checkbox"/> give ideas that relate to what is being discussed</li> <li><input type="checkbox"/> describe experiences and retell familiar stories by using basic story structure terminology (e.g., beginning, middle, end)</li> <li><input type="checkbox"/> begin to use the language of “who,” “what,” “when,” “where” in story retelling</li> <li><input type="checkbox"/> sequence main ideas/events</li> <li><input type="checkbox"/> listen and respond orally to language patterns in stories and poems (e.g., join in when teacher reads, repeat parts of a story, echo words and phrases, make up chants with the teacher, chime in during poems or “read-alouds”)</li> </ul> |
| <p>A3 demonstrate use of social language to interact co-operatively with others and to solve problems</p>                              | <ul style="list-style-type: none"> <li><input type="checkbox"/> begin to use polite social language appropriately (e.g., hello, please, thank you)</li> <li><input type="checkbox"/> frequently demonstrate acceptable ways of gaining attention (e.g., initiate conversations, take turns in structured activities, ask questions, raise hand to be recognized before speaking)</li> <li><input type="checkbox"/> demonstrate courteous listening and speaking, with <b>teacher support</b>, as appropriate to cultural context and individual needs (e.g., take turns as speaker and listener in conversation)</li> <li><input type="checkbox"/> use language rather than actions to negotiate situations</li> <li><input type="checkbox"/> begin to understand some differences between language used at home and language used in the classroom/school (e.g., “Line up” is a common phrase used at school but rarely at home)</li> <li><input type="checkbox"/> begin to show understanding of language that is hurtful or unfair to others</li> </ul>   |
| <p>A4 demonstrate being a good listener for a sustained period of time</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> give reasons why listening is important (e.g., to learn, so you know what to do next, to hear stories, to learn new words, for fun)</li> <li><input type="checkbox"/> listen attentively for sustained periods of time (e.g., focus on the speaker)</li> <li><input type="checkbox"/> respond to prompts such as reminder cues and informal symbols (e.g., stop sign as a signal to stop talking and listen closely)</li> <li><input type="checkbox"/> ask appropriate questions and/or give appropriate comments in response to what has been heard</li> <li><input type="checkbox"/> begin to ask for clarification when the meaning is not clear</li> <li><input type="checkbox"/> follow short two-step directions</li> <li><input type="checkbox"/> use gestures and other nonverbal means to communicate more effectively (e.g., nod to show agreement)</li> </ul>   |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>A5 demonstrate being a good speaker (including sustaining conversation on a familiar topic)</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> give reasons why speaking is important (e.g., people will be able to understand your ideas)</li> <li><input type="checkbox"/> sustain conversation on a familiar topic for short periods of time and stay on topic</li> <li><input type="checkbox"/> take turns talking</li> <li><input type="checkbox"/> begin to use appropriate gestures, tone of voice, and volume</li> <li><input type="checkbox"/> generally speak clearly and fluently</li> <li><input type="checkbox"/> use complete sentences when necessary or appropriate</li> </ul>  |
| <p>A6 use oral language to explain, inquire, and compare</p>                                       | <ul style="list-style-type: none"> <li><input type="checkbox"/> use talk to explain products, representations, and actions (e.g., drawings, structures, models)</li> <li><input type="checkbox"/> use talk to clarify ideas or experiences (e.g., self-talk, self-correction)</li> <li><input type="checkbox"/> ask questions to build understanding</li> <li><input type="checkbox"/> distinguish between imaginary context and real life (e.g., fairy tale as compared to news of real-life events; events in cartoons and events in real life)</li> <li><input type="checkbox"/> use language to connect new experiences to what is already known</li> <li><input type="checkbox"/> identify when a simple sentence fails to make sense</li> <li><input type="checkbox"/> show an understanding of direct cause and effect (e.g., “If I use my umbrella when it is raining then I will not get wet.”)</li> <li><input type="checkbox"/> compare predictions with what actually occurs in a story or event</li> </ul>  |
| <p>A7 experiment with language and demonstrate enhanced vocabulary usage</p>                       | <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate an interest in and willingness to use and experiment with language (e.g., try to pronounce or use a new word or grammatical construction; choose to engage in drama or play centre activities; make up chants, rhymes, or nonsense poems)</li> <li><input type="checkbox"/> use newly learned vocabulary in own speech (e.g., after listening to new vocabulary in stories and instruction and after listening to words used in multiple contexts to understand their use)</li> <li><input type="checkbox"/> begin to use descriptive words to describe own feelings and the feelings of others</li> <li><input type="checkbox"/> classify objects, pictures, and words (e.g., table and chair are furniture, apples and bread are food)</li> <li><input type="checkbox"/> use words to describe people, places, and things (e.g., size, colour, shape, location, actions)</li> <li><input type="checkbox"/> classify objects, pictures, and words (e.g., people, places, things, shapes, colours, foods) and discuss similarities, differences, and names of categories</li> <li><input type="checkbox"/> use language, characters, or events from prior experiences in informal play and drama activities</li> </ul> |

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**Suggested Questions/Prompts to Scaffold Learning**

- Use the puppet to tell us a story. What other story could this puppet be in?
- Why is listening so important? What have you learned by listening?
- What does a good listener look like? What will you be doing in your mind when you are listening?
- Think about all the stories we've told and acted out. Which one did you like best? Why? Tell it to us.
- What can you do with your voice to make this poem/character sound really interesting?
- What is one of the "million dollar" words we talked about today? How might the word look if you were acting it out?
- What other book or poem does this story remind you of?

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STRATEGIES FOR ORAL LANGUAGE

*General Learning Expectation:* Students begin to use strategies to increase success at confirming and clarifying meaning when speaking and listening.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p><i>It is expected that students will:</i></p>  | <p><i>Students begin Kindergarten with different experiences, and learn in a variety of ways and at different rates. Considering these factors, and the importance of teacher discretion, the following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Kindergarten, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>A8 connect what is already known with new experiences during speaking and listening activities</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> describe how new experiences connect to what is already known (e.g., “This reminds me of...”)</li> <li><input type="checkbox"/> share experiences and interests with classmates (e.g., show and tell, explain a school experience that has happened recently, explain an event or object that is distant in time or place)</li> <li><input type="checkbox"/> use language from prior events/experiences in informal play and drama activities</li> <li><input type="checkbox"/> spontaneously offer connections to new ideas or words (e.g., “This looks like...”)</li> <li><input type="checkbox"/> make predictions and comment on their accuracy</li> </ul> |
| <p>A9 ask questions to construct and clarify meaning</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> ask relevant questions to deepen comprehension (e.g., “I wonder if” questions)</li> <li><input type="checkbox"/> begin to ask relevant questions before, during, and after the teacher reads a book aloud</li> <li><input type="checkbox"/> develop simple hypotheses and test them out (e.g., “The bean seed will sprout faster in soil than on paper towel.”)</li> <li><input type="checkbox"/> begin to recognize the difference between questions and comments</li> </ul>  |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• When you need help, what are some of the words you could use?</li> <li>• What does this story remind you of?</li> <li>• Have you ever had an experience like _____ (<i>story character</i>)?</li> <li>• What questions do you have about...?</li> <li>• What ideas do you have about...?</li> <li>• Let’s check your prediction/hypothesis. Does it work? How do you know?</li> </ul> |  |

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FEATURES OF ORAL LANGUAGE

**General Learning Expectation:** Students begin to use the features and basic conventions of oral language to express themselves clearly and to support emergent reading and writing development. Students use phonological awareness to recognize and manipulate sound patterns.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p><i>It is expected that students will:</i></p>  | <p><i>Students begin Kindergarten with different experiences, and learn in a variety of ways and at different rates. Considering these factors, and the importance of teacher discretion, the following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Kindergarten, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>A10 use meaningful <b>syntax</b> when speaking (e.g., include a subject and verb, and simple connecting words when needed)</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> speak using the <b>syntax</b> needed to convey intended meaning (e.g., usually use complete sentence format instead of “me hungry” or “he sad”)</li> <li><input type="checkbox"/> use connecting words to combine ideas (e.g., tell simple stories, connecting ideas with words such as “then,” “and,” “but,” “or”)</li> <li><input type="checkbox"/> tell simple stories, connecting ideas with “and then”</li> <li><input type="checkbox"/> begin to use more complex sentence-connecting words (e.g., because, if, when, after, before)</li> <li><input type="checkbox"/> frequently use common grammatical rules but may overgeneralize in their application (e.g., “goed” for went, “geeses” for geese, them did it)</li> </ul> |
| <p>A11 speak clearly enough to be understood by peers and adults</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> pronounce most sounds correctly although some errors may still occur</li> <li><input type="checkbox"/> frequently use appropriate volume, tone, pace, and intonation</li> </ul>  |

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| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p>A12 demonstrate auditory discrimination and orally manipulate sounds in words (i.e., use <b>phonological awareness</b>)</p>  | <ul style="list-style-type: none"> <li>❑ use sound/word discrimination to           <ul style="list-style-type: none"> <li>– indicate when words or sounds are the same or different (e.g., cat/cat = same; cat/car = different)</li> <li>– identify which word is different when given a choice of three (e.g., bat, hat, bat)</li> <li>– tell the difference between single speech sounds (e.g., which sound is different) when given a choice of three (e.g., s, s, k)</li> <li>– identify <b>alliteration</b></li> </ul> </li> <li>❑ use rhyming to           <ul style="list-style-type: none"> <li>– identify whether words rhyme</li> <li>– produce a word that rhymes with another</li> </ul> </li> <li>❑ use blending to           <ul style="list-style-type: none"> <li>– orally blend two words into a compound word</li> <li>– orally blend syllables (mon-key) or <b>onset-rimes</b> (m-ilk) into a whole word</li> <li>– orally blend two to three separate <b>phonemes</b> into a one-syllable word (e.g., m-e: me; u-p: up; s-a-t: sat)</li> </ul> </li> <li>❑ use segmentation to           <ul style="list-style-type: none"> <li>– clap or count the words in a three- to six-word sentence (e.g., “The dog can run.”)</li> <li>– clap or count the syllables in a one- to three-syllable word (e.g., di-no-saur, re-cy-cle)</li> <li>– identify two words in a compound word</li> <li>– identify the first sound and ending sound in a one-syllable word (e.g., /p/ in pat for beginning)</li> <li>– segment individual sounds in a two- and three-<b>phoneme</b> one-syllable word (e.g., run: r/u/n)</li> </ul> </li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Tell us about.... (Teacher to listen for syntax.)</li> <li>• Tell us your idea(s) using a complete sentence(s).</li> <li>• What word can you make out of these sounds (e.g., sound out c, a, p)?</li> <li>• Can you stretch the sounds in the word “cat” (e.g., c/a/t ) just like a rubber band?</li> </ul> |  |

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## DEVELOPING READING AND VIEWING ABILITIES

## LEARNING READING (AND VIEWING) AND EXTENDING THINKING

*General Learning Expectation:* Students demonstrate an understanding of a variety of material that is read to them or that they view (e.g., stories, poems, simple information texts, pictures, symbols).

| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p><i>It is expected that students will:</i></p>   | <p><i>Students begin Kindergarten with different experiences, and learn in a variety of ways and at different rates. Considering these factors, and the importance of teacher discretion, the following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Kindergarten, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>B1 demonstrate awareness of the connection between reading, writing, and oral language</p>                                    | <ul style="list-style-type: none"> <li><input type="checkbox"/> understand that we can read “talk” that has been written down</li> <li><input type="checkbox"/> orally describe the message of familiar and simple <b>environmental print</b> (e.g., can point to an exit sign and give the meaning)</li> <li><input type="checkbox"/> identify connections between a photo or illustration and <b>text</b></li> <li><input type="checkbox"/> point to words when reading and viewing <b>text</b> (e.g., their own writing or words displayed in classroom)</li> <li><input type="checkbox"/> locate a specific (generally familiar) word</li> <li><input type="checkbox"/> slow down their oral pace when the teacher is scribing their words</li> </ul>   |
| <p>B2 respond to literature through a variety of activities (e.g., role playing, art, music, <b>choral reading</b>, talking)</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> show enthusiasm for, or enjoyment of, reading (e.g., choose and read and/or view a variety of <b>texts</b> that interest them)</li> <li><input type="checkbox"/> identify favourite <b>texts</b> and share the information in their own words</li> <li><input type="checkbox"/> connect information and events in <b>texts</b> to self, personal experiences, and to other <b>texts</b>, including media <b>texts</b> (e.g., television shows and movies)</li> <li><input type="checkbox"/> create a representation (e.g., draw a picture, dramatize feelings, create a new page for a story)</li> <li><input type="checkbox"/> make connections between literary experiences and imaginative play (e.g., puppets, housekeeping centre, dress-up centre)</li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>B3 engage in reading or reading-like behaviour</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> listen to stories, poems, and information <b>texts</b> for enjoyment and information</li> <li><input type="checkbox"/> select books for pleasure from the classroom, library, and home to share or to have someone read to them</li> <li><input type="checkbox"/> self-select <b>texts</b> on the basis of interest or familiarity</li> <li><input type="checkbox"/> model or role play reading by reading from memory or by inventing meaning</li> <li><input type="checkbox"/> read silently or view a book(s) for a short, sustained period of time (e.g., five minutes)</li> <li><input type="checkbox"/> begin to track print when “reading” early emergent pattern books, rereading their own writing, or following a <b>text</b> that someone is reading</li> <li><input type="checkbox"/> talk about self as a reader</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• What does the picture tell us about the story? What do the words tell us about the picture? How do you feel about what happens in the story?</li> <li>• Can you think of one way you and the character in the story are the same? One way you are different?</li> <li>• Has anything like this ever happened to you? Do you think something like this could ever happen to you?</li> <li>• What is your favourite part of the story/book? Can you tell me or show me?</li> <li>• Do you think the information in this story is true – did it really happen? Tell why.</li> <li>• Point to the words as you “read” your story back to me.</li> <li>• What is your favourite story? Why did you like it? Can you act it out?</li> <li>• Why did you choose this book to take home?</li> <li>• What is your favourite topic to learn about?</li> <li>• How are these two books different from each other?</li> <li>• What do you think the pictures and words in the book tell you? How are they the same?</li> </ul> |  |

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STRATEGIES FOR LEARNING TO READ AND VIEW

**General Learning Expectation:** Students begin to use strategies such as making connections, predicting, asking questions, and reflecting on what has been read, heard, or viewed to increase success when beginning to read and view.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>Students begin Kindergarten with different experiences, and learn in a variety of ways and at different rates. Considering these factors, and the importance of teacher discretion, the following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Kindergarten, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p><b>B4</b> in discussions, use <b>strategies</b> before reading and viewing to enhance comprehension, including</p> <ul style="list-style-type: none"> <li>– accessing prior knowledge</li> <li>– predicting</li> <li>– making connections</li> <li>– asking questions</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> use pictures, the title, and information about the <b>text</b> to predict what the <b>text</b> will be about, with <b>teacher support</b></li> <li><input type="checkbox"/> answer the question, “What do you already know about...?”</li> <li><input type="checkbox"/> ask questions to gain information</li> <li><input type="checkbox"/> sequentially look at pictures in the <b>text</b> to build schema for reading (e.g., picture walk)</li> </ul>   |
| <p><b>B5</b> in discussions, use <b>strategies</b> during reading and viewing to monitor comprehension, including</p> <ul style="list-style-type: none"> <li>– predicting and confirming unknown words and events by using language patterns and pictures</li> <li>– making pictures in their heads (visualizing)</li> <li>– asking the question, “Does that make sense?”</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> use pictures, context cues, sense of story, language patterns, and prior knowledge to predict and confirm meaning and identify words</li> <li><input type="checkbox"/> fill in the next word during collaborative reading</li> <li><input type="checkbox"/> generate questions to clarify and confirm meaning (e.g., “Does this make sense?” “Why did...?”)</li> <li><input type="checkbox"/> answer who, where, what, why, and how questions after listening to a sentence or short paragraph</li> <li><input type="checkbox"/> draw or describe a mental image formed while a <b>text</b> is read out loud</li> <li><input type="checkbox"/> describe the association between pictures and key words in <b>text</b> and match pictures to print (one-to-one match)</li> <li><input type="checkbox"/> talk with classmates about pictures in a book and what they mean</li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>B6 engage in discussions and create representations after reading and viewing to reflect on the <b>text</b> to confirm meaning</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify and recall information that demonstrates a sense of the story (e.g., sequence of events, setting, main characters, the problem in the story and important facts)</li> <li><input type="checkbox"/> make connections between themselves or their experience and the <b>text</b> (e.g., “This character is like me because...,” “This story reminds me of...”)</li> <li><input type="checkbox"/> sketch something from the story</li> <li><input type="checkbox"/> participate in discussions about predictions made earlier by the class about the <b>text</b></li> <li><input type="checkbox"/> explain what they like or dislike about a character</li> <li><input type="checkbox"/> find basic information in the illustrations and photos to answer specific questions</li> <li><input type="checkbox"/> tell what things were learned from the <b>text</b> or representation</li> <li><input type="checkbox"/> participate in discussions about the author’s message</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <p><i>Before</i></p> <ul style="list-style-type: none"> <li>• Look at this book’s cover/pictures/illustrations. What do you think this story/poem/book might be about?</li> <li>• Is there anything in the pictures that reminds you of other books? From looking at the pictures, who might be the main character? Tell me what you think this character might be like.</li> <li>• What do you already know about...?</li> <li>• What do you think will happen?</li> <li>• When we are reading this book what shall we look/listen for?</li> </ul> <p><i>During</i></p> <ul style="list-style-type: none"> <li>• What does this picture tell us about the story/topic?</li> <li>• What do you think will happen next?</li> <li>• What are you wondering about as I read this page?</li> <li>• Ask the question, “Does that make sense?”</li> <li>• Which letter/word do you think would fit here?</li> </ul> <p><i>After</i></p> <ul style="list-style-type: none"> <li>• Help me put these pictures in the same order as they happened in the story (e.g., using a pocket chart).</li> <li>• Tell us about the pictures on this page. How did they help you read? What did you learn from looking at the pictures?</li> <li>• Can you find the part where...?</li> <li>• Let’s look at our early predictions. What did we find out during the story that changed our ideas?</li> <li>• Make a picture of your favourite part of the book/poem/story in your head. Describe your picture to me.</li> </ul> |  |

*Oral language, reading, and writing need to be taught and learned in an integrated way through purposeful, play-based activities.*

FEATURES OF READING AND VIEWING

*General Learning Expectation:* Students begin to use features and basic conventions of print, knowledge of the alphabet, concepts about books, phonological awareness, and a few high-frequency words to develop emergent reading and viewing behaviours.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>Students begin Kindergarten with different experiences, and learn in a variety of ways and at different rates. Considering these factors, and the importance of teacher discretion, the following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Kindergarten, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>B7 demonstrate understanding of <b>concepts about print</b> and <b>concepts about books</b> (e.g., there is a directionality to print; books are for reading)</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> when asked, explain that writing carries a message and that pictures and drawings also support meaning</li> <li><input type="checkbox"/> move finger from left to right, top to bottom, when reading/ listening, to demonstrate directionality of print and where it generally starts on the page</li> <li><input type="checkbox"/> demonstrate understanding that letters represent sounds and that written words convey meaning (e.g., read short labels, familiar signs)</li> <li><input type="checkbox"/> use sounding out to demonstrate that the sequence of letters in a written word represents the sequence of sounds (i.e., <b>phonemes</b>) in a spoken word (i.e., <b>alphabetic principle</b>)</li> <li><input type="checkbox"/> identify title, author, and often illustrator (e.g., can point to the title and name of author)</li> <li><input type="checkbox"/> track with finger during oral reading by the teacher or own reading, and/or by “hugging” a word (i.e., put one finger at the beginning of the word and another finger at the end of the word) to show understanding of the concept of words</li> <li><input type="checkbox"/> recognize simple common punctuation (e.g., period, question mark, exclamation mark) and point to examples in context of <b>shared reading or shared writing</b></li> </ul> |

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| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p>B8 identify most of the letters of the alphabet and their sounds, and a few <b>high-frequency words</b>, including their name and names of significant others</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> name most of the letters of the alphabet (e.g., be fluently familiar with at least 20 letters), upper and lowercase, no matter what order they come in</li> <li><input type="checkbox"/> say the most common sound associated with individual letters or give a word that starts with that sound (i.e., demonstrate understanding of the one-to-one relationship between letter name and a particular sound)</li> <li><input type="checkbox"/> identify the letter when someone produces the corresponding sound</li> <li><input type="checkbox"/> use letter-sound correspondence along with context (e.g., pictures) to <b>decode</b> some words</li> <li><input type="checkbox"/> identify some common <b>high-frequency words</b> (e.g., a, the, I, me, it, and, to, he, she, that, is, was), some familiar names, and some <b>environmental print</b> (e.g., stop sign)</li> <li><input type="checkbox"/> identify the repeated sound and the letter in a series of words (e.g., Bobby bounces blue basketballs.)</li> <li><input type="checkbox"/> identify the beginning and ending sounds of words</li> <li><input type="checkbox"/> use patterns of language (e.g., word order) and patterns of sound (e.g., rhyme) to identify and to predict words</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Point to the words as I read this story.</li> <li>• Point to the title. What is it for?</li> <li>• Show me the beginning (and end) of this book.</li> <li>• “Hug” a word/letter with your fingers.</li> <li>• Point to a period/question mark.</li> <li>• Read around the room. Show me two words that you know.</li> <li>• Tell us the names of these letters. Do you know any of their sounds? Tell us.</li> <li>• Which sound do you hear at the beginning (and end) of this word?</li> <li>• Can you tell us any other sounds you hear in that word?</li> </ul> |  |

*Oral language, reading, and writing need to be taught and learned in an integrated way through purposeful, play-based activities.*

## DEVELOPING WRITING AND REPRESENTING ABILITIES

## LEARNING WRITING (AND REPRESENTING) AND EXTENDING THINKING

*General Learning Expectation:* Students begin to understand writing and representing as “talk” written down and begin to communicate ideas and feelings through simple written representations that may take the form of pictures, symbols, and letters.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p><i>It is expected that students will:</i></p>  | <p><i>Students begin Kindergarten with different experiences, and learn in a variety of ways and at different rates. Considering these factors, and the importance of teacher discretion, the following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Kindergarten, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>C1 create simple messages using a combination of pictures, symbols, letters, and words to convey meaning</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> write and represent for a variety of purposes and in different <b>forms</b>, both self-initiated and teacher-guided (e.g., stories, notes, labels, lists, one-word captions for pictures)</li> <li><input type="checkbox"/> write and represent using a variety of tools and media (e.g., crayons, paper, computer, chalkboard, coloured markers, cardboard)</li> <li><input type="checkbox"/> create an illustration of something they have learned</li> <li><input type="checkbox"/> begin to hear and record sounds in words, relying heavily on the most obvious sound(s) in a word</li> <li><input type="checkbox"/> label a picture with words</li> <li><input type="checkbox"/> use <b>invented spelling</b></li> </ul>  |
| <p>C2 recognize that writing can be “talk written down” and that print carries a constant message</p>           | <ul style="list-style-type: none"> <li><input type="checkbox"/> show an understanding that written words convey a meaning by writing (unconventionally) or representing, and tell about the meaning</li> <li><input type="checkbox"/> voice thoughts while writing</li> <li><input type="checkbox"/> show an understanding that the sequence of letters in a written word represents the sequence of sounds (i.e., <b>phonemes</b>) in a spoken word (i.e., <b>alphabetic principle</b>)</li> <li><input type="checkbox"/> demonstrate the connection between reading and writing (e.g., slow down orally when teacher is scribing words, demonstrating knowledge of the one-to-one correspondence between a spoken and written word)</li> <li><input type="checkbox"/> experiment with newly acquired vocabulary in writing</li> </ul> |

*Oral language, reading, and writing need to be taught and learned in an integrated way through purposeful, play-based activities.*

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| C3 show an interest in, and a positive attitude toward, writing and representing  | <ul style="list-style-type: none"> <li><input type="checkbox"/> talk about why people write (e.g., grocery lists, cards to celebrate occasions, stories)</li> <li><input type="checkbox"/> role play writing messages for a specific purpose (e.g., taking down a telephone message)</li> <li><input type="checkbox"/> orally contribute words or sentences to a class narrative as the teacher writes them on a chart</li> <li><input type="checkbox"/> choose to share own writing</li> <li><input type="checkbox"/> show interest in writing during choice time</li> <li><input type="checkbox"/> write spontaneously for self or chosen audience</li> <li><input type="checkbox"/> participate in guided writing activities using a variety of writing <b>forms</b></li> <li><input type="checkbox"/> talk about self as a writer</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Why is it important to learn to write? Tell about a time when you saw _____ (<i>mother, father, other family member</i>) writing.</li> <li>• What do you like to do at the writing centre? Show something you wrote/created there.</li> <li>• What kinds of things can you use to write with? What do you like to use best?</li> <li>• Point to the words as you “read” your story back to me.</li> </ul> |  |

*Oral language, reading, and writing need to be taught and learned in an integrated way through purposeful, play-based activities.*

STRATEGIES FOR LEARNING TO WRITE AND REPRESENT

*General Learning Expectation:* Students begin to use simple strategies developed through class discussion to increase success at generating ideas and sharing experiences through writing and representing.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p><i>It is expected that students will:</i></p>  | <p><i>Students begin Kindergarten with different experiences, and learn in a variety of ways and at different rates. Considering these factors, and the importance of teacher discretion, the following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Kindergarten, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>C4 engage in discussions before writing and representing to generate ideas when responding to <b>text</b> and classroom experiences (e.g., observing, listening, using the other senses, drawing, brainstorming, listing, webbing, partner-talk)</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> begin to put ideas into words during <b>shared writing, interactive writing,</b> and teacher-led conversations</li> <li><input type="checkbox"/> offer ideas for collaborative writing</li> <li><input type="checkbox"/> engage in short brainstorming sessions (e.g., listing, webbing, making charts)</li> <li><input type="checkbox"/> share experiences and interests with adults or in partner-talk</li> <li><input type="checkbox"/> draw or sketch ideas in response to a prompt from the teacher</li> <li><input type="checkbox"/> use personal experience and environment as stimuli for writing and representing (e.g., trip to the post office or the library, field trips to enjoy nature)</li> <li><input type="checkbox"/> contribute ideas to <b>shared writing</b> activities (e.g., writing a thank-you card in response to a field trip or a visit to the class)</li> </ul>  |
| <p>C5 express meaning during writing and representing by using <b>invented spelling</b> and copying existing words/representations</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> begin to create familiar <b>forms</b> of writing and representing (e.g., grocery lists, letters, stories, environmental signs, and greeting cards)</li> <li><input type="checkbox"/> create messages that contain short familiar words, phonetically spelled words or parts of words, and/or words using <b>invented spelling</b></li> <li><input type="checkbox"/> contribute ideas, words, or images to collaborative efforts; look at letters, words, or visuals around the room (e.g., <b>word walls</b>, lists, <b>environmental print</b>) and copy in own writing/representing</li> <li><input type="checkbox"/> label pictures using <b>invented spelling</b> or by copying words</li> <li><input type="checkbox"/> generate writing by repeating the same beginning patterns, using sample frames or models provided by the teacher (e.g., “I like...”)</li> <li><input type="checkbox"/> during <b>shared writing</b> experiences, make oral contributions that show a developing awareness of stories, poems, and <b>informational writing</b> (e.g., use story language in stories, use pattern in poems, contribute a fact in <b>informational writing</b> or representations)</li> <li><input type="checkbox"/> communicate a complete thought using printing and illustrations</li> </ul> |

*Oral language, reading, and writing need to be taught and learned in an integrated way through purposeful, play-based activities.*

| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p>C6 engage in discussions after writing or representing about the experience of writing or representing and share work with others</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> talk about their writing and representing</li> <li><input type="checkbox"/> “read” back what they have written or represented to clarify meaning</li> <li><input type="checkbox"/> show enjoyment in sharing work with others</li> <li><input type="checkbox"/> choose a favourite piece of writing and representing for their portfolio</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• What are you going to write about?</li> <li>• Where did you get the idea(s) for your writing/representation?</li> <li>• Where did you find the words that you used in your writing? Are there other words you’d like me to write for you? Tell me what you want to say.</li> <li>• Tell us what is happening in your picture.</li> <li>• What makes you happy about your writing/representation?</li> <li>• What do you like to write? Draw?</li> <li>• To whom might you like to write a note or letter?</li> </ul> |   |

*Oral language, reading, and writing need to be taught and learned in an integrated way through purposeful, play-based activities.*

FEATURES OF WRITING AND REPRESENTING

*General Learning Expectation:* Students begin to use features and basic conventions of print, phonological awareness, and phonics to develop emergent writing and representing behaviours.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p><i>It is expected that students will:</i></p>   | <p><i>Students begin Kindergarten with different experiences, and learn in a variety of ways and at different rates. Considering these factors, and the importance of teacher discretion, the following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Kindergarten, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>C7 print most of the letters of the alphabet, own name, and a few simple words, and record a prominent sound in a word</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate motor skills needed to print</li> <li><input type="checkbox"/> print their own name and the names of some family members or friends</li> <li><input type="checkbox"/> usually print from left to right and from top to bottom</li> <li><input type="checkbox"/> distinguish between letters and numbers and between letters and words</li> <li><input type="checkbox"/> orally explain and recognize that words consist of a series of letters separated by a space (printing may show a space between word-like clusters)</li> <li><input type="checkbox"/> print most letters recognizably (e.g., some letters may be poorly formed and/or reversed; may use upper and lowercase letters indiscriminately)</li> <li><input type="checkbox"/> spell some short, familiar words conventionally (e.g., me, you, I)</li> <li><input type="checkbox"/> print using <b>invented spelling</b> and orally describe to others what has been written</li> <li><input type="checkbox"/> identify a prominent sound in a word (usually the beginning sound) when the word is segmented by the teacher; record an approximation of the sound (e.g., <i>k</i> for <i>clean</i>)</li> <li><input type="checkbox"/> show an understanding that the same arrangements of letters always construct the same word</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Write your name. Can you write anyone else’s name?</li> <li>• Tell me the letters in your name.</li> <li>• Show me _____ (a number, a letter, a word, two letters, two words).</li> <li>• Read your story to me.</li> <li>• Show me how you would stretch out the sounds in the word “me” just like a rubber band. How does this help you to write the word “me”?</li> </ul> |   |

*Oral language, reading, and writing need to be taught and learned in an integrated way through purposeful, play-based activities.*



# STUDENT ACHIEVEMENT

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*Grade 1*

The Key Elements section provides an overview of the important elements of the English Language Arts K to 7 document. It is divided into two parts:

- Overview
- Pedagogical Understandings for English Language Arts

### *Overview*

The Overview describes the Enduring Understandings for a cluster of grades. These Enduring Understandings are the “big ideas” of the curriculum document, broad statements underlying the “why” of English Language Arts. They are more than goals for a unit or grade; they are the rationale for engaging in English Language Arts, and are embedded in the knowledge, skills, and attitudes described in the Prescribed Learning Outcomes.

In addition, the Overview includes a Snapshot which is derived from the Prescribed Learning Outcomes for a particular grade. The Snapshot offers a brief description of what students who fully meet expectations should know and be able to do. The Snapshot does not replace the Prescribed Learning Outcomes, and as such, is not legally required, but is included to give teachers an overview of expectations at each grade level.

### *Pedagogical Understandings for English Language Arts*

Five interrelated components comprise the Pedagogical Understandings section. Foundational to the English Language Arts curriculum is the framework of the “Gradual Release of Responsibility,” whereby students gradually assume responsibility for independently demonstrating competency in a particular skill or process.

Secondly, a specific focus on metacognition is included in this section. Like the “Gradual Release of Responsibility,” metacognition is a concept that runs through the organizers and suborganizers of the English Language Arts document. Overt and explicit modelling, guiding, and supporting students in learning to “think about their thinking” is integral to English Language Arts K to 7.

Finally, this section contains specific information regarding the three organizers of this curriculum: oral language, reading and viewing, and writing and representing. Each of these components contains key research regarding oral language, reading, and writing, as well as an overview of skills, processes, contexts, and strategies appropriate to each grade. Students learn to speak, listen, read, and write through teacher modelling, demonstration, and practice in a variety of contexts, as well as by stepping back to identify what effective learners do to be successful and then applying that knowledge to their own learning.

# USING THE KEY ELEMENTS SECTION

## Overview

**Enduring Understandings**  
The overarching ideas of English Language Arts Kindergarten to Grade 3

**Prescribed Learning Outcomes**  
See the Prescribed Learning Outcomes specific to each grade

**Snapshot**  
A summary of the Prescribed Learning Outcomes for a specific grade

STUDENT ACHIEVEMENT • Key Elements – Grade 1

GRADE 1 OVERVIEW

**Enduring Understandings for Kindergarten to Grade 3**

- Meaning-making is a constructive and creative process.
  - We learn about ourselves, others, and the world through speaking and listening, reading, and writing.
  - Effective readers, writers, speakers, and listeners use a variety of strategies and skills to plan, construct, clarify, and confirm meaning.
  - Spoken words can be written, and print carries a constant message.
- Oral, written, and visual communications have their own conventions. Awareness and use of these conventions make us better communicators.
- Playing and experimenting with language and creating original texts help us to appreciate the artistry of language.
- Successful learners reflect on their thinking and learning to find ways to improve.

**What students should know and be able to do**

Refer to the Prescribed Learning Outcomes: Oral Language

**What students should know and be able to do**

Refer to the Prescribed Learning Outcomes: Reading and Viewing

**What students should know and be able to do**

Refer to the Prescribed Learning Outcomes: Writing and Representing

**Snapshot**  
Summary derived from the Prescribed Learning Outcomes for Grade 1

- Interact with others to share ideas, contribute to class activities, and complete tasks
  - use speaking to explore and present ideas
  - listen and understand to recall brief, concrete oral information and ideas presented in the classroom
  - apply phonological awareness to improve sound, letter, and word discrimination, and increase word decoding skills
  - build on a repertoire of strategies to construct and confirm meaning
  - read, view, and comprehend a variety of grade-appropriate texts
  - select and read books for enjoyment, comprehension, and to improve fluency
  - identify letters of the alphabet and their sounds, and recognize a range of high-frequency words
- use the features, structures, and patterns of language to make meaning from what they hear, read, and view
- write a variety of short passages, including messages, lists, journal entries, and meaningful poems and stories
- write to express personal responses to texts or experiences
- write to extend thinking by exploring and making connections
- use knowledge of spelling, punctuation, words and sentences to make meaning from text and to express themselves in writing and representing
- print all letters legibly with spaces between words and demonstrate a sense of sentence formation
- reflect on and assess their learning

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## Pedagogical Understandings for English Language Arts

**Gradual Release of Responsibility**

**Metacognition**

**Oral Language**

**Reading and Viewing**

**Writing and Representing**

STUDENT ACHIEVEMENT • Key Elements – Grade 1

**PEDAGOGICAL UNDERSTANDINGS FOR GRADUAL RELEASE OF RESPONSIBILITY**

An apprenticeship approach to instruction applies to all language arts (Pearson & Gallagher, 1983) diagram shown to explicitly model a concept or strategy and, over time, apply facilitated by metacognition and self-regulation.

**Gradual Release of Responsibility**

**Teacher Mode**

- explains
- demonstrates
- thinks aloud

**Guided Practice**

- teacher and student
- teacher scaffolds the students' attempts
- students share their thinking

**Independent Practice**

- students apply strategy
- students receive feedback from teacher

**Application of Strategy**

- students apply strategy

STUDENT ACHIEVEMENT • Key Elements – Grade 1

**PEDAGOGICAL UNDERSTANDINGS FOR METACOGNITION**

Metacognition is "thinking about thinking," which results in own learning processes. It involves the awareness and control as an effective learner. In English Language Arts K to 7, the organizers and sub-organizers of the curriculum document given learning tasks, monitoring comprehension, and evaluate metacognitive in nature. Metacognition involves:

- connecting new information to former knowledge
- analyzing and reflecting on tasks
- selecting thinking strategies deliberately
- planning, monitoring, and evaluating thinking process
- monitoring own learning
- making adjustments and revising the learning
- reflecting on one's own thinking or others' thinking
- reflecting on and evaluating the effects of a thinking strategy
- setting new goals for learning

The internal language used by students when reflecting on themselves as learners. The criteria below could be used to guide and assess student performance, and may be used to guide and assess student performance, and may be used to guide and assess student performance.

**Criteria for a Good Thinker (Kindergarten to Grade 1)**

- bases judgments on evidence
- is honest with self
- listens to understand before drawing conclusions
- can tolerate ambiguity
- asks questions
- is open-minded and flexible
- is able to think independently
- identifies and explains personal points of view
- looks for connections among ideas
- extends personal thinking by assimilation
- is self-directed, self-disciplined, self-motivated

STUDENT ACHIEVEMENT • Key Elements – Grade 1

**PEDAGOGICAL UNDERSTANDINGS FOR ORAL LANGUAGE (SPEAKING AND LISTENING)**

Students use oral language to gain comprehension of language and develop vocabulary. Students also use oral language to share information they have read or viewed. Students are learning, others and applying them in a variety of settings.

**Oral Language Skills and Functions**

- recount and discuss feelings related to classroom experiences and texts
- engage in partner and small group work to exchange ideas, complete tasks and contribute to goals
- demonstrate awareness of the sounds of language (e.g., create rhymes, alliteration, blend sounds into words)
- express self in oral form (e.g., poems, and story)

**Strategies for Oral Language**

Students in Grade 1 use the following strategies:

- Interacting** – ask questions, make connections to personal experiences, and respond as speaker and listener
- Expressing/Presenting** – access prior knowledge, organize thinking by following a simple framework, and to know
- Listening** – prepare for listening, focus on the speaker

STUDENT ACHIEVEMENT • Key Elements – Grade 1

**PEDAGOGICAL UNDERSTANDINGS FOR READING AND VIEWING**

In order for students to acquire the skills of reading a variety of texts, students must be supported in the classroom. Students learn and apply a variety of classroom contexts. As they engage in reading, they develop the competencies of the reading process and of shared learning.

**Reading and Viewing in Grades 1 to 3**

**Conferences**

Students meet individually with the teacher to read for individual reading assessment, to demonstrate fluency and comprehension, to discuss their reading strategies, purposes, goals, and self-assessment, and to develop an understanding of their progress.

**Partner Reading and Viewing**

With the guidance of a teacher, students interact with a partner to focus on reading and viewing. Together they practice skills and strategies, and develop and demonstrate understanding of selections from fiction and non-fiction.

**Strategies for Reading and Viewing**

Students in Grade 1 use the following strategies:

- Before** – access prior knowledge to make content purpose
- During** – predict and make connections, visualize, and self-correct, reread
- After** – reread and "re-view," discuss with others, and self-correct, reread

STUDENT ACHIEVEMENT • Key Elements – Grade 1

**PEDAGOGICAL UNDERSTANDINGS FOR WRITING AND REPRESENTING**

Teachers model, coach, and support in learning to write in a variety of groupings (whole class, small groups, pairs, individually). Using models such as the Gradual Release of Responsibility, students practice, with increasing independence, the skills and processes of writing, applying strategies during the process to increase success at writing. In the primary grades, the main emphasis is on content and meaning, rather than mechanics and conventions.

**Writing in Grades 1 to 3**

**Prewriting**

- Students prepare for writing by engaging in discussions, interacting with others, and participating in activities such as brainstorming and pair-share to gather information before writing
- Students use various organizers to sort and manage their ideas (e.g., story frames, webs, four quadrants)
- Students consider topic, purpose, and audience in their initial plan as well as participating in developing class-generated criteria. They make decisions about how ideas will be organized.

**Drafting**

- Students use models, such as picture books and student writing samples to develop a draft to express ideas, feelings, emotions, and opinions.

**Revising**

- Students share their work, check for completeness against class-generated criteria, and revise texts to improve clarity.

**Editing**

- Students edit by reading and reflecting on their own writing, and conferencing with peers and the teacher.
- Students edit for accuracy in spelling, punctuation, grammar, and usage, and may file a self-written checklist.

**Publishing and Presenting**

- Teachers encourage students to share samples (pieces of writing through displays, class books, newsletters, and electronic bulletin boards).
- Legible printing or neat processing is encouraged for published written work.
- Students may present and publish their texts for real audiences (e.g., author's chair, assembly presentations).

**Strategies for Writing and Representing**

Students in Grade 1 use the following strategies:

- Before** – set a purpose, identify an audience, participate in developing class-generated criteria, generate, select and organize ideas from home and/or school experiences
- During** – look at models such as picture books and student writing samples
- After** – share, check for completeness, and add details to improve clarity

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## GRADE 1 OVERVIEW

### Enduring Understandings for Kindergarten to Grade 3

- Meaning-making is a constructive and creative process.
- We learn about ourselves, others, and the world through speaking and listening, reading, and writing.
- Effective readers, writers, speakers, and listeners use a variety of strategies and skills to share, construct, clarify, and confirm meaning.
- Spoken words can be written, and print carries a constant message.
- Oral, written, and visual communications have their own conventions. Awareness and use of these conventions make us better communicators.
- Playing and experimenting with language and creating original texts help us to appreciate the artistry of language.
- Successful learners reflect on their thinking and learning to find ways to improve.

*What students should know and be able to do*

Refer to the Prescribed Learning Outcomes:  
Oral Language

*What students should know and be able to do*

Refer to the Prescribed Learning Outcomes:  
Reading and Viewing

*What students should know and be able to do*

Refer to the Prescribed Learning Outcomes:  
Writing and Representing



### Snapshot

*Summary derived from the Prescribed Learning Outcomes for Grade 1*

- interact with others to share ideas, contribute to class activities, and complete tasks
- use speaking to explore and present ideas
- listen and understand to recall brief, concrete oral information and ideas presented in the classroom
- apply phonological awareness to improve sound, letter, and word discrimination, and increase word decoding skills
- build on a repertoire of strategies to construct and confirm meaning
- read, view, and comprehend a variety of grade-appropriate texts
- select and read books for enjoyment, comprehension, and to improve fluency
- identify letters of the alphabet and their sounds, and recognize a range of high-frequency words
- use the features, structures, and patterns of language to make meaning from what they hear, read, and view
- write a variety of short passages, including messages, lists, journal entries, and meaningful poems and stories
- write to express personal responses to texts or experiences
- write to extend thinking by exploring and making connections
- use knowledge of spelling, punctuation, words and sentences to make meaning from text and to express themselves in writing and representing
- print all letters legibly with spaces between words and demonstrate a sense of sentence formation
- reflect on and assess their learning

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: GRADUAL RELEASE OF RESPONSIBILITY

An apprenticeship approach to instruction applies to all language arts teaching. The Gradual Release of Responsibility (Pearson & Gallagher, 1983) diagram shown below outlines the process by which the teacher explicitly models a concept or strategy and, over time, apprentices the students into personalized application facilitated by metacognition and self-regulation.

### Gradual Release of Responsibility

#### Teacher Modelling

- explains
- demonstrates
- thinks aloud



#### Guided Practice

- teacher and students practise
- teacher scaffolds the students' attempts and gives feedback
- students share their thinking with each other



#### Independent Practice

- students apply strategy on their own
- students receive feedback from teacher and other students



#### Application of Strategy

- students apply strategy to new situations

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: METACOGNITION

Metacognition is “thinking about thinking” which results in students’ individual understanding of their own learning processes. It involves the awareness and understanding of how one thinks and uses strategies as an effective learner. In English Language Arts K to 7, metacognitive strategies weave throughout the organizers and suborganizers of the curriculum document. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Metacognition involves:

- connecting new information to former knowledge
- analysing and reflecting on tasks
- selecting thinking strategies deliberately
- planning, monitoring, and evaluating thinking processes
- monitoring own learning
- making adjustments and revising the learning
- reflecting on one’s own thinking or others’ thinking
- reflecting on and evaluating the effects of a thinking strategy, or learning process, on learning
- setting new goals for learning

The internal language used by students when reflecting on their learning helps shape their expectations of themselves as learners. The criteria below could be used to describe a good thinker. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

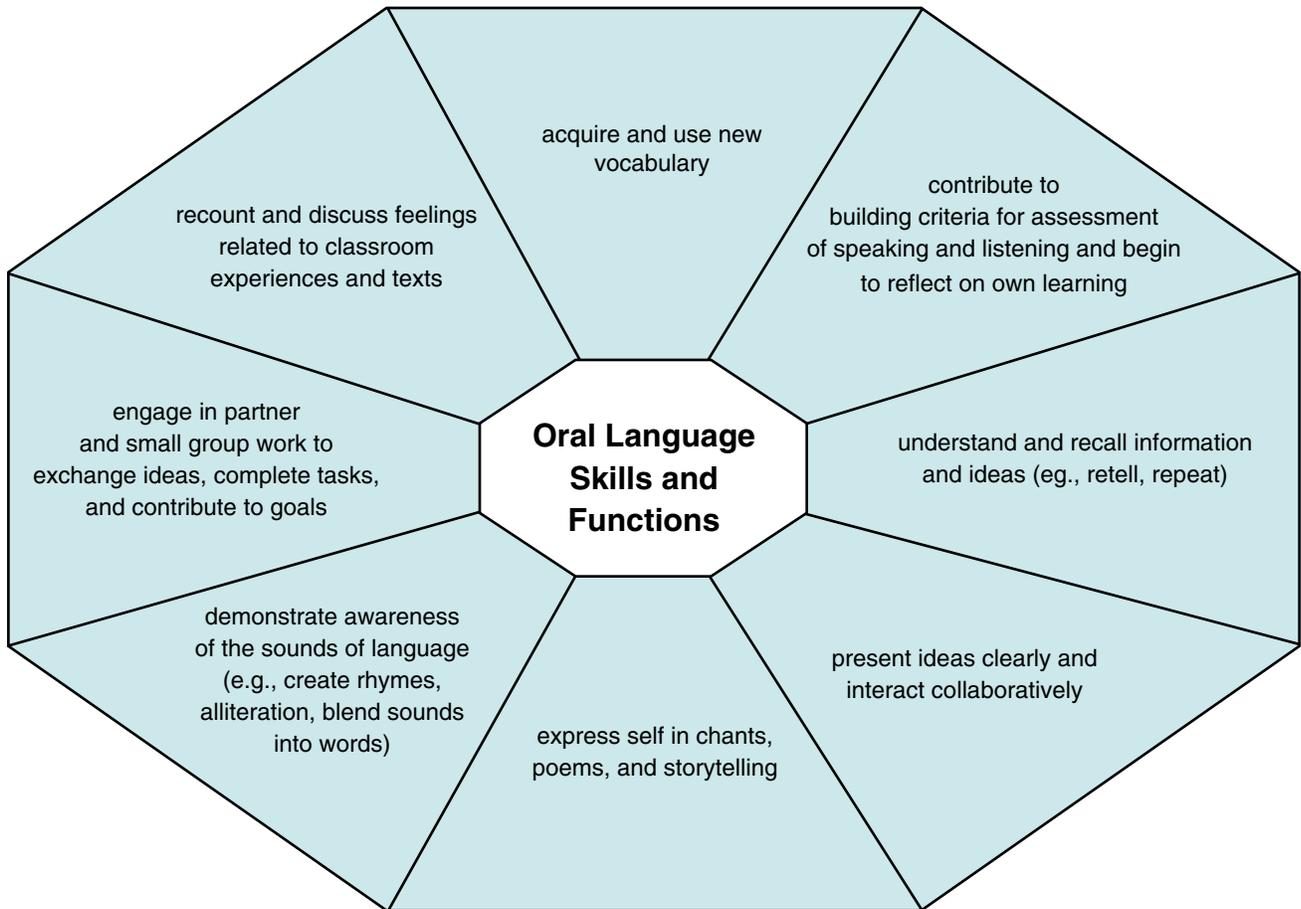
### Criteria for a Good Thinker (Kindergarten to Grade 3)

#### **A good thinker**

- bases judgments on evidence
- is honest with self
- listens to understand before drawing conclusions
- can tolerate ambiguity
- asks questions
- is open-minded and flexible
- is able to think independently
- identifies and explains personal points of view
- looks for connections among ideas
- extends personal thinking by assimilating new ideas and information
- is self-directed, self-disciplined, self-monitoring, and self-correcting

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE (SPEAKING AND LISTENING)

Students use oral language to gain comprehension of language, recall information, make predictions, and develop vocabulary. Students also use oral language to share personal and class experiences, and recount information they have read or viewed. Students are learning the basic social conventions of interacting with others and applying them in a variety of settings.



### Strategies for Oral Language

Students in Grade 1 use the following strategies:

- **Interacting** – ask questions, make connections to personal and shared experiences, take turns as speaker and listener
- **Expressing/Presenting** – access prior knowledge, rehearse the sequence of events or ideas, organize thinking by following a simple framework or model, predict some things the audience needs to know
- **Listening** – prepare for listening, focus on the speaker, ask questions, recall ideas or events

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE, CONTINUED

The criteria below could be used to describe a good speaker and listener at the primary grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

### Criteria for a Good Speaker and Listener (Kindergarten to Grade 3)

#### A good speaker and listener

- speaks and listens for a variety of purposes
- maintains concentration during listening and speaking
- listens carefully to understand and respond to others' messages
- communicates ideas and information clearly
- organizes ideas and information so that the audience can understand and remember
- uses vocabulary and presentation style that are appropriate for the audience
- uses tone, pace, and volume that are appropriate for the situation
- sustains short conversations by encouraging the speaker and contributing ideas
- is attentive and respectful to others in conversation
- uses language effectively for a variety of purposes
- monitors presentation and is sensitive to audience response
- uses some strategies to overcome difficulties in communication (e.g., unfamiliar vocabulary, a noisy environment, distractions)
- self-evaluates and sets goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE, CONTINUED

### Research Findings Related to Oral Language

Oral language development and its relationship to later reading achievement is central to literacy. Children's oral language development is considered to be a key foundation for successful literacy. (Chaney & Burk, 1998; Primary Program 2000; McCormick, 1999; Strickland, Ganske, & Monroe, 2002)

Research has clearly established the importance of developing oral fluency to later successes in acquiring print. Oral language acts as an underlying foundation to achievement in reading. (Snow, Burns, & Griffin, 1998)

The basis of the relationship between early spoken language and later reading development is generally thought to be causal in nature, such that spoken language skills are fundamental precursors to later successful reading. (Tomblin, 2005, p. 3)

Reading is a language-based activity. Beginning readers use the language they have gained through speaking and listening to help them understand the printed word. (Psotka, 2003)

Early education is the time in which young children develop skills, knowledge and interest in the code-based and meaning aspects of (written and) spoken language. (Justice, 2005, p. 1)

We learn to talk by talking. We learn to listen by listening. The more we talk and listen to others talking, the better our ability to manipulate language, the better our ability to think and therefore to read and write, for both of these are thinking activities. (Moore, 1991, p. 15)

Talk is not only a medium for thinking, it is also an important means by which we learn how to think. From a Vygotskian perspective thinking is an internal dialogue, an internalization of dialogues we've had with others. Our ability to think depends upon the many previous dialogues we have taken part in – we learn to think by participating in dialogues. (Dudley-Marling & Searle, 1991, p. 60)

Talk...provides a bridge between literature and the social world of readers. Through classroom conversations, we enable students to develop social and literary awareness; our shared talk creates a comfortable place within which to explore and negotiate our interpretations of literary texts and the world in which we live. (Hynds, 1988, p. 177)

As language arts teachers, one of the most important things we can do for our students is to give them the belief that they can use language to influence the world around them....If students develop that belief, they will attempt to use language to attain goals more readily, they will be less reluctant to participate in classroom activities, and they will improve their behaviour in other aspects of their education and in aspects of their social life. (Backlund, 1988, p. 228)

The primacy of the spoken word in human intercourse cannot be too strongly emphasized. Important though the written word is, most communication takes place in speech; and those who do not listen with attention and cannot speak with clarity, articulateness and confidence are at a disadvantage in almost every aspect of their personal, social and working lives. (Jones, 1988, p. 26)

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING

In order for students to acquire the skills of reading a variety of texts, teachers must model, coach, and support reading in the classroom. Students learn and apply strategies successful readers use by reading in a variety of classroom contexts. As they engage in reading, they explore and learn the skills, strategies, and competencies of the reading process and of shared learning in a group setting.

### Reading and Viewing in Grades 1 to 3

#### Conferences

Students meet individually with the teacher to read, for individual reading assessment, to demonstrate fluency and comprehension, to discuss their reading strategies, purposes, goals, and self-assessment, and to develop an understanding of their progress.

#### Independent Reading and Viewing

Students read on their own for pleasure, to follow personal interests, or to complete assigned tasks. They practise the skills and strategies they are learning.

### Reading in the Primary Classroom

#### Partner Reading and Viewing

With the guidance of a teacher, students interact with a partner to focus on reading and viewing. Together they practise skills and strategies, and develop and demonstrate understanding of selections from fiction and non-fiction.

#### Small and Large Groups

Students work in small and large groups for a variety of purposes to read together and exchange ideas and clarify meaning. They read and view, discuss their thoughts, and reflect on the text they are reading or viewing. In some cases, teachers guide the reading.

### Strategies for Reading and Viewing

Students in Grade 1 use the following strategies:

- **Before** – access prior knowledge to make connections, make predictions, ask questions, set a purpose
- **During** – predict and make connections, visualize, figure out unknown words, self-monitor and self-correct, retell
- **After** – reread and “re-view,” discuss with others, retell, sketch, write a response

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING, CONTINUED

The criteria below could be used to describe a good reader and viewer at the primary grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

### Criteria for a Good Reader and Viewer (Kindergarten to Grade 3)

#### A good reader and viewer

- accesses prior knowledge
- asks questions
- makes predictions
- uses three kinds of cues – meaning, sound, visual – to make sense of text. Asks “Does it make sense?” “Does it sound right?” “Does it look right?”
- self-monitors and recognizes when text is not making sense
- uses strategies to overcome problems during reading and viewing
- makes connections before, during, and after reading and viewing
- uses mental images to deepen and extend meaning
- identifies and summarizes main ideas
- interprets both literal and inferential meaning
- synthesizes and extends meaning
- evaluates the text or visual material
- self-evaluates and sets goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING, CONTINUED

### Research Findings Related to Reading

#### “The Six Ts of Effective Elementary Literacy Instruction” from Richard Allington

1. **Time.** Effective teachers have students do more guided reading, more independent reading, and more reading in social studies and science. In many exemplary classrooms, children are reading and writing for half the day.
2. **Texts.** Students have books they can actually read with a high level of accuracy, fluency, and comprehension. All students, then, rarely have the same book. Students engage in enormous quantities of successful reading and become independent, good readers. Motivation for reading is dramatically influenced by reading success.
3. **Teaching.** Effective teachers don't simply “assign and assess”; they are involved in active instruction. Explicit demonstrations of cognitive strategies are modelled; instruction is offered in a balance of side-by-side lessons, small group lessons, and whole group lessons. But whole group lessons are brief and focused.
4. **Talk.** There's more of it, and it's more conversational than interrogational. Discussion is purposeful and personalized, not scripted or packaged. Thoughtful classroom talk focuses on making children's thinking visible and building understanding.
5. **Tasks.** Leaving behind low-level worksheet tasks, effective teachers demonstrate greater use of longer assignments, tasks that integrate several content areas and substantive work with more complexity. Exemplary teachers provide students similar but different tasks.
6. **Testing Students.** Student work is evaluated based on effort and improvement. Rubrics shift responsibility for improvement to the students, so “luck” doesn't play a part. Most effective teachers use almost no test-preparation materials, feeling that good instruction is what makes the difference.

from R.L. Allington (June 2002). *Phi Delta Kappan*.

#### Core Understandings from Reading Research

Through the analysis of current research the following 13 fundamental, or core, understandings relating to reading were identified:

1. Reading is a construction of meaning from text. It is an active, cognitive, and affective process.
2. Background knowledge and prior experience are critical to the reading process.
3. Social interaction is essential at all stages of reading development.
4. Reading and writing are reciprocal processes; development of one enhances the other.
5. Reading involves complex thinking.
6. Environments rich in literacy experiences, resources, and models facilitate reading development.
7. Engagement in the reading task is key in successfully learning to read and developing as a reader.
8. Children's understandings of print are not the same as adults' understandings.
9. Children develop phonemic awareness and knowledge of phonics through a variety of literacy opportunities, models, and demonstrations.
10. Readers learn productive strategies in the context of real reading.
11. Students learn best when teachers employ a variety of strategies to model and demonstrate reading knowledge, strategy, and skills.
12. Students need many opportunities to read, read, read.
13. Monitoring the development of reading processes is vital to student success.

Braunger, J., & Lewis, J.P. (2006). *Building a Knowledge Base in Reading* (2nd ed.). Copyright 2006 by the International Reading Association. Used with permission.

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING

Teachers model, coach, and support in learning to write in a variety of groupings (whole class, small groups, pair, individually). Using models such as the Gradual Release of Responsibility, students practise, with increasing independence, the skills and processes of writing, applying strategies during the process to increase success at writing. In the primary grades, the main emphasis is on context and meaning, rather than mechanics and conventions.

### Writing in Grades 1 to 3

#### Prewriting

- Students prepare for writing by engaging in discussions, interacting with others, and participating in activities such as brainstorming and pair/share to gather information before writing.
- Students use various organizers to sort and manage their ideas (e.g., story frames, webs, four quadrants).
- Students consider topic, purpose, and audience in their initial plan as well as participating in developing class-generated criteria. They make decisions about how ideas will be organized.

#### Drafting

- Students use models, such as picture books and student writing samples to develop a draft to express ideas, feelings, emotions, and opinions.

#### Revising

- Students share their work, check for completeness against class-generated criteria, and revise traits to improve clarity.

#### Editing

- Students edit by rereading and reflecting on their own writing, and conferencing with peers and the teacher.
- Students edit for accuracy in spelling, punctuation, grammar, and usage, and may use a self-editing checklist.

#### Publishing and Presenting

- Teachers encourage students to share certain pieces of writing through displays, class books, newsletters, and electronic bulletin boards.
- Legible printing or word processing is encouraged for published written work.
- Students may present and publish their texts for real audiences (e.g., author's chair, assembly presentations).

### Strategies for Writing and Representing

Students in Grade 1 use the following strategies:

- **Before** – set a purpose, identify an audience, participate in developing class-generated criteria, generate, select and organize ideas from home and/or school experiences
- **During** – look at models such as picture books and student writing samples
- **After** – share, check for completeness, and add details to improve clarity

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING, CONTINUED

The criteria below could be used to describe a good writer and representer at the primary grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

### Criteria for a Good Writer and Representer (Kindergarten to Grade 3)

#### A good writer and representer

- generates ideas
- organizes information
- identifies a purpose
- defines an audience
- develops a “voice” and style suitable to the purpose, content, and audience
- uses a variety of vocabulary and sentence construction
- conveys meaning clearly
- demonstrates coherence among ideas
- recognizes the value of feedback
- revises and rewrites
- uses basic conventions of writing
- finds satisfaction in writing
- self-evaluates and sets goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING, CONTINUED

### Research Findings Related to Writing

#### “12 Writing Essentials for All Grades” from Regie Routman

Teach these essentials well in connection with any purposeful writing, and, with guidance, students will be able to use them in whatever form of writing they do:

1. **Write for a specific reader and a meaningful purpose.** Write with a particular audience in mind (this may be the author herself or himself) and define the writing task.
2. **Determine an appropriate topic.** Plan the writing, do the necessary research, narrow the focus, decide what’s most important to include.
3. **Present ideas clearly, with a logical, well-organized flow.** Structure the writing in an easy-to-follow style and format using words, sentences, and paragraphs; put like information together; stay on the topic; know when and what to add or delete; incorporate transitions.
4. **Elaborate on ideas.** Include details and facts appropriate to stated main ideas; explain key concepts; support judgments; create descriptions that evoke mood, time, and place; and develop characters.
5. **Embrace language.** “Fool with words” – experiment with nouns, verbs, adjectives, literary language, sensory details, dialogue, rhythm, sentence length, paragraphs – to craft specific, lively writing for the reader.
6. **Create engaging leads.** Attract the reader’s interest right from the start.
7. **Compose satisfying endings.** Develop original endings that bring a sense of closure.
8. **Craft authentic voice.** Write in a style that illuminates the writer’s personality – this may include dialogue, humour, point of view, a unique form.
9. **Reread, rethink, and revise while composing.** Access, analyse, reflect, evaluate, plan, redraft, and edit as one goes – all part of the recursive, non-linear nature of writing.
10. **Apply correct conventions and form.** Produce legible letters and words; employ editing and proofreading skills; use accurate spelling, punctuation, capitalization, and grammar; adhere to the formal rules of the genre.
11. **Read widely and deeply – and with a writer’s perspective.** Read avidly; notice what authors – and illustrators, do; develop an awareness of the characteristics of various genres (fiction, poetry, persuasive pieces) and how those genres work, and apply that knowledge and craft to one’s own writing.
12. **Take responsibility for producing effective writing.** Consider relevant responses and suggestions and willingly revise; sustain writing effort; monitor and evaluate one’s own work and set goals; publish, when possible and appropriate, in a suitable and pleasing presentation style and format; do whatever is necessary to ensure the text is meaningful and clear to the reader as well as accurate, legible, and engaging.

These writing essentials are applicable from Kindergarten through high school and beyond.

The factors that change are:

- The amount of excellent support the student needs (demonstrations and explicit teaching).
- The complexity of texts the student composes.
- The variety of forms or genres the author attempts.
- The learner’s level of independence.

Adapted from Routman, R. (2005). *Writing Essentials: Raising Expectations and Results While Simplifying Teaching* (pp.13-14). Portsmouth, NH: Heinemann.



**QUICK NAVIGATION TIPS**

- Prescribed Learning Outcomes are mandated by the *School Act*; they are legally required, not optional.
- The Prescribed Learning Outcomes are numbered for ease of use and do not indicate a linear delivery.
- General Learning Expectations are summaries of the Prescribed Learning Outcomes in the relevant organizer (they are not legally required).
- Achievement Indicators are a comprehensive range of indicators of what the learning might look like for each learning outcome. They may also be used as assessment criteria. They are suggested, and teachers may substitute, adapt, or add to these indicators.
- Bolded terms in the Prescribed Learning Outcomes and Suggested Achievement Indicators are defined in the Glossary section.
- See the Considerations for Program Delivery section and Key Elements for essential understandings underlying the curriculum.

**ORAL LANGUAGE (SPEAKING AND LISTENING)**

**PURPOSES (ORAL LANGUAGE)**

*General Learning Expectation:* Students use oral language to interact with others, begin to share ideas and information, and listen for a variety of purposes.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 1, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> <li>– contributing to a class goal</li> <li>– exchanging ideas on a topic</li> <li>– making connections</li> <li>– completing tasks</li> <li>– engaging in play</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> engage in and contribute to class activities and discussions (e.g., a web, a chart, a think-pair-share) by offering ideas and information</li> <li><input type="checkbox"/> begin to extend conversation or understanding by commenting on and asking questions to clarify what is said by a peer, older buddy, or adult</li> <li><input type="checkbox"/> use conversational language, including an increasingly specific vocabulary (e.g., specific nouns), to describe objects, events, and feelings</li> <li><input type="checkbox"/> recount or discuss personal experiences</li> <li><input type="checkbox"/> use language and actions that demonstrate appropriate social behaviour to facilitate interaction (e.g., greetings, please, thank you; take turns as speaker and listener in conversation; avoid interrupting)</li> <li><input type="checkbox"/> offer solutions for problems in the classroom or in stories</li> <li><input type="checkbox"/> ask questions to clarify or extend meaning or to request assistance</li> <li><input type="checkbox"/> use speaking and listening to support imaginative play</li> </ul> |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p>A2 use speaking to explore, express, and present ideas, information, and feelings, by</p> <ul style="list-style-type: none"> <li>– generally staying on topic</li> <li>– using descriptive words about people, places, things, and events</li> <li>– telling or retelling stories and experiences in a logical sequence</li> <li>– sharing connections made</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> participate in discussions about different purposes for speaking (e.g., to entertain, inform, celebrate, persuade) and different audiences (e.g., parents, peers, teacher)</li> <li><input type="checkbox"/> describe objects, events, and feelings</li> <li><input type="checkbox"/> elaborate on information or a topic</li> <li><input type="checkbox"/> offer opinions and provide reasons, when prompted to do so</li> <li><input type="checkbox"/> comment on problems that arise in classroom experiences or in stories</li> <li><input type="checkbox"/> tell a story in a meaningful sequence from pictures</li> <li><input type="checkbox"/> retell a story or experience in a logical sequence</li> <li><input type="checkbox"/> support speaking with gestures, body language, tone, and volume to enhance meaning</li> </ul> |
| <p>A3 listen for a variety of purposes and demonstrate comprehension, by</p> <ul style="list-style-type: none"> <li>– retelling or restating</li> <li>– following two-step instructions</li> <li>– asking questions for clarification and understanding</li> <li>– sharing connections made</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> restate the purpose of a listening activity (e.g., to learn a new fact, to find out what happens, to learn a different viewpoint, to carry out instructions, for enjoyment)</li> <li><input type="checkbox"/> repeat information from listening activities (e.g., retell main points)</li> <li><input type="checkbox"/> join in choral refrain (e.g., poem, chant)</li> <li><input type="checkbox"/> follow oral instructions and demonstrations in sequence to complete a simple task (e.g., make a craft or play a game)</li> <li><input type="checkbox"/> demonstrate attentive listening in nonverbal ways for an appropriate period of time (e.g., nod to show agreement, show responsive facial expressions)</li> <li><input type="checkbox"/> ask speaker for clarification where needed</li> </ul>                                |

**Suggested Questions/Prompts to Scaffold Learning**

- Look at these pictures. In your own words, tell me the story.
- Share with us some ideas that you learned from your partner.
- What did we talk about yesterday \_\_\_\_\_ (*in relation to a topic*)? What is something new we learned about that idea today?
- What did you learn from \_\_\_\_\_ (*the story, the instructions, the person*)?
- What new words or information did you learn? Let’s talk about them.

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

**STRATEGIES (ORAL LANGUAGE)**

*General Learning Expectation:* Students use a number of strategies to improve their interacting, speaking, and listening skills by applying them in an expanded range of situations.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 1, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>A4 use <b>strategies</b> when interacting with others, including</p> <ul style="list-style-type: none"> <li>– making and sharing connections</li> <li>– asking questions for clarification and understanding</li> <li>– taking turns as speaker and listener</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> share ideas in class brainstorming activities</li> <li><input type="checkbox"/> relate personal or shared experience to the discussion topic</li> <li><input type="checkbox"/> talk in pairs and tell partner two things or facts about a topic</li> <li><input type="checkbox"/> ask or answer questions to clarify or gain further information</li> <li><input type="checkbox"/> demonstrate ability to listen to partner’s ideas and information and respond appropriately</li> <li><input type="checkbox"/> balance role of self as speaker and listener and follow the rules of conversation</li> </ul>   |
| <p>A5 use <b>strategies</b> when expressing and presenting ideas, information, and feelings, including</p> <ul style="list-style-type: none"> <li>– accessing prior knowledge</li> <li>– organizing thinking by following a simple framework</li> <li>– predicting some things the audience needs to know</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> share ideas in class brainstorming activities</li> <li><input type="checkbox"/> relate their personal or shared experiences to the discussion topic</li> <li><input type="checkbox"/> use simple <b>graphic organizers</b> provided by the teacher to assist organization of thinking</li> <li><input type="checkbox"/> make use of simple visual prompts when expressing or presenting</li> <li><input type="checkbox"/> engage in informal oral presentations (e.g., show-and-tell activities, news or storytelling, dramatizations)</li> <li><input type="checkbox"/> answer simple questions about information/topic presented</li> <li><input type="checkbox"/> adjust volume and tone of voice as appropriate (e.g., reduce volume in pairs or small group activities, speak loudly enough for others to hear when sharing information); may need reminding</li> </ul> |
| <p>A6 use <b>strategies</b> when listening to make and clarify meaning, including</p> <ul style="list-style-type: none"> <li>– preparing for listening</li> <li>– focussing on the speaker</li> <li>– asking questions</li> <li>– recalling ideas</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> make predictions before and during listening (e.g., use prior knowledge and clues)</li> <li><input type="checkbox"/> contribute to a list of questions related to the topic they will hear about</li> <li><input type="checkbox"/> ask speaker for clarification</li> <li><input type="checkbox"/> recall information or ideas in a variety of ways (e.g., retell main points, repeat a familiar message, draw a picture, act out a sequence of events)</li> </ul>   |

**Suggested Questions/Prompts to Scaffold Learning**

- When someone is sharing something with you, how can you help yourself listen? How can you help yourself remember what has been said?
- What other books or experiences remind you of ...?
- What questions or comments do you have after sharing ideas with your partner or group?
- What did the presenter tell us about ... today? What did you learn from that presentation?
- Tell us what your partner shared with you about...
- When you want to share something, how can you get your ideas ready?
- What are some things your audience might want to know?

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

THINKING (ORAL LANGUAGE)

*General Learning Expectation:* Students use speaking and listening skills to further their cognitive development, and begin to reflect on their own use of language.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 1, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>A7 demonstrate enhanced vocabulary knowledge and usage</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> talk about new words and ideas with others</li> <li><input type="checkbox"/> use new vocabulary words in speaking, including an expanding use of vocabulary related to specific subject areas</li> <li><input type="checkbox"/> sort words and pictures into categories (e.g., living and non-living things)</li> <li><input type="checkbox"/> use simple sound patterns (e.g., rhyming words) to learn new words</li> <li><input type="checkbox"/> use appropriate vocabulary to convey meaning when talking (e.g., describe their own feelings and the feelings of others)</li> </ul>  |
| <p>A8 engage in speaking and listening activities to develop a deeper understanding of <b>texts</b> (e.g., presenting a personal collection, listening to the telling of a story from an oral tradition)</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> make reasonable predictions about what to expect of a <b>text</b></li> <li><input type="checkbox"/> make personal connections with a <b>text</b> (e.g., how their family compares with a family in a story) and elaborate when prompted</li> <li><input type="checkbox"/> make some simple inferences about characters' feelings</li> <li><input type="checkbox"/> tell what they like about a <b>text</b> or activity and give a reason</li> <li><input type="checkbox"/> describe main ideas in an information <b>text</b></li> <li><input type="checkbox"/> ask questions that have not been answered in a <b>text</b></li> </ul>   |
| <p>A9 use speaking and listening in group activities (including creative exploration and play) to develop thinking by identifying relationships and acquiring new ideas</p>                                  | <ul style="list-style-type: none"> <li><input type="checkbox"/> make connections between new ideas and prior knowledge</li> <li><input type="checkbox"/> identify similarities and differences in basic information from two sources (e.g., two <b>texts</b> on the same topic)</li> <li><input type="checkbox"/> ask questions during inquiry activities (e.g., "Know-Wonder-Learn")</li> <li><input type="checkbox"/> use "because" to relate cause and effect (e.g., "I can't play outside because it's raining.")</li> <li><input type="checkbox"/> offer opinions and begin to provide reasons, when prompted to do so</li> <li><input type="checkbox"/> recognize differing viewpoints, with <b>teacher support</b></li> <li><input type="checkbox"/> use imagination to look for alternative outcomes (e.g., speculate "what if...")</li> <li><input type="checkbox"/> contribute to group discussions about possible solutions to problems and offer different ways to express an idea (e.g., restate it using different words, draw a picture, act it out)</li> </ul> |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p>A10 reflect on their speaking and listening to identify their strengths and to discuss attributes of good speakers and listeners</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> give reasons why speaking and listening are important (e.g., to learn, so you know what to do next, to hear stories, to learn new words, for fun, to share ideas)</li> <li><input type="checkbox"/> contribute to building a set of criteria for the assessment of speaking and listening (e.g., spoke clearly, faced the audience, used interesting words, did not interrupt)</li> <li><input type="checkbox"/> identify what they learned about speaking and listening from discussions</li> <li><input type="checkbox"/> with <b>teacher support</b>, self-assess oral presentations (e.g., using “two stars and a wish”), giving reasons to support their assessments</li> <li><input type="checkbox"/> contribute to class discussions undertaken to set a group goal for more effective listening and speaking</li> <li><input type="checkbox"/> provide ideas about ways to work toward the group goal</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• How can you do a good job of listening? What will you look like? What will you be doing in your mind?</li> <li>• What are some reasons speaking and listening are important?</li> <li>• What might our class try to get better at listening/speaking?</li> <li>• Tell me about the big ideas you heard in the book.</li> <li>• How did the characters feel? Why did they feel that way?</li> <li>• These two books gave different types of information. What did we learn from this one? ...from this one?</li> <li>• How might we solve the problem in a different way?</li> </ul> |  |

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**FEATURES (ORAL LANGUAGE)**

*General Learning Expectation:* Students use the features and basic conventions of oral language to express themselves clearly and to make meaning. Students use phonological awareness to recognize and manipulate sound patterns.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 1, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>A11 use the <b>features</b> of oral language to convey and derive meaning, including using most words correctly and expressing ideas clearly</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> stay on topic and sequence ideas in meaningful ways when speaking (e.g., using two or three sentences)</li> <li><input type="checkbox"/> express ideas in complete sentences that make sense (may occasionally make errors in <b>syntax</b> or word choice that make the message unclear)</li> <li><input type="checkbox"/> use simple connecting words to link ideas in their speech (e.g., and, then, because)</li> <li><input type="checkbox"/> use pronouns in a way that makes meaning clear, most of the time</li> <li><input type="checkbox"/> use basic tense forms (-ed), appropriately; may overgeneralize the grammatical rule (e.g., “swimmed” for swam, “keeped” for kept)</li> <li><input type="checkbox"/> use plurals appropriately; may overgeneralize the grammatical rule (e.g., “mouses” for mice)</li> <li><input type="checkbox"/> use voice and posture to present ideas clearly (e.g., speaking loudly enough, facing audience, enunciating most sounds)</li> </ul>  |
| <p>A12 demonstrate <b>phonological awareness</b>, by</p> <ul style="list-style-type: none"> <li>– identifying and creating rhyming words</li> <li>– identifying and creating <b>alliteration</b></li> <li>– segmenting the flow of speech into separate words</li> <li>– using sound segmenting and sound blending of syllables and <b>phonemes</b> in words</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> clap or chant to rhythms in a <b>text</b> or repeat with accuracy a pattern or a refrain from a poem, song, or story</li> <li><input type="checkbox"/> identify particular sounds or sound patterns in a spoken passage (e.g., identify rhyming words in a poem and give other examples, identify the sounds in an <b>alliteration</b>)</li> <li><input type="checkbox"/> recite poems, rhymes, riddles, tongue twisters, nonsense verse, actions, and jump-rope rhymes</li> <li><input type="checkbox"/> engage with a group or the class in chants, <b>choral reading</b>, or reciting short, simple, rhythmic poems with repetitive patterns</li> <li><input type="checkbox"/> use sound isolation to identify initial, medial, and final sounds in one-syllable words</li> <li><input type="checkbox"/> use sound blending to blend three to four sounds into a new word (e.g., m/a/n: man; s/t/o/p: stop)</li> <li><input type="checkbox"/> use sound segmentation to segment three to four sounds in a one-syllable word (e.g., m-a-n, s-t-e-p)</li> <li><input type="checkbox"/> use sound segmentation to substitute, delete, and add sounds to a word (e.g., substitute “n” in nap to “c”; take away “f” from flake; add “s” in front of mile)</li> </ul> |

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**Suggested Questions/Prompts to Scaffold Learning**

- Tell us your idea using a complete sentence.
- Use your “outside voice” to share your idea with the whole class.
- What word sounds wrong in the sentence “The dog and the boy is playing outside”?
- Clap the beats/syllables of this word.
- Let’s say the word “\_\_\_\_\_” together. If we changed the first letter of this word, what would the new word be?

## READING AND VIEWING

## PURPOSES (READING AND VIEWING)

*General Learning Expectation:* Students independently and collectively read and view to comprehend, enjoy, and respond to grade-appropriate literary and information texts with supporting visuals. They see themselves as readers.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 1, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>B1 read and demonstrate comprehension of <b>grade-appropriate literary texts</b> (e.g., stories, legends, poems)</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> read aloud to adult or peers a variety of <b>grade-appropriate literary texts</b> with <b>fluency</b>, including expression and a sense of phrasing (e.g., three or more words at a time); may require rereads</li> <li><input type="checkbox"/> retell most key story events in sequence, through discussion, drawing, or other representation, and identify basic story elements (e.g., characters, events, settings)</li> <li><input type="checkbox"/> make basic inferences (e.g., about characters or situations)</li> <li><input type="checkbox"/> locate some details in written <b>text</b>, photos, illustrations, and other graphics in response to questions or tasks</li> <li><input type="checkbox"/> contribute relevant ideas to large or small group discussions about literature, such as similarities and differences between two <b>texts</b> and between two <b>genres</b> (e.g., think-pair-share activities, book chats)</li> <li><input type="checkbox"/> engage in varied types of reading (e.g., buddy, echo, <b>readers' theatre</b>)</li> </ul> |
| <p>B2 read and demonstrate comprehension of <b>grade-appropriate information texts</b></p>                              | <ul style="list-style-type: none"> <li><input type="checkbox"/> read aloud to adult or peers a variety of <b>grade-appropriate information texts</b></li> <li><input type="checkbox"/> use basic '<b>text features</b>' (e.g., titles, captions, illustrations, contents page) to gain understanding of <b>information texts</b></li> <li><input type="checkbox"/> retell key points, through discussion, drawing, or other representation</li> <li><input type="checkbox"/> follow basic written directions; more complex directions may be supported with pictures</li> </ul>  |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| B3 read and reread <b>just-right texts</b> independently for 10 to 15 minutes daily for enjoyment and to improve <b>fluency</b> and comprehension  | <input type="checkbox"/> choose a <b>just-right text</b> on their own<br><input type="checkbox"/> show sustained reading focus for increasingly longer periods of time (e.g., 10 to 15 minutes)<br><input type="checkbox"/> read and reread aloud to an adult, peer, or buddy and receive feedback<br><input type="checkbox"/> show engagement in reading and describe self as a reader |
| B4 view and demonstrate understanding that visual <b>texts</b> are sources of information  | <input type="checkbox"/> recount messages and images they have remembered from viewing experiences<br><input type="checkbox"/> identify main ideas or key information from visual <b>text</b><br><input type="checkbox"/> recall or locate some details in response to questions or tasks<br><input type="checkbox"/> use illustrations, photos, and other graphics to derive meaning   |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Find a part that tells about...</li> <li>• The main character in this story is very sad, but it doesn't say so in the story. How do we know that he/she is sad?</li> <li>• What was the video/picture/picture book about?</li> <li>• Look at this picture. What does it tell you?</li> <li>• What facts did you learn from this book?</li> </ul> |   |

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**STRATEGIES (READING AND VIEWING)**

*General Learning Expectation:* Students, with increasing independence, use a variety of strategies before, during, and after reading and viewing to increase success at making meaning from texts and building fluency.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 1, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>B5 use <b>strategies</b> before reading and viewing, including</p> <ul style="list-style-type: none"> <li>– accessing prior knowledge to make connections</li> <li>– making predictions</li> <li>– asking questions</li> <li>– setting a purpose</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> during a “think-aloud,” use prior knowledge and experiences to connect with a topic or ideas in response to questions about what they already know or in response to pictures and verbal prompts (e.g., “What do you already know about...?”)</li> <li><input type="checkbox"/> make reasonable predictions before reading and viewing, using the title, photos, illustrations, charts and other graphics, and ‘<b>text features</b>’ (e.g., engage in a “picture walk”)</li> <li><input type="checkbox"/> ask questions using visuals or prior knowledge that relate to the topic</li> <li><input type="checkbox"/> with <b>teacher support</b>, state a reason for reading or viewing the selection (e.g., to find information, enjoy the story, remember the events, learn about the character)</li> </ul> |
| <p>B6 use some comprehension and <b>word-decoding strategies</b> during reading and viewing to construct, monitor, and confirm meaning, including</p> <ul style="list-style-type: none"> <li>– predicting and making connections</li> <li>– visualizing</li> <li>– figuring out unknown words</li> <li>– self-monitoring and self-correcting</li> <li>– retelling</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> use pictures, diagrams, context cues, sense of story, and prior knowledge to make ongoing predictions and confirm meaning</li> <li><input type="checkbox"/> describe or sketch a mental image formed or visualized while reading a <b>text</b></li> <li><input type="checkbox"/> combine <b>graphophonic cues</b> (“looks right”), <b>semantic cues</b> (“makes sense”), and <b>syntactic cues</b> (“sounds right”) to <b>decode</b> new words</li> <li><input type="checkbox"/> monitor and self-correct by rereading, reading-on (i.e., reading past an unknown word and guessing), using context and picture cues, “sounding it out,” looking for the little word in the big word</li> <li><input type="checkbox"/> stop and summarize or retell <b>text</b> up to a given point</li> </ul>                |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p>B7 use <b>strategies</b> after reading and viewing to confirm and extend meaning, including</p> <ul style="list-style-type: none"> <li>– rereading or “re-viewing”</li> <li>– discussing with others</li> <li>– retelling</li> <li>– sketching</li> <li>– writing a response</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> reread or “re-view” to find additional ideas/information to answer a question</li> <li><input type="checkbox"/> with <b>teacher support</b>, retell specific story events, facts about the topic, or important images (e.g., through dramatization, painting, dance, or other <b>forms</b> of representation)</li> <li><input type="checkbox"/> discuss predictions made earlier about the <b>text</b></li> <li><input type="checkbox"/> respond to questions related to the <b>text</b> and generate new questions</li> <li><input type="checkbox"/> participate in teacher-led discussions about the author’s message</li> <li><input type="checkbox"/> make and share <b>text-to-self</b> connections (e.g., “This character is like me because...” “This story reminds me of...”)</li> <li><input type="checkbox"/> make and share <b>text-to-text</b> connections (e.g., “This story reminds me of the...we heard.”)</li> <li><input type="checkbox"/> sketch or write a response</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <p><i>Before</i></p> <ul style="list-style-type: none"> <li>• Look at this book’s cover/picture. What clues did the pictures give you about the story?</li> <li>• Have you read or heard any other books before by this author?</li> <li>• Is there anything in the pictures that reminds you of other stories?</li> <li>• From looking at the pictures, who might be the main character? Tell what you think the main character might be like.</li> <li>• What do you already know about this topic?</li> <li>• What would you like to learn about this topic?</li> <li>• What do we know about this author?</li> </ul> <p><i>During</i></p> <ul style="list-style-type: none"> <li>• Does that make sense? Is that the way we say it?</li> <li>• Does that sound right?</li> <li>• Does that look right?</li> <li>• Check your prediction. How close were you?</li> <li>• What do you think will happen next?</li> </ul> <p><i>After</i></p> <ul style="list-style-type: none"> <li>• What did you learn from looking at the pictures?</li> <li>• Can you find the part where...?</li> <li>• Read me the part where....</li> <li>• Was there a word on this page that was hard for you? What can (or did) you do to figure it out?</li> <li>• What can you tell me about...?</li> </ul> |   |

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**THINKING (READING AND VIEWING)**

*General Learning Expectation:* Students express and expand upon their reactions to particular texts and extend their thinking through inquiry and analysis. They develop awareness of their own progress as readers and viewers by beginning to reflect on and identify their strengths.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 1, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>B8 respond to selections they read or view, by</p> <ul style="list-style-type: none"> <li>– expressing an opinion supported with a reason</li> <li>– making <b>text-to-self</b>, <b>text-to-text</b>, and <b>text-to-world</b> connections</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> express opinions in response to stories, information <b>texts</b>, poems, performances (e.g., “I liked it because...”)</li> <li><input type="checkbox"/> create a representation (e.g., draw a picture, dramatize a section)</li> <li><input type="checkbox"/> identify connections between a picture and <b>text</b> (e.g., “What does the picture tell us about the story?” “What do the words tell us about the picture?”)</li> <li><input type="checkbox"/> tell how story events or characters are the same or different from their own experiences (<b>text-to-self</b>)</li> <li><input type="checkbox"/> make <b>text-to-text</b> connections by comparing two versions of the same <b>text</b> and expressing a preference</li> <li><input type="checkbox"/> make <b>text-to-world</b> connections (e.g., by comparing seasonal activities in Canada to those in other countries)</li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>B9 read and view to expand knowledge, by</p> <ul style="list-style-type: none"> <li>– predicting and connecting</li> <li>– comparing and inferring</li> <li>– inquiring and explaining</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> discuss the accuracy of a prediction(s) made prior to reading or viewing</li> <li><input type="checkbox"/> make a connection to a <b>text</b> and explain their thinking</li> <li><input type="checkbox"/> use a Venn diagram (e.g., to compare “good” and “evil” characters in or between <b>texts</b>)</li> <li><input type="checkbox"/> make basic inferences from ideas/information read or viewed (e.g., answer the question, “When would be the best time for picking apples?” after reading a book about the seasons)</li> <li><input type="checkbox"/> after reading or viewing, formulate questions about the <b>text</b> that remain unanswered</li> <li><input type="checkbox"/> develop explanations about what they have read or viewed (e.g., “I think this story teaches us that...,” “I think a doctor has an important job because...”)</li> </ul>  |
| <p>B10 reflect on their reading and viewing to identify their strengths and to discuss attributes of good readers and viewers</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> talk about the characteristics of good readers and viewers (e.g., are able to select <b>just-right texts</b>, monitor and self-correct, predict, read fluently, and make connections)</li> <li><input type="checkbox"/> describe <b>strategies</b> good readers use (e.g., chunk, look at pictures to support meaning, use self-correcting <b>strategies</b> when reading does not make sense)</li> <li><input type="checkbox"/> identify some <b>strategies</b> they use before and during reading to figure out words and confirm meaning</li> <li><input type="checkbox"/> identify one <b>strategy</b> that they could use more often or don’t yet use</li> <li><input type="checkbox"/> set a goal for their reading (e.g., make a mental image), with <b>teacher support</b></li> <li><input type="checkbox"/> choose books they can read and want to read; explain why the chosen book is a <b>just-right text</b></li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Think of one way you and the character in the story are alike and one way you are different.</li> <li>• Has anything like this ever happened to you? Do you think something like this could ever happen to you?</li> <li>• Did you like the story? Can you tell why (or why not)?</li> <li>• What did you do when your reading did not make sense? What else might you try?</li> <li>• What did you learn that was new from this video?</li> <li>• How are the movie and book versions the same and how are they different?</li> </ul> |  |

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## FEATURES (READING AND VIEWING)

**General Learning Expectation:** Students use structures, features, and conventions of text, including concepts about print and concepts about books, use of phonic knowledge and high-frequency words, ‘text features’, and characteristic aspects of stories to support their reading and viewing.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 1, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>B11 recognize and derive meaning from the <b>structures</b> and <b>features</b> of <b>texts</b>, including</p> <ul style="list-style-type: none"> <li>– <b>concepts about print</b> and <b>concepts about books</b></li> <li>– elements of stories (e.g., beginning, middle, end; character, setting, events)</li> <li>– ‘<b>text features</b>’</li> <li>– the vocabulary needed to talk about <b>texts</b> (e.g., book, author, title, illustrator, pictures)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize and derive meaning from <b>concepts about print</b> and <b>concepts about books</b>, such as:           <ul style="list-style-type: none"> <li>– left to right (with return sweep) and top to bottom flow</li> <li>– the distinct features of letters and words (e.g., there is an uppercase and lowercase form of each letter, words are usually groups of letters, it is possible for a word to have only one letter, words are separated by spaces)</li> <li>– oral words can be matched to printed words (one-to-one matching)</li> <li>– basic print <b>conventions</b> (e.g., spaces between words)</li> <li>– sentence <b>conventions</b> (e.g., period, exclamation mark, question mark, sentence beginnings)</li> </ul> </li> <li><input type="checkbox"/> recognize characteristics of stories (e.g., beginning, middle, and end; basic story elements such as character, setting, and main events)</li> <li><input type="checkbox"/> use ‘<b>text features</b>’ to locate information (e.g., title, page numbers, illustrations, bolded print)</li> <li><input type="checkbox"/> use vocabulary such as “book,” “author,” “title,” “illustrator,” and “pictures” to talk about reading and viewing</li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>B12 recognize and <b>fluently</b> identify all alphabetic letters and their associated sounds, and recognize word patterns and some <b>high-frequency words</b></p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> use common word patterns and knowledge of word families to help <b>decode</b> new words (e.g., -all, -ame, -ice, -ate, -ight, -ing, -op)</li> <li><input type="checkbox"/> use predictable word patterns and knowledge of sentence structure in speech to determine the meaning of sentences (e.g., “I saw the cat,” “I saw the bird.”)</li> <li><input type="checkbox"/> recognize all uppercase and lowercase letters automatically, no matter the order</li> <li><input type="checkbox"/> provide sounds commonly associated with alphabet letters; may be more than one (e.g., /k/ sound for c and k, /e/ and /i/ for y)</li> <li><input type="checkbox"/> recognize <b>high-frequency words</b> by sight (e.g., approximately 100 words commonly used at Grade 1)</li> <li><input type="checkbox"/> use <b>graphophonic cues</b> (“looks right”), including <b>decoding</b> words using sound-symbol relationships</li> <li><input type="checkbox"/> use <b>syntactic cues</b> (“sounds right”), including recognizing sentence structure and punctuation</li> <li><input type="checkbox"/> use <b>semantic cues</b> (“makes sense”), using context cues and prior knowledge to make meaning</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• What do you call this (<i>pointing to the table of contents</i>)? How does it help us as we read?</li> <li>• Show me with your hand which way your eyes go when you read.</li> <li>• Find the uppercase letter in this word. Why is it written as uppercase? What sound does it make?</li> <li>• What happened at the beginning/middle/end of this book?</li> <li>• Who is (are) your favourite character(s) in this book? Why do you feel this way?</li> <li>• Where does this story take place?</li> </ul> |  |

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## WRITING AND REPRESENTING

## PURPOSES (WRITING AND REPRESENTING)

*General Learning Expectation:* Students use words, simple sentences, illustrations, and other graphics to create personal texts, information texts, and imaginative texts.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 1, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>C1 create straightforward <b>personal writing</b> and representations that express simple ideas, feelings, likes, and dislikes, featuring</p> <ul style="list-style-type: none"> <li>– <b>ideas</b> represented through words, sentences, and images that connect to a topic</li> <li>– developing <b>sentence fluency</b> by using <b>simple sentences</b> that relate to each other</li> <li>– developing <b>word choice</b> by attempting to use descriptive words and interesting details</li> <li>– developing <b>voice</b> by showing some evidence of individuality</li> <li>– an <b>organization</b> that follows a <b>form</b> or <b>text</b> presented or modelled by the teacher, such as a list, card, or letter</li> </ul> | <p><input type="checkbox"/> create <b>personal writing</b> and representations (e.g., reading responses, letters, sketches, lists, greeting cards, descriptions, journal entries, and may include <b>impromptu writing</b>) that demonstrate the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– generally makes sense and focusses around a central idea, image, or feeling, but some details may be missing or irrelevant</li> <li>– tells about something learned or experienced (e.g., field trip, family excursion), often with a picture to add meaning</li> <li>– expresses a clear idea, and key ideas are generally obvious</li> <li>– includes several sentences or images that are related to each other and connected to the topic</li> <li>– integrates pictures and text to develop topic; pictures add interest or detail</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– evidences a sense of sentence pattern when read aloud</li> <li>– contains <b>simple sentences</b>, and sometimes contains <b>compound sentences</b> through the use of “and” or “but”</li> <li>– is characterized by <b>simple sentences</b>, conversational language, and familiar language patterns (e.g., “I like...,” “I like...”)</li> <li>– shows an attempt to “paint a picture” for the reader</li> <li>– shows an attempt to vary <b>word choice</b> by using descriptive nouns (e.g., robin) combined with general language (e.g., bird)</li> <li>– features generally correct use of pronouns, although sometimes the pronoun-noun agreement is unclear or incorrect</li> <li>– exhibits some individuality through <b>text</b> and pictures</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– generally follows a <b>form</b> or <b>graphic organizer</b> provided by the teacher</li> <li>– features pictures and <b>text</b> that support one another</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p>C2 create straightforward <b>informational writing</b> and representations, using prompts to elicit ideas and knowledge, featuring</p> <ul style="list-style-type: none"> <li>– <b>ideas</b> represented through words, sentences, and images that connect to a topic</li> <li>– developing <b>sentence fluency</b> by using <b>simple sentences</b>, patterns, labels, and captions</li> <li>– developing <b>word choice</b> by beginning to use content-specific vocabulary and some detail</li> <li>– developing <b>voice</b> by showing how they think and feel about a topic</li> <li>– an <b>organization</b> that follows a <b>form</b> modelled by the teacher, such as a list, web, chart, cluster, or other <b>graphic organizer</b></li> </ul> | <p>□ create <b>informational writing</b> and representations (e.g., expository writing such as lists, graphs, charts, descriptive reports, webs, instructions, procedures, and may include <b>impromptu writing</b>) that demonstrate the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– makes sense, contains generally clear, coherent ideas, and works by itself to explain a simple idea</li> <li>– explains something learned and/or experienced (e.g., cooking in class, what to take on a family excursion, report on a pet), and pictures add meaning</li> <li>– includes obvious key ideas and some accurate information or detail</li> <li>– integrates pictures and <b>text</b>, and captions help clarify the meaning</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– demonstrates a sense of sentence pattern when read aloud</li> <li>– contains short, repetitive <b>simple sentences</b> and sometimes contains <b>compound sentences</b> through the use of “and” or “but”</li> <li>– lists facts about a familiar topic, often accompanied by a picture</li> <li>– features conversational language and may include some description</li> <li>– begins to show varied <b>word choice</b> through the use of descriptive nouns (e.g., field cricket) along with general language (e.g., bug), and includes some content-specific vocabulary</li> <li>– features the generally correct use of pronouns, although sometimes the pronoun-noun agreement is unclear or incorrect</li> <li>– shows some evidence of the student’s thoughts and feelings about a topic (e.g., the writing indicates an interest in the topic)</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– generally follows a <b>form</b> or <b>graphic organizer</b> provided by the teacher</li> <li>– often includes pictures or diagrams with labels or captions</li> <li>– may include a title which restates the topic</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>C3 create <b>imaginative writing</b> and representations, often modelled on those they have read, heard, or viewed, featuring</p> <ul style="list-style-type: none"> <li>– <b>ideas</b> represented through sentences and images that generally connect to a topic</li> <li>– developing <b>sentence fluency</b> by using <b>simple sentences</b>, dialogue, phrases, and poetic language</li> <li>– developing <b>word choice</b> by attempting to use new and descriptive words</li> <li>– developing <b>voice</b> by showing some evidence of individuality</li> <li>– an <b>organization</b> that generally follows a <b>form</b> presented or modelled by the teacher; stories include a beginning, middle, and end</li> </ul> | <p>☐ create <b>imaginative writing</b> and representations (e.g., expressive writing that begins to show <b>sensory detail</b> in the <b>form</b> of stories and poems, and may include <b>impromptu writing</b>) that demonstrate the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– generally makes sense and focusses around a central idea, image, or feeling, but some details may be missing or irrelevant</li> <li>– includes characters and situations when in story <b>form</b>, and may introduce a problem</li> <li>– presents ideas which may be limited by the poetic <b>form</b></li> <li>– evidences an awareness of audience</li> <li>– features pictures and <b>text</b> that support one another</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– shows a sense of sentence pattern or poetic form, as appropriate, when read aloud</li> <li>– contains repetitive <b>simple sentences</b>, conversational language, and may include some <b>sensory detail</b></li> <li>– imitates familiar <b>features</b> of writing (e.g., rhyming lines, imagery, <b>word choice</b>, fairy tale elements)</li> <li>– begins to show evidence of varied <b>word choice</b> through the use of some descriptive and sensory language</li> <li>– shows some evidence of individuality through text and pictures</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– generally follows a <b>form</b> or <b>text</b> presented or modelled by the teacher</li> <li>– connects events logically (i.e., there is a basic order with a few missteps, although the story may “wander” into a new problem)</li> <li>– includes a title, and some kind of beginning and ending (e.g., The END)</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Please read me your favourite part of this piece.</li> <li>• What was it about the poem that helped you to write your own?</li> <li>• What are your favourite words in your writing?</li> <li>• What words would give your reader a clearer picture of...?</li> <li>• How did you decide what facts to include?</li> <li>• What else might your readers want to know about your topic?</li> <li>• How can you use captions to make your picture clearer?</li> </ul>  |  |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

**STRATEGIES (WRITING AND REPRESENTING)**

**General Learning Expectation:** With teacher support, students use strategies to increase success at writing and representing.

**Teaching Consideration:** Writing is a recursive, non-linear process. Although the strategies listed below are organized into the seemingly discrete stages of before, during, and after, in reality, these strategies may be used continuously throughout the writing process.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 1, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>C4 use <b>strategies</b> before writing and representing, including</p> <ul style="list-style-type: none"> <li>– setting a purpose</li> <li>– identifying an audience</li> <li>– participating in developing class-generated criteria</li> <li>– generating, selecting, and organizing ideas from home and/or school experiences</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> contribute to class discussion to generate criteria about what makes good writing and representing (e.g., “How would a good story begin?” “How can we choose a topic that is important to us?”)</li> <li><input type="checkbox"/> engage in short individual and class brainstorming sessions</li> <li><input type="checkbox"/> draw or sketch ideas in response to a topic of personal interest</li> <li><input type="checkbox"/> contribute to class charts or class organizational webs and diagrams (e.g., to share experiences or interests)</li> <li><input type="checkbox"/> respond to and generate ideas from photos, picture books, stories, and illustrations</li> <li><input type="checkbox"/> talk to peers, older buddies, or adults in the room to develop ideas</li> <li><input type="checkbox"/> with <b>teacher support</b>, narrow the topic to a manageable size (e.g., narrow topic from “animals” to “cats,” to “Siamese cats,” to “how Siamese cats make good guard dogs”)</li> <li><input type="checkbox"/> write or draw simple lists or plans to illustrate a sequence of events in the correct order (e.g., use a beginning/middle/end frame to draw and label or write stories)</li> </ul> |
| <p>C5 use <b>strategies</b> during writing and representing to express thoughts in written and visual form (e.g., looking at picture books and student writing samples as models)</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> use diagrams, sketches, and pictures from books to prompt their writing</li> <li><input type="checkbox"/> voice thoughts while writing or representing (e.g., “writer’s mumble,” “think-aloud”)</li> <li><input type="checkbox"/> use models of story beginnings to develop own story beginning</li> <li><input type="checkbox"/> use sound-symbol relationships including <b>invented spelling</b> to write unfamiliar words</li> <li><input type="checkbox"/> choose precise words to “paint a picture” for readers by referring to class word lists, <b>word walls</b>, personal dictionaries, and newly acquired vocabulary</li> <li><input type="checkbox"/> read work in progress aloud and ask others for suggestions (e.g., take the “author’s chair”)</li> <li><input type="checkbox"/> use software tools to write or represent thoughts</li> </ul>  |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| C6 use a <b>strategy</b> after writing and representing to improve their work (e.g., sharing their written work and representations, checking for completeness, adding details)   | <ul style="list-style-type: none"> <li><input type="checkbox"/> read writing aloud/or present representation and ask others for suggestions (e.g., take the “author’s chair”)</li> <li><input type="checkbox"/> engage in partner-talk to discuss how to make the “picture” clearer for the reader</li> <li><input type="checkbox"/> engage in improving a piece of writing, often in response to questions or prompts</li> <li><input type="checkbox"/> begin to understand the difference between <b>revising</b> and <b>editing</b> (i.e., <b>revising</b> involves clarifying meaning through changing the wording whereas <b>editing</b> involves correcting spelling, capitalization, and punctuation)</li> <li><input type="checkbox"/> share and <b>publish</b> selected <b>texts</b> (e.g., on class bulletin boards)</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• What topics are interesting for you?</li> <li>• What do you know about your topic?</li> <li>• Who would you like to read your writing?</li> <li>• Tell me more about that “part” in your writing?</li> <li>• What are the best words you can use to give your reader a clearer picture?</li> <li>• If I picked up my magic camera, what would I see, hear, smell, taste, touch, and feel if I took a picture of your idea?</li> <li>• What changes did you make to make your writing better?</li> </ul> |   |

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**THINKING (WRITING AND REPRESENTING)**

*General Learning Expectation:* Students use writing and representing to express personal responses to text and to extend their thinking. They develop an awareness of their own progress as writers and representers by reflecting on and identifying their strengths.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 1, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>C7 use writing and representing to express personal responses and likes or dislikes about experiences or <b>texts</b></p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> draw a picture in response to a poem or story they have heard</li> <li><input type="checkbox"/> make a personal connection to a <b>text</b> and write about it</li> <li><input type="checkbox"/> express ideas, feelings, likes, and dislikes through their writing and representing</li> </ul>  |
| <p>C8 use writing and representing to extend their thinking</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> make connections and consider alternative ways of representing their ideas (e.g., with the aid of frames or <b>graphic organizers</b>)</li> <li><input type="checkbox"/> experiment with different ways to express their ideas (e.g., find other words that work well, create their own poem)</li> <li><input type="checkbox"/> demonstrate a willingness to experiment with written, visual, kinesthetic, and electronic forms of communication</li> </ul>  |
| <p>C9 reflect on their writing and representing to identify their strengths and to discuss attributes of good writers and representers</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> as part of a group discussion, tell which <b>strategy</b> they used at each stage of the writing process (e.g., partner-talk to generate ideas for writing, choosing words from a <b>word wall</b>)</li> <li><input type="checkbox"/> give comments to each other about their work (e.g., “I liked the way you...”)</li> <li><input type="checkbox"/> contribute to class discussion to generate criteria about what makes good writing and representing</li> <li><input type="checkbox"/> compare their own writing and representing with class-generated criteria</li> <li><input type="checkbox"/> talk about their strengths and set goals for future writing and representing (e.g., complete a non-complex self-assessment rubric)</li> <li><input type="checkbox"/> demonstrate pride and satisfaction in their own writing and representing (e.g., identify what they like about their writing)</li> <li><input type="checkbox"/> volunteer to, or when asked, share work with others</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• What helped you develop your ideas before you started your writing?</li> <li>• What is one way you changed your writing to make it better?</li> <li>• What idea did you receive from your writing buddy to make your story or picture better?</li> <li>• What is one thing you would like to work on next time in your writing?</li> <li>• What is one way that your writing is the same as what is listed in the criteria chart? What is one way that your writing is different from what is listed in the criteria chart?</li> </ul> |  |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

**FEATURES (WRITING AND REPRESENTING)**

**General Learning Expectation:** Students begin to use features and conventions of language (e.g., writing in complete sentences, showing knowledge of capitalization and punctuation, printing letters legibly, using visuals to support detail) to express meaning in their writing and representing.

**Teaching Consideration:** To increase students’ success at writing, grammar and usage need to be taught and experienced in the context of student writing and not as isolated grammatical exercises.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 1, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>C10 use some <b>features</b> and <b>conventions</b> of language to express meaning in their writing and representing, including</p> <ul style="list-style-type: none"> <li>– complete <b>simple sentences</b></li> <li>– “s” to form plural of familiar words</li> <li>– capital letters at the beginning of people’s names and of sentences, and capitalize the pronoun “I”</li> <li>– a period to mark the end of a sentence</li> <li>– words from their oral language vocabulary as well as less familiar words from class-displayed lists</li> <li>– knowledge of consonant and short vowel sounds to spell phonically regular one-syllable words</li> <li>– spelling phonically irregular <b>high-frequency words</b> from memory</li> <li>– attempting to spell unknown words through <b>phonic knowledge</b> and skills and visual memory</li> </ul> <p><i>Suborganizer ‘Features’ PLO C10 continued next page</i></p> | <p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use complete <b>simple sentences</b></li> <li><input type="checkbox"/> use an “s” to form the plural of familiar words (e.g., carpet/carpets, animal/animals, friend/friends)</li> </ul> <p><b>Punctuation and Capitalization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use capital letters for the beginning of most sentences; capitalize the first letter of names and the pronoun “I”</li> <li><input type="checkbox"/> use periods to end most sentences</li> <li><input type="checkbox"/> begin to use question marks and exclamation marks, when appropriate, to end sentences</li> </ul> <p><b>Vocabulary and Spelling</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use a range of <b>high-frequency words</b> from the <b>word wall</b></li> <li><input type="checkbox"/> generate new words by comparing them with familiar word patterns (e.g., if I know “cat,” I can spell “sat”)</li> <li><input type="checkbox"/> use <b>phonic knowledge</b> and <b>invented spelling</b> when attempting to spell unknown words</li> <li><input type="checkbox"/> begin to use word variety and attempt to use newly acquired vocabulary</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> incorporate directionality into writing (e.g., left to right and line movement down a page)</li> <li><input type="checkbox"/> copy words</li> <li><input type="checkbox"/> print legibly and correctly form letters (e.g., strive for consistency in letter size and shape)</li> <li><input type="checkbox"/> use uppercase and lowercase letters with some consistency</li> <li><input type="checkbox"/> use spaces between words</li> <li><input type="checkbox"/> use headings, titles, and illustrations to add more detail</li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators |
|--|----------------------------------|
| <p><i>Suborganizer 'Features' PLO C10, continued</i></p> <ul style="list-style-type: none"> <li>– legible printing from left to right of all uppercase and lowercase letters</li> <li>– appropriate spacing between letters and between words</li> </ul>   |                                  |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Show where you used capitals (or periods) in your work. Why do you need them there?</li> <li>• What do you do when you do not know how to spell a word?</li> <li>• Put your finger on the end of your sentence. Is there an end mark there?</li> <li>• Read this aloud. How can we make these words into a complete sentence?</li> <li>• Put one finger at the beginning of the word and another finger at the end of the word, in order to “hug” the word.</li> </ul> |                                  |

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## STUDENT ACHIEVEMENT

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*Grade 2*

The Key Elements section provides an overview of the important elements of the English Language Arts K to 7 document. It is divided into two parts:

- Overview
- Pedagogical Understandings for English Language Arts

### *Overview*

The Overview describes the Enduring Understandings for a cluster of grades. These Enduring Understandings are the “big ideas” of the curriculum document, broad statements underlying the “why” of English Language Arts. They are more than goals for a unit or grade; they are the rationale for engaging in English Language Arts, and are embedded in the knowledge, skills, and attitudes described in the Prescribed Learning Outcomes.

In addition, the Overview includes a Snapshot which is derived from the Prescribed Learning Outcomes for a particular grade. The Snapshot offers a brief description of what students who fully meet expectations should know and be able to do. The Snapshot does not replace the Prescribed Learning Outcomes, and as such, is not legally required, but is included to give teachers an overview of expectations at each grade level.

### *Pedagogical Understandings for English Language Arts*

Five interrelated components comprise the Pedagogical Understandings section. Foundational to the English Language Arts curriculum is the framework of the “Gradual Release of Responsibility,” whereby students gradually assume responsibility for independently demonstrating competency in a particular skill or process.

Secondly, a specific focus on metacognition is included in this section. Like the “Gradual Release of Responsibility,” metacognition is a concept that runs through the organizers and suborganizers of the English Language Arts document. Overt and explicit modelling, guiding, and supporting students in learning to “think about their thinking” is integral to English Language Arts K to 7.

Finally, this section contains specific information regarding the three organizers of this curriculum: oral language, reading and viewing, and writing and representing. Each of these components contains key research regarding oral language, reading, and writing, as well as an overview of skills, processes, contexts, and strategies appropriate to each grade. Students learn to speak, listen, read, and write through teacher modelling, demonstration, and practice in a variety of contexts, as well as by stepping back to identify what effective learners do to be successful and then applying that knowledge to their own learning.

# USING THE KEY ELEMENTS SECTION

## Overview

**Enduring Understandings**  
The overarching ideas of English Language Arts Kindergarten to Grade 3

**Prescribed Learning Outcomes**  
See the Prescribed Learning Outcomes specific to each grade

**Snapshot**  
A summary of the Prescribed Learning Outcomes for a specific grade

STUDENT ACHIEVEMENT • Key Elements – Grade 2

**GRADE 2 OVERVIEW**

**Enduring Understandings for Kindergarten to Grade 3**

- Meaning-making is a constructive and creative process.
- We learn about ourselves, others, and the world through speaking and listening, reading, and writing.
- Effective readers, writers, speakers, and listeners use a variety of strategies and skills to share, construct, clarify, and confirm meaning.
- Spoken words can be written, and print carries a constant message.
- Oral, written, and visual communications have their own conventions. Awareness and use of these conventions make us better communicators.
- Playing and experimenting with language and creating original texts help us to appreciate the artistry of language.
- Successful learners reflect on their thinking and learning to find ways to improve.

**What students should know and be able to do**  
Refer to the Prescribed Learning Outcomes: Oral Language

**What students should know and be able to do**  
Refer to the Prescribed Learning Outcomes: Reading and Viewing

**What students should know and be able to do**  
Refer to the Prescribed Learning Outcomes: Writing and Representing

**Snapshot**  
Summary derived from the Prescribed Learning Outcomes for Grade 2

- interact with others to share ideas, contribute to class activities, and complete structured tasks
- present ideas and information in a logical sequence, retell stories, and report on a topic
- listen attentively for a variety of purposes and demonstrate understanding
- build on a repertoire of strategies to construct and confirm meaning
- read and view a variety of grade-appropriate texts with comprehension and fluency
- select and read books for enjoyment and comprehension, and to improve fluency
- make connections to personal experiences, texts, and the experiences of others
- use the features, structures, and patterns of language to make meaning from what they hear, read, and view
- use context cues, phonics, and word structures, along with other cues to figure out new words
- recognize and derive meaning from the structures and features of text
- create clear, easy-to-follow personal, informational, and imaginative writing and representations
- write to express personal responses to texts or experiences
- write to extend thinking by exploring and making connections
- use knowledge of spelling, punctuation, sentence, and paragraph to make meaning from text and to express themselves in writing and representing
- reflect on and assess their learning and set a goal for improvement

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## Pedagogical Understandings for English Language Arts

**Gradual Release of Responsibility**

**Metacognition**

**Oral Language**

**Reading and Viewing**

**Writing and Representing**

STUDENT ACHIEVEMENT • Key Elements – Grade 2

**PEDAGOGICAL UNDERSTANDINGS FOR GRADUAL RELEASE OF RESPONSIBILITY**

An apprenticeship approach to instruction applies to all large Responsibility (Pearson & Gallagher, 1983) diagram shown to explicitly model a concept or strategy and, over time, support facilitated by metacognition and self-regulation.

**Gradual Release of Responsibility**

**Teacher Model**

- explains
- demonstrates
- thinks aloud

**Guided Practice**

- teacher and student
- teacher scaffolds the students' thinking
- students share their thinking

**Independent Practice**

- students apply strategy
- students receive feedback from teacher

**Application of Strategy**

- students apply strategy to new situations

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STUDENT ACHIEVEMENT • Key Elements – Grade 2

**PEDAGOGICAL UNDERSTANDINGS FOR METACOGNITION**

Metacognition is "thinking about thinking" which results in our learning processes. It involves the awareness and understanding of one's own thinking and the use of that understanding to regulate one's own learning processes. In English Language Arts K to 7, metacognition is a key element of the curriculum document given learning tasks, monitoring comprehension, and evaluating metacognitive in nature. Metacognition involves:

- connecting new information to former knowledge
- analyzing and reflecting on tasks
- selecting thinking strategies deliberately
- planning, monitoring, and evaluating thinking process
- managing own learning
- making adjustments and revising the learning
- reflecting on one's own thinking or others' thinking
- reflecting on and evaluating the effects of a thinking strategy
- setting new goals for learning

The internal language used by students when reflecting on themselves as learners. The criteria below could be used to assess and guide student performance, and may be some grade levels, these criteria are future goals that students to achieve during the school year.

**Criteria for a Good Thinker (Kindergarten to Grade 2)**

- a good thinker
- bases judgments on evidence
- is honest with self
- learns to understand before drawing conclusions
- can tolerate ambiguity
- asks questions
- is open-minded and flexible
- is able to think independently
- identifies and explains personal points of view
- looks for connections among ideas
- extends personal thinking by assimilating new information
- is self-directed, self-disciplined, self-motivated

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STUDENT ACHIEVEMENT • Key Elements – Grade 2

**PEDAGOGICAL UNDERSTANDINGS FOR ORAL LANGUAGE (SPEAKING AND LISTENING)**

Students use oral language to understand, talk about, and use oral language to interact and communicate with others in their classrooms.

**Oral Language Skills and Functions**

- contributes in partner, group and class discussions to share ideas, complete tasks and contribute to goals
- engage in short dramatizations of familiar stories, chants, and choral reading
- explain connections between ideas
- engage in the oral messages, or or negotiating a topic

**Strategies for Oral Language**

- Interacting** - access prior knowledge, make and share connections, and understanding, take turns as speaker and listener
- Expressing/Presenting** - access prior knowledge, use a framework, clarify and confirm meaning, predict volume and tone
- Listening** - focus on the speaker, ask questions, note details

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STUDENT ACHIEVEMENT • Key Elements – Grade 2

**PEDAGOGICAL UNDERSTANDINGS FOR READING AND VIEWING**

In order for students to acquire the skills of reading a variety of texts, they must be supported in the classroom. Students learn and apply a variety of classroom contexts. As they engage in reading, the complexities of the reading process and of shared learning are emphasized.

**Reading and Viewing in Grades 1 to 3**

**Conferences**

Students meet individually with the teacher to read, for individual reading assessment, to demonstrate fluency and comprehension, to discuss their reading strategies, purposes, goals, and self-assessment, and to develop an understanding of their progress.

**Partner Reading and Viewing**

With the guidance of a teacher, students interact with a partner to focus on reading and viewing, together they practice skills and strategies, and develop and demonstrate understanding of selections from fiction and non-fiction.

**Strategies for Reading and Viewing**

Students in Grade 2 use the following strategies:

- Before** - access prior knowledge to make connections, purpose, and self-assessment
- During** - predict and make connections, visualize, and self-correct
- After** - reread and "re-view," discuss with others, reflect on learning

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STUDENT ACHIEVEMENT • Key Elements – Grade 2

**PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING**

Teachers model, coach, and support in learning to write in a variety of groupings (whole class, small groups, pairs, individually). Using models such as the Gradual Release of Responsibility, students practice, with increasing independence, the skills and processes of writing, applying strategies during the process to increase success at writing. In the primary grades, the main emphasis is on context and meaning, rather than mechanics and conventions.

**Writing in Grades 1 to 3**

**Prewriting**

- Students prepare for writing by engaging in discussion, interacting with others, and participating in activities such as brainstorming and pair/share to gather information before writing
- Students use various organizers to sort and manage their ideas (e.g., story frames, webs, four quadrants)
- Students consider topic, purpose, and audience in their initial plan as well as participating in developing class-generated criteria. They make decisions about how ideas will be organized.

**Drafting**

- Students use models, such as picture books and student writing samples to develop a draft to express ideas, feelings, emotions, and opinions.

**Revising**

- Students share their work, check for completeness against class-generated criteria, and make tests to improve clarity.

**Editing**

- Students edit by reading and rereading their own writing, and conferencing with peers and the teacher.
- Students edit for accuracy in spelling, punctuation, grammar, and usage, and may use a self-editing checklist.

**Publishing and Presenting**

- Teachers encourage students to share original pieces of writing through displays, class books, newsletters, and electronic bulletin boards
- Lighter printing or word processing is encouraged for published writer work.
- Students may present and publish their texts for real audiences (e.g., author's chair, assembly presentations).

**Strategies for Writing and Representing**

Students in Grade 2 use the following strategies:

- Before** - set a purpose, identify an audience, participate in developing class-generated criteria, generate and develop ideas by selecting and organizing ideas
- During** - refer to class-generated criteria, refer to word banks, examine models of literature, visuals, and student writing samples
- After** - check their work against established criteria, revise to enhance a writing trait, edit for conventions

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## GRADE 2 OVERVIEW

### Enduring Understandings for Kindergarten to Grade 3

- Meaning-making is a constructive and creative process.
- We learn about ourselves, others, and the world through speaking and listening, reading, and writing.
- Effective readers, writers, speakers, and listeners use a variety of strategies and skills to share, construct, clarify, and confirm meaning.
- Spoken words can be written, and print carries a constant message.
- Oral, written, and visual communications have their own conventions. Awareness and use of these conventions make us better communicators.
- Playing and experimenting with language and creating original texts help us to appreciate the artistry of language.
- Successful learners reflect on their thinking and learning to find ways to improve.

**What students should know and be able to do**

Refer to the Prescribed Learning Outcomes:  
Oral Language

**What students should know and be able to do**

Refer to the Prescribed Learning Outcomes:  
Reading and Viewing

**What students should know and be able to do**

Refer to the Prescribed Learning Outcomes:  
Writing and Representing



### Snapshot

*Summary derived from the Prescribed Learning Outcomes for Grade 2*

- interact with others to share ideas, contribute to class activities, and complete structured tasks
- present ideas and information in a logical sequence, retell stories, and report on a topic
- listen attentively for a variety of purposes and demonstrate understanding
- build on a repertoire of strategies to construct and confirm meaning
- read and view a variety of grade-appropriate texts with comprehension and fluency
- select and read books for enjoyment and comprehension, and to improve fluency
- make connections to personal experiences, texts, and the experiences of others
- use the features, structures, and patterns of language to make meaning from what they hear, read, and view
- use context cues, phonics, and word structures, along with other cues to figure out new words
- recognize and derive meaning from the structures and features of text
- create clear, easy-to-follow personal, informational, and imaginative writing and representations
- write to express personal responses to texts or experiences
- write to extend thinking by exploring and making connections
- use knowledge of spelling, punctuation, sentences, and paragraphs to make meaning from text and to express themselves in writing and representing
- reflect on and assess their learning and set a goal for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: GRADUAL RELEASE OF RESPONSIBILITY

An apprenticeship approach to instruction applies to all language arts teaching. The Gradual Release of Responsibility (Pearson & Gallagher, 1983) diagram shown below outlines the process by which the teacher explicitly models a concept or strategy and, over time, apprentices the students into personalized application facilitated by metacognition and self-regulation.

### Gradual Release of Responsibility

#### Teacher Modelling

- explains
- demonstrates
- thinks aloud



#### Guided Practice

- teacher and students practise
- teacher scaffolds the students' attempts and gives feedback
- students share their thinking with each other



#### Independent Practice

- students apply strategy on their own
- students receive feedback from teacher and other students



#### Application of Strategy

- students apply strategy to new situations

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: METACOGNITION

Metacognition is “thinking about thinking” which results in students’ individual understanding of their own learning processes. It involves the awareness and understanding of how one thinks and uses strategies as an effective learner. In English Language Arts K to 7, metacognitive strategies weave throughout the organizers and suborganizers of the curriculum document. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Metacognition involves:

- connecting new information to former knowledge
- analysing and reflecting on tasks
- selecting thinking strategies deliberately
- planning, monitoring, and evaluating thinking processes
- monitoring own learning
- making adjustments and revising the learning
- reflecting on one’s own thinking or others’ thinking
- reflecting on and evaluating the effects of a thinking strategy, or learning process, on learning
- setting new goals for learning

The internal language used by students when reflecting on their learning helps shape their expectations of themselves as learners. The criteria below could be used to describe a good thinker. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

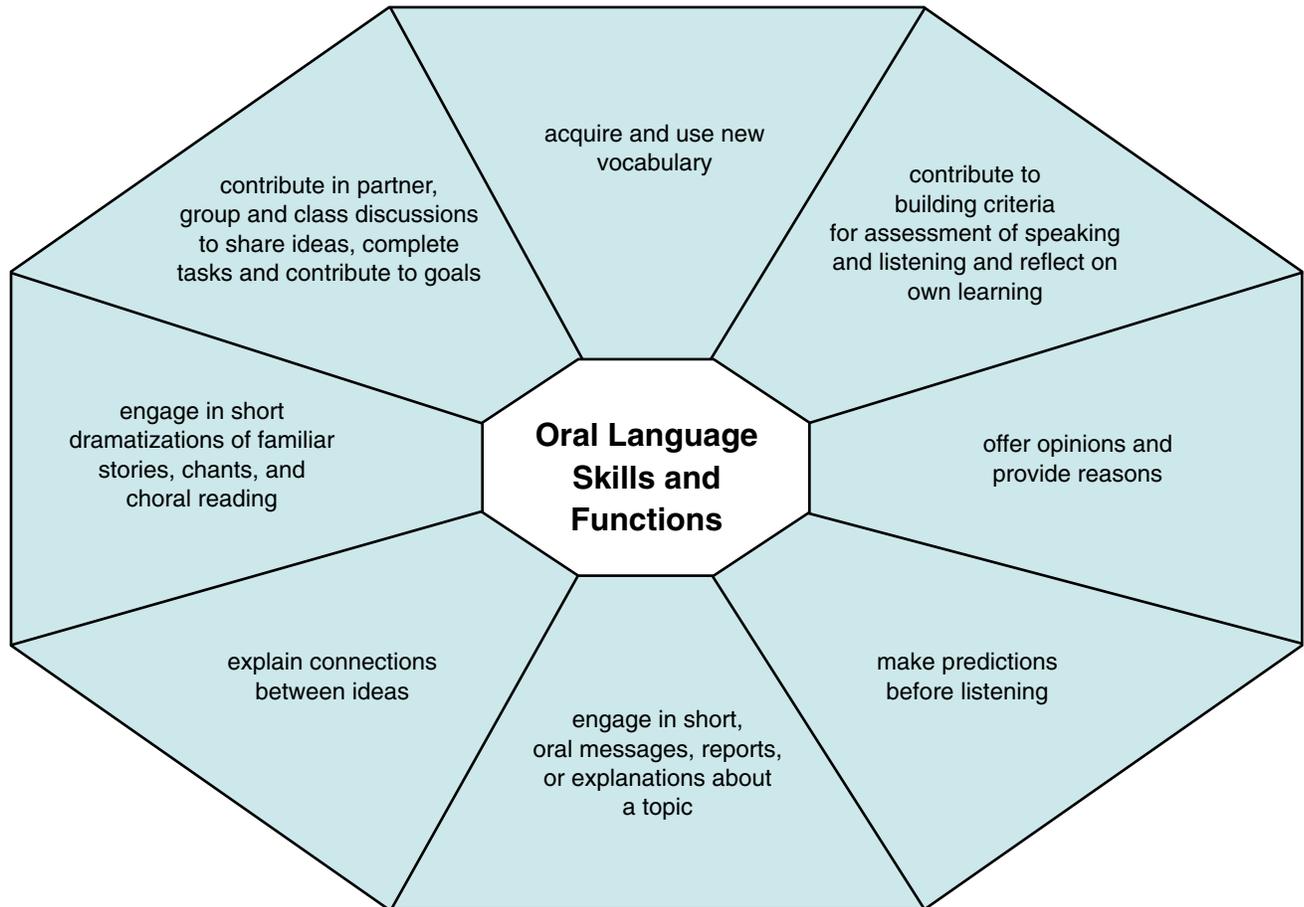
### Criteria for a Good Thinker (Kindergarten to Grade 3)

#### **A good thinker**

- bases judgments on evidence
- is honest with self
- listens to understand before drawing conclusions
- can tolerate ambiguity
- asks questions
- is open-minded and flexible
- is able to think independently
- identifies and explains personal points of view
- looks for connections among ideas
- extends personal thinking by assimilating new ideas and information
- is self-directed, self-disciplined, self-monitoring, and self-correcting

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE (SPEAKING AND LISTENING)

Students use oral language to understand, talk about, and think through ideas and information. They use oral language to interact and communicate with others in informal groupings for various purposes.



### Strategies for Oral Language

Students in Grade 2 use the following strategies:

- **Interacting** – access prior knowledge, make and share connections, ask questions for clarification and understanding, take turns as speaker and listener
- **Expressing/Presenting** – access prior knowledge, organize thinking by following a framework, clarify and confirm meaning, predict what the audience needs to know, adjust volume and tone
- **Listening** – focus on the speaker, ask questions, recall main ideas

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE, CONTINUED

The criteria below could be used to describe a good speaker and listener at the primary grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

### Criteria for a Good Speaker and Listener (Kindergarten to Grade 3)

#### A good speaker and listener

- speaks and listens for a variety of purposes
- maintains concentration during listening and speaking
- listens carefully to understand and respond to others' messages
- communicates ideas and information clearly
- organizes ideas and information so that the audience can understand and remember
- uses vocabulary and presentation style that are appropriate for the audience
- uses tone, pace, and volume that are appropriate for the situation
- sustains short conversations by encouraging the speaker and contributing ideas
- is attentive and respectful to others in conversation
- uses language effectively for a variety of purposes
- monitors presentation and is sensitive to audience response
- uses some strategies to overcome difficulties in communication (e.g., unfamiliar vocabulary, a noisy environment, distractions)
- self-evaluates and sets goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE, CONTINUED

### Research Findings Related to Oral Language

Oral language development and its relationship to later reading achievement is central to literacy. Children's oral language development is considered to be a key foundation for successful literacy. (Chaney & Burk, 1998; Primary Program 2000; McCormick, 1999; Strickland, Ganske, & Monroe, 2002)

Research has clearly established the importance of developing oral fluency to later successes in acquiring print. Oral language acts as an underlying foundation to achievement in reading. (Snow, Burns, & Griffin, 1998)

The basis of the relationship between early spoken language and later reading development is generally thought to be causal in nature, such that spoken language skills are fundamental precursors to later successful reading. (Tomblin, 2005, p. 3)

Reading is a language-based activity. Beginning readers use the language they have gained through speaking and listening to help them understand the printed word. (Psotka, 2003)

Early education is the time in which young children develop skills, knowledge and interest in the code-based and meaning aspects of (written and) spoken language. (Justice, 2005, p. 1)

We learn to talk by talking. We learn to listen by listening. The more we talk and listen to others talking, the better our ability to manipulate language, the better our ability to think and therefore to read and write, for both of these are thinking activities. (Moore, 1991, p. 15)

Talk is not only a medium for thinking, it is also an important means by which we learn how to think. From a Vygotskian perspective thinking is an internal dialogue, an internalization of dialogues we've had with others. Our ability to think depends upon the many previous dialogues we have taken part in – we learn to think by participating in dialogues. (Dudley-Marling & Searle, 1991, p. 60)

Talk...provides a bridge between literature and the social world of readers. Through classroom conversations, we enable students to develop social and literary awareness; our shared talk creates a comfortable place within which to explore and negotiate our interpretations of literary texts and the world in which we live. (Hynds, 1988, p. 177)

As language arts teachers, one of the most important things we can do for our students is to give them the belief that they can use language to influence the world around them....If students develop that belief, they will attempt to use language to attain goals more readily, they will be less reluctant to participate in classroom activities, and they will improve their behaviour in other aspects of their education and in aspects of their social life. (Backlund, 1988, p. 228)

The primacy of the spoken word in human intercourse cannot be too strongly emphasized. Important though the written word is, most communication takes place in speech; and those who do not listen with attention and cannot speak with clarity, articulateness and confidence are at a disadvantage in almost every aspect of their personal, social and working lives. (Jones, 1988, p. 26)

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING

In order for students to acquire the skills of reading a variety of texts, teachers must model, coach, and support reading in the classroom. Students learn and apply strategies successful readers use by reading in a variety of classroom contexts. As they engage in reading, they explore and learn the skills, strategies, and competencies of the reading process and of shared learning in a group setting.

### Reading and Viewing in Grades 1 to 3

#### Conferences

Students meet individually with the teacher to read, for individual reading assessment, to demonstrate fluency and comprehension, to discuss their reading strategies, purposes, goals, and self-assessment, and to develop an understanding of their progress.

#### Independent Reading and Viewing

Students read on their own for pleasure, to follow personal interests, or to complete assigned tasks. They practise the skills and strategies they are learning.

### Reading in the Primary Classroom

#### Partner Reading and Viewing

With the guidance of a teacher, students interact with a partner to focus on reading and viewing. Together they practise skills and strategies, and develop and demonstrate understanding of selections from fiction and non-fiction.

#### Small and Large Groups

Students work in small and large groups for a variety of purposes to read together and exchange ideas and clarify meaning. They read and view, discuss their thoughts, and reflect on the text they are reading or viewing. In some cases, teachers guide the reading.

### Strategies for Reading and Viewing

Students in Grade 2 use the following strategies:

- **Before** – access prior knowledge to make connections, make predictions, ask questions, set a purpose
- **During** – predict and make connections, visualize, figure out unknown words, self-monitor and self-correct
- **After** – reread and “re-view,” discuss with others, retell, sketch, write a response

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING, CONTINUED

The criteria below could be used to describe a good reader and viewer at the primary grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

### Criteria for a Good Reader and Viewer (Kindergarten to Grade 3)

#### A good reader and viewer

- accesses prior knowledge
- asks questions
- makes predictions
- uses three kinds of cues – meaning, sound, visual – to make sense of text. Asks “Does it make sense?” “Does it sound right?” “Does it look right?”
- self-monitors and recognizes when text is not making sense
- uses strategies to overcome problems during reading and viewing
- makes connections before, during, and after reading and viewing
- uses mental images to deepen and extend meaning
- identifies and summarizes main ideas
- interprets both literal and inferential meaning
- synthesizes and extends meaning
- evaluates the text or visual material
- self-evaluates and sets goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING, CONTINUED

### Research Findings Related to Reading

#### “The Six Ts of Effective Elementary Literacy Instruction” from Richard Allington

1. **Time.** Effective teachers have students do more guided reading, more independent reading, and more reading in social studies and science. In many exemplary classrooms, children are reading and writing for half the day.
2. **Texts.** Students have books they can actually read with a high level of accuracy, fluency, and comprehension. All students, then, rarely have the same book. Students engage in enormous quantities of successful reading and become independent, good readers. Motivation for reading is dramatically influenced by reading success.
3. **Teaching.** Effective teachers don't simply “assign and assess”; they are involved in active instruction. Explicit demonstrations of cognitive strategies are modelled; instruction is offered in a balance of side-by-side lessons, small group lessons, and whole group lessons. But whole group lessons are brief and focused.
4. **Talk.** There's more of it, and it's more conversational than interrogational. Discussion is purposeful and personalized, not scripted or packaged. Thoughtful classroom talk focuses on making children's thinking visible and building understanding.
5. **Tasks.** Leaving behind low-level worksheet tasks, effective teachers demonstrate greater use of longer assignments, tasks that integrate several content areas and substantive work with more complexity. Exemplary teachers provide students similar but different tasks.
6. **Testing Students.** Student work is evaluated based on effort and improvement. Rubrics shift responsibility for improvement to the students, so “luck” doesn't play a part. Most effective teachers use almost no test-preparation materials, feeling that good instruction is what makes the difference.

from R.L. Allington (June 2002). *Phi Delta Kappan*.

#### Core Understandings from Reading Research

Through the analysis of current research the following 13 fundamental, or core, understandings relating to reading were identified:

1. Reading is a construction of meaning from text. It is an active, cognitive, and affective process.
2. Background knowledge and prior experience are critical to the reading process.
3. Social interaction is essential at all stages of reading development.
4. Reading and writing are reciprocal processes; development of one enhances the other.
5. Reading involves complex thinking.
6. Environments rich in literacy experiences, resources, and models facilitate reading development.
7. Engagement in the reading task is key in successfully learning to read and developing as a reader.
8. Children's understandings of print are not the same as adults' understandings.
9. Children develop phonemic awareness and knowledge of phonics through a variety of literacy opportunities, models, and demonstrations.
10. Readers learn productive strategies in the context of real reading.
11. Students learn best when teachers employ a variety of strategies to model and demonstrate reading knowledge, strategy, and skills.
12. Students need many opportunities to read, read, read.
13. Monitoring the development of reading processes is vital to student success.

Braunger, J., & Lewis, J.P. (2006). *Building a Knowledge Base in Reading* (2nd ed.). Copyright 2006 by the International Reading Association. Used with permission.

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING

Teachers model, coach, and support in learning to write in a variety of groupings (whole class, small groups, pair, individually). Using models such as the Gradual Release of Responsibility, students practise, with increasing independence, the skills and processes of writing, applying strategies during the process to increase success at writing. In the primary grades, the main emphasis is on context and meaning, rather than mechanics and conventions.

### Writing in Grades 1 to 3

#### Prewriting

- Students prepare for writing by engaging in discussions, interacting with others, and participating in activities such as brainstorming and pair/share to gather information before writing.
- Students use various organizers to sort and manage their ideas (e.g., story frames, webs, four quadrants).
- Students consider topic, purpose, and audience in their initial plan as well as participating in developing class-generated criteria. They make decisions about how ideas will be organized.

#### Drafting

- Students use models, such as picture books and student writing samples to develop a draft to express ideas, feelings, emotions, and opinions.

#### Revising

- Students share their work, check for completeness against class-generated criteria, and revise traits to improve clarity.

#### Editing

- Students edit by rereading and reflecting on their own writing, and conferencing with peers and the teacher.
- Students edit for accuracy in spelling, punctuation, grammar, and usage, and may use a self-editing checklist.

#### Publishing and Presenting

- Teachers encourage students to share certain pieces of writing through displays, class books, newsletters, and electronic bulletin boards.
- Legible printing or word processing is encouraged for published written work.
- Students may present and publish their texts for real audiences (e.g., author's chair, assembly presentations).

### Strategies for Writing and Representing

Students in Grade 2 use the following strategies:

- **Before** – set a purpose, identify an audience, participate in developing class-generated criteria, generate and develop ideas by selecting and organizing ideas
- **During** – refer to class-generated criteria, refer to word banks, examine models of literature, visuals, and student writing samples
- **After** – check their work against established criteria, revise to enhance a writing trait, edit for conventions

**PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS:  
WRITING AND REPRESENTING, CONTINUED**

The criteria below could be used to describe a good writer and representer at the primary grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

**Criteria for a Good Writer and Representer (Kindergarten to Grade 3)****A good writer and representer**

- generates ideas
- organizes information
- identifies a purpose
- defines an audience
- develops a “voice” and style suitable to the purpose, content, and audience
- uses a variety of vocabulary and sentence construction
- conveys meaning clearly
- demonstrates coherence among ideas
- recognizes the value of feedback
- revises and rewrites
- uses basic conventions of writing
- finds satisfaction in writing
- self-evaluates and sets goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING, CONTINUED

### Research Findings Related to Writing

#### “12 Writing Essentials for All Grades” from Regie Routman

Teach these essentials well in connection with any purposeful writing, and, with guidance, students will be able to use them in whatever form of writing they do:

1. **Write for a specific reader and a meaningful purpose.** Write with a particular audience in mind (this may be the author herself or himself) and define the writing task.
2. **Determine an appropriate topic.** Plan the writing, do the necessary research, narrow the focus, decide what’s most important to include.
3. **Present ideas clearly, with a logical, well-organized flow.** Structure the writing in an easy-to-follow style and format using words, sentences, and paragraphs; put like information together; stay on the topic; know when and what to add or delete; incorporate transitions.
4. **Elaborate on ideas.** Include details and facts appropriate to stated main ideas; explain key concepts; support judgments; create descriptions that evoke mood, time, and place; and develop characters.
5. **Embrace language.** “Fool with words” – experiment with nouns, verbs, adjectives, literary language, sensory details, dialogue, rhythm, sentence length, paragraphs – to craft specific, lively writing for the reader.
6. **Create engaging leads.** Attract the reader’s interest right from the start.
7. **Compose satisfying endings.** Develop original endings that bring a sense of closure.
8. **Craft authentic voice.** Write in a style that illuminates the writer’s personality – this may include dialogue, humour, point of view, a unique form.
9. **Reread, rethink, and revise while composing.** Access, analyse, reflect, evaluate, plan, redraft, and edit as one goes – all part of the recursive, non-linear nature of writing.
10. **Apply correct conventions and form.** Produce legible letters and words; employ editing and proofreading skills; use accurate spelling, punctuation, capitalization, and grammar; adhere to the formal rules of the genre.
11. **Read widely and deeply – and with a writer’s perspective.** Read avidly; notice what authors – and illustrators, do; develop an awareness of the characteristics of various genres (fiction, poetry, persuasive pieces) and how those genres work, and apply that knowledge and craft to one’s own writing.
12. **Take responsibility for producing effective writing.** Consider relevant responses and suggestions and willingly revise; sustain writing effort; monitor and evaluate one’s own work and set goals; publish, when possible and appropriate, in a suitable and pleasing presentation style and format; do whatever is necessary to ensure the text is meaningful and clear to the reader as well as accurate, legible, and engaging.

These writing essentials are applicable from Kindergarten through high school and beyond.

The factors that change are:

- The amount of excellent support the student needs (demonstrations and explicit teaching).
- The complexity of texts the student composes.
- The variety of forms or genres the author attempts.
- The learner’s level of independence.

Adapted from Routman, R. (2005). *Writing Essentials: Raising Expectations and Results While Simplifying Teaching* (pp.13-14). Portsmouth, NH: Heinemann.



**QUICK NAVIGATION TIPS**

- Prescribed Learning Outcomes are mandated by the *School Act*; they are legally required, not optional.
- The Prescribed Learning Outcomes are numbered for ease of use and do not indicate a linear delivery.
- General Learning Expectations are summaries of the Prescribed Learning Outcomes in the relevant organizer (they are not legally required).
- Achievement Indicators are a comprehensive range of indicators of what the learning might look like for each learning outcome. They may also be used as assessment criteria. They are suggested, and teachers may substitute, adapt, or add to these indicators.
- Bolded terms in the Prescribed Learning Outcomes and Suggested Achievement Indicators are defined in the Glossary section.
- See the Considerations for Program Delivery section and Key Elements for essential understandings underlying the curriculum.

**ORAL LANGUAGE (SPEAKING AND LISTENING)**

**PURPOSES (ORAL LANGUAGE)**

*General Learning Expectation:* Students use oral language to interact with others, present ideas, share information, and listen attentively for a variety of purposes.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 2, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> <li>– contributing to a class goal</li> <li>– exchanging ideas on a topic</li> <li>– making connections</li> <li>– completing tasks</li> <li>– engaging in play</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> share ideas relevant to class activities and discussions (e.g., structured A/B partners, informal partner-talk, brainstorming)</li> <li><input type="checkbox"/> use conversational language, including increasingly specific vocabulary, to describe objects, events, and feelings</li> <li><input type="checkbox"/> share connections between their own and others’ ideas and experiences</li> <li><input type="checkbox"/> ask pertinent questions to clarify or extend understanding, or to ask for assistance</li> <li><input type="checkbox"/> use language to discuss steps needed to negotiate and complete tasks in partner and group activities</li> <li><input type="checkbox"/> suggest solutions for problems in the classroom, stories, or real-life situations</li> <li><input type="checkbox"/> listen respectfully and respond appropriately to others’ contributions (e.g., take conversational turns as speaker and listener)</li> <li><input type="checkbox"/> use speaking and listening to sustain imaginative play</li> </ul> |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p>A2 use speaking to explore, express, and present ideas, information, and feelings, by</p> <ul style="list-style-type: none"> <li>– staying on topic in a focussed discussion</li> <li>– recounting experiences in a logical sequence</li> <li>– retelling stories, including characters, setting, and plot</li> <li>– reporting on a topic with a few supporting facts and details</li> <li>– sharing connections made</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> determine a purpose for speaking and presenting (e.g., to tell a story, show-and-tell)</li> <li><input type="checkbox"/> share and explain information about topics of interest, objects, events, and feelings with some detail</li> <li><input type="checkbox"/> offer opinions and provide reasons</li> <li><input type="checkbox"/> tell and retell a story in a coherent sequence</li> <li><input type="checkbox"/> generally stay on topic when discussing presented information</li> <li><input type="checkbox"/> provide an introduction to the topic and supporting details</li> <li><input type="checkbox"/> speak clearly and at an appropriate pace for informal and formal presentations</li> </ul>   |
| <p>A3 listen attentively for a variety of purposes and demonstrate comprehension, by</p> <ul style="list-style-type: none"> <li>– retelling or paraphrasing information shared orally</li> <li>– following three- and four-step instructions</li> <li>– asking for clarification and explanation</li> <li>– sharing connections made</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> determine a purpose for listening (e.g., to learn a new fact, to find out what happens, to learn a different viewpoint, to carry out instructions, to solve problems, for enjoyment)</li> <li><input type="checkbox"/> repeat and discuss information from listening, ask questions, and represent ideas expressed</li> <li><input type="checkbox"/> join in choral refrain (e.g., poem, chant)</li> <li><input type="checkbox"/> following oral instructions and demonstrations to complete a multi-step task (e.g., following three-step directions, retell main points)</li> <li><input type="checkbox"/> demonstrate attentive listening in nonverbal ways (e.g., nod to show agreement, show responsive facial expressions)</li> <li><input type="checkbox"/> listen without distracting or interrupting in most situations (e.g., put up hand to ask questions or make comments, wait turn to speak)</li> <li><input type="checkbox"/> ask speaker for clarification when needed</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Using the pictures, tell what happened in the story.</li> <li>• How do we show others that we are listening to their ideas?</li> <li>• When we were listening today, what were we trying to find out?</li> <li>• Tell about one important idea or piece of information you learned.</li> <li>• What new words or information have you learned?</li> <li>• What questions do you still have about...?</li> </ul> |   |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

**STRATEGIES (ORAL LANGUAGE)**

*General Learning Expectation:* Students make independent use of a number of strategies to increase success at interacting, speaking, and listening effectively.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 2, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>A4 use <b>strategies</b> when interacting with others, including</p> <ul style="list-style-type: none"> <li>– accessing prior knowledge</li> <li>– making and sharing connections</li> <li>– asking questions for clarification and understanding</li> <li>– taking turns as speaker and listener</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> refer to relevant <b>texts</b> they have read, heard, or viewed, or contribute relevant experiences to the topic or task</li> <li><input type="checkbox"/> make connections to personal and shared ideas and experiences by talking in pairs (e.g., listen and add to partner’s ideas)</li> <li><input type="checkbox"/> follow classroom guidelines for interacting (e.g., respectful listening, accepting differing opinions)</li> <li><input type="checkbox"/> ask questions to confirm and extend understanding</li> <li><input type="checkbox"/> balance role of self as speaker and listener and follow the rules of conversation</li> </ul>  |
| <p>A5 use <b>strategies</b> when expressing and presenting ideas, information, and feelings, including</p> <ul style="list-style-type: none"> <li>– accessing prior knowledge</li> <li>– organizing thinking by following a framework or rehearsing</li> <li>– clarifying and confirming meaning</li> <li>– predicting what the audience needs to know for understanding</li> <li>– adjusting volume and tone to the needs of the audience</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> talk about what they already know about the topic and what the audience needs to know</li> <li><input type="checkbox"/> engage in self-talk or rehearsal to clarify and confirm thoughts and ideas (e.g., out-loud repetition, itemization)</li> <li><input type="checkbox"/> ask and answer questions to focus topics, clarify understanding, or identify information needs</li> <li><input type="checkbox"/> practise answering questions about the topic prior to presentation</li> <li><input type="checkbox"/> present information in a clear and logical manner</li> <li><input type="checkbox"/> adjust volume and tone of voice as appropriate (e.g., reduce volume in pairs or small group activities, speak loudly enough for others to hear when sharing information)</li> </ul> |

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| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p>A6 use <b>strategies</b> when listening to make and clarify meaning, including</p> <ul style="list-style-type: none"> <li>– making a prediction</li> <li>– focussing on the speaker</li> <li>– asking questions</li> <li>– recalling main ideas</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> make predictions before and during listening based on prior knowledge</li> <li><input type="checkbox"/> ask a question related to the topic</li> <li><input type="checkbox"/> ask speaker for clarification</li> <li><input type="checkbox"/> recall information or ideas in a variety of ways (e.g., retell one or two main points, repeat a familiar message using clear and precise language, draw a picture, act out a sequence of events)</li> <li><input type="checkbox"/> summarize what a speaker has said to confirm or clarify meaning</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• How can you speak so that the whole class is able to hear you?</li> <li>• We're going to find out about.... What do you already know about this topic?</li> <li>• What did you do to prepare for your presentation?</li> <li>• How might we show our speakers that we are paying attention to them and getting their message?</li> <li>• What information did we gain from the video that we can add to what we already know?</li> <li>• Share one idea from your partner or small group discussion.</li> <li>• After listening, turn to a partner and share the steps we need to follow to do this activity.</li> <li>• What was the main idea your partner told you?</li> </ul> |   |

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**THINKING (ORAL LANGUAGE)**

*General Learning Expectation:* Students demonstrate vocabulary development, and use oral language to enhance their thinking by drawing inferences, describing relationships, and generating new ideas. They begin to reflect on and assess their own speaking and listening, and set a goal for improvement.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 2, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>A7 demonstrate enhanced vocabulary knowledge and usage</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> talk about new words and ideas with others</li> <li><input type="checkbox"/> show expanding use of vocabulary related to specific subject areas</li> <li><input type="checkbox"/> demonstrate vocabulary development using familiar words introduced in <b>texts</b></li> <li><input type="checkbox"/> show expanding use of descriptive vocabulary</li> <li><input type="checkbox"/> identify and use language to compare and contrast items and ideas (e.g., same as, different from)</li> </ul>   |
| <p>A8 engage in speaking and listening activities to develop a deeper understanding of <b>texts</b> (e.g., listening to the telling of a story from an oral tradition, listening to information <b>text</b> from science or social studies)</p>     | <ul style="list-style-type: none"> <li><input type="checkbox"/> make reasonable predictions about what to expect of a <b>text</b></li> <li><input type="checkbox"/> make personal connections with a <b>text</b> (e.g., how their family compares with a family in a story) and elaborate when prompted</li> <li><input type="checkbox"/> show a knowledge of story <b>structure</b> by describing characters and events (e.g., answer “who,” “what,” “where,” and “why” questions; identify beginning, middle, and end of story)</li> <li><input type="checkbox"/> make inferences about characters’ feelings or the story problem</li> <li><input type="checkbox"/> select a personally significant idea from a <b>text</b> and describe why it is significant</li> <li><input type="checkbox"/> participate in creative retelling of a familiar <b>text</b> (e.g., participate in a circular storytelling activity, demonstrating ability to add appropriate story details)</li> <li><input type="checkbox"/> describe main ideas in an information <b>text</b> and ask questions that have not been answered by <b>text</b></li> </ul> |
| <p>A9 use speaking and listening to develop thinking, by</p> <ul style="list-style-type: none"> <li>– acquiring new ideas</li> <li>– making connections</li> <li>– inquiring</li> <li>– comparing and contrasting</li> <li>– summarizing</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> engage in inquiry activities (e.g., pose questions; “Know-Wonder-Learn”) and speculate on what is not known (e.g., provide possible answers to “I wonder if...”)</li> <li><input type="checkbox"/> make new connections to ideas, self, and world</li> <li><input type="checkbox"/> identify similarities and differences in information from more than two sources</li> <li><input type="checkbox"/> provide an example of cause and effect</li> <li><input type="checkbox"/> suggest alternative ideas when problem solving</li> <li><input type="checkbox"/> draw simple inferences about situations (e.g., explain possible decisions they might make as the main character)</li> <li><input type="checkbox"/> recognize differing viewpoints, with <b>teacher support</b></li> </ul>  |

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| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p>A10 reflect on and assess their speaking and listening, by</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– setting a goal for improvement</li> <li>– making a simple plan to work on their goal</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> provide input to create class-generated criteria about what makes an effective speaker or listener</li> <li><input type="checkbox"/> use the class-generated criteria to review speaking and listening activities and identify one or more personal strengths</li> <li><input type="checkbox"/> talk about how listening to discussions/presentations has added to their understanding</li> <li><input type="checkbox"/> describe their own behaviours and feelings they experienced during the speaking/listening activity (e.g., comfort level, audience response, emotional control over voice)</li> <li><input type="checkbox"/> engage in self-assessment of oral presentations (e.g., rating performance using happy faces or non-complex rubrics)</li> <li><input type="checkbox"/> provide ideas on ways to work toward a personal goal (e.g., speak clearly, face the audience, use interesting words, do not interrupt)</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• What words did the speaker use that you like or remember?</li> <li>• These two versions (e.g., of a fairy tale, folk tale, movie, book) are alike and different in many ways. Tell us how they are the same and how they are different.</li> <li>• What does good speaking/listening look and sound like? Which of these skills did you use today?</li> <li>• How did we do as a class? What did you contribute when we were talking together? What do we need to work on next time?</li> <li>• How might we work toward our personal/class goals?</li> <li>• What are some reasons talking/listening is important?</li> <li>• How did your group work together to present the chant/poem/rap? What did your group do that helped you work well together? What else might you do to improve?</li> </ul> |  |

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**FEATURES (ORAL LANGUAGE)**

*General Learning Expectation:* Students use the features and conventions of oral language to express themselves clearly and fluently, and recognize and use the patterns and structures of oral language to make meaning.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 2, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>A11 use the <b>features</b> of oral language to convey and derive meaning, including</p> <ul style="list-style-type: none"> <li>– <b>text structure</b></li> <li>– grammar and usage</li> <li>– enunciation</li> <li>– receptive listening posture</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> sequence ideas logically when speaking</li> <li><input type="checkbox"/> stay focussed on the topic</li> <li><input type="checkbox"/> use statements, commands, and questions; may occasionally make some errors in <b>syntax</b> or word choice</li> <li><input type="checkbox"/> express ideas in sentences that make sense, and use simple connecting words to link ideas in speech (e.g., and, then, so)</li> <li><input type="checkbox"/> use pronouns appropriately (errors do not interfere with meaning)</li> <li><input type="checkbox"/> present ideas clearly (e.g., speak loudly enough, face audience)</li> <li><input type="checkbox"/> focus on the speaker when listening</li> </ul> |
| <p>A12 recognize the <b>structures</b> and patterns of language in oral <b>texts</b>, including</p> <ul style="list-style-type: none"> <li>– word families</li> <li>– root words</li> <li>– rhyme</li> <li>– structural sequencing cues</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify words they know that fall into the same word family or root word as a new word they encounter</li> <li><input type="checkbox"/> identify common word endings, <b>onsets</b>, and <b>rimes</b></li> <li><input type="checkbox"/> auditorily discriminate and orally manipulate sounds to <b>decode</b> unknown words (e.g., isolating, blending, and segmenting, including substituting, deleting, and adding sounds)</li> <li><input type="checkbox"/> identify rhyming words in simple poems or songs</li> <li><input type="checkbox"/> identify story openings (e.g., “Once upon a time...”) and endings (e.g., “...and they lived happily ever after.”)</li> </ul>                       |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Using complete sentences, tell us the three steps you took to complete this task.</li> <li>• What do you notice about the way this author/poet has put the words together?</li> <li>• How could you turn your idea (<i>expressed as a statement</i>) into a question?</li> <li>• Think about three or four important ideas from this talk and be prepared to share them.</li> <li>• Find some words that _____ (<i>have prefixes, have suffixes, are compound words</i>). What do you notice about the word patterns?</li> <li>• Clap the parts (syllables) of this long word as you say it slowly.</li> </ul> |  |

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## READING AND VIEWING

### PURPOSES (READING AND VIEWING)

*General Learning Expectation:* Students independently and collectively read and view to comprehend, enjoy, and respond to grade-appropriate literary and information texts. They see themselves as readers.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 2, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>B1 read <b>fluently</b> and demonstrate comprehension of <b>grade-appropriate</b> literary <b>texts</b> (e.g., stories, legends, poems)</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> read <b>grade-appropriate</b> literary <b>texts</b> independently and collectively, with accuracy, comprehension, and <b>fluency</b>, including expression and a sense of phrasing (e.g., three or more words at a time in meaningful phrases)</li> <li><input type="checkbox"/> engage in <b>shared reading</b> activities (e.g., buddy, <b>readers’ theatre</b>, varied forms of <b>choral reading</b>)</li> <li><input type="checkbox"/> retell main story events in sequence, through discussion, drawing, or other <b>forms</b> of representation</li> <li><input type="checkbox"/> make inferences about characters (e.g., feelings, motivation) and events, and draw conclusions</li> <li><input type="checkbox"/> describe similarities and differences among <b>texts</b> and among <b>genres</b></li> <li><input type="checkbox"/> change voice inflection in response to written cues, punctuation marks, or words that evoke emotion</li> </ul>                            |
| <p>B2 read <b>fluently</b> and demonstrate comprehension of <b>grade-appropriate</b> information <b>texts</b></p>                              | <ul style="list-style-type: none"> <li><input type="checkbox"/> read <b>grade-appropriate</b> information <b>texts</b> independently and collectively, with accuracy, comprehension, and <b>fluency</b>, including expression and a sense of phrasing</li> <li><input type="checkbox"/> use basic ‘<b>text features</b>’ (e.g., titles, captions, illustrations, contents page) to help locate information</li> <li><input type="checkbox"/> record some accurate information under categories or headings provided by teacher (e.g., food, habitat)</li> <li><input type="checkbox"/> demonstrate understanding of various information <b>texts</b> by retelling key points; may rely on words from the <b>text</b></li> <li><input type="checkbox"/> reread to locate specific information (prompted and unprompted)</li> <li><input type="checkbox"/> follow simple written directions (e.g., to recreate a simple craft, follow a recipe, follow a “shape of the day” plan)</li> <li><input type="checkbox"/> share information learned</li> </ul> |

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| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p>B3 read and reread <b>just-right texts</b> independently for 15 to 20 minutes daily for enjoyment and to increase <b>fluency</b> and comprehension</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> choose a <b>just-right text</b> on their own</li> <li><input type="checkbox"/> read silently, showing sustained focus for increasingly longer periods of time (e.g., 15 to 20 minutes)</li> <li><input type="checkbox"/> read and reread selected passages to an adult, peer, or buddy and receive feedback</li> <li><input type="checkbox"/> read <b>just-right texts</b> aloud with <b>fluency</b>, expression, and comprehension</li> <li><input type="checkbox"/> show engagement in reading, and describe self as a reader</li> </ul> |
| <p>B4 view and demonstrate comprehension of visual <b>texts</b> (e.g., signs, illustrations, diagrams)</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> discuss the purposes of particular images or media <b>texts</b> (e.g., to inform, entertain, persuade), with <b>teacher support</b></li> <li><input type="checkbox"/> identify main ideas or key information from visual <b>texts</b></li> <li><input type="checkbox"/> recall or locate some specific details in response to questions or tasks</li> </ul>  |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• How did the story end? How did that compare to your predictions?</li> <li>• Tell about one big idea or piece of information you learned from reading this book.</li> <li>• Read this part (<i>a specific section or paragraph</i>) again to yourself. Tell in your own words, what you learned.</li> <li>• How does the title/table of contents/illustration/caption help us to understand?</li> <li>• Can you find the part that gives more information about...?</li> <li>• How did the illustration/diagram/photo/graph help you to understand the ideas/information?</li> </ul> |  |

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STRATEGIES (READING AND VIEWING)

*General Learning Expectation:* Students, with increasing independence, use a variety of strategies before, during, and after reading and viewing to increase success at making meaning from texts and building fluency.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 2, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>B5 use <b>strategies</b> before reading and viewing, including</p> <ul style="list-style-type: none"> <li>– accessing prior knowledge to make connections</li> <li>– making predictions</li> <li>– asking questions</li> <li>– setting a purpose</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> use prior knowledge and experiences to connect with a topic or idea in response to questions about what they already know or in response to pictures or verbal prompts (e.g., “What does this remind you of?”)</li> <li><input type="checkbox"/> use prior reading and viewing experiences to make predictions and connections (e.g., look at cover, illustrations, headings, and knowledge of the author)</li> <li><input type="checkbox"/> ask questions using visuals or prior knowledge that relate to the topic</li> <li><input type="checkbox"/> monitor and self-correct by rereading, reading-on (i.e., reading past an unknown word and coming back to it), using context and picture cues, sounding out the word, looking for the little word in the big one</li> <li><input type="checkbox"/> state a purpose for reading or viewing the selection (e.g., finding information, enjoying the story, remembering the events, learning about the character)</li> <li><input type="checkbox"/> use knowledge of oral language to predict words when reading</li> </ul>   |
| <p>B6 use <b>strategies</b> during reading and viewing to construct, monitor, and confirm meaning, including</p> <ul style="list-style-type: none"> <li>– predicting and making connections</li> <li>– visualizing</li> <li>– figuring out unknown words</li> <li>– self-monitoring and self-correcting</li> <li>– retelling and beginning to summarize</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify reading <b>strategies</b> good readers or viewers use during reading (e.g., chunking <b>text</b>, reading on, asking questions, using <b>graphophonics</b> to <b>decode</b> unknown words, rereading to confirm meaning, checking whether <b>text</b> sounds right, looks right, and makes sense)</li> <li><input type="checkbox"/> describe or sketch a mental image formed while reading a <b>text</b></li> <li><input type="checkbox"/> use pictures, diagrams, charts, graphs, context cues, sense of story, and prior knowledge to make ongoing predictions and confirm meaning</li> <li><input type="checkbox"/> combine <b>graphophonic cues</b> (“looks right”), <b>semantic cues</b> (“makes sense”), and <b>syntactic cues</b> (“sounds right”) to <b>decode</b> new words</li> <li><input type="checkbox"/> recognize an increasing number of <b>high-frequency words</b> (i.e., up to 300)</li> <li><input type="checkbox"/> discuss and summarize at intervals what they are reading and viewing</li> <li><input type="checkbox"/> complete a <b>graphic organizer</b> during a reading or viewing experience, with <b>teacher support</b></li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p>B7 use <b>strategies</b> after reading and viewing to confirm and extend meaning, including</p> <ul style="list-style-type: none"> <li>– rereading or “re-viewing”</li> <li>– discussing with others</li> <li>– retelling and beginning to summarize</li> <li>– sketching</li> <li>– writing a response</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> reread <b>text</b> or “re-view” to find additional ideas/information to answer a question</li> <li><input type="checkbox"/> retell main events in correct sequence (e.g., recall important images/facts about a topic through dramatization, painting, dance, or other <b>forms</b> of representation)</li> <li><input type="checkbox"/> generate questions and discussion related to the <b>text</b></li> <li><input type="checkbox"/> compare ideas to predictions made earlier about the <b>text</b></li> <li><input type="checkbox"/> make connections (<b>text-to-text</b>, <b>text-to-self</b>, <b>text-to-world</b>) and discuss with others</li> <li><input type="checkbox"/> discuss the author’s message and main idea</li> <li><input type="checkbox"/> sketch and write a response</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <p><i>Before</i></p> <ul style="list-style-type: none"> <li>• What clues did the pictures give you about the story?</li> <li>• What do the illustrations tell you about the characters?</li> <li>• What do you already know?</li> <li>• What do you think will happen?</li> </ul> <p><i>During</i></p> <ul style="list-style-type: none"> <li>• Does that make sense?</li> <li>• Does that sound right? Is that the way we say it?</li> <li>• Does that look right?</li> <li>• What do you think will happen next?</li> <li>• What connections are you making as you read this part?</li> </ul> <p><i>After</i></p> <ul style="list-style-type: none"> <li>• Read the part where....</li> <li>• Point to the words that were hard for you. How did you figure them out?</li> <li>• What were some questions you asked yourself while you were reading?</li> <li>• What questions do you want to ask the author?</li> <li>• Tell about one big idea or piece of information you learned from reading this book.</li> </ul> |   |

**THINKING (READING AND VIEWING)**

*General Learning Expectation:* Students make thoughtful connections to texts, and extend their thinking through inquiry and analysis. They begin to reflect on and assess their reading and viewing, and set a goal for improvement.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 2, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>B8 respond to selections they read or view, by</p> <ul style="list-style-type: none"> <li>– expressing an opinion supported with reasons</li> <li>– making <b>text-to-self</b>, <b>text-to-text</b>, and <b>text-to-world</b> connections</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> express opinions in response to stories, information <b>texts</b>, poems, performances</li> <li><input type="checkbox"/> create a representation including detail (e.g., draw a picture, dramatize a section, create a new page for a story)</li> <li><input type="checkbox"/> identify connections between illustrations (e.g., diagrams, charts, graphs) and <b>text</b></li> <li><input type="checkbox"/> create a written response to <b>text</b>, making personal connections (<b>text-to-self</b>), connections to other <b>texts</b> (<b>text-to-text</b>) and related events (<b>text-to-world</b>)</li> <li><input type="checkbox"/> identify how story events or characters are the same as or different from their own experiences (<b>text-to-self</b>)</li> </ul>   |
| <p>B9 read and view to expand knowledge, by</p> <ul style="list-style-type: none"> <li>– predicting and connecting</li> <li>– comparing and inferring</li> <li>– inquiring and generalizing</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> after predicting two possible endings, choose one and give reasons to support choice</li> <li><input type="checkbox"/> identify and develop thoughtful connections <b>text-to-self</b>, <b>text-to-text</b> (e.g., similarities and/or differences), and <b>text-to-world</b></li> <li><input type="checkbox"/> compare the qualities of two characters</li> <li><input type="checkbox"/> make inferences in response to the teacher (e.g., “I think the author wrote this book because...”)</li> <li><input type="checkbox"/> after reading and viewing, generate questions that remain unanswered and speculate how to find answers</li> <li><input type="checkbox"/> make generalizations about story <b>structures</b> or familiar <b>genre</b> (e.g., “There is often a hero in a story and a problem that needs to be solved.”)</li> </ul> |

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| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p>B10 reflect on and assess their reading and viewing, by</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– setting a goal for improvement</li> <li>– making a simple plan to work on their goal</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> suggest characteristics of good readers and viewers (e.g., are able to select <b>just-right texts</b>; monitor, self-correct and read <b>fluently</b>; make connections; predict)</li> <li><input type="checkbox"/> describe <b>strategies</b> good readers use (e.g., chunk, look at pictures to confirm, reread when it does not make sense)</li> <li><input type="checkbox"/> identify some <b>strategies</b> they use before and during reading to figure out words and confirm meaning</li> <li><input type="checkbox"/> reflect on their reading or viewing to identify a <b>strategy</b> (e.g., keep a metacognitive log of their reading progress) they could use more often or don't yet use</li> <li><input type="checkbox"/> set a goal for their future reading (e.g., read with expression, visualize)</li> <li><input type="checkbox"/> choose books they can read and want to read; explain why a chosen book is a <b>just-right text</b></li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• What is one way you and the character in the story are alike? ...one way you are different?</li> <li>• What might be a different way to solve the problem in the story?</li> <li>• What more would you like to learn about this topic?</li> <li>• What is a strategy that good readers use that you would like to try?</li> <li>• In what ways is your reading getting better?</li> </ul> |   |

**FEATURES (READING AND VIEWING)**

*General Learning Expectation:* Students acquire the vocabulary and concepts needed to describe and discuss different ‘text features’ and how they support reading and viewing.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 2, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>B11 recognize and derive meaning from the <b>structures</b> and <b>features</b> of <b>texts</b>, including</p> <ul style="list-style-type: none"> <li>– <b>concepts about print</b> and <b>concepts about books</b></li> <li>– elements of stories (e.g., character, setting, problem, solution)</li> <li>– ‘<b>text features</b>’</li> <li>– the vocabulary associated with <b>texts</b> (e.g., pictures, headings, table of contents, key facts)</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> explain in own words the meaning and the role of an author, the title, and illustrator (i.e., <b>concepts about print</b> and <b>concepts about books</b>)</li> <li><input type="checkbox"/> recognize and comprehend basic print <b>conventions</b> and frequently used ‘<b>text features</b>’ (e.g., period, exclamation mark, question mark, quotation marks, bold face, capitalized words such as “STOP”)</li> <li><input type="checkbox"/> identify characteristics of stories (e.g., beginning, middle, and end; basic story elements such as character, setting, events, problem or <b>conflict</b>, solution)</li> <li><input type="checkbox"/> demonstrate awareness of the purpose of ‘<b>text features</b>’ (e.g., book cover, story summary, headings)</li> <li><input type="checkbox"/> recognize that information <b>texts</b> do not need to be read sequentially but can be accessed for specific information</li> <li><input type="checkbox"/> use subject-specific vocabulary to talk about reading and viewing (e.g., illustrations, heading, table of contents)</li> </ul> |
| <p>B12 use knowledge of word patterns, word families, and letter-sound relationships to <b>decode</b> unknown words and recognize an increasing number of <b>high-frequency words</b></p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> combine <b>graphophonic cues</b> (“looks right”), <b>semantic cues</b> (“makes sense”), and <b>syntactic cues</b> (“sounds right”) to <b>decode</b> new words</li> <li><input type="checkbox"/> use knowledge of oral language to predict words when reading</li> <li><input type="checkbox"/> apply phonic rules and generalizations to read unfamiliar words in context</li> <li><input type="checkbox"/> use knowledge of word parts, contractions, and compound words to read unfamiliar words in context</li> <li><input type="checkbox"/> recognize an increasing number of <b>high-frequency words</b> (i.e., up to 300 words)</li> </ul>   |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• What is the difference between a period, question mark and an exclamation mark?</li> <li>• Why do we see many quotation marks in this book?</li> <li>• How can you tell the difference between a story and an information book?</li> <li>• Does this character remind you of any other character you have read or heard about?</li> <li>• How was the problem solved in the story? What is another way it could have been resolved?</li> </ul> |  |

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## WRITING AND REPRESENTING

## PURPOSES (WRITING AND REPRESENTING)

*General Learning Expectation:* Students use words, complete sentences, and graphics to create generally meaningful personal texts, information texts, and imaginative texts.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 2, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>C1 create <b>personal writing</b> and representations that express connections to personal experiences, ideas, likes and dislikes, featuring</p> <ul style="list-style-type: none"> <li>– <b>ideas</b> developed through the use of relevant details that connect to a topic</li> <li>– <b>sentence fluency</b> using some variety in sentence length and pattern</li> <li>– developing <b>word choice</b> by using some varied and descriptive language</li> <li>– developing <b>voice</b> by showing some evidence of individuality</li> <li>– a logical <b>organization</b></li> </ul> | <p><input type="checkbox"/> create <b>personal writing</b> and representations (e.g., free writes, reading response, journal entries, story descriptions, personal letters, and may include <b>impromptu writing</b>) that demonstrate the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– makes sense and focusses on a central idea, image, or feeling</li> <li>– offers a series of related details that reflect something learned or experienced (e.g., response to a guest speaker, poem read to class)</li> <li>– includes a number of sentences on one topic</li> <li>– features <b>text</b> and pictures working harmoniously to enhance the topic but writing can be understood without visual support</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– shows beginning use of “book language” rather than “talk written down”</li> <li>– features a few choice words, details, and some interesting images</li> <li>– shows some evidence of individuality in <b>text</b> and pictures</li> <li>– captures a general <b>mood</b> such as happy, sad, or mad</li> <li>– evidences some variety in sentence beginnings</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– uses <b>genre</b> or <b>form</b> appropriate to purpose and audience</li> <li>– uses <b>text structures</b> appropriate to <b>form</b> or <b>genre</b></li> <li>– shows beginning use of effective transitions between words and between ideas</li> <li>– features paragraphs although paragraph divisions may be inconsistent</li> <li>– generally includes an ending</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>C2 create <b>informational writing</b> and representations about non-complex topics and procedures, featuring</p> <ul style="list-style-type: none"> <li>– <b>ideas</b> beginning to be developed through the use of relevant details</li> <li>– <b>sentence fluency</b> using some variety of sentence length and an emerging variety in pattern</li> <li>– developing <b>word choice</b> by using some content-specific vocabulary and details</li> <li>– developing <b>voice</b> by showing how they think and feel about a topic</li> <li>– an <b>organization</b> that includes a beginning that signals a topic and ideas that are generally logically sequenced</li> </ul> | <p>□ create <b>informational writing</b> and representations (e.g., expository writing such as lists, graphs, charts, reports, instructions, and may include <b>impromptu writing</b>) that demonstrate the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– makes sense and explains information</li> <li>– shows some awareness of audience and addresses an increasing range of purposes (e.g., opinions, procedures, instructions, information)</li> <li>– includes several sentences on one topic</li> <li>– includes visual features (e.g., diagrams and illustrations) that support the written information, and are generally clear and connected to the <b>text</b></li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– features some precise content area nouns (e.g., stamen) combined with generic nouns (e.g., flower); uses several active verbs</li> <li>– contains a few choice words, interesting images, and some detail</li> <li>– evidences a variety of sentence types, lengths, and structures such as <b>simple</b> and <b>compound</b></li> <li>– begins to show some evidence of individuality in <b>text</b> and illustrations</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– uses <b>genre</b> or <b>form</b> appropriate to purpose and audience</li> <li>– uses <b>text structures</b> appropriate to <b>form</b> or <b>genre</b></li> <li>– begins to show awareness of <b>form</b> (e.g., instructions look like instructions)</li> <li>– evidences a variety of <b>leads</b></li> <li>– features a generally logical sequence</li> <li>– includes clear headings that are helpful for the reader</li> <li>– features paragraphs, although paragraph divisions may be inconsistent</li> <li>– includes a title that signals the topic</li> <li>– frequently includes an ending</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |

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| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p>C3 create <b>imaginative writing</b> and representations, sometimes based on models they have read, heard, or viewed, featuring</p> <ul style="list-style-type: none"> <li>– <b>ideas</b> developed through the use of details that enhance the topic or <b>mood</b></li> <li>– <b>sentence fluency</b> using sentence variety, dialogue, phrases, and poetic language</li> <li>– developing <b>word choice</b> by using some varied descriptive and sensory language</li> <li>– developing <b>voice</b> by showing some evidence of individuality</li> <li>– an <b>organization</b> that includes a well-developed beginning and logically ordered, imaginative ideas or details</li> </ul> | <p>□ create some types of <b>imaginative writing</b> and representations (e.g., expressive writing such as stories, plays, and poems, and may include <b>impromptu writing</b>) that demonstrate the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– makes sense and focusses on a central idea, image, or <b>mood</b></li> <li>– features a focussed topic that shows imagination</li> <li>– includes, when in story <b>form</b>, characters, setting, and a situation that needs to be resolved</li> <li>– when in poetic <b>form</b>, presents image or <b>mood</b> that is enhanced by relevant details</li> <li>– includes a number of sentences or poetic lines on one topic</li> <li>– features pictures and <b>text</b> working harmoniously to enhance the topic but writing can be understood without visual support</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– demonstrates a sense of sentence pattern or poetic <b>form</b>, as appropriate, when read aloud</li> <li>– includes <b>simple</b> and <b>compound sentence</b> structures that vary in length</li> <li>– creates images through some experimentation with new and sensory words</li> <li>– uses descriptive nouns (e.g., cedar) mixed with generic nouns (e.g., wood), and some powerful verbs (e.g., burst instead of broke)</li> <li>– imitates <b>features</b> of writing from books read and stories heard</li> <li>– shows some awareness of audience</li> <li>– captures a general <b>mood</b></li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– uses <b>genre</b> or <b>form</b> appropriate to purpose and audience</li> <li>– uses <b>text structures</b> appropriate to <b>form</b> or <b>genre</b></li> <li>– evidences the beginning of effective transitions between ideas (e.g., through the use of “and,” “but,” “then”)</li> <li>– includes attempts to use a variety of sentence beginnings that signal the topic</li> <li>– uses paragraphs in stories although paragraph divisions may be inconsistent; begins to show stanzas in poems but may not have logical division</li> <li>– includes dialogue which is usually logical</li> <li>– includes a title that is helpful for a reader</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |

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**Suggested Questions/Prompts to Scaffold Learning**

- Tell me the story behind your illustrations.
- What is the most important idea you would like your readers to know?
- How can you get your reader’s attention at the beginning of your writing?
- What are the most interesting facts your readers would want to know?
- Highlight the first three words in each of your sentences. Are they the same or are they different?  
How can you make more variety in your sentences?
- Which line in your poem has the strongest image? Which words make it strong?

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**STRATEGIES (WRITING AND REPRESENTING)**

**General Learning Expectation:** Students use some strategies independently to increase success at writing and representing.

**Teaching Consideration:** Writing is a recursive, non-linear process. Although the strategies listed below are organized into the seemingly discrete stages of before, during, and after, in reality, these strategies may be used continuously throughout the writing process.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 2, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>C4 use <b>strategies</b> before writing and representing, including</p> <ul style="list-style-type: none"> <li>– setting a purpose</li> <li>– identifying an audience</li> <li>– participating in developing class-generated criteria</li> <li>– generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> contribute to class discussion to generate criteria about what makes good writing and representing (e.g., great story beginnings, narrowing the topic, examining <b>anonymous writing samples</b>)</li> <li><input type="checkbox"/> set a purpose for writing and representing, and identify an audience (e.g., thank-you note to a guest speaker, poem for a retiring teacher)</li> <li><input type="checkbox"/> generate ideas for writing and select a topic of personal interest (e.g., engage in brainstorming sessions and partner-talk)</li> <li><input type="checkbox"/> make visual and written plans (e.g., <b>graphic organizer</b>, storyboard)</li> <li><input type="checkbox"/> gather information in preparation for writing and representing by drawing on personal interest or prompts (e.g., talk with others; interview informed people; use books, labels, charts and diagrams; watch videos; sketch ideas; or make lists to sequence events)</li> </ul>  |
| <p>C5 use <b>strategies</b> during writing and representing to express thoughts, including</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– referring to word banks</li> <li>– examining models of literature/visuals</li> <li>– <b>revising</b> and <b>editing</b></li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> use webs, lists, or charts to prompt their writing</li> <li><input type="checkbox"/> think aloud while writing (e.g., voice thoughts while writing, “writer’s mumble”)</li> <li><input type="checkbox"/> improve organization while writing (e.g., use a class-generated list of great <b>leads</b> to write a <b>lead</b>); ensure all ideas in the writing are connected to one main idea</li> <li><input type="checkbox"/> generate ideas while writing (e.g., ask others to listen and ask specific questions about the writing to determine what details need to be included)</li> <li><input type="checkbox"/> adjust writing to ensure that the <b>form</b> and tone are suitable for the intended audience (e.g., an invitation to a friend would have a welcoming tone)</li> <li><input type="checkbox"/> clarify <b>word choice</b> (e.g., make a list of sensory words related to the topic, refer to word banks or <b>word walls</b>, apply newly acquired vocabulary)</li> <li><input type="checkbox"/> create variety in sentence structures and patterns to develop <b>sentence fluency</b> (e.g., sentences of different lengths)</li> <li><input type="checkbox"/> use word processing and other software tools to write or represent thoughts</li> </ul> |

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| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p>C6 use <b>strategies</b> after writing and representing to improve their work, including</p> <ul style="list-style-type: none"> <li>– checking their work against established criteria</li> <li>– <b>revising</b> to enhance a writing trait (e.g., <b>ideas, sentence fluency, word choice, voice, organization</b>)</li> <li>– <b>editing</b> for <b>conventions</b> (e.g., capitals, punctuation, spelling)</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> talk about their writing and representing and the work of others</li> <li><input type="checkbox"/> check work against class criteria for writing (e.g., good <b>word choice</b>, descriptive ideas, powerful images, sentence variety, legibility)</li> <li><input type="checkbox"/> after checking work against criteria, select one area to <b>revise</b></li> <li><input type="checkbox"/> engage in <b>editing</b> a piece of writing (e.g., using a proofreading guide with a buddy or independently; by reading work aloud; checking spelling by referring to <b>word walls</b>, personal dictionaries, and primary dictionaries)</li> <li><input type="checkbox"/> develop an understanding of the difference between <b>editing</b> and <b>revising</b></li> <li><input type="checkbox"/> share and <b>publish</b> selected <b>texts</b> (e.g., oral presentations, stories, features in school newsletter)</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Who is the audience for your writing?</li> <li>• Make a picture in your head. Can you see the details? Write the details on the page to make your ideas clear to the reader. What words did you use to describe these ideas for your readers?</li> <li>• How did you organize your writing before you began (e.g., frame, drawing)?</li> <li>• What traits did you use to help you as you were writing?</li> <li>• What do you want to do next time to make your writing even better? What will help you to do that?</li> </ul> |  |

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**THINKING (WRITING AND REPRESENTING)**

*General Learning Expectation:* Students use writing and representing to express personal responses to texts, and to express and extend their thinking. They begin to reflect on and assess their writing and representing and set a goal for improvement.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 2, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>C7 use writing and representing to express personal responses and opinions about experiences or <b>texts</b></p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> write a response to an author or illustrator</li> <li><input type="checkbox"/> write or represent to express a response to a poem</li> <li><input type="checkbox"/> write a response in their journals to express an opinion</li> <li><input type="checkbox"/> use new vocabulary to create a response</li> </ul>   |
| <p>C8 use writing and representing to extend thinking by presenting new understandings in a variety of <b>forms</b> (e.g., comic strip, poem, skit, <b>graphic organizer</b>)</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> rewrite a scene from the perspective of one of the characters (e.g., rewrite the chimney scene in the <i>Three Little Pigs</i> from the perspective of the wolf)</li> <li><input type="checkbox"/> dramatize a story through a puppet play</li> <li><input type="checkbox"/> use a variety of <b>graphic organizers</b> to organize thoughts before writing</li> </ul>  |
| <p>C9 reflect on and assess their writing and representing, by</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– setting a goal for improvement</li> <li>– making a simple plan to work on their goal</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify <b>strategies</b> used at each stage of the writing process (e.g., partner-talk to generate ideas for writing, choosing words from a <b>word wall</b>)</li> <li><input type="checkbox"/> compare their own writing with class-generated criteria</li> <li><input type="checkbox"/> talk about their strengths and set goals for future writing and representing (e.g., complete a self-assessment rubric)</li> <li><input type="checkbox"/> give compliments and suggestions to each other about their work, based on the class-generated criteria</li> <li><input type="checkbox"/> demonstrate pride and satisfaction in their own writing and representing (e.g., take “author’s chair”)</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• When you checked your work with a criteria list, what did you do really well?</li> <li>• What is one strategy you used to help you develop your ideas before/during writing?</li> <li>• If you had to change one thing in this story/illustration to make it better, what would it be?</li> <li>• Could you tell this story/poem in pictures? What would the pictures be?</li> <li>• Of all the writing in your portfolio this term, which demonstrates your best writing? Why do you feel this way?</li> </ul> |   |

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**FEATURES (WRITING AND REPRESENTING)**

**General Learning Expectation:** Students apply some features and conventions of language (e.g., syntax, spelling, punctuation) in their writing and representing to enhance meaning, clarity, and expression.

**Teaching Consideration:** To increase students’ success at writing, grammar and usage need to be taught and experienced in the context of student writing and not as isolated grammatical exercises.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 2, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>C10 use some <b>features</b> and <b>conventions</b> of language to express meaning in their writing and representing, including</p> <ul style="list-style-type: none"> <li>– complete <b>simple sentences</b>, and begin to use <b>compound sentences</b></li> <li>– some paragraph divisions</li> <li>– generally correct noun-pronoun and subject-verb agreement</li> <li>– past and present tenses</li> <li>– capital letters at the beginning of proper nouns and sentences</li> <li>– periods, question marks, or exclamation marks at the end of sentences</li> <li>– commas to separate items in a series</li> <li>– words from their oral vocabulary, personal word list, and class lists</li> <li>– spelling words of more than one syllable, <b>high-frequency</b> irregular words, and regular plurals by applying <b>phonic knowledge</b> and skills and visual memory</li> </ul> <p><i>Suborganizer ‘Features’ PLO C10 continued next page</i></p> | <p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> make complete sentences, use <b>simple sentences</b>, and begin to use <b>compound sentences</b></li> <li><input type="checkbox"/> begin to use paragraph <b>structures</b> (e.g., paragraphs may be used but paragraph divisions may be inconsistent)</li> <li><input type="checkbox"/> use correct pronouns and verb forms; may have occasional errors</li> <li><input type="checkbox"/> use simple past and present tenses</li> </ul> <p><b>Punctuation and Capitalization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use capital letters for names, places, and other proper nouns, (e.g., holidays, places, names, titles) and at the beginning of sentences</li> <li><input type="checkbox"/> use periods, questions marks, or exclamation marks appropriately at the end of sentences</li> <li><input type="checkbox"/> use commas after greetings and closures in friendly letters, and to separate words in a series</li> </ul> <p><b>Vocabulary and Spelling</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use conventional Canadian spelling of commonly used words</li> <li><input type="checkbox"/> build a large bank of instantly recalled <b>high-frequency words</b></li> <li><input type="checkbox"/> use spelling patterns and <b>strategies</b> such as <b>phonic knowledge</b>, <b>invented spelling</b>, and visual memory when writing words of more than one syllable, <b>high-frequency</b> irregular words, regular plurals, and unknown words</li> <li><input type="checkbox"/> use word variety and attempt to use newly acquired vocabulary</li> <li><input type="checkbox"/> apply <b>graphophonic</b> and <b>phonic knowledge</b> to write unfamiliar words and check spelling with class resources, such as lists of words/ideas and personal dictionary</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> print legibly and correctly form letters</li> <li><input type="checkbox"/> appropriately space written work</li> <li><input type="checkbox"/> ensure headings and titles are clear and helpful for a reader</li> <li><input type="checkbox"/> use illustrations, charts, and diagrams to support the <b>text</b></li> <li><input type="checkbox"/> use titles to summarize content</li> <li><input type="checkbox"/> use words and pictures to create message</li> <li><input type="checkbox"/> use margins and spacing appropriately</li> </ul> |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

| Prescribed Learning Outcomes  | Suggested Achievement Indicators |
|---|----------------------------------|
| <p><i>Suborganizer 'Features' PLO C10, continued</i></p> <ul style="list-style-type: none"> <li>– attempting to spell unfamiliar words by applying <b>phonic knowledge</b> and skills and visual memory</li> <li>– conventional Canadian spelling of common words</li> <li>– letters printed legibly, consistent in shape and size, with appropriate spacing between letters and words</li> </ul>   |                                  |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Read your work out loud and listen to make sure that you haven't left out any words.</li> <li>• What do you do when you do not know how to spell a word?</li> <li>• Tell why you put a capital letter on this word.</li> <li>• Do all of your sentences end with a punctuation mark?</li> <li>• Did you read your composition out loud to a friend? Did it make sense and flow smoothly?</li> </ul> |                                  |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*





# STUDENT ACHIEVEMENT

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*Grade 3*

The Key Elements section provides an overview of the important elements of the English Language Arts K to 7 document. It is divided into two parts:

- Overview
- Pedagogical Understandings for English Language Arts

### *Overview*

The Overview describes the Enduring Understandings for a cluster of grades. These Enduring Understandings are the “big ideas” of the curriculum document, broad statements underlying the “why” of English Language Arts. They are more than goals for a unit or grade; they are the rationale for engaging in English Language Arts, and are embedded in the knowledge, skills, and attitudes described in the Prescribed Learning Outcomes.

In addition, the Overview includes a Snapshot which is derived from the Prescribed Learning Outcomes for a particular grade. The Snapshot offers a brief description of what students who fully meet expectations should know and be able to do. The Snapshot does not replace the Prescribed Learning Outcomes, and as such, is not legally required, but is included to give teachers an overview of expectations at each grade level.

### *Pedagogical Understandings for English Language Arts*

Five interrelated components comprise the Pedagogical Understandings section. Foundational to the English Language Arts curriculum is the framework of the “Gradual Release of Responsibility,” whereby students gradually assume responsibility for independently demonstrating competency in a particular skill or process.

Secondly, a specific focus on metacognition is included in this section. Like the “Gradual Release of Responsibility,” metacognition is a concept that runs through the organizers and suborganizers of the English Language Arts document. Overt and explicit modelling, guiding, and supporting students in learning to “think about their thinking” is integral to English Language Arts K to 7.

Finally, this section contains specific information regarding the three organizers of this curriculum: oral language, reading and viewing, and writing and representing. Each of these components contains key research regarding oral language, reading, and writing, as well as an overview of skills, processes, contexts, and strategies appropriate to each grade. Students learn to speak, listen, read, and write through teacher modelling, demonstration, and practice in a variety of contexts, as well as by stepping back to identify what effective learners do to be successful and then applying that knowledge to their own learning.

# USING THE KEY ELEMENTS SECTION

## Overview

**Enduring Understandings**  
The overarching ideas of English Language Arts Kindergarten to Grade 3

**Prescribed Learning Outcomes**  
See the Prescribed Learning Outcomes specific to each grade

**Snapshot**  
A summary of the Prescribed Learning Outcomes for a specific grade

**STUDENT ACHIEVEMENT • Key Elements – Grade 3**

**GRADE 3 OVERVIEW**

**Enduring Understandings for Kindergarten to Grade 3**

- Meaning-making is a constructive and creative process.
- We learn about ourselves, others, and the world through speaking and listening, reading, and writing.
- Effective readers, writers, speakers, and listeners use a variety of strategies and skills to share, construct, clarify, and confirm meaning.
- Spoken words can be written, and print carries a constant message.
- Oral, written, and visual communications have their own conventions. Awareness and use of these conventions make us better communicators.
- Playing and experimenting with language and creating original texts help us to appreciate the artistry of language.
- Successful learners reflect on their thinking and learning to find ways to improve.

**What students should know and be able to do**  
Refer to the Prescribed Learning Outcomes: Oral Language

**What students should know and be able to do**  
Refer to the Prescribed Learning Outcomes: Reading and Viewing

**What students should know and be able to do**  
Refer to the Prescribed Learning Outcomes: Writing and Representing

**Snapshot**  
Summary derived from the Prescribed Learning Outcomes for Grade 3

- Interact with others to share ideas, complete structured tasks, and discuss concerns
- present information and ideas to the class orally
- listen purposefully to understand and recall ideas and information
- build on a repertoire of strategies to construct and confirm meaning
- read and view a variety of grade-appropriate texts with comprehension and fluency
- make connections to personal experiences, texts, and the experiences of others, which require some inference and insight
- use the features, structures, and patterns of language to make meaning from what they have read, and view
- use context cues, phonics, and word structures, along with other cues to figure out new words.
- apply knowledge of story structure and text features to predict and confirm meaning
- create personal writing and representations that connect to ideas, opinions, and feelings
- communicate ideas and information with clear and relevant ideas, such as reports, procedures, letters, messages, and visual representations
- create imaginative writing and representations that convey meaning, feature some inventing, detail, and experiment with language
- write to extend thinking by developing explanations, expressing a viewpoint, and demonstrating understanding
- use some features and conventions of language to enhance meaning and artistry
- reflect on and assess their learning, and set goals for improvement

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## Pedagogical Understandings for English Language Arts

**Gradual Release of Responsibility**

**Metacognition**

**Oral Language**

**Reading and Viewing**

**Writing and Representing**

**STUDENT ACHIEVEMENT • Key Elements – Grade 3**

**PEDAGOGICAL UNDERSTANDINGS FOR GRADUAL RELEASE OF RESPONSIBILITY**

An apprenticeship approach to instruction applies to all language arts (Pearson & Gallagher, 1983) diagram shown to explicitly model a concept or strategy and, over time, apply facilitated by metacognition and self-regulation.

**Gradual Release of Responsibility**

**Teacher Mode**

- explain
- demonstrate
- thinks aloud

**Guided Practice**

- teacher and student
- teacher scaffolds the students' attempts
- students share their thinking

**Independent Practice**

- students apply strategy
- students receive feedback from teacher

**Application of Strategy**

- students apply strategy

**STUDENT ACHIEVEMENT • Key Elements – Grade 3**

**PEDAGOGICAL UNDERSTANDINGS FOR METACOGNITION**

Metacognition is "thinking about thinking," which results in own learning processes. It involves the awareness and use of an effective learner. In English Language Arts K to 7, the organizers and sub-organizers of the curriculum document given learning tasks, monitoring comprehension, and evaluating metacognitive in nature. Metacognition involves:

- connecting new information to former knowledge
- analyzing and reflecting on tasks
- selecting thinking strategies deliberately
- planning, monitoring, and evaluating thinking process
- monitoring own learning
- making adjustments and revising the learning
- reflecting on one's own thinking or others' thinking
- reflecting on and evaluating the effects of a thinking strategy
- setting new goals for learning.

The internal language used by students when reflecting on themselves as learners. The criteria below could be used to guide and assess student performance, and may be used at some grade levels, these criteria are future goals that students to achieve during the school year.

**Criteria for a Good Thinker (K to Grade 3)**

- A good thinker
  - bases judgments on evidence
  - is honest with self
  - listens to understand before drawing conclusions
  - can tolerate ambiguity
  - asks questions
  - is open-minded and flexible
  - is able to think independently
  - identifies and explains personal points of view
  - looks for connections among ideas
  - extends personal thinking by assimilating new information
  - is self-directed, self-disciplined, self-motivated

**STUDENT ACHIEVEMENT • Key Elements – Grade 3**

**PEDAGOGICAL UNDERSTANDINGS FOR ORAL LANGUAGE (SPEAKING AND LISTENING)**

Students use oral language to interact effectively in informal (speaking and listening) activities expand their thinking about strengthen connections.

**Oral Language Skills and Functions**

- engage in role play or informal dialogues based on familiar stories and events
- develop goals and create a plan for improving speaking and listening
- contribute in partner, group and class discussions to share ideas, accomplish tasks and contribute to goals
- ask and answer questions to focus topics and seek clarification
- present oral information in organized manner

**Strategies for Oral Language**

Students in Grade 3 use the following strategies:

- Interacting** – access prior knowledge, make and share connections, and listen
- Expressing/Presenting** – set a purpose, access prior knowledge, share connections, ask questions, organize information, self-correct
- Listening** – access prior knowledge, make a prediction, ask questions, recall and summarize, visualize, monitor

**STUDENT ACHIEVEMENT • Key Elements – Grade 3**

**PEDAGOGICAL UNDERSTANDINGS FOR READING AND VIEWING**

In order for students to acquire the skills of reading a variety of texts in the classroom. Students learn and apply a variety of classroom contexts. As they engage in reading, the competencies of the reading process and of shared learning.

**Reading and Viewing in Grades 1 to 3**

**Conferences**  
Students meet individually with the teacher to receive, for individual reading assessment, to demonstrate fluency and comprehension, to discuss their reading strategies, purposes, goals, and self-assessment, and to develop an understanding of their progress.

**Partner Reading and Viewing**  
With the guidance of a teacher, students interact with a partner to focus on reading and viewing. Together they practice a skill and strategies, and develop and demonstrate understanding of selections from fiction and non-fiction.

**Reading in Primary Class**

**Strategies for Reading and Viewing**

Students in Grade 3 use the following strategies:

- Before** – access prior knowledge to make connections
- During** – predict, make connections, visualize, ask of self-monitor and self-correct, figure out unknown words
- After** – self-monitor and self-correct, generate and extend, visualize, recall and summarize, use "text features" to locate information

**STUDENT ACHIEVEMENT • Key Elements – Grade 3**

**PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING**

Teachers model, coach, and support in learning to write in a variety of groupings (whole class, small groups, pairs, individually). Using models such as the Gradual Release of Responsibility, students practice, with increasing independence, the skills and processes of writing, applying strategies during the process to increase success at writing. In the primary grades, the main emphasis is on context and meaning, rather than mechanics and conventions.

**Writing in Grades 1 to 3**

**Prewriting**

- Students prepare for writing by engaging in discussions, interacting with others, and participating in activities such as brainstorming and pair-share to gather information before writing.
- Students use various organizers to sort and manage their ideas (e.g., story frames, webs, four quadrants).
- Students consider topic, purpose, and audience in their initial plan as well as participating in developing class-generated criteria. They make decisions about how ideas will be organized.

**Drafting**

- Students use models, such as fill-in boxes and student writing samples to develop a draft to improve ideas, feelings, emotions, and opinions.

**Revising**

- Students share their work, check for completeness against class-generated criteria, and revise texts to improve clarity.

**Editing**

- Students edit by rereading and reflecting on their own writing, and conferencing with peers and the teacher.
- Students edit for accuracy in spelling, punctuation, grammar, and usage, and may use a self-checking checklist.

**Publishing and Presenting**

- Teachers encourage students to share (copies of writing) through displays, class books, newsletters, and electronic bulletin boards.
- Legible printing or word processing is encouraged for published written work.
- Students may present and publish their texts for real audiences (e.g., author's chair, assembly presentations).

**Strategies for Writing and Representing**

Students in Grade 3 use the following strategies:

- Before** – set a purpose, identify an audience, participate in developing class-generated criteria, generate and develop ideas
- Drafting** – refer to class-generated criteria, refer to word banks, examine models of literature and visuals, use information from multiple sources, consult reference materials, revise and edit
- After** – check their work against established criteria, revise to enhance writing traits, edit for conventions

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## GRADE 3 OVERVIEW

### Enduring Understandings for Kindergarten to Grade 3

- Meaning-making is a constructive and creative process.
- We learn about ourselves, others, and the world through speaking and listening, reading, and writing.
- Effective readers, writers, speakers, and listeners use a variety of strategies and skills to share, construct, clarify, and confirm meaning.
- Spoken words can be written, and print carries a constant message.
- Oral, written, and visual communications have their own conventions. Awareness and use of these conventions make us better communicators.
- Playing and experimenting with language and creating original texts help us to appreciate the artistry of language.
- Successful learners reflect on their thinking and learning to find ways to improve.

*What students should know and be able to do*

Refer to the Prescribed Learning Outcomes:  
Oral Language

*What students should know and be able to do*

Refer to the Prescribed Learning Outcomes:  
Reading and Viewing

*What students should know and be able to do*

Refer to the Prescribed Learning Outcomes:  
Writing and Representing



### Snapshot

*Summary derived from the Prescribed Learning Outcomes for Grade 3*

- interact with others to share ideas, complete structured tasks, and discuss concerns
- present information and ideas to the class orally
- listen purposefully to understand and recall ideas and information
- build on a repertoire of strategies to construct and confirm meaning
- read and view a variety of grade-appropriate texts with comprehension and fluency
- make connections to personal experiences, texts, and the experiences of others, which require some inference and insight
- use the features, structures, and patterns of language to make meaning from what they hear, read, and view
- use context cues, phonics, and word structures, along with other cues to figure out new words
- apply knowledge of story structure and text features to predict and confirm meaning
- create personal writing and representations that connect to ideas, opinions, and feelings
- communicate ideas and information with clear and relevant ideas, such as reports, procedures, letters, messages, and visual representations
- create imaginative writing and representations that convey meaning, feature some interesting detail, and experiment with language
- write to extend thinking by developing explanations, expressing a viewpoint, and demonstrating understanding
- use some features and conventions of language to enhance meaning and artistry
- reflect on and assess their learning, and set goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: GRADUAL RELEASE OF RESPONSIBILITY

An apprenticeship approach to instruction applies to all language arts teaching. The Gradual Release of Responsibility (Pearson & Gallagher, 1983) diagram shown below outlines the process by which the teacher explicitly models a concept or strategy and, over time, apprentices the students into personalized application facilitated by metacognition and self-regulation.

### Gradual Release of Responsibility

#### Teacher Modelling

- explains
- demonstrates
- thinks aloud



#### Guided Practice

- teacher and students practise
- teacher scaffolds the students' attempts and gives feedback
- students share their thinking with each other



#### Independent Practice

- students apply strategy on their own
- students receive feedback from teacher and other students



#### Application of Strategy

- students apply strategy to new situations

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: METACOGNITION

Metacognition is “thinking about thinking” which results in students’ individual understanding of their own learning processes. It involves the awareness and understanding of how one thinks and uses strategies as an effective learner. In English Language Arts K to 7, metacognitive strategies weave throughout the organizers and suborganizers of the curriculum document. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Metacognition involves:

- connecting new information to former knowledge
- analysing and reflecting on tasks
- selecting thinking strategies deliberately
- planning, monitoring, and evaluating thinking processes
- monitoring own learning
- making adjustments and revising the learning
- reflecting on one’s own thinking or others’ thinking
- reflecting on and evaluating the effects of a thinking strategy, or learning process, on learning
- setting new goals for learning

The internal language used by students when reflecting on their learning helps shape their expectations of themselves as learners. The criteria below could be used to describe a good thinker. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

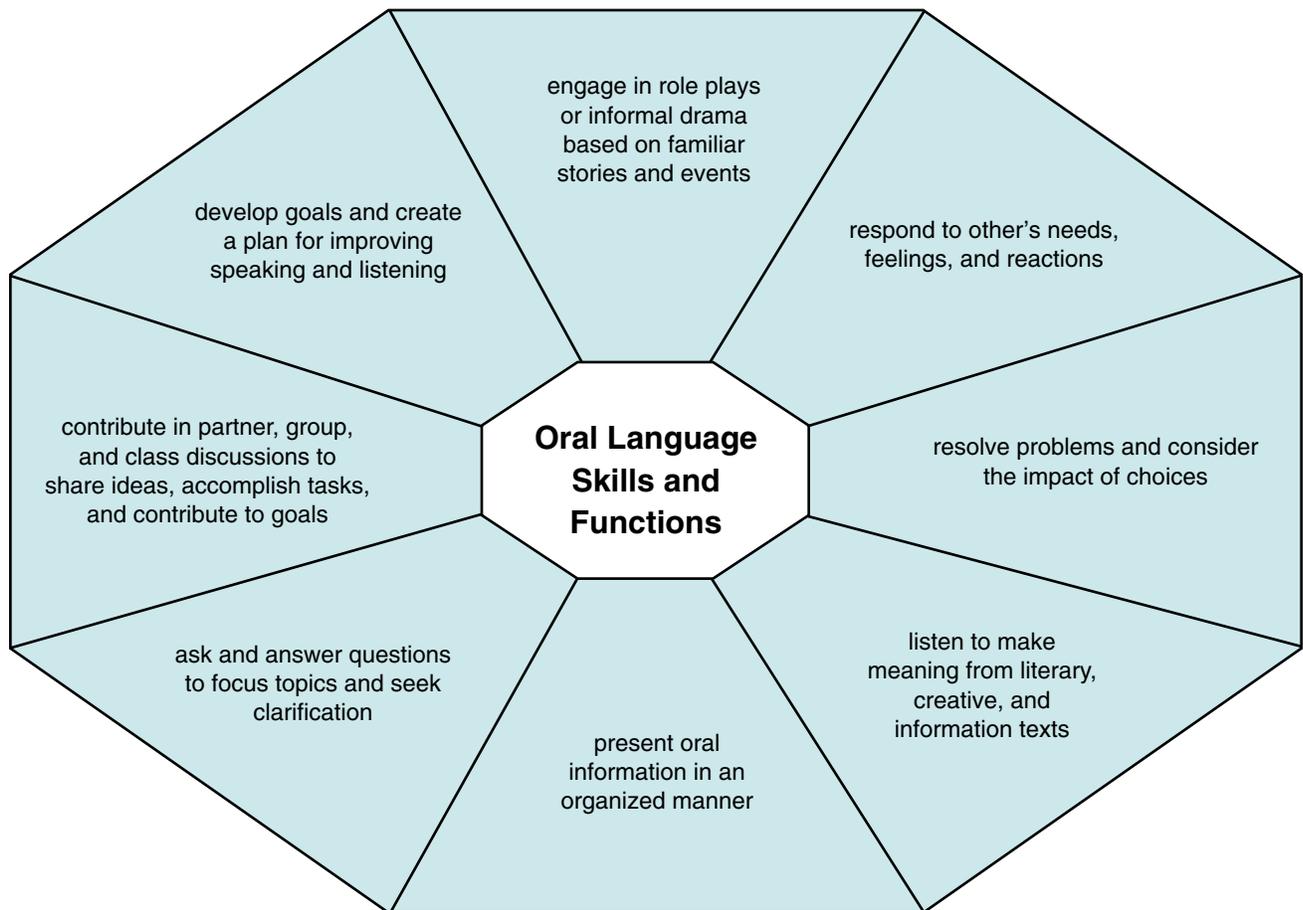
### Criteria for a Good Thinker (Kindergarten to Grade 3)

#### **A good thinker**

- bases judgments on evidence
- is honest with self
- listens to understand before drawing conclusions
- can tolerate ambiguity
- asks questions
- is open-minded and flexible
- is able to think independently
- identifies and explains personal points of view
- looks for connections among ideas
- extends personal thinking by assimilating new ideas and information
- is self-directed, self-disciplined, self-monitoring, and self-correcting

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE (SPEAKING AND LISTENING)

Students use oral language to interact effectively in informal and formal situations. Oral language (speaking and listening) activities expand their thinking about new ideas, clarify explanations, and strengthen connections.



### Strategies for Oral Language

Students in Grade 3 use the following strategies:

- **Interacting** – access prior knowledge, make and share connections, ask questions, take turns as speaker and listener
- **Expressing/Presenting** – set a purpose, access prior knowledge, generate ideas, make and share connections, ask questions, organize information, practise delivery, self-monitor and self-correct
- **Listening** – access prior knowledge, make predictions, focus on speaker, listen for specifics, ask questions, recall and summarize, visualize, monitor comprehension

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE, CONTINUED

The criteria below could be used to describe a good speaker and listener at the primary grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

### Criteria for a Good Speaker and Listener (Kindergarten to Grade 3)

#### A good speaker and listener

- speaks and listens for a variety of purposes
- maintains concentration during listening and speaking
- listens carefully to understand and respond to others' messages
- communicates ideas and information clearly
- organizes ideas and information so that the audience can understand and remember
- uses vocabulary and presentation style that are appropriate for the audience
- uses tone, pace, and volume that are appropriate for the situation
- sustains short conversations by encouraging the speaker and contributing ideas
- is attentive and respectful to others in conversation
- uses language effectively for a variety of purposes
- monitors presentation and is sensitive to audience response
- uses some strategies to overcome difficulties in communication (e.g., unfamiliar vocabulary, a noisy environment, distractions)
- self-evaluates and sets goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE, CONTINUED

### Research Findings Related to Oral Language

Oral language development and its relationship to later reading achievement is central to literacy. Children's oral language development is considered to be a key foundation for successful literacy. (Chaney & Burk, 1998; Primary Program 2000; McCormick, 1999; Strickland, Ganske, & Monroe, 2002)

Research has clearly established the importance of developing oral fluency to later successes in acquiring print. Oral language acts as an underlying foundation to achievement in reading. (Snow, Burns, & Griffin, 1998)

The basis of the relationship between early spoken language and later reading development is generally thought to be causal in nature, such that spoken language skills are fundamental precursors to later successful reading. (Tomblin, 2005, p. 3)

Reading is a language-based activity. Beginning readers use the language they have gained through speaking and listening to help them understand the printed word. (Psotka, 2003)

Early education is the time in which young children develop skills, knowledge and interest in the code-based and meaning aspects of (written and) spoken language. (Justice, 2005, p. 1)

We learn to talk by talking. We learn to listen by listening. The more we talk and listen to others talking, the better our ability to manipulate language, the better our ability to think and therefore to read and write, for both of these are thinking activities. (Moore, 1991, p. 15)

Talk is not only a medium for thinking, it is also an important means by which we learn how to think. From a Vygotskian perspective thinking is an internal dialogue, an internalization of dialogues we've had with others. Our ability to think depends upon the many previous dialogues we have taken part in – we learn to think by participating in dialogues. (Dudley-Marling & Searle, 1991, p. 60)

Talk...provides a bridge between literature and the social world of readers. Through classroom conversations, we enable students to develop social and literary awareness; our shared talk creates a comfortable place within which to explore and negotiate our interpretations of literary texts and the world in which we live. (Hynds, 1988, p. 177)

As language arts teachers, one of the most important things we can do for our students is to give them the belief that they can use language to influence the world around them....If students develop that belief, they will attempt to use language to attain goals more readily, they will be less reluctant to participate in classroom activities, and they will improve their behaviour in other aspects of their education and in aspects of their social life. (Backlund, 1988, p. 228)

The primacy of the spoken word in human intercourse cannot be too strongly emphasized. Important though the written word is, most communication takes place in speech; and those who do not listen with attention and cannot speak with clarity, articulateness and confidence are at a disadvantage in almost every aspect of their personal, social and working lives. (Jones, 1988, p. 26)

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING

In order for students to acquire the skills of reading a variety of texts, teachers must model, coach, and support reading in the classroom. Students learn and apply strategies successful readers use by reading in a variety of classroom contexts. As they engage in reading, they explore and learn the skills, strategies, and competencies of the reading process and of shared learning in a group setting.

### Reading and Viewing in Grades 1 to 3

#### Conferences

Students meet individually with the teacher to read, for individual reading assessment, to demonstrate fluency and comprehension, to discuss their reading strategies, purposes, goals, and self-assessment, and to develop an understanding of their progress.

#### Independent Reading and Viewing

Students read on their own for pleasure, to follow personal interests, or to complete assigned tasks. They practise the skills and strategies they are learning.

### Reading in the Primary Classroom

#### Partner Reading and Viewing

With the guidance of a teacher, students interact with a partner to focus on reading and viewing. Together they practise skills and strategies, and develop and demonstrate understanding of selections from fiction and non-fiction.

#### Small and Large Groups

Students work in small and large groups for a variety of purposes to read together and exchange ideas and clarify meaning. They read and view, discuss their thoughts, and reflect on the text they are reading or viewing. In some cases, teachers guide the reading.

### Strategies for Reading and Viewing

Students in Grade 3 use the following strategies:

- **Before** – access prior knowledge to make connections, make predictions, ask questions, set a purpose
- **During** – predict, make connections, visualize, ask and answer questions, use ‘text features’, self-monitor and self-correct, figure out unknown words, read selectively, summarize
- **After** – self-monitor and self-correct, generate and respond to questions, generate a response, visualize, retell and summarize, use ‘text features’ to locate information, use graphic organizers to record information

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING, CONTINUED

The criteria below could be used to describe a good reader and viewer at the primary grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

### Criteria for a Good Reader and Viewer (Kindergarten to Grade 3)

#### A good reader and viewer

- accesses prior knowledge
- asks questions
- makes predictions
- uses three kinds of cues – meaning, sound, visual – to make sense of text. Asks “Does it make sense?” “Does it sound right?” “Does it look right?”
- self-monitors and recognizes when text is not making sense
- uses strategies to overcome problems during reading and viewing
- makes connections before, during, and after reading and viewing
- uses mental images to deepen and extend meaning
- identifies and summarizes main ideas
- interprets both literal and inferential meaning
- synthesizes and extends meaning
- evaluates the text or visual material
- self-evaluates and sets goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING, CONTINUED

### Research Findings Related to Reading

#### “The Six Ts of Effective Elementary Literacy Instruction” from Richard Allington

1. **Time.** Effective teachers have students do more guided reading, more independent reading, and more reading in social studies and science. In many exemplary classrooms, children are reading and writing for half the day.
2. **Texts.** Students have books they can actually read with a high level of accuracy, fluency, and comprehension. All students, then, rarely have the same book. Students engage in enormous quantities of successful reading and become independent, good readers. Motivation for reading is dramatically influenced by reading success.
3. **Teaching.** Effective teachers don't simply “assign and assess”; they are involved in active instruction. Explicit demonstrations of cognitive strategies are modelled; instruction is offered in a balance of side-by-side lessons, small group lessons, and whole group lessons. But whole group lessons are brief and focused.
4. **Talk.** There's more of it, and it's more conversational than interrogational. Discussion is purposeful and personalized, not scripted or packaged. Thoughtful classroom talk focuses on making children's thinking visible and building understanding.
5. **Tasks.** Leaving behind low-level worksheet tasks, effective teachers demonstrate greater use of longer assignments, tasks that integrate several content areas and substantive work with more complexity. Exemplary teachers provide students similar but different tasks.
6. **Testing Students.** Student work is evaluated based on effort and improvement. Rubrics shift responsibility for improvement to the students, so “luck” doesn't play a part. Most effective teachers use almost no test-preparation materials, feeling that good instruction is what makes the difference.

from R.L. Allington (June 2002). *Phi Delta Kappan*.

#### Core Understandings from Reading Research

Through the analysis of current research the following 13 fundamental, or core, understandings relating to reading were identified:

1. Reading is a construction of meaning from text. It is an active, cognitive, and affective process.
2. Background knowledge and prior experience are critical to the reading process.
3. Social interaction is essential at all stages of reading development.
4. Reading and writing are reciprocal processes; development of one enhances the other.
5. Reading involves complex thinking.
6. Environments rich in literacy experiences, resources, and models facilitate reading development.
7. Engagement in the reading task is key in successfully learning to read and developing as a reader.
8. Children's understandings of print are not the same as adults' understandings.
9. Children develop phonemic awareness and knowledge of phonics through a variety of literacy opportunities, models, and demonstrations.
10. Readers learn productive strategies in the context of real reading.
11. Students learn best when teachers employ a variety of strategies to model and demonstrate reading knowledge, strategy, and skills.
12. Students need many opportunities to read, read, read.
13. Monitoring the development of reading processes is vital to student success.

Braunger, J., & Lewis, J.P. (2006). *Building a Knowledge Base in Reading* (2nd ed.). Copyright 2006 by the International Reading Association. Used with permission.

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING

Teachers model, coach, and support in learning to write in a variety of groupings (whole class, small groups, pair, individually). Using models such as the Gradual Release of Responsibility, students practise, with increasing independence, the skills and processes of writing, applying strategies during the process to increase success at writing. In the primary grades, the main emphasis is on context and meaning, rather than mechanics and conventions.

### Writing in Grades 1 to 3

#### Prewriting

- Students prepare for writing by engaging in discussions, interacting with others, and participating in activities such as brainstorming and pair/share to gather information before writing.
- Students use various organizers to sort and manage their ideas (e.g., story frames, webs, four quadrants).
- Students consider topic, purpose, and audience in their initial plan as well as participating in developing class-generated criteria. They make decisions about how ideas will be organized.

#### Drafting

- Students use models, such as picture books and student writing samples to develop a draft to express ideas, feelings, emotions, and opinions.

#### Revising

- Students share their work, check for completeness against class-generated criteria, and revise traits to improve clarity.

#### Editing

- Students edit by rereading and reflecting on their own writing, and conferencing with peers and the teacher.
- Students edit for accuracy in spelling, punctuation, grammar, and usage, and may use a self-editing checklist.

#### Publishing and Presenting

- Teachers encourage students to share certain pieces of writing through displays, class books, newsletters, and electronic bulletin boards.
- Legible printing or word processing is encouraged for published written work.
- Students may present and publish their texts for real audiences (e.g., author's chair, assembly presentations).

### Strategies for Writing and Representing

Students in Grade 3 use the following strategies:

- **Before** – set a purpose, identify an audience, participate in developing class-generated criteria, generate and develop ideas
- **During** – refer to class-generated criteria, refer to word banks, examine models of literature and visuals, use information from multiple sources, consult reference materials, revise and edit
- **After** – check their work against established criteria, revise to enhance writing traits, edit for conventions

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING, CONTINUED

The criteria below could be used to describe a good writer and representer at the primary grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

### Criteria for a Good Writer and Representer (Kindergarten to Grade 3)

#### A good writer and representer

- generates ideas
- organizes information
- identifies a purpose
- defines an audience
- develops a “voice” and style suitable to the purpose, content, and audience
- uses a variety of vocabulary and sentence construction
- conveys meaning clearly
- demonstrates coherence among ideas
- recognizes the value of feedback
- revises and rewrites
- uses basic conventions of writing
- finds satisfaction in writing
- self-evaluates and sets goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING, CONTINUED

### Research Findings Related to Writing

#### “12 Writing Essentials for All Grades” from Regie Routman

Teach these essentials well in connection with any purposeful writing, and, with guidance, students will be able to use them in whatever form of writing they do:

1. **Write for a specific reader and a meaningful purpose.** Write with a particular audience in mind (this may be the author herself or himself) and define the writing task.
2. **Determine an appropriate topic.** Plan the writing, do the necessary research, narrow the focus, decide what’s most important to include.
3. **Present ideas clearly, with a logical, well-organized flow.** Structure the writing in an easy-to-follow style and format using words, sentences, and paragraphs; put like information together; stay on the topic; know when and what to add or delete; incorporate transitions.
4. **Elaborate on ideas.** Include details and facts appropriate to stated main ideas; explain key concepts; support judgments; create descriptions that evoke mood, time, and place; and develop characters.
5. **Embrace language.** “Fool with words” – experiment with nouns, verbs, adjectives, literary language, sensory details, dialogue, rhythm, sentence length, paragraphs – to craft specific, lively writing for the reader.
6. **Create engaging leads.** Attract the reader’s interest right from the start.
7. **Compose satisfying endings.** Develop original endings that bring a sense of closure.
8. **Craft authentic voice.** Write in a style that illuminates the writer’s personality – this may include dialogue, humour, point of view, a unique form.
9. **Reread, rethink, and revise while composing.** Access, analyse, reflect, evaluate, plan, redraft, and edit as one goes – all part of the recursive, non-linear nature of writing.
10. **Apply correct conventions and form.** Produce legible letters and words; employ editing and proofreading skills; use accurate spelling, punctuation, capitalization, and grammar; adhere to the formal rules of the genre.
11. **Read widely and deeply – and with a writer’s perspective.** Read avidly; notice what authors – and illustrators, do; develop an awareness of the characteristics of various genres (fiction, poetry, persuasive pieces) and how those genres work, and apply that knowledge and craft to one’s own writing.
12. **Take responsibility for producing effective writing.** Consider relevant responses and suggestions and willingly revise; sustain writing effort; monitor and evaluate one’s own work and set goals; publish, when possible and appropriate, in a suitable and pleasing presentation style and format; do whatever is necessary to ensure the text is meaningful and clear to the reader as well as accurate, legible, and engaging.

These writing essentials are applicable from Kindergarten through high school and beyond.

The factors that change are:

- The amount of excellent support the student needs (demonstrations and explicit teaching).
- The complexity of texts the student composes.
- The variety of forms or genres the author attempts.
- The learner’s level of independence.

Adapted from Routman, R. (2005). *Writing Essentials: Raising Expectations and Results While Simplifying Teaching* (pp.13-14). Portsmouth, NH: Heinemann.



## QUICK NAVIGATION TIPS

- Prescribed Learning Outcomes are mandated by the *School Act*; they are legally required, not optional.
- The Prescribed Learning Outcomes are numbered for ease of use and do not indicate a linear delivery.
- General Learning Expectations are summaries of the Prescribed Learning Outcomes in the relevant organizer (they are not legally required).
- Achievement Indicators are a comprehensive range of indicators of what the learning might look like for each learning outcome. They may also be used as assessment criteria. They are suggested, and teachers may substitute, adapt, or add to these indicators.
- Bolded terms in the Prescribed Learning Outcomes and Suggested Achievement Indicators are defined in the Glossary section.
- See the Considerations for Program Delivery section and Key Elements for essential understandings underlying the curriculum.

## ORAL LANGUAGE (SPEAKING AND LISTENING)

## PURPOSES (ORAL LANGUAGE)

*General Learning Expectation:* Students use oral language to interact with others, present ideas, share information formally and informally, and listen actively for a variety of purposes.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 3, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> <li>– contributing to a class goal</li> <li>– sharing ideas and opinions</li> <li>– making connections</li> <li>– solving problems</li> <li>– completing tasks</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> share ideas relevant to class activities and discussions (e.g., structured A/B partners, informal partner-talk, brainstorming)</li> <li><input type="checkbox"/> engage in partner, small group, and whole class discussion to accomplish a structured task (e.g., plan a class celebration)</li> <li><input type="checkbox"/> share ideas, opinions, and feelings relevant to class activities and discussions (e.g., in pairs and small and whole group activities, brainstorming, book club, community circle)</li> <li><input type="checkbox"/> ask for assistance from peers and adults</li> <li><input type="checkbox"/> speak and listen to respond to the needs of others, considering verbal and nonverbal cues (e.g., tone, inflection, facial expression)</li> </ul> |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p>A2 use speaking to explore, express, and present ideas, information, and feelings for different purposes, by</p> <ul style="list-style-type: none"> <li>– staying on topic in a focussed discussion</li> <li>– recounting experiences in a logical sequence</li> <li>– presenting a central idea with supporting details</li> <li>– using specific and descriptive vocabulary</li> <li>– sharing connections made</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify purpose for speaking or presenting (e.g., to deliver short simple report, share an experience, give an oral explanation or instructions)</li> <li><input type="checkbox"/> discuss and present ideas and information that is understandable and generally complete (e.g., states a clear topic, is logically sequenced, includes some explanations, examples, or details)</li> <li><input type="checkbox"/> explain own viewpoint and give reasons</li> <li><input type="checkbox"/> use tone, volume, pace, intonation, and gesture to enhance meaning</li> <li><input type="checkbox"/> provide a beginning, middle, and an end, including concrete details that develop a central idea</li> <li><input type="checkbox"/> plan and present dramatic interpretations of experiences, stories, poems, or plays with clear <b>diction</b>, pitch, and tone</li> <li><input type="checkbox"/> make descriptive presentations that use <b>sensory detail</b> to support unified impressions of people, places, things, or experiences</li> <li><input type="checkbox"/> use clear and specific vocabulary to communicate ideas and establish a tone</li> </ul> |
| <p>A3 listen purposefully to understand ideas and information, by</p> <ul style="list-style-type: none"> <li>– identifying the main ideas and supporting details</li> <li>– generating questions</li> <li>– visualizing and sharing</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify and state a purpose for listening</li> <li><input type="checkbox"/> identify and retell main ideas and supporting details</li> <li><input type="checkbox"/> after listening, generate questions with classmates to explore a topic further</li> <li><input type="checkbox"/> follow oral instructions and demonstrations to complete multi-step tasks (e.g., simple science experiment, recipes)</li> <li><input type="checkbox"/> demonstrate attentive listening in nonverbal ways (e.g., nod to show agreement, show responsive facial expressions)</li> <li><input type="checkbox"/> attend without distracting or interrupting (e.g., raise hand to ask questions or make comments, wait turn to speak)</li> </ul>   |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• What is important to remember when we are exchanging ideas with others?</li> <li>• What was your favourite part? Why?</li> <li>• Tell us about some of the character’s feelings in the story. What made him/her feel that way?</li> <li>• What is one important idea or piece of information you have learned?</li> <li>• What questions are still in your mind about...?</li> <li>• What is your opinion about this topic? Why do you feel this way?</li> <li>• How have you changed your mind now that you have listened to this speaker? Why did you change your opinion?</li> </ul> |  |

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**STRATEGIES (ORAL LANGUAGE)**

*General Learning Expectation:* Students selectively use a variety of strategies to increase success at interacting, speaking, and listening effectively.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 3, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>A4 use a variety of <b>strategies</b> when interacting with others, including</p> <ul style="list-style-type: none"> <li>– accessing prior knowledge</li> <li>– making and sharing connections</li> <li>– asking questions for clarification and understanding</li> <li>– taking turns as speaker and listener</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> refer to relevant <b>texts</b> they have read or heard, or contribute relevant experiences to the topic or task</li> <li><input type="checkbox"/> connect and relate prior experiences, insights, and ideas to those of a speaker</li> <li><input type="checkbox"/> make connections to personal and shared ideas and experiences by talking in pairs (e.g., listen and add to partner’s ideas)</li> <li><input type="checkbox"/> follow classroom guidelines for interacting (e.g., respectful listening, accepting differing opinions)</li> <li><input type="checkbox"/> respond to questions with appropriate elaboration</li> <li><input type="checkbox"/> balance role of self as speaker and listener, and follow the rules of conversation</li> </ul>  |
| <p>A5 use a variety of <b>strategies</b> when expressing and presenting ideas, information, and feelings, including</p> <ul style="list-style-type: none"> <li>– setting a purpose</li> <li>– accessing prior knowledge</li> <li>– generating ideas</li> <li>– making and sharing connections</li> <li>– asking questions to clarify and confirm meaning</li> <li>– organizing information</li> <li>– practising delivery</li> <li>– self-monitoring and self-correcting in response to feedback</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify topic, audience, and purpose for their oral presentations</li> <li><input type="checkbox"/> discuss what they already know about the topic and what the audience needs to know</li> <li><input type="checkbox"/> ask and answer questions to focus topics or identify need for further information</li> <li><input type="checkbox"/> organize information and ideas chronologically or around major points of information (e.g., use <b>graphic organizers</b>, generate research questions, and collect information)</li> <li><input type="checkbox"/> provide a context for an incident that is the subject of the presentation</li> <li><input type="checkbox"/> practise delivery for presentations (e.g., speak clearly and audibly, face audience)</li> <li><input type="checkbox"/> clarify and enhance oral presentations through the use of appropriate visual aids</li> <li><input type="checkbox"/> monitor volume and tone of voice, depending on the situation (e.g., speaking to a guest vs. interacting at recess)</li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p>A6 use a variety of <b>strategies</b> when listening to make and clarify meaning, including</p> <ul style="list-style-type: none"> <li>– accessing prior knowledge</li> <li>– making predictions about content before listening</li> <li>– focussing on speaker</li> <li>– listening for specifics</li> <li>– asking questions</li> <li>– recalling and summarizing</li> <li>– visualizing</li> <li>– monitoring comprehension</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> use prior knowledge and understanding of a topic to make reasonable predictions</li> <li><input type="checkbox"/> contribute to an advance list of questions about a topic or story</li> <li><input type="checkbox"/> focus on a particular aspect of a presentation (e.g., descriptive language, evidence of bias, new vocabulary)</li> <li><input type="checkbox"/> ask questions to clarify (e.g., recognize when information is not making sense, ask speaker to clarify)</li> <li><input type="checkbox"/> identify main ideas and supporting details</li> <li><input type="checkbox"/> use techniques to aid memory retention when listening (e.g., sketch, connect with a personal experience or other known idea, visualize, use a <b>graphic organizer</b>)</li> <li><input type="checkbox"/> retell, paraphrase, and explain what has been said by a speaker</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Who is your audience? What do you want them to learn from your presentation?</li> <li>• Which graphic organizer (e.g., web, Venn diagram, T-chart, mind map) might you use to help you collect your thoughts before presenting them?</li> <li>• What do you already know about the topic? Where did you learn about it? Is anything unclear?</li> <li>• How do your voice and body language change when you are speaking to a friend, then to the whole class?</li> <li>• How can you remind yourself about a speaking goal you have made?</li> <li>• What questions do you have about _____ (<i>topic</i>)?</li> <li>• What were some things you did today to include and listen to others?</li> <li>• What are we listening for in this presentation?</li> </ul> |   |

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**THINKING (ORAL LANGUAGE)**

*General Learning Expectation:* Students demonstrate vocabulary development, and use oral language to develop thinking capacities, extend the ideas of others, and form relevant questions. Students reflect on and assess their own speaking and listening and set and pursue goals for improvement.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 3, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>A7 demonstrate enhanced vocabulary knowledge and usage</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> talk about new words and ideas with others</li> <li><input type="checkbox"/> use clear language that incorporates specific vocabulary from content areas, <b>texts</b>, and class discussion</li> <li><input type="checkbox"/> use specific vocabulary when describing events or aspects of <b>texts</b></li> <li><input type="checkbox"/> use language to compare and contrast items and ideas (e.g., same as, different from)</li> </ul>   |
| <p>A8 engage in speaking and listening activities to develop a deeper understanding of <b>texts</b> (e.g., creative responses to <b>text</b>)</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> make inferences about characters’ feelings or the story problem</li> <li><input type="checkbox"/> select a personally significant idea or item and explain its importance</li> <li><input type="checkbox"/> make some connections to other selections (e.g., compare a character in a poem to one represented in a painting)</li> <li><input type="checkbox"/> express a personal viewpoint and recognize that it may differ from others’ views</li> <li><input type="checkbox"/> compare ideas and viewpoints expressed in broadcast and print media</li> <li><input type="checkbox"/> relate their understanding of the responses of peers to what they have heard, read, or viewed</li> </ul>   |
| <p>A9 use speaking and listening to extend thinking, by</p> <ul style="list-style-type: none"> <li>– acquiring new ideas</li> <li>– making connections</li> <li>– inquiring</li> <li>– comparing and contrasting</li> <li>– summarizing</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify logical connections between new information and ideas</li> <li><input type="checkbox"/> ask a question and speculate about new possibilities (e.g., “I wonder if...,” “What would happen if...”)</li> <li><input type="checkbox"/> use oral language to describe similarities and differences among <b>texts</b> in various <b>genres</b> (e.g., compare stories from various cultures, such as several versions of a fairy tale; compare film and print versions of a story)</li> <li><input type="checkbox"/> compare their own predictions and opinions with those of others</li> <li><input type="checkbox"/> describe the essence of the author’s message</li> <li><input type="checkbox"/> explain a simple problem or issue (e.g., class, school, or community)</li> <li><input type="checkbox"/> in structured situations (e.g., role play, A/B partners, class discussions) suggest alternative ways to use language to resolve problems and, with <b>teacher support</b>, consider the impact of the various choices</li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>A10 reflect on and assess their speaking and listening, by</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– reflecting on and discussing peer and adult feedback</li> <li>– setting goals and creating a plan for improvement</li> <li>– taking steps toward achieving goals</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> review recent speaking and listening activities to identify the qualities of good listeners and speakers, including those that they demonstrate</li> <li><input type="checkbox"/> contribute a relevant idea to discussions to develop a class-generated criteria list about effective speaking and listening activities (e.g., focus on speaker, face audience, do not interrupt)</li> <li><input type="checkbox"/> describe their own strengths and feelings (e.g., comfort level) while presenting or listening, informally or formally</li> <li><input type="checkbox"/> using class-generated criteria, set a goal for improvement and reflect on progress toward meeting the goal</li> <li><input type="checkbox"/> state an achievable goal for future speaking and listening, with <b>teacher support</b></li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• What else might the character do to solve the problem in the story?</li> <li>• What would make our class or circle discussions work better? What would that look and sound like?</li> <li>• How did the graphic organizer (e.g., T-chart, mind map) help you organize your thoughts before presenting them? Is there another organizer you might find helpful to use?</li> <li>• What have you learned from listening to your partner/classmates? How does that connect to something you’ve read or seen in a video?</li> <li>• What are you getting better at in speaking? ...in listening and understanding at school?</li> <li>• What can we add to our class criteria to help us evaluate our skills?</li> </ul> |  |

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**FEATURES (ORAL LANGUAGE)**

*General Learning Expectation:* Students use the features and conventions of oral language with increasing sophistication to express ideas and information clearly and fluently. Students recognize and use the structures and patterns of oral language to make meaning.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 3, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>A11 use the <b>features</b> of oral language to convey and derive meaning, including</p> <ul style="list-style-type: none"> <li>– <b>text structure</b></li> <li>– sentence lengths and types</li> <li>– transitions</li> <li>– <b>syntax</b> (i.e., grammar and usage)</li> <li>– enunciation</li> <li>– receptive listening posture</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> during presentations, stay on topic, sequence ideas in meaningful ways, and include a beginning, middle, and end</li> <li><input type="checkbox"/> use a variety of statements, commands, and questions; may make a few errors, but these do not interfere with meaning</li> <li><input type="checkbox"/> speak with subject-verb agreement, and use pronouns, adjectives, compound words, and articles correctly</li> <li><input type="checkbox"/> use past, present, and future tenses properly</li> <li><input type="checkbox"/> use a variety of simple ordering or connecting words to link ideas in their speech (e.g., but, because, who, first, finally)</li> <li><input type="checkbox"/> self-correct most errors of <b>syntax</b></li> <li><input type="checkbox"/> speak clearly and audibly (e.g., pronounce familiar words correctly; may stumble over newly acquired vocabulary)</li> <li><input type="checkbox"/> focus on the speaker when listening</li> </ul> |
| <p>A12 recognize the <b>structures</b> and patterns of language in oral <b>texts</b>, including</p> <ul style="list-style-type: none"> <li>– word families</li> <li>– root words</li> <li>– <b>sound devices</b>, such as rhyme, repetition, and <b>alliteration</b></li> <li>– structural sequencing cues</li> <li>– <b>idiomatic expressions</b></li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate knowledge of root words, compound words, and syllabication</li> <li><input type="checkbox"/> identify and effectively use common prefixes, suffixes, and word endings</li> <li><input type="checkbox"/> follow a simple rhythmic pattern when reciting a poem (e.g., a rap, limerick, or verse used to skip rope)</li> <li><input type="checkbox"/> recognize obvious <b>alliteration</b> in songs, chants, stories, or poems</li> <li><input type="checkbox"/> discuss language patterns in simple poems (e.g., rhyme and repetition)</li> <li><input type="checkbox"/> identify and use structural sequencing cues (e.g., first, next)</li> <li><input type="checkbox"/> begin to identify some <b>idiomatic expressions</b> and their meanings and purposes (e.g., “It’s raining cats and dogs.”)</li> </ul>  |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• What are some vocabulary items we can use to talk about this topic?</li> <li>• In what ways is the character in this poem/story similar to the character in the painting we studied?</li> <li>• Tell us what you plan to present in the beginning/middle/end of your talk.</li> <li>• Think of the main ideas presented in the video and tell them in order.</li> <li>• What do you notice about the rhyming pattern in this poem?</li> <li>• Add another verse to this song. Share it with your partner.</li> <li>• Were there any new words that you had difficulty pronouncing?</li> </ul> |  |

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## READING AND VIEWING

### PURPOSES (READING AND VIEWING)

**General Learning Expectation:** Students independently and collectively read and view to comprehend, enjoy, and respond to a variety of grade-appropriate literary, information, and visual texts across all subject areas. They see themselves as readers.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 3, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>B1 read <b>fluently</b> and demonstrate comprehension of a range of <b>grade-appropriate literary texts</b>, such as</p> <ul style="list-style-type: none"> <li>– stories from various Aboriginal and other cultures</li> <li>– stories from a variety of <b>genres</b> (e.g., folktales, legends, adventure, humour, biographies, mysteries)</li> <li>– series and chapter books</li> <li>– picture books</li> <li>– poems</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> read <b>grade-appropriate</b> literary <b>texts</b> independently and collectively (e.g., <b>choral reading</b> and <b>readers' theatre</b>), with accuracy, comprehension, and <b>fluency</b>, including expression and phrasing</li> <li><input type="checkbox"/> summarize major points from fiction and retell events in the correct general sequence</li> <li><input type="checkbox"/> make inferences (e.g., about characters or situations)</li> <li><input type="checkbox"/> describe similarities and differences among <b>texts</b> and among <b>genres</b></li> <li><input type="checkbox"/> make <b>text-to-text</b>, <b>text-to-self</b>, and <b>text-to-world</b> connections</li> <li><input type="checkbox"/> demonstrate comprehension by sketching, completing a <b>cloze</b> activity, or acting out the <b>text</b></li> <li><input type="checkbox"/> identify images, rhythmic patterns, and <b>themes</b> in poems, citing specific words or phrases</li> </ul> |

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| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p>B2 read <b>fluently</b> and demonstrate comprehension of <b>grade-appropriate information texts</b>, such as</p> <ul style="list-style-type: none"> <li>– non-fiction books</li> <li>– textbooks and other instructional materials</li> <li>– materials that contain simple diagrams, charts, or maps</li> <li>– reports and articles from children’s magazines</li> <li>– reference materials</li> <li>– web sites designed for children</li> <li>– instructions and procedures</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> read <b>grade-appropriate information texts</b> independently and collectively, with accuracy, comprehension, and <b>fluency</b>, including expression and phrasing</li> <li><input type="checkbox"/> use a variety of print and electronic reference sources (e.g., dictionaries and glossaries)</li> <li><input type="checkbox"/> offer reactions and opinions with some supporting reasons or explanation</li> <li><input type="checkbox"/> describe and demonstrate use of ‘<b>text features</b>’ (e.g., titles, captions, text highlighting, illustrations) to gain understanding of <b>information texts</b> (e.g., index to answer a question or locate specific details; table of contents to locate information)</li> <li><input type="checkbox"/> accurately identify or summarize main topics addressed in a selection; create logical categories and sort information; may need some prompting</li> <li><input type="checkbox"/> use relevant details in answers and explanations (e.g., <b>skim</b> and <b>scan text</b> to find details)</li> <li><input type="checkbox"/> demonstrate comprehension by sketching, completing a <b>cloze</b> activity, or acting out the <b>text</b></li> <li><input type="checkbox"/> follow written procedures (e.g., carry out a simple experiment, follow task cards as part of a station’s activity)</li> </ul> |
| <p>B3 read and reread <b>just-right texts</b> independently for 20 minutes daily for enjoyment and to increase <b>fluency</b> and comprehension</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> choose a <b>just-right text</b> on their own</li> <li><input type="checkbox"/> read and reread independently for a sustained period daily (e.g., 20 to 30 minutes)</li> <li><input type="checkbox"/> read <b>just-right texts</b> aloud with comprehension and <b>fluency</b>, including expression (e.g., proper intonation and phrasing)</li> <li><input type="checkbox"/> show engagement in reading, and describe self as a reader</li> </ul>  |
| <p>B4 view and demonstrate comprehension of visual <b>texts</b> (e.g., cartoons, illustrations, diagrams, posters)</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> describe key messages and images and relevant details in response to questions or activities</li> <li><input type="checkbox"/> identify main ideas</li> <li><input type="checkbox"/> interpret cartoons, graphs, illustrations, and diagrams in subject areas across the curriculum (e.g., social studies, science)</li> </ul>   |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• What was the story (video/selection) about? Tell me what happened, in the order things occurred.</li> <li>• Who was in the story? What do you know about them?</li> <li>• What advice or suggestions would you give _____ (<i>the character</i>) to help solve the problem?</li> <li>• Skim and scan to find _____ (<i>information</i>) in the book and share with us.</li> <li>• Read this part (<i>a specific section or paragraph</i>) again to yourself. Tell, in your own words, what you learned.</li> <li>• What does the poster tell us about...?</li> <li>• Do you think the information in this picture/video/book is true? Is it fact or fiction? Tell why.</li> </ul> |  |

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## STRATEGIES (READING AND VIEWING)

**General Learning Expectation:** Students selectively use a variety of strategies before, during, and after reading and viewing to increase success at making meaning from texts and extending their fluency and understanding.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 3, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>B5 use a variety of <b>strategies</b> before reading and viewing, including</p> <ul style="list-style-type: none"> <li>– accessing prior knowledge to make connections</li> <li>– setting a purpose</li> <li>– making predictions</li> <li>– asking questions</li> <li>– previewing <b>texts</b></li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> write down and share what they already know about a topic or idea (e.g., using organizers)</li> <li><input type="checkbox"/> make logical predictions about content based on understanding of story <b>structure</b> and prior knowledge</li> <li><input type="checkbox"/> preview the <b>text</b>, using prior knowledge to generate questions</li> <li><input type="checkbox"/> describe and use ‘<b>text features</b>’ (e.g., headings, diagrams, table of contents) to anticipate and ask questions about content</li> <li><input type="checkbox"/> identify a variety of sources to locate information about a topic (e.g., encyclopedias, trade books, Internet), with <b>teacher support</b></li> <li><input type="checkbox"/> begin to <b>skim</b> and <b>scan</b></li> </ul>   |
| <p>B6 use a variety of <b>strategies</b> during reading and viewing to construct, monitor, and confirm meaning, including</p> <ul style="list-style-type: none"> <li>– predicting</li> <li>– making connections</li> <li>– visualizing</li> <li>– asking and answering questions</li> <li>– using ‘<b>text features</b>’</li> <li>– self-monitoring and self-correcting</li> <li>– figuring out unknown words</li> <li>– reading selectively</li> <li>– summarizing</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> check predictions, confirm, and revise predictions based on information from reading and viewing</li> <li><input type="checkbox"/> visualize, sketch, or use <b>graphic organizers</b> to support comprehension (e.g., mind map, quadrants)</li> <li><input type="checkbox"/> use <b>graphophonic, semantic, and syntactic cues</b> in combination to <b>decode</b> unfamiliar words</li> <li><input type="checkbox"/> use knowledge of prefixes and suffixes to determine word meaning</li> <li><input type="checkbox"/> use ‘<b>text features</b>’ such as glossaries, dictionaries, headings, captions, illustrations, and navigation bars to find information and figure out unfamiliar words</li> <li><input type="checkbox"/> discuss and summarize what they have read or viewed, at intervals and at the end</li> <li><input type="checkbox"/> read and reread grade-appropriate <b>texts</b> with <b>fluency</b> and comprehension</li> <li><input type="checkbox"/> use self-correcting <b>strategies</b> such as rereading, <b>skimming</b>, or reading ahead to locate information or clarify meaning when a passage is not making sense</li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p>B7 use a variety of <b>strategies</b> after reading and viewing to confirm and extend meaning, including</p> <ul style="list-style-type: none"> <li>– self-monitoring and self-correcting</li> <li>– generating and responding to questions</li> <li>– generating a response</li> <li>– visualizing</li> <li>– retelling and summarizing</li> <li>– using ‘<b>text features</b>’ to locate information</li> <li>– using <b>graphic organizers</b> to record information</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> reread and <b>skim</b> to find specific details needed for questions or activities</li> <li><input type="checkbox"/> reread, <b>skim</b>, or “re-view” for details and to confirm meaning</li> <li><input type="checkbox"/> ask and respond to questions related to the material read or viewed</li> <li><input type="checkbox"/> identify connected story events or informational facts in materials read or viewed</li> <li><input type="checkbox"/> use <b>graphic organizers</b> to record information (e.g., T-chart, key words, “five things I learned”)</li> <li><input type="checkbox"/> summarize the “big idea” or author’s message, and give evidence to support the summary</li> <li><input type="checkbox"/> write a response to demonstrate and develop comprehension</li> <li><input type="checkbox"/> use ‘<b>text features</b>’ (e.g., headings, illustrations, diagrams) to locate and summarize information</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <p><i>Before</i></p> <ul style="list-style-type: none"> <li>• Look at the cover and read the title. What do you think this book/selection will be about? What makes you think that?</li> <li>• Look through the book/selection. Show me a feature (<i>heading, diagram, table of contents, index</i>) that helps us. How does it help us?</li> <li>• What questions do you have about (<i>topic</i>)? Tell me about it. What do you already know about...?</li> </ul> <p><i>During</i></p> <ul style="list-style-type: none"> <li>• What are you visualizing from your reading?</li> <li>• Were there any parts so far that did not make sense to you at first? What did you do to help yourself figure them out?</li> <li>• What do you think will happen next?</li> </ul> <p><i>After</i></p> <ul style="list-style-type: none"> <li>• Find the part that tells/shows....</li> <li>• What questions are still in your mind about this book/selection?</li> <li>• Look back at the questions you had before reading. Which of them can you answer now? What did you find out?</li> <li>• What message do you think the author wants to send to the readers? What are some of the details in the book that helped you decide that?</li> </ul> |   |

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**THINKING (READING AND VIEWING)**

*General Learning Expectation:* Students make thoughtful connections to texts and extend their thinking through developing supported opinions about texts, making comparisons among texts, and drawing conclusions. Students reflect on and assess their own reading and viewing, and set and pursue goals for improvement.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 3, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>B8 respond to selections they read or view, by</p> <ul style="list-style-type: none"> <li>– expressing an opinion with some supporting evidence</li> <li>– making <b>text-to-self</b>, <b>text-to-text</b>, and <b>text-to-world</b> connections</li> <li>– giving reasons for choosing to read or view particular <b>texts</b></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> offer reactions and opinions with some supporting reasons and explanations</li> <li><input type="checkbox"/> talk about relationships between themselves and <b>texts</b> (e.g., characters and situations)</li> <li><input type="checkbox"/> discuss their favourite <b>texts</b></li> <li><input type="checkbox"/> create a written response to <b>text</b> making personal connections (<b>text-to-self</b>), connections to other <b>texts</b> (<b>text-to-text</b>), and related events (<b>text-to-world</b>)</li> </ul>   |
| <p>B9 read and view to extend thinking, by</p> <ul style="list-style-type: none"> <li>– predicting</li> <li>– developing connections and explanations</li> <li>– distinguishing between fact and fiction</li> <li>– drawing conclusions</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> create representations that demonstrate thinking before reading and viewing and thinking after reading and viewing (e.g., colour-coded mind maps, prediction charts)</li> <li><input type="checkbox"/> distinguish between fact and opinion in <b>texts</b></li> <li><input type="checkbox"/> tell some ways new information is consistent with other information about the topic</li> <li><input type="checkbox"/> make logical connections between new information and ideas in a selection and what they already know and believe about the topic</li> <li><input type="checkbox"/> identify common characteristics between fictional <b>texts</b> and between information <b>texts</b></li> <li><input type="checkbox"/> demonstrate developing <b>critical literacy</b> by discussing how viewpoint influences messages (e.g., in advertising)</li> <li><input type="checkbox"/> analyse a story in terms of cause and effect and draw conclusions</li> </ul> |

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| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p>B10 reflect on and assess their reading and viewing, by</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– setting goals and creating a plan for improvement</li> <li>– taking steps toward achieving goals</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify the <b>strategies</b> that good readers/viewers use before, during, and after reading and viewing</li> <li><input type="checkbox"/> review class-generated criteria for effective reading and viewing</li> <li><input type="checkbox"/> identify the <b>strategies</b> they use before and during reading to make meaning and figure out words</li> <li><input type="checkbox"/> set personal and class goals for future reading and viewing</li> <li><input type="checkbox"/> follow a plan for achieving goals to improve reading and viewing</li> <li><input type="checkbox"/> choose books they can read and want to read; explain why a chosen book is a <b>just-right text</b></li> <li><input type="checkbox"/> discuss their reading and viewing using vocabulary pertaining to <b>texts</b> and to assessment</li> <li><input type="checkbox"/> reflect on their reading or viewing to identify a <b>strategy</b> they could use more often or do not yet use</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• What are some things that are the same about this story/book and other stories/books you have read?</li> <li>• In what ways are you and the character similar? In what ways are you different?</li> <li>• Have you heard information like this before? Where?</li> <li>• When you are reading and you come to a word you don't know, what strategies do you use?</li> <li>• Before you begin to read a story/information book, what reading strategies do you use to help you get ideas about what the text might say?</li> <li>• Tell me about strategies you are now using to become a better reader.</li> <li>• Find a book that is "just right" for you. Tell me why you think it is "just right."</li> </ul> |  |

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**FEATURES (READING AND VIEWING)**

*General Learning Expectation:* Students use structures, features, and conventions of texts, literary elements, literary devices, and ‘text features’ to support their reading and viewing.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 3, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>B11 recognize and derive meaning from the <b>structures</b> and <b>features</b> of <b>texts</b>, including</p> <ul style="list-style-type: none"> <li>– <b>form</b>, function, and <b>genre</b> of <b>text</b> (e.g., brochure about smoking to inform students; <b>genre</b> is persuasive)</li> <li>– <b>literary elements</b> (e.g., plot, <b>conflict</b>, <b>theme</b>, character, setting)</li> <li>– <b>literary devices</b> (e.g., <b>imagery</b>, <b>simile</b>, rhyme, rhythm, <b>alliteration</b>)</li> <li>– ‘<b>text features</b>’ (e.g., headings, diagrams, columns, sidebars)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> point out ‘<b>text features</b>’ in a simple information <b>text</b> and suggest what purpose they serve</li> <li><input type="checkbox"/> use vocabulary such as plot, <b>conflict</b>, <b>theme</b>, character, setting, <b>imagery</b>, <b>simile</b>, rhyme, rhythm, <b>alliteration</b>, punctuation, glossary, index, word order, scrolling, and indenting to talk about reading and viewing</li> <li><input type="checkbox"/> identify rhythmic patterns in simple poems</li> <li><input type="checkbox"/> recognize obvious uses of <b>literary devices</b>, jargon, and technical words, with <b>teacher support</b></li> <li><input type="checkbox"/> relate their knowledge of <b>conventions</b> to their expectations of a <b>text</b> (e.g., knowing that maps generally have a legend can help them obtain information from an atlas; knowing about alphabetical order can help them use dictionaries)</li> <li><input type="checkbox"/> identify and explain the characteristics of a strong persuasive piece</li> <li><input type="checkbox"/> compare alternative representations that seek to achieve a similar purpose (e.g., TV ad vs. newspaper ad)</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• How could we tell if this selection is fact or fiction?</li> <li>• How do headings/diagrams/columns/sidebars help us gain information?</li> <li>• Why do you think the author/illustrator presented the story/information in this way?</li> <li>• Find an example of simile/rhyme/rhythm/alliteration in the poem.</li> <li>• Were you persuaded by this article? Why or why not?</li> <li>• Show me how to create a stronger argument.</li> </ul>  |  |

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## WRITING AND REPRESENTING

## PURPOSES (WRITING AND REPRESENTING)

*General Learning Expectation:* Students create a variety of personal, information, and imaginative texts whose meaning is clear, and feature coherent organization and some interesting detail.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 3, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>C1 create a variety of clear <b>personal writing</b> and representations that express connections to personal experiences, ideas, and opinions, featuring</p> <ul style="list-style-type: none"> <li>– <b>ideas</b> supported by related details</li> <li>– <b>sentence fluency</b> using a variety of sentence lengths and patterns</li> <li>– experimentation with <b>word choice</b> by using new and different words</li> <li>– an emerging <b>voice</b> demonstrating a developing writing <b>style</b></li> <li>– an <b>organization</b> that is meaningful and logical</li> </ul> | <p><input type="checkbox"/> create a variety of types of <b>personal writing</b> and representations (e.g., quick writes, reading responses, journal entries, story descriptions, personal letters, and may include <b>impromptu writing</b>) that demonstrate the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– makes sense, and develops related ideas, images, or feelings</li> <li>– may be sustained for several paragraphs</li> <li>– includes pictures and <b>text</b> working harmoniously to enhance the topic, but writing can be understood without visual support</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– includes some sentences that read smoothly while others do not</li> <li>– includes sentences that start in a variety of ways</li> <li>– features new and different words to describe feelings, opinions, and ideas</li> <li>– evidences an emerging <b>voice</b> that expresses individuality and personal connections to <b>text</b> or experiences</li> <li>– shows attempts to emulate the <b>style</b> of authors</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– uses <b>genre</b> or <b>form</b> appropriate to purpose and audience</li> <li>– uses <b>text structures</b> appropriate to <b>form</b> or <b>genre</b></li> <li>– demonstrates increasingly smooth transitions between ideas</li> <li>– includes some successful use of paragraphs</li> <li>– may include a variety of connecting words to combine ideas and indicate comparisons</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p>C2 create a variety of clear, easy-to-follow <b>informational writing</b> and representations, featuring</p> <ul style="list-style-type: none"> <li>– <b>ideas</b> that are adequately developed through relevant details and explanations</li> <li>– <b>sentence fluency</b> through a variety of correctly constructed sentences</li> <li>– <b>word choice</b> by using some new and precise words including content-specific vocabulary</li> <li>– a <b>voice</b> that demonstrates interest in and knowledge of the topic</li> <li>– an <b>organization</b> that includes an introduction, and logically connected and sequenced details</li> </ul> | <p>□ create a variety of <b>informational writing</b> and representations (e.g., expository writing such as procedures, graphs, charts, reports, instructions, posters, various multimedia <b>forms</b>, and may include <b>impromptu writing</b>) that demonstrate the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– makes sense and explains information</li> <li>– includes a focussed topic that is clear and coherent</li> <li>– includes information that is accurate and complete</li> <li>– includes visuals and <b>text</b> that work jointly to support the topic</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– evidences language that is clear and natural</li> <li>– includes complete sentences, and most read smoothly</li> <li>– includes a variety of sentence types, lengths, and structures such as <b>simple</b> and <b>compound</b>; may attempt <b>complex</b></li> <li>– features the use of paragraphs with some degree of success</li> <li>– shows understanding of the topic through personal experience and/or research</li> <li>– shows a sense of audience or consideration for the reader</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– uses <b>genre</b> or <b>form</b> appropriate to purpose and audience</li> <li>– uses <b>text structures</b> appropriate to <b>form</b> or <b>genre</b></li> <li>– contains a variety of carefully chosen connecting words to combine ideas and to indicate comparisons, sequence, and describe cause and effect relationships</li> <li>– includes visual information (e.g., illustrations, diagrams) that is clear and relevant to the written <b>text</b></li> <li>– features a title that captures the main idea</li> <li>– evidences attempts to develop effective <b>leads</b> and endings</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |

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| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p>C3 create a variety of <b>imaginative writing</b> and representations following patterns modelled from literature, featuring</p> <ul style="list-style-type: none"> <li>– <b>ideas</b> developed through interesting <b>sensory detail</b></li> <li>– <b>sentence fluency</b> developed through experimenting with some smooth patterns, and phrasing that is beginning to sound natural</li> <li>– experimentation with <b>word choice</b> by using new, unusual words and varied descriptive and sensory language</li> <li>– an emerging <b>voice</b> demonstrating a developing writing <b>style</b></li> <li>– an <b>organization</b> that develops logically from an engaging opening through to a satisfying ending</li> </ul> | <p>□ create a variety of <b>imaginative writing</b> and representations (e.g., expressive writing such as stories, plays, poems, and may include <b>impromptu writing</b>) that demonstrate the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– makes sense and focusses on a central idea, image, or <b>mood</b></li> <li>– contains descriptions enhanced through <b>sensory detail</b></li> <li>– features a topic that shows imagination and may be original</li> <li>– may be made up of several paragraphs</li> <li>– may include pictures to enhance the main ideas but visuals are not necessary for comprehension</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– is beginning to emulate the <b>style</b> of authors</li> <li>– contains a variety of sentence types and patterns, lengths, and structures such as <b>simple, compound</b>, and sometimes <b>complex</b></li> <li>– features sentences that are complete and usually read smoothly</li> <li>– uses some figurative language to create descriptive images</li> <li>– shows emerging individuality in writing <b>style</b></li> <li>– captures a <b>mood</b></li> <li>– shows a sense of audience and attempts to make an impact</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– uses <b>genre</b> or <b>form</b> appropriate to purpose and audience</li> <li>– uses <b>text structures</b> appropriate to <b>form</b> or <b>genre</b></li> <li>– features a variety of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships</li> <li>– develops a complete plot with characters, setting, problems, events, and resolutions, when in story <b>form</b></li> <li>– shows an attempt to follow a poetic <b>form</b>, but stanzas may not have a logical division</li> <li>– features a thoughtful and effective title</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• What is the most important idea in your writing? What types of details did you include to support that main idea?</li> <li>• Show me a powerful sentence that makes a picture in your reader’s mind. What makes it powerful?</li> <li>• How did you grab your reader’s attention? What type of lead did you use?</li> <li>• Where did you get your information? Show me your draft/notes. Did you use all of your notes in your report?</li> <li>• Why did you choose the images you did in your poster? Tell us about the poster’s message.</li> </ul>   |  |

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## STRATEGIES (WRITING AND REPRESENTING)

**General Learning Expectation:** Students selectively use some strategies to increase success at writing and representing, including accessing basic reference resources as needed.

**Teaching Consideration:** Writing is a recursive, non-linear process. Although the strategies listed below are organized into the seemingly discrete stages of before, during, and after, in reality, these strategies may be used continuously throughout the writing process.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 3, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>C4 use a variety of <b>strategies</b> before writing and representing, including</p> <ul style="list-style-type: none"> <li>– setting a purpose</li> <li>– identifying an audience</li> <li>– participating in developing class-generated criteria</li> <li>– generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> contribute to class discussion to generate criteria about what makes good writing and representing (e.g., great <b>leads</b>, writing in the <b>style</b> of an author, showing rather than telling what is happening, examining <b>anonymous writing samples</b>)</li> <li><input type="checkbox"/> set a purpose for the writing and representing and identify an audience (e.g., writing a personal memoir to share with reading buddy, writing an announcement for the school PA system)</li> <li><input type="checkbox"/> generate ideas for writing and select a topic of personal connection (e.g., engage in brainstorming sessions and partner-talk, examine models of good literature/graphics)</li> <li><input type="checkbox"/> narrow the topic to a manageable size (e.g., “All About Soccer” narrowed to “How to Score a Goal”)</li> <li><input type="checkbox"/> make written plans and use <b>graphic organizers</b> (e.g., mind maps, fishbone, storyboards) to organize and sequence ideas</li> <li><input type="checkbox"/> gather information in preparation for writing and representing by drawing on personal interest or prompts (e.g., talking with others; interviewing informed people; using books, labels, charts and diagrams; using models of good literature, watching videos; sketching ideas; or making lists to sequence events)</li> </ul> |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>C5 use a variety of <b>strategies</b> during writing and representing to express thoughts, including</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– referring to word banks</li> <li>– examining models of literature/visuals</li> <li>– using information from multiple sources</li> <li>– consulting reference materials</li> <li>– <b>revising</b> and <b>editing</b></li> </ul>    | <ul style="list-style-type: none"> <li><input type="checkbox"/> continue to expand ideas from prewriting when writing or representing (e.g., add detail to webs, generate quick writes, examine picture books for <b>style</b>, incorporate vocabulary from word banks, list additional ideas, ask for feedback from others)</li> <li><input type="checkbox"/> use examples or models of some <b>forms</b> of writing or representing to assist in organization of writing (e.g., picture book <b>leads</b>, headlines from simple news articles, large font on posters)</li> <li><input type="checkbox"/> refer to and use class-generated criteria (e.g., use precise nouns and powerful verbs, “show rather than tell,” make a clear picture)</li> <li><input type="checkbox"/> use appropriate print and electronic reference material to find additional information on a topic</li> <li><input type="checkbox"/> enhance <b>word choice</b> (e.g., make lists of sensory words relating to the topic, use newly acquired vocabulary from a word bank, refer to and select from lists of connecting words)</li> <li><input type="checkbox"/> create variety in sentence structures and patterns to develop <b>sentence fluency</b> (e.g., sentences of different types and lengths)</li> <li><input type="checkbox"/> adjust writing to ensure that the <b>form</b> and tone are suitable for the intended audience (e.g., party invitation vs. a letter to a grandparent)</li> <li><input type="checkbox"/> use dictionaries or word processing tools while drafting (e.g., cut and paste, spelling and grammar check)</li> <li><input type="checkbox"/> begin to <b>revise</b> and <b>edit</b> as the writing is created</li> </ul> |
| <p>C6 use a variety of <b>strategies</b> after writing and representing to improve their work, including</p> <ul style="list-style-type: none"> <li>– checking their work against established criteria</li> <li>– <b>revising</b> to enhance writing traits (e.g., <b>ideas, sentence fluency, word choice, voice, organization</b>)</li> <li>– <b>editing</b> for <b>conventions</b> (e.g., capitals, punctuation, spelling)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> check writing against class criteria (e.g., variety of sentence types and lengths, precise language, legibility)</li> <li><input type="checkbox"/> after checking work against criteria, select areas for <b>revision</b>, and <b>revise</b> to enhance work</li> <li><input type="checkbox"/> accept and incorporate some <b>revision</b> suggestions from peers and teacher (e.g., add some descriptive vocabulary, detail on poster)</li> <li><input type="checkbox"/> engage in <b>editing</b> a piece of writing independently or with a peer (e.g., use a proofreading guide independently or with a buddy, read work aloud, check spelling by referring to <b>word walls</b> and dictionaries, check punctuation, check that the <b>text</b> has appropriate visual features)</li> <li><input type="checkbox"/> share and <b>publish</b> selected <b>texts</b> (e.g., gallery walks)</li> </ul>   |

**Suggested Questions/Prompts to Scaffold Learning**

- How do you organize your ideas before you begin to write?
- In your writing, how can you get your reader’s attention right away?
- Find a place in your writing that makes a picture in your readers’ heads. What words or phrases create that picture?
- When you get stuck in finding an idea or topic for your writing, what do you do?
- If you were to include a picture in this piece of writing, what would it be and where would you put it?
- What did you choose to revise in your work? What changes did you make?

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

**THINKING (WRITING AND REPRESENTING)**

*General Learning Expectation:* Students use writing and representing in various ways to respond to texts, and to express and extend their thinking. They reflect on and assess their writing and representing, and set and pursue goals for improvement.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 3, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>C7 use writing and representing to express personal responses and opinions about experiences and <b>texts</b></p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> respond in writing or representing by expressing feelings or thoughts about experiences and <b>texts</b> (e.g., something they have read, heard, or viewed; a field trip experience; information from a guest speaker, film, or science experiment)</li> <li><input type="checkbox"/> use new vocabulary in a response</li> <li><input type="checkbox"/> use various forms of response (e.g., written, visual, kinesthetic, electronic)</li> </ul>   |
| <p>C8 use writing and representing to extend thinking, by</p> <ul style="list-style-type: none"> <li>– developing explanations</li> <li>– expressing an alternative viewpoint</li> <li>– demonstrating new understandings</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> explain the logic of the conclusions in their own writing and representations (e.g., in writing alternative endings to a story)</li> <li><input type="checkbox"/> after participating in structured activities, explain and give evidence of their thinking through writing or representing</li> <li><input type="checkbox"/> reorganize information from one form to another (e.g., rewrite the plot from one of the character’s viewpoint, turn a poem into a collage )</li> <li><input type="checkbox"/> <b>revise</b> some written passages to clarify meaning</li> <li><input type="checkbox"/> demonstrate an awareness of other perspectives (e.g., how it would feel to be a new student in the class) by writing from someone else’s viewpoint</li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p>C9 reflect on and assess their writing and representing, by</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– setting goals and creating a plan for improvement</li> <li>– taking steps toward achieving goals</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> describe some of the processes they used before, during, and after to create the product (e.g., prewriting, drafting, building criteria, <b>revision</b>, basic <b>editing</b>, and sometimes <b>publishing</b> or presenting)</li> <li><input type="checkbox"/> use criteria to identify strengths and make suggestions about their own or others' work (e.g., compare work to class-developed criteria using a checklist, highlighting, or T-chart)</li> <li><input type="checkbox"/> set personal goals for writing or representing (e.g., identify an important aspect to work on next)</li> <li><input type="checkbox"/> create simple plans to reach the goals they have set</li> <li><input type="checkbox"/> demonstrate pride and satisfaction in their own writing and representing (e.g., take part in a writing celebration)</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Show me some of the new content vocabulary you've included in your writing.</li> <li>• What part of your journal entry/information report lets the reader know how you feel or what you think about the topic?</li> <li>• When you choose to retell the plot from one of the character's viewpoints, which character are you going to choose? How will the plot change to show that character's viewpoint?</li> <li>• What new information or idea did you include in your writing? Where did you get this information?</li> <li>• Let's turn this story into a storyboard of pictures. Tell me about the pictures we might draw.</li> <li>• What changes did you make to your work? How did this improve it?</li> <li>• What trait are you most proud of in this piece of writing?</li> <li>• What trait would you like to work on next in your writing? What will you need to do?</li> </ul> |   |

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**FEATURES (WRITING AND REPRESENTING)**

**General Learning Expectation:** Students use the features and conventions of language in their writing and representing to enhance meaning, clarity, and expression (e.g., conventional spelling, sentence variety, subject-verb agreement, use of new vocabulary).

**Teaching Consideration:** To increase students’ success at writing, grammar and usage need to be taught and experienced in the context of student writing and not as isolated grammatical exercises.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 3, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>C10 use the <b>features</b> and <b>conventions</b> of language to express meaning in their writing and representing, including</p> <ul style="list-style-type: none"> <li>– complete <b>simple</b> and <b>compound sentences</b></li> <li>– various sentence types (e.g., <b>declarative, interrogative, imperative, exclamatory</b>)</li> <li>– paragraphs, with some accuracy</li> <li>– correct subject-verb agreement</li> <li>– past and present tenses</li> <li>– noun and pronoun agreement</li> <li>– capitalization in titles of books and stories</li> <li>– punctuation at the end of sentences</li> <li>– apostrophes to form common contractions and to show possession</li> <li>– commas in a series, dates, addresses, and locations</li> <li>– new words from their oral language and reading experiences</li> </ul> <p><i>Suborganizer ‘Features’ PLO C10 continued next page</i></p> | <p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use <b>simple</b> and <b>compound sentences</b></li> <li><input type="checkbox"/> use paragraphs, but divisions may be inconsistent</li> <li><input type="checkbox"/> use correct tenses in <b>simple</b> and <b>compound sentences</b></li> <li><input type="checkbox"/> ensure subjects and verbs agree</li> <li><input type="checkbox"/> use pronouns correctly</li> <li><input type="checkbox"/> use past and present tenses</li> </ul> <p><b>Punctuation and Capitalization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use periods, questions marks, or exclamation marks at the end of sentences</li> <li><input type="checkbox"/> use commas in a series, dates, addresses, and locations</li> <li><input type="checkbox"/> use apostrophes for common contractions and possessives</li> <li><input type="checkbox"/> use capital letters appropriately in titles of books and stories</li> <li><input type="checkbox"/> use quotation marks, although often inconsistently</li> </ul> <p><b>Vocabulary and Spelling</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use conventional Canadian spelling for familiar and frequently used words; may use <b>invented spelling</b> of complex, technical, or specialized words</li> <li><input type="checkbox"/> use spelling patterns and <b>strategies</b>, such as <b>phonic knowledge</b> or <b>invented spelling</b>, when writing regular three-syllable words, irregular plurals, and unknown words</li> <li><input type="checkbox"/> identify frequently misspelled words, and develop <b>strategies</b> for learning to spell them correctly (e.g., “i” before “e,” except after “c”)</li> <li><input type="checkbox"/> use newly acquired vocabulary in writing to produce a variety of effects</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> print legibly and begin to show proper alignment, shape, and slant for cursive writing</li> <li><input type="checkbox"/> appropriately space written work</li> <li><input type="checkbox"/> ensure formatting consistency if word processing</li> <li><input type="checkbox"/> ensure headings and titles are clear and helpful for a reader</li> <li><input type="checkbox"/> use illustrations, charts, and diagrams to support the <b>text</b></li> </ul> |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

| Prescribed Learning Outcomes  | Suggested Achievement Indicators |
|---|----------------------------------|
| <p><i>Suborganizer 'Features' PLO C10, continued</i></p> <ul style="list-style-type: none"> <li>– spelling phonically regular, three-syllable words, by applying <b>phonic knowledge</b> and skills and visual memory</li> <li>– conventional Canadian spelling of familiar words, and spelling of unfamiliar words by applying generalizations to assist</li> <li>– <b>strategies</b> for correctly spelling frequently misspelled words</li> <li>– legible print, and begin to show proper alignment, shape, and slant of cursive writing</li> <li>– spacing words and sentences consistently on a line and page</li> </ul> |                                  |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Read your work aloud and listen for missing words and to make sure it makes sense.</li> <li>• How can you revise your work to create variety in your sentences?</li> <li>• How can we combine those two sentences into one?</li> <li>• Are there any words you are not certain about? What do you do when you need to spell a word you are unsure of? How else could we check?</li> <li>• Show me where you have included conversation in your story. Check, did you punctuate it correctly?</li> </ul>               |                                  |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*





# STUDENT ACHIEVEMENT

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*Grade 4*

The Key Elements section provides an overview of the important elements of the English Language Arts K to 7 document. It is divided into two parts:

- Overview
- Pedagogical Understandings for English Language Arts

### *Overview*

The Overview describes the Enduring Understandings for a cluster of grades. These Enduring Understandings are the “big ideas” of the curriculum document, broad statements underlying the “why” of English Language Arts. They are more than goals for a unit or grade; they are the rationale for engaging in English Language Arts, and are embedded in the knowledge, skills, and attitudes described in the Prescribed Learning Outcomes.

In addition, the Overview includes a Snapshot which is derived from the Prescribed Learning Outcomes for a particular grade. The Snapshot offers a brief description of what students who fully meet expectations should know and be able to do. The Snapshot does not replace the Prescribed Learning Outcomes, and as such, is not legally required, but is included to give teachers an overview of expectations at each grade level.

### *Pedagogical Understandings for English Language Arts*

Five interrelated components comprise the Pedagogical Understandings section. Foundational to the English Language Arts curriculum is the framework of the “Gradual Release of Responsibility,” whereby students gradually assume responsibility for independently demonstrating competency in a particular skill or process.

Secondly, a specific focus on metacognition is included in this section. Like the “Gradual Release of Responsibility,” metacognition is a concept that runs through the organizers and suborganizers of the English Language Arts document. Overt and explicit modelling, guiding, and supporting students in learning to “think about their thinking” is integral to English Language Arts K to 7.

Finally, this section contains specific information regarding the three organizers of this curriculum: oral language, reading and viewing, and writing and representing. Each of these components contains key research regarding oral language, reading, and writing, as well as an overview of skills, processes, contexts, and strategies appropriate to each grade. Students learn to speak, listen, read, and write through teacher modelling, demonstration, and practice in a variety of contexts, as well as by stepping back to identify what effective learners do to be successful and then applying that knowledge to their own learning.

# USING THE KEY ELEMENTS SECTION

## Overview

**Enduring Understandings**  
The overarching ideas of English Language Arts Grades 4 to 7

**Prescribed Learning Outcomes**  
See the Prescribed Learning Outcomes specific to each grade

**Snapshot**  
A summary of the Prescribed Learning Outcomes for a specific grade

**STUDENT ACHIEVEMENT • Key Elements – Grade 4**

**GRADE 4 OVERVIEW**

**Enduring Understandings for Grades 4 to 7**

- Meaning-making is a constructive and creative process.
- We learn about ourselves, others, and the world through speaking and listening, reading, and writing.
- Effective readers, writers, speakers, and listeners use a variety of strategies and skills to share, construct, clarify, and confirm meaning.
- We use talk, dialogue, and discussion to develop, synthesize, and clarify ideas.
- Oral, written, and visual communications have their own conventions. Awareness and use of these conventions make us better communicators.
- Playing and experimenting with language and creating original texts help us to appreciate the artistry of language.
- Successful learners reflect on their thinking and learning to find ways to improve.
- Good thinkers use interpretative, analytic, and evaluation to deepen thinking and enhance understanding.
- Critical thinkers consider points of view, examine bias, question the author's purpose, and take context into account.
- An understanding of literature is key to an understanding of oneself, one's community, and the world.

**What students should know and be able to do**  
Refer to the Prescribed Learning Outcomes: Oral Language

**What students should know and be able to do**  
Refer to the Prescribed Learning Outcomes: Reading and Viewing

**What students should know and be able to do**  
Refer to the Prescribed Learning Outcomes: Writing and Representing

**Snapshot**  
Summary derived from the Prescribed Learning Outcomes for Grade 4

- Interact with others to share ideas and opinions, complete tasks, and resolve problems or concerns.
- Present ideas, information, and feelings orally in informal and formal situations.
- Listen to recall key information and identify main ideas and supporting details.
- Build on a repertoire of strategies to construct and confirm meaning.
- Read a variety of grade-appropriate texts with comprehension and fluency.
- Select and read books for enjoyment and comprehension, and to improve fluency.
- Explain their reactions and responses to text and make personal connections that require some inference and insight.
- Use the features, structures, and patterns of language to make meaning from what they hear, read, and view.
- Check for understanding and adjust strategies to self-monitor and self-correct.
- Create personal writing and representations with some detail that relate experiences, opinions, and feelings.
- Communicate ideas and information supported with relevant details.
- Create imaginative writing that conveys meaning, features some interesting detail, and experiments with language.
- Write to extend thinking by developing explanations, expressing alternative viewpoints, and creating new understandings.
- Use some features and conventions of language to enhance meaning and artistry.
- Reflect on and assess their learning, and set goals for improvement.

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# Pedagogical Understandings for English Language Arts

**Gradual Release of Responsibility**

**Metacognition**

**Oral Language**

**Reading and Viewing**

**Writing and Representing**

**STUDENT ACHIEVEMENT • Key Elements – Grade 4**

**PEDAGOGICAL UNDERSTANDINGS FOR GRADUAL RELEASE OF RESPONSIBILITY**

An apprenticeship approach to instruction applies to all language arts. This diagram shows teacher explicitly models a concept or strategy and, over time, application facilitated by metacognition and self-regulation.

**Teacher Mode**

- explains
- demonstrates
- thinks aloud

**Guided Practice**

- teacher and student
- teacher scaffolds the students' attention
- students share their thinking

**Independent Practice**

- students apply strategy
- students receive feedback from teacher

**Application of Strategy**

- students apply strategy

**STUDENT ACHIEVEMENT • Key Elements – Grade 4**

**PEDAGOGICAL UNDERSTANDINGS FOR METACOGNITION**

Metacognition is "thinking about thinking" which results in learning processes. It involves the awareness and understanding of one's own thinking and learning processes. In English Language Arts K to 7, metacognition and subcategories of the curriculum document. Activities include task monitoring, comprehension, and evaluating progress in nature. Metacognition involves:

- connecting new information to former knowledge
- analyzing and reflecting on tasks
- selecting thinking strategies deliberately
- planning, monitoring, and evaluating thinking process
- monitoring own learning
- making adjustments and revising the learning
- reflecting on one's own thinking or others' thinking
- reflecting on and evaluating the effects of a thinking strategy
- setting new goals for learning

The internal language used by students when reflecting on themselves as learners. The criteria below could be used to guide and assess student performance, and may be transferred to guide and assess student performance, and may be transferred to guide and assess student performance.

**Criteria for a Good Thinker (Grades 4 to 7)**

- A good thinker
  - bases judgments on evidence
  - is honest with self
  - is not persuaded without reason
  - can debate and deal with ambiguity
  - asks questions
  - is open-minded and flexible
  - is intellectually independent
  - identifies assumptions and points of view
  - looks for both connections and contradictions
  - extends personal thinking by assimilating and self-directed, self-disciplined, self-motivated

**STUDENT ACHIEVEMENT • Key Elements – Grade 4**

**PEDAGOGICAL UNDERSTANDINGS FOR ORAL LANGUAGE (SPEAKING)**

Students use oral language to comprehend, talk about, and language to interact and communicate with others in informal and formal situations.

**Oral Language Skills and Functions**

- Interact in small group and class activities to deepen comprehension, solve problems and complete tasks
- adjust speaking/listening depends on purpose and audience
- explain their own viewpoint with reasons
- practise delivery of more formal presentations
- explain and resolve problems or tasks

**Strategies for Oral Language**

Students in Grade 4 use the following strategies:

- Interacting** – assess prior knowledge, make and share connections, ask questions, organize information
- Expressing/Presenting** – assess prior knowledge, share connections, ask questions, organize information
- Listening** – summarize main ideas and supporting details, identify opinions or viewpoints, ignore distractions

**STUDENT ACHIEVEMENT • Key Elements – Grade 4**

**PEDAGOGICAL UNDERSTANDINGS FOR READING AND VIEWING**

In order for students to acquire the skills of reading a variety of texts, students must learn and apply a variety of classroom contexts. As they engage in reading, the competencies of the reading process and of shared learning are developed.

**Confferences**

Students meet individually with the teacher for a variety of purposes to meet for individual reading assessment to demonstrate fluency and comprehension to discuss their reading strategies, purposes, goals, self-assessment; and to develop an understanding of their progress.

**Guided Reading**

With the guidance of a teacher, students work individually or in small groups to learn and practice reading skills and strategies.

**Strategies for Reading and Viewing**

Students in Grade 4 use the following strategies:

- Before** – assess prior knowledge to make connections, visualize, set a purpose, construct personal goals
- During** – predict, make connections, visualize, ask and answer questions, use text features, self-monitor and read selectively to determine the importance of ideas to summarize and synthesize
- After** – self-monitor and self-correct, generate and revise conclusions, reflect and respond, visualize, read summarize and synthesize, use graphic organizers by

**STUDENT ACHIEVEMENT • Key Elements – Grade 4**

**PEDAGOGICAL UNDERSTANDINGS FOR WRITING AND REPRESENTING**

Teachers model, coach, and support students in learning to write in a variety of groupings (whole class, small groups, pairs, individually). Using models such as the Gradual Release of Responsibility, students practice, with increasing independence, the skills and processes of writing, applying strategies during the process to increase success at writing. Although the diagram below is organized into discrete stages, in reality, strategies may be used continuously throughout the writing process.

**Writing in Grades 4 to 7**

**Prewriting**

- Students prepare for writing by engaging in discussions, interacting with others, and participating in activities such as brainstorming and planning to gather information before writing.
- Students identify topic, purpose, and audience.
- Students participate in developing class-generated criteria.
- Students gather necessary data and information (e.g., using text of interest, accessing prior experiences, using genre models, reviewing criteria, when gathering necessary information).
- Students use value organizers to sort and manage the quantity of material they collect (e.g., frames, outlines, clusters, concept maps).

**Drafting**

- Students work with ideas, thoughts and information to draft and enhance preliminary texts (e.g., check back to planning, read and revise, pay attention to style and conventions).
- Students refer to class-generated criteria.
- Students combine multiple sources of information and consult reference material.
- Students consider and apply feedback from conferences to revise writing traits.
- Students engage in ongoing editing.

**Revising**

- Students share their work and check against class-generated criteria.
- Students consider and apply feedback and revise traits to enhance clarity.
- Students self-assess using class-generated criteria and reflect on their success.

**Editing**

- Students edit by rereading and reflecting on their own writing, and conferencing with peers and the teacher.
- Students use for accuracy in spelling, punctuation, grammar, and style, and may use a self-editing checklist.

**Publishing and Presenting**

- Students publish and present their texts for real audiences and learn from examples.
- Students come to see themselves as writers.
- Students create portfolios, newsletters, poems, memoirs, web pages, diaries, essays, informational reports, stories.

**Strategies for Writing and Representing**

Students in Grade 4 use the following strategies:

- Before** – set a purpose, identify an audience, select a genre and form from samples, develop class-generated criteria, generate and develop ideas
- During** – refer to class-generated criteria, examine models of literary and visual, combine multiple sources of information, consult reference materials, revise and edit
- After** – check their work against established criteria, read aloud for fluency, revise to enhance writing traits, edit for conventions

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## GRADE 4 OVERVIEW

### Enduring Understandings for Grades 4 to 7

- Meaning-making is a constructive and creative process.
- We learn about ourselves, others, and the world through speaking and listening, reading, and writing.
- Effective readers, writers, speakers, and listeners use a variety of strategies and skills to share, construct, clarify, and confirm meaning.
- We use talk, dialogue, and discussion to develop, synthesize, and clarify ideas.
- Oral, written, and visual communications have their own conventions. Awareness and use of these conventions make us better communicators.
- Playing and experimenting with language and creating original texts help us to appreciate the artistry of language.
- Successful learners reflect on their thinking and learning to find ways to improve.
- Good thinkers use interpretation, analysis, and evaluation to deepen thinking and enhance understanding.
- Critical thinkers consider points of view, examine bias, question the author’s purpose, and take context into account.
- An understanding of literature is key to an understanding of oneself, one’s community, and the world.

*What students should know and be able to do*

Refer to the Prescribed Learning Outcomes:  
Oral Language

*What students should know and be able to do*

Refer to the Prescribed Learning Outcomes:  
Reading and Viewing

*What students should know and be able to do*

Refer to the Prescribed Learning Outcomes:  
Writing and Representing



### Snapshot

*Summary derived from the Prescribed Learning Outcomes for Grade 4*

- interact with others to share ideas and opinions, complete tasks, and resolve problems or concerns
- present ideas, information, and feelings orally in informal and formal situations
- listen to recall key information and identify main ideas and supporting details
- build on a repertoire of strategies to construct and confirm meaning
- read a variety of grade-appropriate texts with comprehension and fluency
- select and read books for enjoyment and comprehension, and to improve fluency
- explain their reactions and responses to text and make personal connections that require some inference and insight
- use the features, structures, and patterns of language to make meaning from what they hear, read, and view
- check for understanding and adjust strategies to self-monitor and self-correct
- create personal writing and representations with some detail that relate experiences, opinions, and feelings
- communicate ideas and information supported with relevant details
- create imaginative writing that conveys meaning, features some interesting detail, and experiments with language
- write to extend thinking by developing explanations, expressing alternative viewpoints, and creating new understandings
- use some features and conventions of language to enhance meaning and artistry
- reflect on and assess their learning, and set goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: GRADUAL RELEASE OF RESPONSIBILITY

An apprenticeship approach to instruction applies to all language arts teaching. The Gradual Release of Responsibility (Pearson & Gallagher, 1983) diagram shown below outlines the process by which the teacher explicitly models a concept or strategy and, over time, apprentices the students into personalized application facilitated by metacognition and self-regulation.

### Gradual Release of Responsibility

#### Teacher Modelling

- explains
- demonstrates
- thinks aloud



#### Guided Practice

- teacher and students practise
- teacher scaffolds the students' attempts and gives feedback
- students share their thinking with each other



#### Independent Practice

- students apply strategy on their own
- students receive feedback from teacher and other students



#### Application of Strategy

- students apply strategy to new situations

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: METACOGNITION

Metacognition is “thinking about thinking” which results in students’ individual understanding of their own learning processes. It involves the awareness and understanding of how one thinks and uses strategies as an effective learner. In English Language Arts K to 7, metacognitive strategies weave throughout the organizers and suborganizers of the curriculum document. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Metacognition involves:

- connecting new information to former knowledge
- analysing and reflecting on tasks
- selecting thinking strategies deliberately
- planning, monitoring, and evaluating thinking processes
- monitoring own learning
- making adjustments and revising the learning
- reflecting on one’s own thinking or others’ thinking
- reflecting on and evaluating the effects of a thinking strategy, or learning process, on learning
- setting new goals for learning

The internal language used by students when reflecting on their learning helps shape their expectations of themselves as learners. The criteria below could be used to describe a good thinker. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

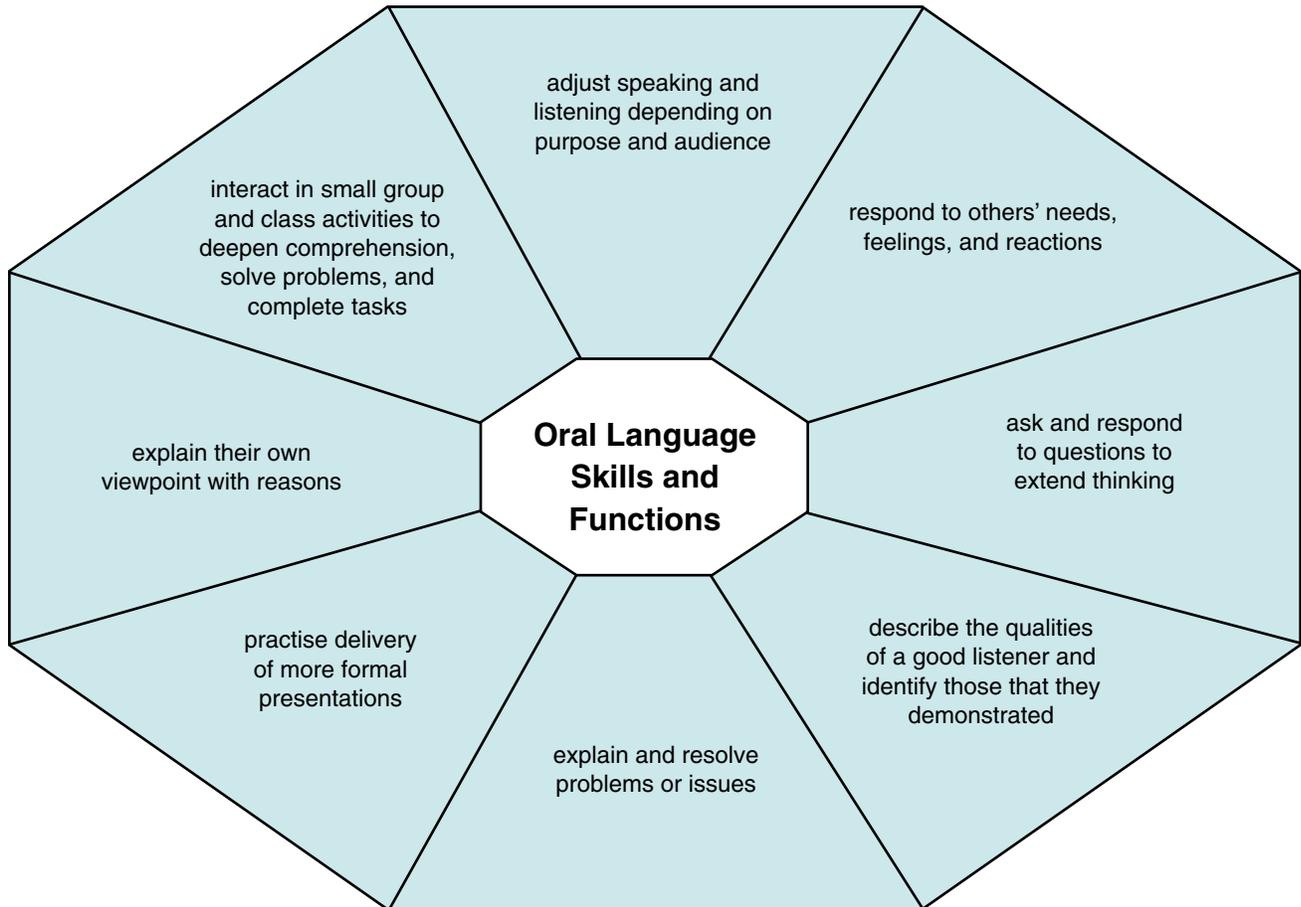
### Criteria for a Good Thinker (Grades 4 to 7)

#### **A good thinker**

- bases judgments on evidence
- is honest with self
- is not persuaded without reason
- can tolerate and deal with ambiguity
- asks questions
- is open-minded and flexible
- is intellectually independent
- identifies assumptions and points of view that shape thinking
- looks for both connections and inconsistencies among ideas
- extends personal thinking by assimilating new ideas and information
- is self-directed, self-disciplined, self-monitoring, and self-correcting

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE (SPEAKING AND LISTENING)

Students use oral language to comprehend, talk about, and think about ideas and information. They use oral language to interact and communicate with others in informal and formal groupings.



### Strategies for Oral Language

Students in Grade 4 use the following strategies:

- **Interacting** – access prior knowledge, make and share connections, ask questions, take turns as speaker and listener, paraphrase to clarify meaning
- **Expressing/Presenting** – access prior knowledge, set a purpose, generate ideas, make and share connections, ask questions, organize information, practise delivery, self-monitor and self-correct in response to feedback
- **Listening** – summarize main ideas and supporting details, generate questions, visualize and share, identify opinions or viewpoints, ignore distractions

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE, CONTINUED

The criteria below could be used to describe a good speaker and listener at the intermediate grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

### Criteria for a Good Speaker and Listener (Grades 4 to 7)

#### A good speaker and listener

- speaks and listens for a variety of purposes
- maintains concentration during listening and speaking
- receives, interprets and responds to messages
- communicates ideas and information clearly, articulately, and in an organized manner
- organizes ideas and information so that the audience can understand and remember
- uses vocabulary and presentation style that are appropriate for the audience
- uses tone, pace, volume, grammar, syntax, and conversational conventions that are appropriate for the situation
- sustains extended conversations by encouraging the speaker and contributing ideas
- is attentive, respectful and open to cultural, gender, and individual differences in conversation (i.e., listens with “eyes,” “ears,” and “heart”)
- uses language effectively to clarify, persuade, and inspire
- monitors presentation and is sensitive to audience response
- uses a variety of strategies to overcome difficulties in communication (e.g., a noisy environment, distractions, interruptive questions from audience)
- self-evaluates and sets goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE, CONTINUED

### Research Findings Related to Oral Language

Oral language development and its relationship to later reading achievement is central to literacy. Children's oral language development is considered to be a key foundation for successful literacy. (Chaney & Burk, 1998; Primary Program 2000; McCormick, 1999; Strickland, Ganske, & Monroe, 2002)

Research has clearly established the importance of developing oral fluency to later successes in acquiring print. Oral language acts as an underlying foundation to achievement in reading. (Snow, Burns, & Griffin, 1998)

The basis of the relationship between early spoken language and later reading development is generally thought to be causal in nature, such that spoken language skills are fundamental precursors to later successful reading. (Tomblin, 2005, p. 3)

Reading is a language-based activity. Beginning readers use the language they have gained through speaking and listening to help them understand the printed word. (Psutka, 2003)

Early education is the time in which young children develop skills, knowledge and interest in the code-based and meaning aspects of (written and) spoken language. (Justice, 2005, p. 1)

We learn to talk by talking. We learn to listen by listening. The more we talk and listen to others talking, the better our ability to manipulate language, the better our ability to think and therefore to read and write, for both of these are thinking activities. (Moore, 1991, p. 15)

Talk is not only a medium for thinking, it is also an important means by which we learn how to think. From a Vygotskian perspective thinking is an internal dialogue, an internalization of dialogues we've had with others. Our ability to think depends upon the many previous dialogues we have taken part in – we learn to think by participating in dialogues. (Dudley-Marling & Searle, 1991, p. 60)

Talk...provides a bridge between literature and the social world of readers. Through classroom conversations, we enable students to develop social and literary awareness; our shared talk creates a comfortable place within which to explore and negotiate our interpretations of literary texts and the world in which we live. (Hynds, 1988, p. 177)

As language arts teachers, one of the most important things we can do for our students is to give them the belief that they can use language to influence the world around them....If students develop that belief, they will attempt to use language to attain goals more readily, they will be less reluctant to participate in classroom activities, and they will improve their behaviour in other aspects of their education and in aspects of their social life. (Backlund, 1988, p. 228)

The primacy of the spoken word in human intercourse cannot be too strongly emphasized. Important though the written word is, most communication takes place in speech; and those who do not listen with attention and cannot speak with clarity, articulateness and confidence are at a disadvantage in almost every aspect of their personal, social and working lives. (Jones, 1988, p. 26)

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING

In order for students to acquire the skills of reading a variety of texts, teachers must model, coach, and support reading in the classroom. Students learn and apply strategies successful readers use by reading in a variety of classroom contexts. As they engage in reading, they explore and learn the skills, strategies, and competencies of the reading process and of shared learning in a group setting.

### Reading and Viewing in Grades 4 to 7

#### Conferences

Students meet individually with the teacher for a variety of purposes: to read; for individual reading assessment; to demonstrate fluency and comprehension; to discuss their reading strategies, purposes, goals, self-assessment; and to develop an understanding of their progress.

#### Independent Reading and Viewing

Students read on their own for pleasure, to complete research, to follow personal interests, or to complete assigned tasks. They practise the skills and strategies they are learning.

### Reading in the Intermediate Classroom

#### Guided Reading

With the guidance of a teacher, students work individually or in small groups to learn and practise reading skills and strategies.

#### Small and Large Groups

Students work in small and large groups for a variety of purposes: to read together, to exchange ideas and clarify meaning, to support and encourage one another, and to reflect on and respond to the text they are reading.

### Strategies for Reading and Viewing

Students in Grade 4 use the following strategies:

- **Before** – access prior knowledge to make connections, make predictions, ask questions, visualize, set a purpose, construct personal goals
- **During** – predict, make connections, visualize, ask and answer questions, make inferences and draw conclusions, use ‘text features’, self-monitor and self-correct, figure out unknown words, read selectively, determine the importance of ideas and events, visually represent texts, summarize and synthesize
- **After** – self-monitor and self-correct, generate and respond to questions, make inferences and draw conclusions, reflect and respond, visualize, retell, use ‘text features’ to locate information, summarize and synthesize, use graphic organizers to record information

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING, CONTINUED

The criteria below could be used to describe a good reader and viewer at the intermediate grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

### Criteria for a Good Reader and Viewer (Grades 4 to 7)

#### A good reader and viewer

- accesses prior knowledge
- asks questions
- makes predictions
- integrates three cueing systems and cross-checks for meaning
- self-monitors and recognizes when text is not making sense
- uses strategies to overcome problems during reading and viewing
- makes connections before, during, and after reading and viewing
- uses mental images to deepen and extend meaning
- distinguishes the main ideas and their supporting details
- interprets both literal and inferential meaning
- synthesizes and extends meaning
- evaluates the text or visual material and considers its relevance to broader questions and issues
- self-evaluates and sets goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING, CONTINUED

### Research Findings Related to Reading

#### “The Six Ts of Effective Elementary Literacy Instruction” from Richard Allington

1. **Time.** Effective teachers have students do more guided reading, more independent reading, and more reading in social studies and science. In many exemplary classrooms, children are reading and writing for half the day.
2. **Texts.** Students have books they can actually read with a high level of accuracy, fluency, and comprehension. All students, then, rarely have the same book. Students engage in enormous quantities of successful reading and become independent, good readers. Motivation for reading is dramatically influenced by reading success.
3. **Teaching.** Effective teachers don't simply “assign and assess”; they are involved in active instruction. Explicit demonstrations of cognitive strategies are modelled; instruction is offered in a balance of side-by-side lessons, small group lessons, and whole group lessons. But whole group lessons are brief and focused.
4. **Talk.** There's more of it, and it's more conversational than interrogational. Discussion is purposeful and personalized, not scripted or packaged. Thoughtful classroom talk focuses on making children's thinking visible and building understanding.
5. **Tasks.** Leaving behind low-level worksheet tasks, effective teachers demonstrate greater use of longer assignments, tasks that integrate several content areas and substantive work with more complexity. Exemplary teachers provide students similar but different tasks.
6. **Testing Students.** Student work is evaluated based on effort and improvement. Rubrics shift responsibility for improvement to the students, so “luck” doesn't play a part. Most effective teachers use almost no test-preparation materials, feeling that good instruction is what makes the difference.

from R.L. Allington (June 2002). *Phi Delta Kappan*.

#### Core Understandings from Reading Research

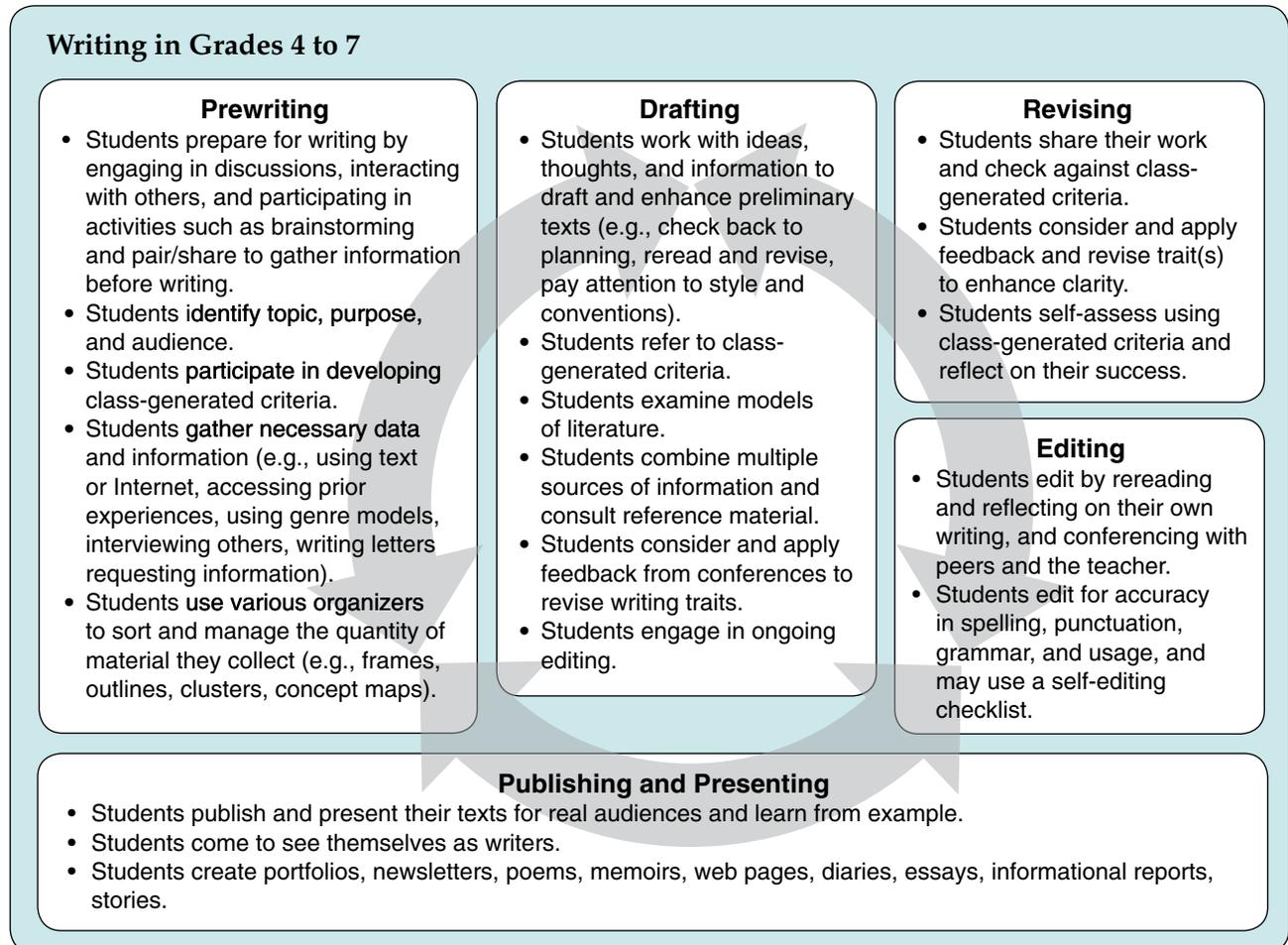
Through the analysis of current research the following 13 fundamental, or core, understandings relating to reading were identified:

1. Reading is a construction of meaning from text. It is an active, cognitive, and affective process.
2. Background knowledge and prior experience are critical to the reading process.
3. Social interaction is essential at all stages of reading development.
4. Reading and writing are reciprocal processes; development of one enhances the other.
5. Reading involves complex thinking.
6. Environments rich in literacy experiences, resources, and models facilitate reading development.
7. Engagement in the reading task is key in successfully learning to read and developing as a reader.
8. Children's understandings of print are not the same as adults' understandings.
9. Children develop phonemic awareness and knowledge of phonics through a variety of literacy opportunities, models, and demonstrations.
10. Readers learn productive strategies in the context of real reading.
11. Students learn best when teachers employ a variety of strategies to model and demonstrate reading knowledge, strategy, and skills.
12. Students need many opportunities to read, read, read.
13. Monitoring the development of reading processes is vital to student success.

Braunger, J., & Lewis, J.P. (2006). *Building a Knowledge Base in Reading* (2nd ed.). Copyright 2006 by the International Reading Association. Used with permission.

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING

Teachers model, coach, and support students in learning to write in a variety of groupings (whole class, small groups, pair, individually). Using models such as the Gradual Release of Responsibility, students practise, with increasing independence, the skills and processes of writing, applying strategies during the process to increase success at writing. Although the diagram below is organized into discrete stages, in reality, strategies may be used continuously throughout the writing process.



### Strategies for Writing and Representing

Students in Grade 4 use the following strategies:

- **Before** – set a purpose, identify an audience, select a genre and form from samples, develop class-generated criteria, generate and develop ideas
- **During** – refer to class-generated criteria, examine models of literature and visuals, combine multiple sources of information, consult reference materials, revise and edit
- **After** – check their work against established criteria, read aloud for fluency, revise to enhance writing traits, edit for conventions

**PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS:  
WRITING AND REPRESENTING, CONTINUED**

The criteria below could be used to describe a good writer and representer at the intermediate grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

**Criteria for a Good Writer and Representer (Grades 4 to 7)****A good writer and representer**

- generates ideas
- organizes information
- identifies a purpose
- defines an audience and considers its characteristics
- develops a “voice” and style suitable to the purpose, content, and audience
- controls word choice and sentence construction
- conveys meaning clearly
- demonstrates fluency and coherence in flow of ideas
- recognizes the value of feedback
- revises and rewrites
- adheres to conventions
- finds satisfaction in writing
- self-evaluates and sets goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING, CONTINUED

### Research Findings Related to Writing

#### “12 Writing Essentials for All Grades” from Regie Routman

Teach these essentials well in connection with any purposeful writing, and, with guidance, students will be able to use them in whatever form of writing they do:

1. **Write for a specific reader and a meaningful purpose.** Write with a particular audience in mind (this may be the author herself or himself) and define the writing task.
2. **Determine an appropriate topic.** Plan the writing, do the necessary research, narrow the focus, decide what’s most important to include.
3. **Present ideas clearly, with a logical, well-organized flow.** Structure the writing in an easy-to-follow style and format using words, sentences, and paragraphs; put like information together; stay on the topic; know when and what to add or delete; incorporate transitions.
4. **Elaborate on ideas.** Include details and facts appropriate to stated main ideas; explain key concepts; support judgments; create descriptions that evoke mood, time, and place; and develop characters.
5. **Embrace language.** “Fool with words” – experiment with nouns, verbs, adjectives, literary language, sensory details, dialogue, rhythm, sentence length, paragraphs – to craft specific, lively writing for the reader.
6. **Create engaging leads.** Attract the reader’s interest right from the start.
7. **Compose satisfying endings.** Develop original endings that bring a sense of closure.
8. **Craft authentic voice.** Write in a style that illuminates the writer’s personality – this may include dialogue, humour, point of view, a unique form.
9. **Reread, rethink, and revise while composing.** Access, analyse, reflect, evaluate, plan, redraft, and edit as one goes – all part of the recursive, non-linear nature of writing.
10. **Apply correct conventions and form.** Produce legible letters and words; employ editing and proofreading skills; use accurate spelling, punctuation, capitalization, and grammar; adhere to the formal rules of the genre.
11. **Read widely and deeply – and with a writer’s perspective.** Read avidly; notice what authors – and illustrators, do; develop an awareness of the characteristics of various genres (fiction, poetry, persuasive pieces) and how those genres work, and apply that knowledge and craft to one’s own writing.
12. **Take responsibility for producing effective writing.** Consider relevant responses and suggestions and willingly revise; sustain writing effort; monitor and evaluate one’s own work and set goals; publish, when possible and appropriate, in a suitable and pleasing presentation style and format; do whatever is necessary to ensure the text is meaningful and clear to the reader as well as accurate, legible, and engaging.

These writing essentials are applicable from Kindergarten through high school and beyond.

The factors that change are:

- The amount of excellent support the student needs (demonstrations and explicit teaching).
- The complexity of texts the student composes.
- The variety of forms or genres the author attempts.
- The learner’s level of independence.

Adapted from Routman, R. (2005). *Writing Essentials: Raising Expectations and Results While Simplifying Teaching* (pp.13-14). Portsmouth, NH: Heinemann.



**QUICK NAVIGATION TIPS**

- Prescribed Learning Outcomes are mandated by the *School Act*; they are legally required, not optional.
- The Prescribed Learning Outcomes are numbered for ease of use and do not indicate a linear delivery.
- General Learning Expectations are summaries of the Prescribed Learning Outcomes in the relevant organizer (they are not legally required).
- Achievement Indicators are a comprehensive range of indicators of what the learning might look like for each learning outcome. They may also be used as assessment criteria. They are suggested, and teachers may substitute, adapt, or add to these indicators.
- Bolded terms in the Prescribed Learning Outcomes and Suggested Achievement Indicators are defined in the Glossary section.
- See the Considerations for Program Delivery section and Key Elements for essential understandings underlying the curriculum.

**ORAL LANGUAGE (SPEAKING AND LISTENING)**

**PURPOSES (ORAL LANGUAGE)**

*General Learning Expectation:* Students use oral language to interact with others for a wide range of purposes, to present ideas and information formally and informally, and to demonstrate increased capacity to comprehend and respond meaningfully.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> <li>– contributing to a class goal</li> <li>– sharing ideas and opinions</li> <li>– improving and deepening comprehension</li> <li>– solving problems</li> <li>– completing tasks</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> share ideas relevant to class activities and discussions (e.g., structured A/B partners, partner-talk, brainstorming)</li> <li><input type="checkbox"/> share ideas, opinions, and feelings when participating in class activities (e.g., explore and discuss issues and varying viewpoints, participate in <b>literature circles</b> and book clubs, contribute to a class meeting)</li> <li><input type="checkbox"/> listen without interrupting, speak respectfully, and use appropriate language and tone to disagree</li> <li><input type="checkbox"/> ask for clarification and support from peers and adults</li> <li><input type="checkbox"/> speak and listen to respond to others’ questions, needs, feelings, and reactions, taking into account verbal and nonverbal cues (e.g., tone, inflection, body language, facial expression)</li> <li><input type="checkbox"/> speak and listen in partner, small group, and whole class discussion to accomplish a structured task or to solve a problem (e.g., choose a topic for a project, assign roles to complete a task)</li> </ul> |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by</p> <ul style="list-style-type: none"> <li>– staying on topic in a focussed discussion</li> <li>– recounting experiences in a logical order</li> <li>– using an effective introduction and conclusion</li> <li>– using details or examples to enhance meaning</li> <li>– explaining and supporting a viewpoint</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify purpose (e.g., to report information, share experiences, entertain, offer ideas, solve problems) and audience (e.g., peers, younger grade, parents) for speaking and presenting</li> <li><input type="checkbox"/> present/discuss in own words information that is generally accurate and relevant and includes details, examples, anecdotes, or experiences</li> <li><input type="checkbox"/> use effective introductions and conclusions that guide and inform the listener’s understanding</li> <li><input type="checkbox"/> use traditional <b>structures</b> for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question)</li> <li><input type="checkbox"/> contribute to class/group discussions to respond to a variety of <b>texts</b> and class experiences and explain their own viewpoint</li> <li><input type="checkbox"/> use vocabulary appropriate to topic and audience (e.g., content-specific words and phrases, such as “hibernation” and “camouflage”)</li> <li><input type="checkbox"/> use tone, volume, pacing, intonation, body language, and gesture to enhance meaning</li> </ul> |
| <p>A3 listen purposefully to understand ideas and information, by</p> <ul style="list-style-type: none"> <li>– summarizing main ideas and supporting details</li> <li>– generating questions</li> <li>– visualizing and sharing</li> <li>– identifying opinions or viewpoints</li> <li>– ignoring distractions</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify and state a purpose for listening</li> <li><input type="checkbox"/> summarize and sequence main ideas, and distinguish them from supporting details</li> <li><input type="checkbox"/> include some relevant details when answering questions or contributing to a shared summary</li> <li><input type="checkbox"/> ask questions independently or with classmates to explore a topic further</li> <li><input type="checkbox"/> restate opinions and viewpoints expressed by others</li> <li><input type="checkbox"/> demonstrate attentive listening in nonverbal ways (e.g., nod to show agreement, show responsive facial expression)</li> <li><input type="checkbox"/> attend without distracting or interrupting (e.g., raise hand to ask questions or make comments, wait turn to speak)</li> <li><input type="checkbox"/> follow multi-step oral instructions and demonstrations to complete tasks (e.g., set up a diorama, complete a science experiment)</li> </ul>   |

**Suggested Questions/Prompts to Scaffold Learning**

- Share an important idea or piece of information you learned. What facts/details support that idea? What other information do you know about this topic? How does the information in this selection fit with what you already know?
- Tell me about the incident (e.g., on the playground, between two friends). How can we be fair when speaking and listening to others about problems?
- What are the key issues your group shared and discussed today?
- Tell me about your research topic. In what order will you share your main points?
- What is your opinion about \_\_\_\_\_ (*the topic*)? Why do you feel this way? Do others agree/disagree with you? Explain.
- Retell this story from the viewpoint of \_\_\_\_\_.

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

**STRATEGIES (ORAL LANGUAGE)**

*General Learning Expectation:* Students purposefully apply a variety of strategies to increase success at interacting, speaking, and listening effectively.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>A4 select and use <b>strategies</b> when interacting with others, including</p> <ul style="list-style-type: none"> <li>– accessing prior knowledge</li> <li>– making and sharing connections</li> <li>– asking questions for clarification and understanding</li> <li>– taking turns as speaker and listener</li> <li>– paraphrasing to clarify meaning</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> refer to relevant <b>texts</b> they have read or heard, or contribute relevant experiences to the topic or task</li> <li><input type="checkbox"/> connect and relate prior experiences, insights, and ideas to those of a speaker</li> <li><input type="checkbox"/> make connections to personal and shared ideas and experiences by talking in pairs or small groups</li> <li><input type="checkbox"/> follow classroom guidelines for interacting (e.g., respectful listening, accepting differing opinions)</li> <li><input type="checkbox"/> ask thoughtful questions and respond to questions with appropriate elaboration</li> <li><input type="checkbox"/> balance role of self as speaker and listener and follow the rules of conversation</li> <li><input type="checkbox"/> explain and show understanding of other viewpoints</li> </ul>  |
| <p>A5 select and use <b>strategies</b> when expressing and presenting ideas, information, and feelings, including</p> <ul style="list-style-type: none"> <li>– setting a purpose</li> <li>– accessing prior knowledge</li> <li>– generating ideas</li> <li>– making and sharing connections</li> <li>– asking questions to clarify and confirm meaning</li> <li>– organizing information</li> <li>– practising delivery</li> <li>– self-monitoring and self-correcting in response to feedback</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify topic, audience, and purpose for their oral presentations</li> <li><input type="checkbox"/> discuss what they already know about the topic and what the audience needs to know</li> <li><input type="checkbox"/> ask and/or answer questions to focus the topic, clarify understanding, or identify the need for further information</li> <li><input type="checkbox"/> organize information and ideas chronologically or around major points of information (e.g., use <b>graphic organizers</b>, generate research questions, collect and incorporate information from more than one source)</li> <li><input type="checkbox"/> use facial expressions, body language, intonation, and gestures in narrative presentations to provide a context that enables the listener to imagine the circumstances of the event or experience</li> <li><input type="checkbox"/> use traditional <b>structures</b> for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question)</li> <li><input type="checkbox"/> practise delivery of formal presentations</li> <li><input type="checkbox"/> monitor volume, tone, intonation, pace, expression, and gesture depending on the situation (e.g., when delivering an announcement at a school assembly vs. speaking to peers) and adjust presentation in response to feedback</li> </ul> |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>A6 select and use <b>strategies</b> when listening to make and clarify meaning, including</p> <ul style="list-style-type: none"> <li>– accessing prior knowledge</li> <li>– making predictions about content before listening</li> <li>– focussing on the speaker</li> <li>– listening for specifics</li> <li>– generating questions</li> <li>– recalling, summarizing, and synthesizing</li> <li>– visualizing</li> <li>– monitoring comprehension</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> use prior knowledge and understanding (e.g., of the topic, of <b>genre</b>) to make reasonable predictions</li> <li><input type="checkbox"/> contribute to an advance list of questions about a topic or story</li> <li><input type="checkbox"/> focus on a particular aspect of the presentation (e.g., descriptive language, character motivation, rhyme, rhythm)</li> <li><input type="checkbox"/> ask questions to clarify (i.e., recognize when information is not making sense)</li> <li><input type="checkbox"/> identify main ideas and supporting details</li> <li><input type="checkbox"/> use techniques for recall (e.g., make notes, sketch, make mental images)</li> <li><input type="checkbox"/> summarize major ideas and supporting evidence presented in spoken messages and formal presentations</li> <li><input type="checkbox"/> ask for clarification when needed</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• We're going to find out about _____ (<i>the topic</i>). What do you already know about this topic? What questions do you have about _____ (<i>the topic</i>)?</li> <li>• What are some of the things you have to think about when you are planning to act out a story/speak in a group? What can you use to prompt yourself?</li> <li>• How can we get ready for _____ (<i>interacting, speaking, listening</i>)? What else can we do?</li> <li>• What are some questions you might ask the presenter?</li> <li>• Share some of the main ideas you heard in the presentation.</li> <li>• Describe a strategy you used to organize your thoughts and ideas before you shared them. How did that strategy help you organize your presentation?</li> <li>• How do you change your voice when you speak to a group or to the class rather than to a friend?</li> <li>• How can you use your voice and body language to hold the attention of your audience?</li> <li>• What are you going to be listening for?</li> <li>• You have just listened to this story (<i>news report</i>). Share what you visualized.</li> </ul> |  |

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**THINKING (ORAL LANGUAGE)**

*General Learning Expectation:* Students use increasingly specific vocabulary, and use oral language to make thoughtful responses to information and ideas, and to explain how new information has changed their thinking. Students reflect on and assess their own speaking and listening against criteria, and set and pursue goals for improvement.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>A7 demonstrate enhanced vocabulary knowledge and usage</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> use expanding vocabulary in own speech, including vocabulary related to specific subjects</li> <li><input type="checkbox"/> use new vocabulary introduced in <b>texts</b> and class discussions</li> <li><input type="checkbox"/> use increasingly descriptive and powerful words</li> <li><input type="checkbox"/> use language to compare and contrast items and ideas</li> <li><input type="checkbox"/> use language to justify and defend positions and viewpoints</li> <li><input type="checkbox"/> use language to engage the audience (e.g., puns, jokes, analogies)</li> </ul>  |
| <p>A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to <b>texts</b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> understand and respond to literary and creative works presented orally (e.g., recognize use of powerful or engaging language, identify characteristic language or technique)</li> <li><input type="checkbox"/> express a personal viewpoint with supporting details and recognize that it may differ from that of others</li> <li><input type="checkbox"/> make inferences about characters’ feelings or the story problem</li> <li><input type="checkbox"/> select a personally significant idea from a <b>text</b> and describe why it is significant</li> <li><input type="checkbox"/> make some reasonable connections to the viewpoints of others or to other selections (e.g., two characters in similar situations)</li> <li><input type="checkbox"/> build on others’ ideas (e.g., collaborative retelling, <b>readers’ theatre</b>)</li> <li><input type="checkbox"/> ask and answer critical questions about a <b>text</b> (e.g., “What is the author’s purpose in writing this <b>text</b>?”)</li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p>A9 use speaking and listening to improve and extend thinking, by</p> <ul style="list-style-type: none"> <li>– acquiring new ideas</li> <li>– making connections and asking questions</li> <li>– comparing and analysing ideas</li> <li>– developing explanations</li> <li>– considering alternative viewpoints</li> <li>– investigating problems and creating solutions</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify logical connections between new information and prior knowledge</li> <li><input type="checkbox"/> explain how new information or ideas have changed their thinking (e.g., “I used to believe BC aboriginal cultures were much the same, but now I can name several traditional differences between the Haida and the Okanagan peoples.”)</li> <li><input type="checkbox"/> ask a question and consider new possibilities (e.g., “I wonder if...,” “What would happen if...”)</li> <li><input type="checkbox"/> engage in structured class discussion about similarities and differences in two viewpoints</li> <li><input type="checkbox"/> provide possible solutions to problems</li> <li><input type="checkbox"/> offer a simple, reasonable interpretation of the author’s message</li> <li><input type="checkbox"/> in structured situations (e.g., role play, A/B partners), suggest alternative ways to use language to resolve problems and explain the impact of the various choices</li> </ul> |
| <p>A10 reflect on and assess their speaking and listening, by</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– reflecting on and discussing peer and adult feedback</li> <li>– setting goals and creating a plan for improvement</li> <li>– taking steps toward achieving goals</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> describe the qualities of a good listener/speaker and identify those that they demonstrate</li> <li><input type="checkbox"/> identify strengths and areas for improvement (e.g., “I listen without interrupting but I need to share more of my ideas.”)</li> <li><input type="checkbox"/> use personal or class-generated criteria to reflect on progress toward meeting goals, and state achievable goals for future speaking and listening (e.g., “I will speak loudly enough for everyone to hear me.” “I will practise my speech more often to be more sure of myself when speaking.”)</li> <li><input type="checkbox"/> reflect on peer and adult feedback; may choose to take action</li> </ul>   |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• What kinds of things could we do in our classroom to help us become good speakers and listeners?</li> <li>• What strategies do you use to help you understand and remember what you hear? How do you see your performance in relation to our class criteria?</li> <li>• Tell me how we might change our criteria to help us become better speakers and listeners.</li> <li>• How does practice (<i>with a partner, on your own</i>) help make you a better presenter? How do you practise?</li> <li>• What are you still wondering about? What are your “What-ifs”?</li> <li>• How do you “disagree in an agreeable way” when your viewpoint is different from a classmate’s?</li> <li>• Explain in your own words the author’s message in this story/play/video.</li> </ul> |   |

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**FEATURES (ORAL LANGUAGE)**

*General Learning Expectation:* Students use the features and conventions of oral language with increasing sophistication, to express ideas and information clearly and fluently. Students recognize and use the structures and patterns of language in oral texts to make meaning.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>A11 use the <b>features</b> of oral language to convey and derive meaning, including</p> <ul style="list-style-type: none"> <li>– <b>text structure</b></li> <li>– a variety of sentence lengths, structures, and types</li> <li>– smooth transitions</li> <li>– <b>syntax</b> (i.e., grammar and usage)</li> <li>– enunciation</li> <li>– nonverbal communication</li> <li>– receptive listening posture</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> establish and sustain for the audience a sense of beginning, middle, and end; stay on topic</li> <li><input type="checkbox"/> use a variety of sentence lengths, structures, and types (e.g., complete <b>simple</b> and <b>compound sentences</b>; statements, commands, questions)</li> <li><input type="checkbox"/> use a variety of connecting words to link ideas in speech (e.g., but, however, on the other hand, because, who)</li> <li><input type="checkbox"/> recognize awkward phrasing in speaking and self-correct by restating</li> <li><input type="checkbox"/> use noun-pronoun agreement and subject-verb agreement</li> <li><input type="checkbox"/> face audience and speak clearly and audibly, may stumble over newly acquired specialized words</li> <li><input type="checkbox"/> use eye contact, appropriate gestures, expression, and props for emphasis or for dramatic effect when appropriate</li> <li><input type="checkbox"/> focus on the speaker when listening</li> </ul> |
| <p>A12 recognize the <b>structures</b> and patterns of language in oral <b>texts</b>, including</p> <ul style="list-style-type: none"> <li>– <b>sound devices</b></li> <li>– root words</li> <li>– word families</li> <li>– structural sequencing cues</li> <li>– <b>idiomatic expressions</b></li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate knowledge of root words, compound words, syllabication, contractions, prefixes, and suffixes</li> <li><input type="checkbox"/> include or replicate the rhythmic pattern when reciting a poem (e.g., limerick, rap)</li> <li><input type="checkbox"/> recognize obvious <b>alliteration</b> in songs, chants, stories, or poems</li> <li><input type="checkbox"/> identify the language patterns heard in a poem (e.g., rhyme and repetition)</li> <li><input type="checkbox"/> identify and use structural sequencing cues (e.g., because, then)</li> <li><input type="checkbox"/> recognize some <b>idiomatic expressions</b>, their meanings, and their purposes</li> </ul>  |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Tell me how you plan to present your key ideas. In what order will you present them?</li> <li>• What were some of the words you had difficulty pronouncing?</li> <li>• Explain the difference between a command, a statement, and a question. How does the sound of your voice change?</li> <li>• What kinds of body language/gestures help us to emphasize our main points?</li> <li>• What is the rhyming pattern in this poem? How is it different from the rhyming pattern of this other poem/song/rap?</li> </ul> |   |

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## READING AND VIEWING

### PURPOSES (READING AND VIEWING)

*General Learning Expectation:* Students independently and collectively read and view to comprehend, enjoy, and respond to a variety of grade-appropriate literary, information, and visual texts across all subject areas.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>B1 read <b>fluently</b> and demonstrate comprehension of a range of <b>grade-appropriate literary texts</b>, including</p> <ul style="list-style-type: none"> <li>– stories from various Aboriginal and other cultures</li> <li>– stories from a variety of <b>genres</b> (e.g., folktales, legends, autobiography, historical fiction)</li> <li>– poems that make obvious use of <b>literary devices</b></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> read <b>grade-appropriate literary texts</b> independently and collectively (e.g., <b>choral reading, readers’ theatre</b>), with accuracy, comprehension, and <b>fluency</b>, including expression and phrasing</li> <li><input type="checkbox"/> demonstrate comprehension by making comparisons and personal connections (<b>text-to-text, text-to-self, and/or text-to-world</b>)</li> <li><input type="checkbox"/> generate and respond accurately to what they read and/or view (orally and/or in writing), providing detail and support for their reactions and opinions (e.g., reader response)</li> <li><input type="checkbox"/> demonstrate comprehension of a selection by retelling main events in the correct sequence, describing the setting, accurately describing characters in some detail, and identifying the main <b>theme</b></li> <li><input type="checkbox"/> begin to question the author’s viewpoint, position, or purpose</li> <li><input type="checkbox"/> demonstrate comprehension by sketching, completing a <b>cloze</b> activity, or acting out the <b>text</b></li> <li><input type="checkbox"/> make reasonable inferences about characters or situations</li> <li><input type="checkbox"/> describe similarities and differences among <b>texts (text-to-text)</b> and among <b>genres</b></li> <li><input type="checkbox"/> identify how rhyme schemes and rhythmic patterns contribute to effective <b>fluency</b></li> <li><input type="checkbox"/> explain how specific words, phrases, or images help create meaning in poetry</li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p>B2 read <b>fluently</b> and demonstrate comprehension of <b>grade-appropriate information texts</b>, such as</p> <ul style="list-style-type: none"> <li>– non-fiction books</li> <li>– textbooks and other instructional materials</li> <li>– materials that contain diagrams, charts, illustrations, or graphs</li> <li>– reports and articles from newspapers and children’s magazines</li> <li>– reference material</li> <li>– web sites designed for children</li> <li>– instructions and procedures</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> read <b>grade-appropriate information texts</b> independently and collectively, with accuracy, comprehension, and <b>fluency</b>, including expression and phrasing</li> <li><input type="checkbox"/> demonstrate comprehension by making connections</li> <li><input type="checkbox"/> use a variety of print and electronic reference sources (e.g., dictionaries, thesaurus, glossaries)</li> <li><input type="checkbox"/> describe and demonstrate use of ‘<b>text features</b>’ (e.g., titles, captions, text highlighting, illustrations, sidebars) to gain understanding of <b>information texts</b> (e.g., index to answer a question or locate specific details, sidebars to add additional information)</li> <li><input type="checkbox"/> access specific aspects of a <b>text</b> for a particular purpose (e.g., answer a question; locate specific, relevant details)</li> <li><input type="checkbox"/> identify main topics addressed in a selection, and distinguish between main ideas and related details</li> <li><input type="checkbox"/> make accurate and meaningful notes on a topic (e.g., organize information using a template or organizer)</li> <li><input type="checkbox"/> follow written procedures (e.g., carry out a simple experiment, follow task cards as part of a station’s activity)</li> <li><input type="checkbox"/> extract accurate and relevant information from <b>text</b> and ‘<b>text features</b>’, including specific details from graphics</li> <li><input type="checkbox"/> express enjoyment of reading (independently and/or collectively)</li> <li><input type="checkbox"/> begin to question the author’s viewpoint, position, or purpose</li> <li><input type="checkbox"/> demonstrate comprehension by sketching, completing a <b>cloze</b> activity, or acting out the <b>text</b></li> </ul> |
| <p>B3 read and reread <b>just-right texts</b> independently for 30 minutes daily for enjoyment and to increase <b>fluency</b> and comprehension</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> choose a <b>just-right text</b> on their own</li> <li><input type="checkbox"/> read and reread independently for a sustained period daily (e.g., 30 minutes)</li> <li><input type="checkbox"/> show engagement in reading</li> </ul>  |
| <p>B4 view and demonstrate comprehension of visual <b>texts</b> (e.g., cartoons, illustrations, diagrams, posters, photographs, advertising)</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> engage in discussions about the purposes of particular images or media <b>texts</b> (e.g., to inform, entertain, persuade)</li> <li><input type="checkbox"/> determine who is served by these images (i.e., <b>critical literacy</b>)</li> <li><input type="checkbox"/> identify main ideas and relevant details in response to questions or activities</li> <li><input type="checkbox"/> suggest reasonable interpretations of images; make some relevant inferences</li> <li><input type="checkbox"/> make some reasonable connections to other visual <b>texts</b> (e.g., similar types of messages)</li> </ul>  |

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**Suggested Questions/Prompts to Scaffold Learning**

- Who was your favourite character? What words would you use to describe him/her? Why did you like or dislike him/her?
- How are you like the character? In what ways are you different? How would the story have ended if you were the main character? Why do you think \_\_\_\_\_ (*the character*) did \_\_\_\_\_ (*something, behaved in a certain way*)?
- What advice or suggestions would you give \_\_\_\_\_ (*the character*) to help solve the problem?
- Think like the author: What message do you want the reader to take away from this story?
- What other story does this remind you of? How are they the same and/or different?
- What key ideas or information did you learn from the article that you did not know before?
- Do you think the information in this selection is reliable and true? Is it factual or mainly opinion? Explain.
- When you study this image, who is the intended audience? What message does the illustrator want the audience to take away? What is it about the image that tells you that?

**STRATEGIES (READING AND VIEWING)**

*General Learning Expectation:* Students purposefully use a variety of strategies before, during, and after reading and viewing to increase success at making meaning from text, and extending their fluency and understanding.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p><b>B5</b> select and use <b>strategies</b> before reading and viewing to develop understanding of <b>text</b>, including</p> <ul style="list-style-type: none"> <li>– setting a purpose and constructing personal goals</li> <li>– accessing prior knowledge to make connections</li> <li>– making predictions</li> <li>– asking questions</li> <li>– previewing <b>texts</b></li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> write down and/or share what they already know about a topic or idea (e.g., using organizers)</li> <li><input type="checkbox"/> make predictions about <b>texts</b>, using prior knowledge and experience, including knowledge of <b>genre</b> and author</li> <li><input type="checkbox"/> use prior knowledge and preview to generate questions</li> <li><input type="checkbox"/> use <b>‘text features’</b> (e.g., table of contents, illustrations, headings) to anticipate and generate questions about content</li> <li><input type="checkbox"/> use a variety of alternative sources to locate information and build background knowledge about the topic (e.g., encyclopedias, Internet, trade books)</li> <li><input type="checkbox"/> <b>skim</b> and <b>scan text</b></li> </ul>   |
| <p><b>B6</b> select and use <b>strategies</b> during reading and viewing to construct, monitor, and confirm meaning, including</p> <ul style="list-style-type: none"> <li>– predicting</li> <li>– making connections</li> <li>– visualizing</li> <li>– asking and answering questions</li> <li>– making inferences and drawing conclusions</li> <li>– using <b>‘text features’</b></li> <li>– self-monitoring and self-correcting</li> <li>– figuring out unknown words</li> <li>– reading selectively</li> <li>– determining the importance of ideas/ events</li> <li>– visually representing <b>texts</b></li> <li>– summarizing and synthesizing</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> check predictions, and confirm or revise based on information from reading or viewing</li> <li><input type="checkbox"/> visualize, sketch, or use <b>graphic organizers</b> to support comprehension (e.g., mind map, quadrants)</li> <li><input type="checkbox"/> use context cues, word structure, illustrations, glossaries, or dictionaries to figure out unfamiliar words</li> <li><input type="checkbox"/> self-monitor, select, and adjust <b>strategies</b> to self-correct (e.g., reread, read ahead, go to another source)</li> <li><input type="checkbox"/> discuss and summarize what they have read or viewed, at intervals and at the end</li> <li><input type="checkbox"/> make personal connections (<b>text-to-self</b>, <b>text-to-text</b>, <b>text-to-world</b>) during the reading, often through reader response</li> <li><input type="checkbox"/> use graphic and visual cues (e.g., bold type, headings, diagrams) to clarify meaning</li> <li><input type="checkbox"/> <b>skim</b> and <b>scan</b> to gather information</li> <li><input type="checkbox"/> use glossaries, sidebars, navigation bars, and hyperlinks to find information in non-fiction <b>text</b></li> <li><input type="checkbox"/> consult a variety of alternative research sources to locate information and build background knowledge</li> <li><input type="checkbox"/> begin to question author’s motive or intent (i.e., <b>critical literacy</b>)</li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>B7 select and use <b>strategies</b> after reading and viewing to confirm and extend meaning, including</p> <ul style="list-style-type: none"> <li>– self-monitoring and self-correcting</li> <li>– generating and responding to questions</li> <li>– making inferences and drawing conclusions</li> <li>– reflecting and responding</li> <li>– visualizing</li> <li>– using ‘<b>text features</b>’ to locate information</li> <li>– using <b>graphic organizers</b> to record information</li> <li>– summarizing and synthesizing</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> review the purpose set prior to reading or viewing and use it to guide rereading and “re-viewing”</li> <li><input type="checkbox"/> reread and <b>skim</b> for details and to confirm understanding</li> <li><input type="checkbox"/> ask and respond to questions related to the material read or viewed</li> <li><input type="checkbox"/> make inferences and draw conclusions (e.g., make connections between cause and effect in materials read or viewed)</li> <li><input type="checkbox"/> use ‘<b>text features</b>’ (e.g., headings, illustrations, diagrams) to locate information</li> <li><input type="checkbox"/> use <b>graphic organizers</b> to record information (e.g., web, Venn diagram, chart)</li> <li><input type="checkbox"/> summarize the “big idea” or author’s message, and give supporting details</li> <li><input type="checkbox"/> reflect on the reading and viewing and make connections (<b>text-to-self</b>, <b>text-to-text</b>, <b>text-to-world</b>)</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <p><i>Before</i></p> <ul style="list-style-type: none"> <li>• Based on the cover, title, illustration(s), and/or author, what do you predict this novel is about?</li> <li>• What questions do you have about this story/picture/video/topic?</li> <li>• What connections can you make to something you already know about this book or subject?</li> <li>• Preview the book. How is it organized? Are there any features that might help you understand the content?</li> </ul> <p><i>During</i></p> <ul style="list-style-type: none"> <li>• What strategies can you use to figure out words you don’t know?</li> <li>• If the book doesn’t make sense, what strategies can you use to check on the meaning?</li> <li>• Which part is most challenging? Read it for me and we’ll talk about some of the harder parts.</li> </ul> <p><i>After</i></p> <ul style="list-style-type: none"> <li>• How did the headings, diagrams, and illustrations help you make sense of the information?</li> <li>• What strategies would you use to summarize what you just viewed?</li> <li>• Which sections or features help you access information quickly?</li> </ul> |  |

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## THINKING (READING AND VIEWING)

**General Learning Expectation:** Students make creative and meaningful connections to texts and extend their thinking by developing supported opinions about texts, responding to different viewpoints, and identifying connections among texts. Students reflect on and assess their own reading and viewing against criteria, and set and pursue goals for improvement.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>B8 respond to selections they read or view, by</p> <ul style="list-style-type: none"> <li>– expressing an opinion with supporting evidence</li> <li>– explaining connections (<b>text-to-self</b>, <b>text-to-text</b>, <b>text-to-world</b>)</li> <li>– discussing and giving reasons for their choice of favourite <b>texts</b></li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> offer responses and opinions with supporting reasons and explanations</li> <li><input type="checkbox"/> talk about relationships between themselves and <b>texts</b></li> <li><input type="checkbox"/> discuss their favourite <b>texts</b> and the reasons for their choices (e.g., begin to have structured book talks)</li> <li><input type="checkbox"/> create a written response to <b>text</b>; draw or write making personal connections (<b>text-to-self</b>), connections to other <b>texts</b> (<b>text-to-text</b>), and related events (<b>text-to-world</b>)</li> </ul>   |
| <p>B9 read and view to improve and extend thinking, by</p> <ul style="list-style-type: none"> <li>– predicting and explaining</li> <li>– visualizing</li> <li>– distinguishing between fact and opinion</li> <li>– analysing <b>texts</b> to consider alternatives</li> <li>– drawing conclusions</li> <li>– recognizing alternative viewpoints</li> <li>– summarizing and synthesizing</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> make reasonable predictions about what might happen next in a story, or what image might come next in a poem</li> <li><input type="checkbox"/> create representations that demonstrate thinking before reading and viewing and thinking after reading and viewing (e.g., prediction charts, colour-coded mind maps)</li> <li><input type="checkbox"/> recognize and explain how viewpoint influences messages (e.g., in advertising)</li> <li><input type="checkbox"/> distinguish between fact and opinion in <b>text</b></li> <li><input type="checkbox"/> make inferences to describe characters' intentions and feelings; make generalizations (e.g., identify common features in stories)</li> <li><input type="checkbox"/> draw conclusions from information read or viewed and provide supporting evidence</li> <li><input type="checkbox"/> demonstrate <b>critical literacy</b> by comparing and contrasting different viewpoints on the same topic (e.g., two differing treatments of the same news story in a magazine and a newspaper)</li> <li><input type="checkbox"/> question the author's purpose and viewpoint (i.e., <b>critical literacy</b>)</li> </ul> |

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| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p>B10 reflect on and assess their reading and viewing, by</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– setting goals and creating a plan for improvement</li> <li>– taking steps toward achieving goals</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify the <b>strategies</b> that good readers/viewers use before, during, and after reading and viewing</li> <li><input type="checkbox"/> engage in reflection to identify their personal interests and strengths as readers (e.g., list specific <b>strategies</b> they found helpful during reading and viewing)</li> <li><input type="checkbox"/> review and modify existing personal or class-generated criteria for assessing future reading and viewing work</li> <li><input type="checkbox"/> follow a plan for achieving goals for improvement in future reading and viewing</li> <li><input type="checkbox"/> reflect on the personal goals set for the reading and viewing activity and whether the goals were met</li> <li><input type="checkbox"/> independently choose <b>just-right texts</b> to improve their reading skills</li> <li><input type="checkbox"/> discuss their reading and viewing using vocabulary pertaining to <b>texts</b> and to assessment</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Tell me about a book that you have read this year that you would recommend. Why did you recommend it?</li> <li>• Tell me about a book that you would not recommend. Why would you not recommend it?</li> <li>• Why did you decide to read this story? What was your favourite part?</li> <li>• Have you read other stories similar to this? What was similar about the _____ (<i>characters, setting, plot</i>)?</li> <li>• What were the most important points in the information you read?</li> <li>• Do you think the information in this selection is fact or opinion? Tell why.</li> <li>• Look at _____ (<i>a specific image</i>). In your opinion, what do you think the illustrator was trying to convey and why?</li> <li>• What strategies do you use before you read to help you with your reading? What are you getting better at in your reading? What was your personal goal for reading? What strategies would you find helpful for future reading?</li> </ul> |   |

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**FEATURES (READING AND VIEWING)**

*General Learning Expectation:* Students use structures, features, and conventions of texts, including form and genre, function of text, ‘text features’, literary elements, non-fiction elements, literary devices, and idiomatic expressions to derive meaning from texts.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>B11 explain how <b>structures</b> and <b>features</b> of <b>text</b> work to develop meaning, including</p> <ul style="list-style-type: none"> <li>– <b>form</b>, function, and <b>genre</b> of <b>text</b> (e.g., brochure about smoking to inform students; <b>genre</b> is persuasive)</li> <li>– ‘<b>text features</b>’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars)</li> <li>– <b>literary elements</b> (e.g., character, setting, problem, plot, climax, <b>conflict</b>, <b>theme</b>, conclusion)</li> <li>– non-fiction elements (e.g., <b>topic sentence</b>, development of ideas with supporting details, central idea)</li> <li>– <b>literary devices</b> (e.g., <b>imagery</b>, <b>sensory detail</b>, <b>simile</b>, <b>metaphor</b>)</li> <li>– <b>idiomatic expressions</b></li> </ul>                      | <ul style="list-style-type: none"> <li><input type="checkbox"/> relate their knowledge of <b>features</b> of the <b>text</b> to the functions of the <b>text</b> (e.g., knowing the <b>form</b> of a business letter gives a context for reading it; knowing that information <b>texts</b> do not need to be read sequentially can help in finding information efficiently)</li> <li><input type="checkbox"/> analyse newspaper articles to evaluate how ‘<b>text features</b>’ support understanding</li> <li><input type="checkbox"/> identify some <b>literary devices</b> including <b>imagery</b>, <b>sensory detail</b>, and figurative language</li> <li><input type="checkbox"/> identify <b>literary elements</b> (e.g., character, setting, problem, plot, climax, <b>conflict</b>, <b>theme</b>, conclusion)</li> <li><input type="checkbox"/> use vocabulary such as copyright, plagiarism, table of contents, headings, index, glossary, diagrams, sidebars, to talk about their function in relation to reading and viewing</li> <li><input type="checkbox"/> identify and understand some <b>idiomatic expressions</b> and understand their value</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Look at the ‘text features’ and describe an idea or fact you learned from reading the _____ (<i>sidebar, heading, copyright, date of publication, pull-quote</i>). How do these ‘text features’ help you as a reader?</li> <li>• What kind of information would you expect to find in this _____ (<i>TV ad, business letter</i>)?</li> <li>• Were you persuaded by this pamphlet? Why or why not?</li> <li>• How did the language in this poem create strong images? Which words were powerful?</li> <li>• If you were going to write this as a newspaper article instead of a journal entry, what changes would you make?</li> <li>• Scan the passage for an idiom. What does the idiom mean (e.g., Money doesn’t grow on trees)? Why was it used?</li> </ul> |   |

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## WRITING AND REPRESENTING

## PURPOSES (WRITING AND REPRESENTING)

*General Learning Expectation:* Students create a variety of meaningful personal texts, clear information texts, and imaginative texts showing evidence of experimentation.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>C1 write clear, focussed <b>personal writing</b> for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring</p> <ul style="list-style-type: none"> <li>– clearly developed <b>ideas</b> using effective supporting details and explanations</li> <li>– <b>sentence fluency</b> through a variety of sentence lengths and patterns, with some emerging fluidity</li> <li>– experimentation with <b>word choice</b> by using new, different, more precise and powerful words</li> <li>– an authentic <b>voice</b> demonstrating a developing writing <b>style</b></li> <li>– an <b>organization</b> that is meaningful, logical, and effective, and showcases a central idea or <b>theme</b></li> </ul> | <p><input type="checkbox"/> create a variety of <b>personal writing</b> (e.g., quick writes, reading responses, journal entries, story descriptions, memoirs, personal letters, and may include <b>impromptu writing</b>) that demonstrates the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– makes sense, and develops a clear main idea, well supported by related details</li> <li>– is sustained through several related paragraphs</li> <li>– may include visuals to enhance the main ideas, but they are not necessary for comprehension</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– begins to include a deliberate choice of word order within a sentence for effect</li> <li>– features sentences that start in a variety of ways</li> <li>– contains precise and powerful vocabulary (e.g., nouns, verbs)</li> <li>– contains generally smooth sentences; uses paragraphs</li> <li>– evidences a variety of sentence structures (e.g., <b>simple</b> and <b>compound</b>) resulting in different sentence lengths</li> <li>– demonstrates a developing writing style with an authentic <b>voice</b></li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– uses <b>genre</b> or <b>form</b> appropriate to purpose and audience</li> <li>– uses <b>text structures</b> appropriate to <b>form</b> or <b>genre</b></li> <li>– includes paragraphs used to enhance the clarity of ideas</li> <li>– may include a variety of connecting words to combine ideas and sentences, indicate comparisons, sequence, and describe cause and effect relationships</li> <li>– frequently includes strong <b>leads</b> and endings that are becoming more satisfying</li> <li>– features generally logical and effective sequencing</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p>C2 write a variety of clear <b>informational writing</b> for a range of purposes and audiences, featuring</p> <ul style="list-style-type: none"> <li>– clearly developed <b>ideas</b> by using clear, focussed, useful, and interesting details and explanations</li> <li>– <b>sentence fluency</b> through a variety of sentence lengths and patterns, with some emerging fluidity</li> <li>– <b>word choice</b> by using some new and precise words including content-specific vocabulary</li> <li>– a <b>voice</b> demonstrating an appreciation of, interest in, and knowledge of the topic</li> <li>– an <b>organization</b> that includes an introduction that states the purpose, with easy to follow and logically sequenced details, and an ending that makes sense</li> </ul> | <p>□ create a variety of <b>informational writing</b> (e.g., expository writing such as reports, procedures, various multimedia formats, and may include <b>impromptu writing</b>) that demonstrates the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– demonstrates a clear purpose</li> <li>– makes sense</li> <li>– features a narrowed, focussed, clear, and coherent topic</li> <li>– includes information that is accurate</li> <li>– shows understanding of the topic through personal experience and/or research</li> <li>– may express and justify a viewpoint</li> <li>– may anticipate and answer some of the reader’s questions</li> <li>– includes visuals and <b>text</b> working jointly to represent the topic</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– includes <b>simple</b> and <b>compound sentences</b> of varied lengths and structures</li> <li>– generally reads smoothly</li> <li>– demonstrates effective paragraphing</li> <li>– features sentence beginnings that are generally varied</li> <li>– contains clear language and effective use of content words</li> <li>– demonstrates interest or care in the topic</li> <li>– contains sentences that are well-constructed and sound increasingly less mechanical and routine</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– uses <b>genre</b> or <b>form</b> appropriate to purpose and audience</li> <li>– uses <b>text structures</b> appropriate to <b>form</b> or <b>genre</b></li> <li>– effectively uses a variety of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships</li> <li>– contains <b>‘text features’</b> (e.g., illustrations, heading, diagrams) that are clear, relevant to the written text, and helpful to the reader</li> <li>– includes a title that informs the reader</li> <li>– shows emerging use of interesting <b>leads</b> and endings</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>C3 write a variety of <b>imaginative writing</b> modelled from literature, featuring</p> <ul style="list-style-type: none"> <li>– well-developed <b>ideas</b> through the use of supporting details, especially interesting <b>sensory detail</b></li> <li>– <b>sentence fluency</b> through a variety of sentence lengths and patterns, with some emerging fluidity</li> <li>– effective <b>word choice</b> by experimenting with new, more powerful and varied words, especially descriptive words</li> <li>– a <b>voice</b> demonstrating some sense of individuality</li> <li>– an <b>organization</b> that develops smoothly with a logical sequence, beginning with an engaging opening through to a satisfying ending</li> </ul> | <p>□ create a variety of <b>imaginative writing</b> (e.g., expressive writing such as scripts, poems, short stories, passages, descriptive narratives, and may include <b>impromptu writing</b>) that demonstrates the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– makes sense and develops clear, focussed ideas that may be original</li> <li>– includes well-developed paragraphs with <b>sensory detail</b> that often create meaning for the reader; poetry uses <b>sensory detail</b> and follows pattern provided</li> <li>– narrows and focusses a topic</li> <li>– includes visuals and <b>text</b> that work jointly to develop the topic</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– begins to include a deliberate choice of word order within a sentence for effect</li> <li>– emulates elements of <b>style</b> from literature, visuals, or from a poetic form (e.g., haiku)</li> <li>– contains dialogue to personalize character and advance the plot</li> <li>– uses some <b>literary devices</b> (e.g., <b>similes, metaphors</b>)</li> <li>– features some sense of individuality</li> <li>– shows a sense of audience; attempts to engage the reader and create a reaction (e.g., humour or surprise)</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– uses <b>genre</b> or <b>form</b> appropriate to purpose and audience</li> <li>– uses <b>text structures</b> appropriate to <b>form</b> or <b>genre</b></li> <li>– develops a complete plot with characters, setting, problems, events, and resolutions</li> <li>– contains a variety of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships</li> <li>– usually follows a poetic <b>form</b> but stanzas may not have a logical division</li> <li>– contains a thoughtful and expressive title</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |

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| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p>C4 create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic, featuring</p> <ul style="list-style-type: none"> <li>– development of <b>ideas</b> through clear, focussed, and useful details</li> <li>– connections to personal feelings, experiences, opinions, and information</li> <li>– an expressive <b>voice</b></li> <li>– an <b>organization</b> in which key ideas are evident</li> </ul>   | <p>□ create a variety of multimedia <b>forms</b> (e.g., posters, graphs, diagrams, charts, film, web pages, plays, skits, tableaux, dramatizations) that demonstrate the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– conveys information and ideas for a specific purpose and audience</li> <li>– develops key ideas through details, images, and emotions</li> <li>– demonstrates imaginative connections to personal feelings, experience, and opinions, when appropriate</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– displays an evident and expressive individual perspective</li> <li>– moves the reader</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– features elements of <b>form</b> to enhance meaning</li> <li>– utilizes ‘<b>text features</b>’/design elements (e.g., titles, labels, headings, captions, symbols, icons, colour, space) clearly and effectively to enhance understanding</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Why did you decide to write this piece? What was your purpose?</li> <li>• Who have you written this piece for? What special details did you include for them?</li> <li>• How did you grab your reader’s attention? What type of lead did you use?</li> <li>• What is your concluding or ending sentence? Does it pull your ideas together in some way?</li> <li>• What is your opinion on the topic? Where is it included in your writing? Show me the supporting details for your opinion.</li> <li>• Why did you pick this form for your writing?</li> <li>• What is your favourite language in your poem? What makes it strong?</li> <li>• How did you select the images for your poster? What message do you want to convey?</li> </ul> |  |

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**STRATEGIES (WRITING AND REPRESENTING)**

**General Learning Expectation:** Students selectively use a variety of strategies to increase success at writing and representing, including prewriting (e.g., planning, and developing ideas), selecting a genre and form, accessing reference resources as needed, and making their work available to audiences for feedback, revising, editing, and sometimes publishing.

**Teaching Consideration:** Writing is a recursive, non-linear process. Although the strategies listed below are organized into the seemingly discrete stages of before, during, and after, in reality, these strategies may be used continuously throughout the writing process.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>C5 select and use <b>strategies</b> before writing and representing, including</p> <ul style="list-style-type: none"> <li>– setting a purpose</li> <li>– identifying an audience</li> <li>– selecting a <b>genre</b> and <b>form</b> from samples provided</li> <li>– developing class-generated criteria based on analysis of the <b>form</b> of writing or representing</li> <li>– generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> set a purpose and identify an audience for own writing and representing (e.g., to persuade, entertain, inform)</li> <li><input type="checkbox"/> examine appropriate examples of the <b>genre</b> and <b>form</b>, and analyse and identify their characteristics</li> <li><input type="checkbox"/> contribute to generating class criteria for writing or representing by examining <b>anonymous writing samples</b> or examples of literary or information <b>text</b> (e.g., great <b>leads</b>, interesting story sequence, using a variety of sentence types and length)</li> <li><input type="checkbox"/> generate and develop ideas in a variety of ways (e.g., outline, brainstorm, share conversations, recall, interview, use <b>graphic organizers</b>, sketch, create mental images, ask questions)</li> <li><input type="checkbox"/> categorize and organize ideas and information using simple headings and <b>graphic organizers</b> (e.g., mind maps, fishbone, storyboards)</li> </ul> |

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| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p>C6 select and use <b>strategies</b> during writing and representing to express and refine thoughts, including</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– examining models of literature</li> <li>– combining multiple sources of information</li> <li>– consulting reference material</li> <li>– considering and applying feedback from conferences to <b>revise ideas, organization, voice, word choice, and sentence fluency</b></li> <li>– ongoing <b>revising</b> and <b>editing</b></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> continue to expand ideas when writing or representing (e.g., add detail to outline, generate quick writes, examine <b>texts</b> for <b>style</b>, incorporate vocabulary from dictionaries or thesaurus, list additional ideas, ask for feedback from others)</li> <li><input type="checkbox"/> write for a sustained period in the <b>style</b> of the <b>genre</b></li> <li><input type="checkbox"/> use examples of <b>forms</b> of writing to assist in organization of the writing (e.g., <b>leads</b>, headlines from simple news articles)</li> <li><input type="checkbox"/> refer to and use class-generated criteria (e.g., “show rather than tell,” include interesting detail, use powerful language)</li> <li><input type="checkbox"/> enhance <b>word choice</b> (e.g., make lists of sensory words relating to the topic, select precise vocabulary from dictionaries or thesaurus, refer to and select from lists of connecting words)</li> <li><input type="checkbox"/> create variety in sentence structures and patterns to develop <b>sentence fluency</b> (e.g., sentences of different lengths)</li> <li><input type="checkbox"/> adjust writing to ensure that the <b>form</b> and tone are suitable for the intended audience (e.g., party invitation vs. a letter to a grandparent)</li> <li><input type="checkbox"/> use dictionaries or word processing tools while drafting (e.g., cut and paste, spelling and grammar check)</li> <li><input type="checkbox"/> begin to <b>revise</b> and <b>edit</b> as the writing is created</li> </ul> |
| <p>C7 select and use <b>strategies</b> after writing and representing to improve their work, including</p> <ul style="list-style-type: none"> <li>– checking their work against established criteria</li> <li>– reading aloud and listening for <b>fluency</b></li> <li>– <b>revising</b> to enhance writing traits (e.g., <b>ideas, sentence fluency, word choice, voice, organization</b>)</li> <li>– <b>editing</b> for <b>conventions</b> (e.g., grammar and usage, capitalization, punctuation, spelling)</li> </ul>                                 | <ul style="list-style-type: none"> <li><input type="checkbox"/> check writing against class criteria (e.g., some consistency with <b>form</b> of writing selected, <b>sensory detail</b>, variety of sentence types and lengths, precise language, legibility)</li> <li><input type="checkbox"/> after checking work against criteria, select areas for <b>revision</b>, and <b>revise</b> to enhance work</li> <li><input type="checkbox"/> accept and incorporate some <b>revision</b> suggestions from peers, teacher, and self (e.g., add some descriptive vocabulary, detail on poster)</li> <li><input type="checkbox"/> engage in <b>editing</b> a piece of writing independently or with a peer (e.g., by using a proofreading guide; by checking spelling with a dictionary; by using a thesaurus to enhance several nouns and verbs; by checking punctuation; by ensuring legibility if handwritten and formatting consistency if word processed; by checking that the <b>text</b> has appropriate visual features, table of contents, labels on diagrams)</li> <li><input type="checkbox"/> <b>publish</b> and share with the intended audience (e.g., class newsletter)</li> </ul>   |

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**Suggested Questions/Prompts to Scaffold Learning**

- Who are you writing this for? Why are you writing about this topic?
- How do you generate and develop your ideas/facts before you begin to write?
- Find a place in your writing that makes a picture in the reader’s head. What words or phrases create that picture?
- Tell me why you chose the images you did for your poster? Who are you addressing with your message?
- What did you choose to revise in your work? What changes did you make?
- Where does your voice come through?
- What is the strongest sentence in your piece? What makes it strong?

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**THINKING (WRITING AND REPRESENTING)**

*General Learning Expectation:* Students use writing and representing in various ways to respond to text, and express, extend, and analyse their thinking. They reflect on and assess their writing and representing against criteria, and set and pursue goals for improvement.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>C8 use writing and representing to express personal responses and relevant opinions in response to experiences and <b>texts</b></p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> respond to experiences and <b>texts</b> in writing or representing by expressing feelings or thoughts (e.g., about a <b>text</b> they have read or heard, a schoolyard incident, a play, a film, or a story)</li> <li><input type="checkbox"/> incorporate new vocabulary into their own writing (e.g., “writing like a scientist,” adopting a character)</li> <li><input type="checkbox"/> use various forms of response (e.g., written, visual, kinesthetic, electronic)</li> </ul>   |
| <p>C9 use writing and representing to extend thinking, by</p> <ul style="list-style-type: none"> <li>– developing explanations</li> <li>– expressing alternative viewpoints</li> <li>– creating new understandings</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> explain the logic of the sequence and conclusions in their own writing and representations</li> <li><input type="checkbox"/> after participating in structured activities, explain and give examples of how their understanding has been extended</li> <li><input type="checkbox"/> transpose information from one <b>form</b> into another (e.g., reorganize information from prose <b>form</b> into charts or organizers)</li> <li><input type="checkbox"/> clarify assumptions in their own writing and representing (e.g., identify things a reader or viewer needs to know in order to understand the point)</li> <li><input type="checkbox"/> evaluate the impact of their language choices (e.g., elicit humour, evoke sympathy, shock)</li> <li><input type="checkbox"/> express more than one viewpoint on a topic (e.g., the motivation of a character in a story)</li> </ul> |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p>C10 reflect on and assess their writing and representing, by</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– setting goals and creating a plan for improvement</li> <li>– taking steps toward achieving goals</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> describe the processes they used to create the <b>text</b> before, during, and after (e.g., prewriting, building criteria, drafting, <b>revising</b>, <b>editing</b>, and sometimes <b>publishing</b> and presenting)</li> <li><input type="checkbox"/> use criteria to identify strengths and make suggestions about their own or others' work (e.g., tell what is appealing about a piece of work, use a T-chart to relate specific evidence from their work to the pre-established criteria, use constructive language to give feedback)</li> <li><input type="checkbox"/> set and adjust personal goals for writing or representing (e.g., identify an important aspect to work on next with reference to one of the criteria)</li> <li><input type="checkbox"/> follow a simple plan to achieve one or two goals for improvement in future writing and representing</li> <li><input type="checkbox"/> demonstrate pride and satisfaction in their own writing and representing</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Why did you choose to present your information in this particular way?</li> <li>• In your journal you state your opinion as.... What supports and details have you included for your reader so they understand your opinion?</li> <li>• What things do you think your reader/viewer needs to know before reading/seeing your work? What still needs to be revised in your work to include those ideas/facts?</li> <li>• You have presented the same information in two ways (e.g., in chart and prose form). Which way of presenting had the most impact on your intended audience? Why?</li> <li>• What is one thing you would like to get better at in your writing and representing? What are some strategies you could use to do that?</li> </ul> |  |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

**FEATURES (WRITING AND REPRESENTING)**

**General Learning Expectation:** Students use the features and conventions of language (e.g., conventional spelling, grammar, and punctuation) in their writing and representing to enhance meaning and artistry.

**Teaching Consideration:** To increase students’ success at writing, grammar and usage need to be taught and experienced in the context of student writing and not as isolated grammatical exercises.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 4, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>C11 use the <b>features</b> and <b>conventions</b> of language to express meaning in their writing and representing, including</p> <ul style="list-style-type: none"> <li>– complete <b>simple</b> and <b>compound sentences</b></li> <li>– paragraphs to show the beginning of new ideas</li> <li>– correct noun-pronoun agreement</li> <li>– past, present, and future tenses</li> <li>– capitalization to designate organizations and to indicate beginning of quotations</li> <li>– commas after introductory words in sentences and when citing addresses</li> <li>– capitalization and punctuation (e.g., commas, apostrophes, begin to use quotation marks and commas in dialogue)</li> <li>– spelling multi-syllable words by applying <b>phonic knowledge</b> and skills and visual memory</li> </ul> <p><i>Suborganizer ‘Features’ PLO C11 continued next page</i></p> | <p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use <b>simple</b> and <b>compound</b> sentences</li> <li><input type="checkbox"/> create complete sentences with few run-ons</li> <li><input type="checkbox"/> distinguish between complete and incomplete sentences</li> <li><input type="checkbox"/> use paragraphs to show where a new idea begins</li> <li><input type="checkbox"/> use correct tenses</li> <li><input type="checkbox"/> ensure subjects and verbs agree</li> <li><input type="checkbox"/> use pronouns correctly (e.g., refers to the correct antecedent)</li> </ul> <p><b>Punctuation and Capitalization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use periods, questions marks, or exclamation marks at the end of sentences</li> <li><input type="checkbox"/> use commas, apostrophes, and increasingly use quotation marks</li> </ul> <p><b>Vocabulary and Spelling</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use conventional Canadian spelling for familiar and frequently used words, and apply <b>phonic knowledge</b> to spell multi-syllable words and unknown words</li> <li><input type="checkbox"/> use a dictionary to find the correct Canadian spelling of words when <b>editing</b></li> <li><input type="checkbox"/> use a thesaurus to select and <b>revise</b> work for more precise words</li> <li><input type="checkbox"/> use newly acquired vocabulary in writing to produce a variety of effects</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> produce legible handwriting using a style that demonstrates awareness of alignment, shape, and slant</li> <li><input type="checkbox"/> appropriately space written work</li> <li><input type="checkbox"/> ensure headings and titles are clear and helpful for readers</li> <li><input type="checkbox"/> use illustrations, charts, and diagrams to support the <b>text</b></li> <li><input type="checkbox"/> ensure formatting consistency if word processing</li> </ul> |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

| Prescribed Learning Outcomes  | Suggested Achievement Indicators |
|---|----------------------------------|
| <p><i>Suborganizer 'Features' PLO C11, continued</i></p> <ul style="list-style-type: none"> <li>– conventional Canadian spelling for familiar and frequently used words</li> <li>– spelling unfamiliar words by applying <b>strategies</b> (e.g., <b>phonic knowledge</b>, use of common spelling patterns, dictionaries, <b>word walls</b>, thesaurus)</li> <li>– legible writing that demonstrates awareness of alignment, shape, and slant</li> <li>– spacing words and sentences consistently on a line and page</li> </ul>   |                                  |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• What did you do to edit your work?</li> <li>• How could we make a particular sentence longer? ...shorter? Can you think of a way these two sentences could be combined?</li> <li>• Highlight three tired words in your writing. What words can you use to replace them? Where might you go to get some ideas for new words?</li> <li>• How could you use punctuation to show the dialogue in this sentence (<i>point to the sample</i>)?</li> <li>• Using our verbs, how can we show that this story takes place in the past?</li> <li>• Have you edited thoroughly for “no-excuses spelling words”?</li> </ul> |                                  |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*



# STUDENT ACHIEVEMENT

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*Grade 5*

The Key Elements section provides an overview of the important elements of the English Language Arts K to 7 document. It is divided into two parts:

- Overview
- Pedagogical Understandings for English Language Arts

### *Overview*

The Overview describes the Enduring Understandings for a cluster of grades. These Enduring Understandings are the “big ideas” of the curriculum document, broad statements underlying the “why” of English Language Arts. They are more than goals for a unit or grade; they are the rationale for engaging in English Language Arts, and are embedded in the knowledge, skills, and attitudes described in the Prescribed Learning Outcomes.

In addition, the Overview includes a Snapshot which is derived from the Prescribed Learning Outcomes for a particular grade. The Snapshot offers a brief description of what students who fully meet expectations should know and be able to do. The Snapshot does not replace the Prescribed Learning Outcomes, and as such, is not legally required, but is included to give teachers an overview of expectations at each grade level.

### *Pedagogical Understandings for English Language Arts*

Five interrelated components comprise the Pedagogical Understandings section. Foundational to the English Language Arts curriculum is the framework of the “Gradual Release of Responsibility,” whereby students gradually assume responsibility for independently demonstrating competency in a particular skill or process.

Secondly, a specific focus on metacognition is included in this section. Like the “Gradual Release of Responsibility,” metacognition is a concept that runs through the organizers and suborganizers of the English Language Arts document. Overt and explicit modelling, guiding, and supporting students in learning to “think about their thinking” is integral to English Language Arts K to 7.

Finally, this section contains specific information regarding the three organizers of this curriculum: oral language, reading and viewing, and writing and representing. Each of these components contains key research regarding oral language, reading, and writing, as well as an overview of skills, processes, contexts, and strategies appropriate to each grade. Students learn to speak, listen, read, and write through teacher modelling, demonstration, and practice in a variety of contexts, as well as by stepping back to identify what effective learners do to be successful and then applying that knowledge to their own learning.

# USING THE KEY ELEMENTS SECTION

## Overview

**Enduring Understandings**  
The overarching ideas of English Language Arts Grades 4 to 7

**Prescribed Learning Outcomes**  
See the Prescribed Learning Outcomes specific to each grade

**Snapshot**  
A summary of the Prescribed Learning Outcomes for a specific grade

STUDENT ACHIEVEMENT • Key Elements – Grade 5

**GRADE 5 OVERVIEW**

**Enduring Understandings for Grades 4 to 7**

- Meaning-making is a constructive and creative process.
- We learn about ourselves, others, and the world through speaking and listening, reading, and writing.
- Effective readers, writers, speakers, and listeners use a variety of strategies and skills to share, construct, clarify, and confirm meaning.
- We use talk, dialogue, and discussion to develop, synthesize, and clarify ideas.
- Oral, written, and visual communications have their own conventions. Awareness and use of these conventions make us better communicators.
- Playing and experimenting with language and creating original texts help us to appreciate the artistry of language.
- Successful learners reflect on their thinking and learning to find ways to improve.
- Good thinkers use interpretation, analysis, and evaluation to deepen thinking and enhance understanding.
- Critical thinkers consider points of view, examine bias, question the author's purpose, and take context into account.
- An understanding of literature is key to an understanding of oneself, one's community, and the world.

**What students should know and be able to do**  
Refer to the Prescribed Learning Outcomes: Oral Language

**What students should know and be able to do**  
Refer to the Prescribed Learning Outcomes: Reading and Viewing

**What students should know and be able to do**  
Refer to the Prescribed Learning Outcomes: Writing and Representing

**Snapshot**  
Summary derived from the Prescribed Learning Outcomes for Grade 5

- interact with others to share ideas and opinions, complete tasks, and resolve problems or concerns
- present ideas, information, and feelings orally in informal and formal situations
- listen to recall, summarize, and assess ideas and information
- build on a repertoire of strategies to construct and confirm meaning
- read and view a variety of grade-appropriate texts with comprehension and fluency
- select and read books for enjoyment and comprehension, and to improve fluency
- explain their reactions and responses to text and make connections that require some inference and insight, citing a text, as appropriate
- use the features, structures, and patterns of language to make meaning from what they hear, read, and view
- create personal writing with clearly developed ideas that communicates experiences, opinions and feelings
- communicate ideas and information through writing that is clear and focused
- create imaginative writing that conveys meaning, features interesting sensory detail, and experiments with language
- create meaningful visual representations that communicate personal responses, information, and ideas relevant to the topic
- write to extend thinking by developing explanations, expressing alternative opinions or perspectives, and exploring new ideas
- use some features and conventions of language to enhance meaning and artistry
- reflect on and assess their learning, and set goals for improvement

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## Pedagogical Understandings for English Language Arts

**Gradual Release of Responsibility**

**Metacognition**

**Oral Language**

**Reading and Viewing**

**Writing and Representing**

STUDENT ACHIEVEMENT • Key Elements – Grade 3

**PEDAGOGICAL UNDERSTANDINGS FOR GRADUAL RELEASE OF RESPONSIBILITY**

An apprenticeship approach to instruction applies to all language arts. The Gradual Release of Responsibility (Pearson & Gallagher, 1983) diagram shows teacher explicitly modeling a concept or strategy and, over time, application facilitated by metacognition and self-regulation.

**Gradual Release of Responsibility**

- Teacher Model
  - explains
  - demonstrates
  - thinks aloud
- Guided Practice
  - teacher and students
  - teacher scaffolds the students' attempts
  - students share their thinking
- Independent Practice
  - students apply strategy
  - students receive feedback from teacher
- Application of Strategy
  - students apply strategy

STUDENT ACHIEVEMENT • Key Elements – Grade 5

**PEDAGOGICAL UNDERSTANDINGS FOR METACOGNITION**

Metacognition is "thinking about thinking" which results in our learning processes. It involves the awareness and understanding of one's own learning processes. It involves the awareness and understanding of one's own learning processes. It involves the awareness and understanding of one's own learning processes.

**Criteria for a Good Thinker (Grades 4 to 7)**

- A good thinker
  - bases judgments on evidence
  - is honest with self
  - is not persuaded without reason
  - can tolerate and deal with ambiguity
  - asks questions
  - is open-minded and flexible
  - is intellectually independent
  - identifies assumptions and points of view
  - looks for both connections and inconsistencies
  - extends personal thinking by assimilating and synthesizing
  - is self-directed, self-disciplined, self-motivated

STUDENT ACHIEVEMENT • Key Elements – Grade 5

**PEDAGOGICAL UNDERSTANDINGS FOR ORAL LANGUAGE (SPEAKING)**

Students use oral language to comprehend, talk about, and language to interact and communicate with others in informal and formal situations.

**Oral Language Skills and Functions**

- explain their own viewpoint, citing and supporting their ideas, as appropriate
- ask and respond to questions to deepen thinking
- practise delivery of more formal presentations
- begin to identify bias and assumptions
- use prior knowledge to make relevant predictions

**Strategies for Oral Language**

Students in Grade 5 use the following strategies:

- Interacting** – access prior knowledge, make and share connections, use gestures, paraphrase to clarify meaning
- Expressing/Presenting** – set a purpose, access prior knowledge to share connections, ask questions, organize information coherently
- Listening** – access prior knowledge, make predictions, generate questions, recall, summarize, synthesize, and evaluate

STUDENT ACHIEVEMENT • Key Elements – Grade 5

**PEDAGOGICAL UNDERSTANDINGS FOR READING AND VIEWING**

In order for students to acquire the skills of reading a variety of texts, students must be able to read and understand a variety of classroom contexts. As they engage in reading, the competencies of the reading process and of shared learning.

**Reading and Viewing in Grades 4 to 7**

**Conferences**  
Students meet individually with the teacher for a variety of purposes: to read, for individual reading assessment; to demonstrate fluency and comprehension; to discuss their reading strategies, responses, goals, self-assessment; and to develop an understanding of their progress.

**Guided Reading**  
With the guidance of a teacher, students work individually or in small groups to learn and practice reading skills and strategies.

**Strategies for Reading and Viewing**

Students in Grade 5 use the following strategies:

- Before** – set a purpose, access prior knowledge to set questions, preview texts
- During** – make predictions, visualize, ask and answer questions, use "text features", self-monitor and self-selectively determine the importance of ideas and synthesize
- After** – self-monitor and self-correct, generate and re-draw conclusions, reflect and respond, visualize, use graphic organizers to record information, summarize

STUDENT ACHIEVEMENT • Key Elements – Grade 5

**PEDAGOGICAL UNDERSTANDINGS FOR WRITING AND REPRESENTING**

Teachers model, coach, and support students in learning to write in a variety of groupings (whole class, small groups, pairs, individually). Using models such as the Gradual Release of Responsibility, students practice, with increasing independence, the skills and processes of writing, applying strategies during the process to increase success at writing. Although the diagram below is organized into discrete stages, in reality, strategies may be used continuously throughout the writing process.

**Writing in Grades 4 to 7**

- Prewriting**
  - Students prepare for writing by engaging in discussions, interacting with others, and participating in activities such as brainstorming and partners to gather information before writing.
  - Students identify topic, purpose, and audience.
  - Students participate in developing class-generated criteria.
  - Students gather necessary data and information (e.g., using text or internet, accessing prior experiences, using genre models, interviewing others, using letters requesting information).
  - Students use various organizers to sort and manage the quantity of material they collect (e.g., frames, outlines, clusters, concept maps).
- Drafting**
  - Students work with ideas, thoughts and information to draft and advance preliminary drafts (e.g., check back to planning, reread and revise) to enhance clarity.
  - Students refer to class-generated criteria.
  - Students examine models of finished work.
  - Students combine multiple sources of information and consult reference materials.
  - Students consider and apply feedback from conferences to revise writing tasks.
  - Students engage in ongoing editing.
- Revising**
  - Students share their work and check against class-generated criteria.
  - Students consider and apply feedback and revise drafts to enhance clarity.
  - Students self-assess using class-generated criteria and reflect on their success.
- Editing**
  - Students edit for spelling and punctuation.
  - Students edit for grammar and usage, and they use a self-editing checklist.
- Publishing and Presenting**
  - Students publish and present their texts for real audiences and learn from example.
  - Students come to see themselves as writers.
  - Students create portfolios, newsletters, poems, memoirs, web pages, diaries, essays, informational reports, stories.

**Strategies for Writing and Representing**

Students in Grade 5 use the following strategies:

- Before** – set a purpose, identify an audience, genre and form, analyse examples of successful writing and representing to identify key criteria, develop class-generated criteria, generate, select, develop and organize ideas from personal interest, prompts, models of good literature and graphics
- During** – refer to class-generated criteria, analyse models of literature, access multiple sources of information, consult reference materials, consider and apply feedback, revise and edit
- After** – check their work against established criteria, revise to enhance writing traits, edit for conventions

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ENGLISH LANGUAGE ARTS K TO 7 • 303

## GRADE 5 OVERVIEW

### Enduring Understandings for Grades 4 to 7

- Meaning-making is a constructive and creative process.
- We learn about ourselves, others, and the world through speaking and listening, reading, and writing.
- Effective readers, writers, speakers, and listeners use a variety of strategies and skills to share, construct, clarify, and confirm meaning.
- We use talk, dialogue, and discussion to develop, synthesize, and clarify ideas.
- Oral, written, and visual communications have their own conventions. Awareness and use of these conventions make us better communicators.
- Playing and experimenting with language and creating original texts help us to appreciate the artistry of language.
- Successful learners reflect on their thinking and learning to find ways to improve.
- Good thinkers use interpretation, analysis, and evaluation to deepen thinking and enhance understanding.
- Critical thinkers consider points of view, examine bias, question the author’s purpose, and take context into account.
- An understanding of literature is key to an understanding of oneself, one’s community, and the world.

*What students should know and be able to do*

Refer to the Prescribed Learning Outcomes:  
Oral Language

*What students should know and be able to do*

Refer to the Prescribed Learning Outcomes:  
Reading and Viewing

*What students should know and be able to do*

Refer to the Prescribed Learning Outcomes:  
Writing and Representing



### Snapshot

*Summary derived from the Prescribed Learning Outcomes for Grade 5*

- interact with others to share ideas and opinions, complete tasks, and resolve problems or concerns
- present ideas, information, and feelings orally in informal and formal situations
- listen to recall, summarize, and assess ideas and information
- build on a repertoire of strategies to construct and confirm meaning
- read and view a variety of grade-appropriate texts with comprehension and fluency
- select and read books for enjoyment and comprehension, and to improve fluency
- explain their reactions and responses to text and make connections that require some inference and insight, citing a text, as appropriate
- use the features, structures, and patterns of language to make meaning from what they hear, read, and view
- create personal writing with clearly developed ideas that communicates experiences, opinions and feelings
- communicate ideas and information through writing that is clear and focussed
- create imaginative writing that conveys meaning, features interesting sensory detail, and experiments with language
- create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic
- write to extend thinking by developing explanations, expressing alternative opinions or perspectives, and exploring new ideas
- use some features and conventions of language to enhance meaning and artistry
- reflect on and assess their learning, and set goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: GRADUAL RELEASE OF RESPONSIBILITY

An apprenticeship approach to instruction applies to all language arts teaching. The Gradual Release of Responsibility (Pearson & Gallagher, 1983) diagram shown below outlines the process by which the teacher explicitly models a concept or strategy and, over time, apprentices the students into personalized application facilitated by metacognition and self-regulation.

### Gradual Release of Responsibility

#### Teacher Modelling

- explains
- demonstrates
- thinks aloud



#### Guided Practice

- teacher and students practise
- teacher scaffolds the students' attempts and gives feedback
- students share their thinking with each other



#### Independent Practice

- students apply strategy on their own
- students receive feedback from teacher and other students



#### Application of Strategy

- students apply strategy to new situations

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: METACOGNITION

Metacognition is “thinking about thinking” which results in students’ individual understanding of their own learning processes. It involves the awareness and understanding of how one thinks and uses strategies as an effective learner. In English Language Arts K to 7, metacognitive strategies weave throughout the organizers and suborganizers of the curriculum document. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Metacognition involves:

- connecting new information to former knowledge
- analysing and reflecting on tasks
- selecting thinking strategies deliberately
- planning, monitoring, and evaluating thinking processes
- monitoring own learning
- making adjustments and revising the learning
- reflecting on one’s own thinking or others’ thinking
- reflecting on and evaluating the effects of a thinking strategy, or learning process, on learning
- setting new goals for learning

The internal language used by students when reflecting on their learning helps shape their expectations of themselves as learners. The criteria below could be used to describe a good thinker. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

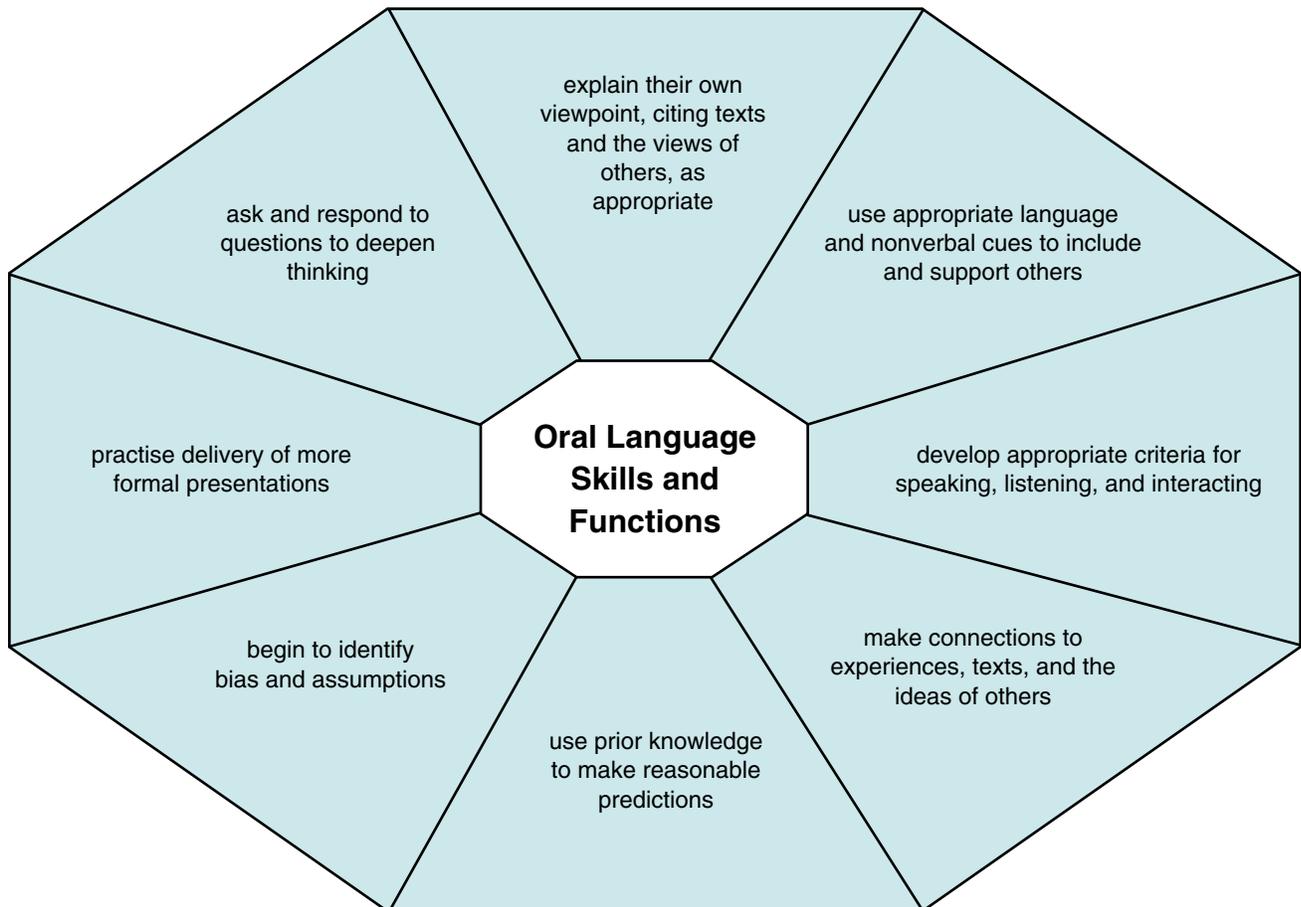
### Criteria for a Good Thinker (Grades 4 to 7)

#### **A good thinker**

- bases judgments on evidence
- is honest with self
- is not persuaded without reason
- can tolerate and deal with ambiguity
- asks questions
- is open-minded and flexible
- is intellectually independent
- identifies assumptions and points of view that shape thinking
- looks for both connections and inconsistencies among ideas
- extends personal thinking by assimilating new ideas and information
- is self-directed, self-disciplined, self-monitoring, and self-correcting

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE (SPEAKING AND LISTENING)

Students use oral language to comprehend, talk about, and think about ideas and information. They use oral language to interact and communicate with others in informal and formal groupings for various purposes.



### Strategies for Oral Language

Students in Grade 5 use the following strategies:

- **Interacting** – access prior knowledge, make and share connections, ask questions, take turns as speaker and listener, paraphrase to clarify meaning
- **Expressing/Presenting** – set a purpose, access prior knowledge, generate ideas, make and share connections, ask questions, organize information, practise delivery, self-monitor and self-correct
- **Listening** – access prior knowledge, make predictions, focus on speaker, listen for specifics, generate questions, recall, summarize, synthesize, draw inferences and conclusions

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE, CONTINUED

The criteria below could be used to describe a good speaker and listener at the intermediate grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

### Criteria for a Good Speaker and Listener (Grades 4 to 7)

#### A good speaker and listener

- speaks and listens for a variety of purposes
- maintains concentration during listening and speaking
- receives, interprets and responds to messages
- communicates ideas and information clearly, articulately, and in an organized manner
- organizes ideas and information so that the audience can understand and remember
- uses vocabulary and presentation style that are appropriate for the audience
- uses tone, pace, volume, grammar, syntax, and conversational conventions that are appropriate for the situation
- sustains extended conversations by encouraging the speaker and contributing ideas
- is attentive, respectful and open to cultural, gender, and individual differences in conversation (i.e., listens with “eyes,” “ears,” and “heart”)
- uses language effectively to clarify, persuade, and inspire
- monitors presentation and is sensitive to audience response
- uses a variety of strategies to overcome difficulties in communication (e.g., a noisy environment, distractions, interruptive questions from audience)
- self-evaluates and sets goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE, CONTINUED

### Research Findings Related to Oral Language

Oral language development and its relationship to later reading achievement is central to literacy. Children's oral language development is considered to be a key foundation for successful literacy. (Chaney & Burk, 1998; Primary Program 2000; McCormick, 1999; Strickland, Ganske, & Monroe, 2002)

Research has clearly established the importance of developing oral fluency to later successes in acquiring print. Oral language acts as an underlying foundation to achievement in reading. (Snow, Burns, & Griffin, 1998)

The basis of the relationship between early spoken language and later reading development is generally thought to be causal in nature, such that spoken language skills are fundamental precursors to later successful reading. (Tomblin, 2005, p. 3)

Reading is a language-based activity. Beginning readers use the language they have gained through speaking and listening to help them understand the printed word. (Psutka, 2003)

Early education is the time in which young children develop skills, knowledge and interest in the code-based and meaning aspects of (written and) spoken language. (Justice, 2005, p. 1)

We learn to talk by talking. We learn to listen by listening. The more we talk and listen to others talking, the better our ability to manipulate language, the better our ability to think and therefore to read and write, for both of these are thinking activities. (Moore, 1991, p. 15)

Talk is not only a medium for thinking, it is also an important means by which we learn how to think. From a Vygotskian perspective thinking is an internal dialogue, an internalization of dialogues we've had with others. Our ability to think depends upon the many previous dialogues we have taken part in – we learn to think by participating in dialogues. (Dudley-Marling & Searle, 1991, p. 60)

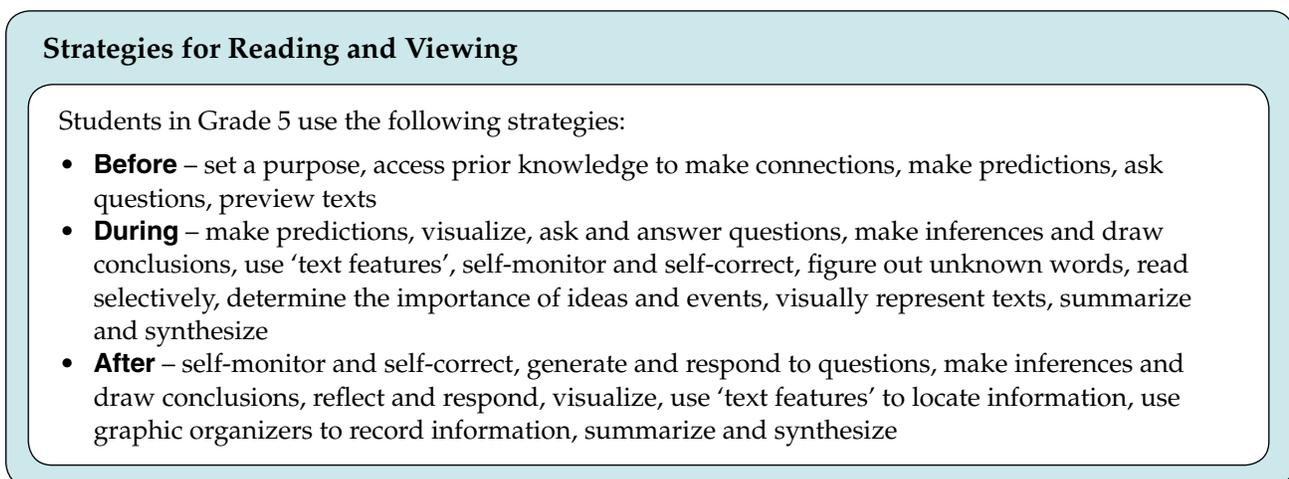
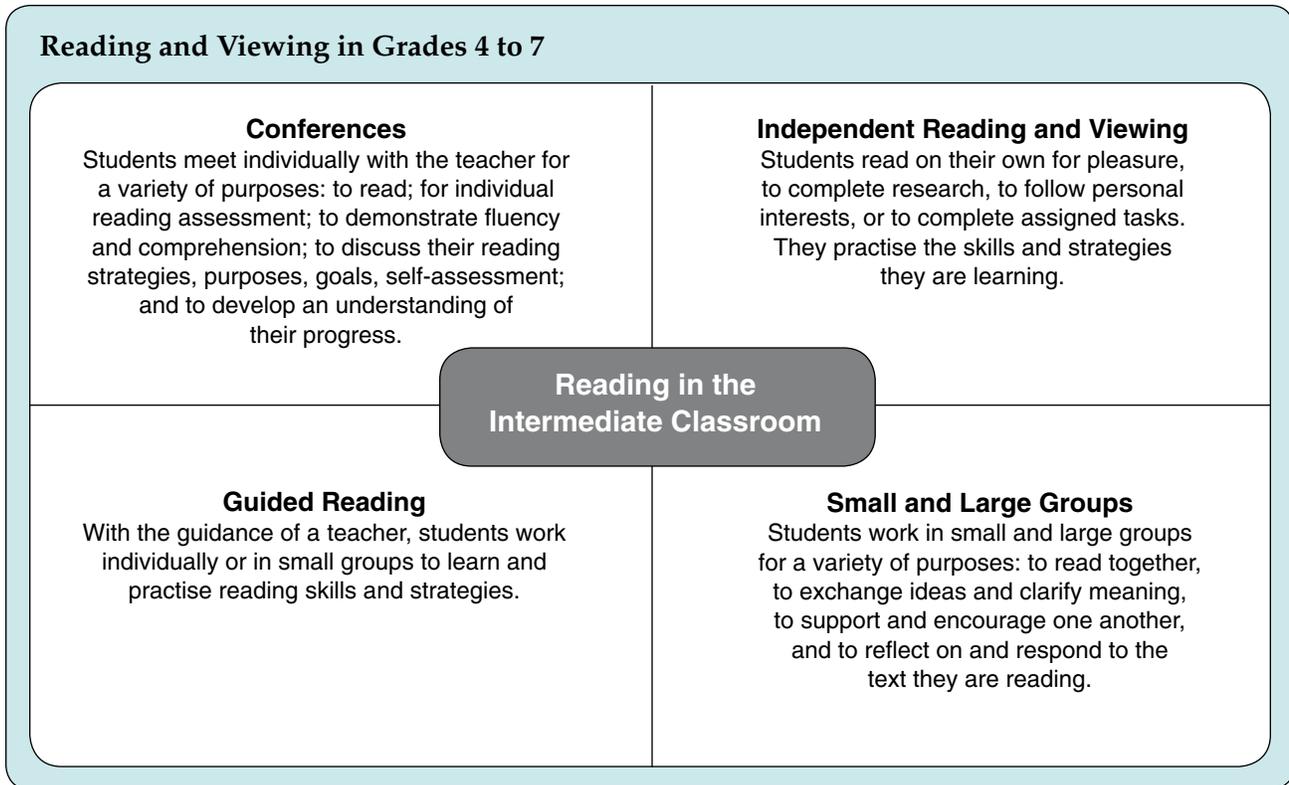
Talk...provides a bridge between literature and the social world of readers. Through classroom conversations, we enable students to develop social and literary awareness; our shared talk creates a comfortable place within which to explore and negotiate our interpretations of literary texts and the world in which we live. (Hynds, 1988, p. 177)

As language arts teachers, one of the most important things we can do for our students is to give them the belief that they can use language to influence the world around them....If students develop that belief, they will attempt to use language to attain goals more readily, they will be less reluctant to participate in classroom activities, and they will improve their behaviour in other aspects of their education and in aspects of their social life. (Backlund, 1988, p. 228)

The primacy of the spoken word in human intercourse cannot be too strongly emphasized. Important though the written word is, most communication takes place in speech; and those who do not listen with attention and cannot speak with clarity, articulateness and confidence are at a disadvantage in almost every aspect of their personal, social and working lives. (Jones, 1988, p. 26)

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING

In order for students to acquire the skills of reading a variety of texts, teachers must model, coach, and support reading in the classroom. Students learn and apply strategies successful readers use by reading in a variety of classroom contexts. As they engage in reading, they explore and learn the skills, strategies, and competencies of the reading process and of shared learning in a group setting.



## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING, CONTINUED

The criteria below could be used to describe a good reader and viewer at the intermediate grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

### Criteria for a Good Reader and Viewer (Grades 4 to 7)

#### A good reader and viewer

- accesses prior knowledge
- asks questions
- makes predictions
- integrates three cueing systems and cross-checks for meaning
- self-monitors and recognizes when text is not making sense
- uses strategies to overcome problems during reading and viewing
- makes connections before, during, and after reading and viewing
- uses mental images to deepen and extend meaning
- distinguishes the main ideas and their supporting details
- interprets both literal and inferential meaning
- synthesizes and extends meaning
- evaluates the text or visual material and considers its relevance to broader questions and issues
- self-evaluates and sets goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING, CONTINUED

### Research Findings Related to Reading

#### “The Six Ts of Effective Elementary Literacy Instruction” from Richard Allington

1. **Time.** Effective teachers have students do more guided reading, more independent reading, and more reading in social studies and science. In many exemplary classrooms, children are reading and writing for half the day.
2. **Texts.** Students have books they can actually read with a high level of accuracy, fluency, and comprehension. All students, then, rarely have the same book. Students engage in enormous quantities of successful reading and become independent, good readers. Motivation for reading is dramatically influenced by reading success.
3. **Teaching.** Effective teachers don't simply “assign and assess”; they are involved in active instruction. Explicit demonstrations of cognitive strategies are modelled; instruction is offered in a balance of side-by-side lessons, small group lessons, and whole group lessons. But whole group lessons are brief and focused.
4. **Talk.** There's more of it, and it's more conversational than interrogational. Discussion is purposeful and personalized, not scripted or packaged. Thoughtful classroom talk focuses on making children's thinking visible and building understanding.
5. **Tasks.** Leaving behind low-level worksheet tasks, effective teachers demonstrate greater use of longer assignments, tasks that integrate several content areas and substantive work with more complexity. Exemplary teachers provide students similar but different tasks.
6. **Testing Students.** Student work is evaluated based on effort and improvement. Rubrics shift responsibility for improvement to the students, so “luck” doesn't play a part. Most effective teachers use almost no test-preparation materials, feeling that good instruction is what makes the difference.

from R.L. Allington (June 2002). *Phi Delta Kappan*.

#### Core Understandings from Reading Research

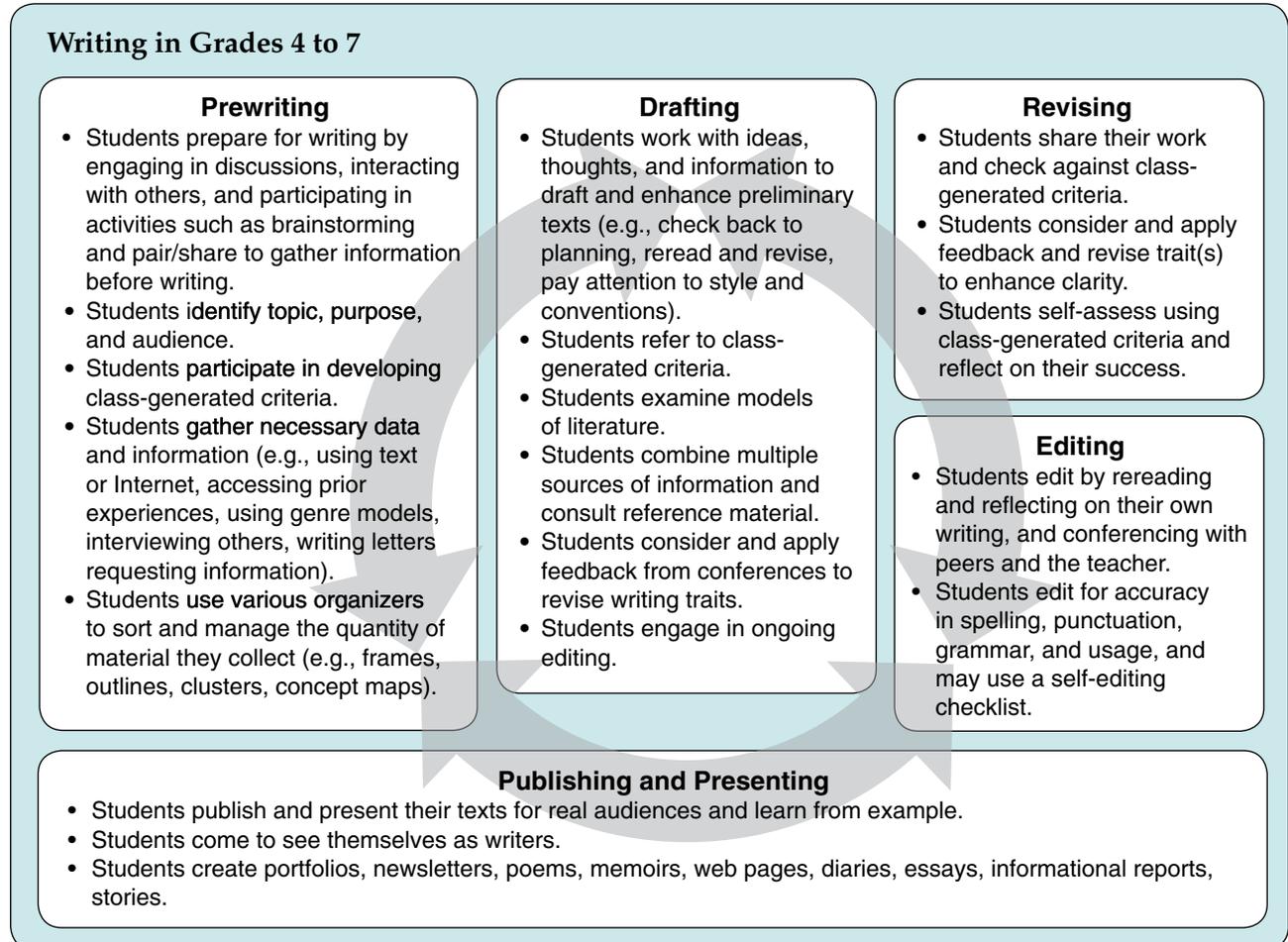
Through the analysis of current research the following 13 fundamental, or core, understandings relating to reading were identified:

1. Reading is a construction of meaning from text. It is an active, cognitive, and affective process.
2. Background knowledge and prior experience are critical to the reading process.
3. Social interaction is essential at all stages of reading development.
4. Reading and writing are reciprocal processes; development of one enhances the other.
5. Reading involves complex thinking.
6. Environments rich in literacy experiences, resources, and models facilitate reading development.
7. Engagement in the reading task is key in successfully learning to read and developing as a reader.
8. Children's understandings of print are not the same as adults' understandings.
9. Children develop phonemic awareness and knowledge of phonics through a variety of literacy opportunities, models, and demonstrations.
10. Readers learn productive strategies in the context of real reading.
11. Students learn best when teachers employ a variety of strategies to model and demonstrate reading knowledge, strategy, and skills.
12. Students need many opportunities to read, read, read.
13. Monitoring the development of reading processes is vital to student success.

Braunger, J., & Lewis, J.P. (2006). *Building a Knowledge Base in Reading* (2nd ed.). Copyright 2006 by the International Reading Association. Used with permission.

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING

Teachers model, coach, and support students in learning to write in a variety of groupings (whole class, small groups, pair, individually). Using models such as the Gradual Release of Responsibility, students practise, with increasing independence, the skills and processes of writing, applying strategies during the process to increase success at writing. Although the diagram below is organized into discrete stages, in reality, strategies may be used continuously throughout the writing process.



### Strategies for Writing and Representing

Students in Grade 5 use the following strategies:

- **Before** – set a purpose, identify an audience, genre and form; analyse examples of successful writing and representing to identify key criteria; develop class-generated criteria; generate, select, develop and organize ideas from personal interest, prompts, models of good literature and graphics
- **During** – refer to class-generated criteria, analyse models of literature, access multiple sources of information, consult reference materials, consider and apply feedback, revise and edit
- **After** – check their work against established criteria, revise to enhance writing traits, edit for conventions

**PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS:  
WRITING AND REPRESENTING, CONTINUED**

The criteria below could be used to describe a good writer and representer at the intermediate grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

**Criteria for a Good Writer and Representer (Grades 4 to 7)****A good writer and representer**

- generates ideas
- organizes information
- identifies a purpose
- defines an audience and considers its characteristics
- develops a “voice” and style suitable to the purpose, content, and audience
- controls word choice and sentence construction
- conveys meaning clearly
- demonstrates fluency and coherence in flow of ideas
- recognizes the value of feedback
- revises and rewrites
- adheres to conventions
- finds satisfaction in writing
- self-evaluates and sets goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING, CONTINUED

### Research Findings Related to Writing

#### “12 Writing Essentials for All Grades” from Regie Routman

Teach these essentials well in connection with any purposeful writing, and, with guidance, students will be able to use them in whatever form of writing they do:

1. **Write for a specific reader and a meaningful purpose.** Write with a particular audience in mind (this may be the author herself or himself) and define the writing task.
2. **Determine an appropriate topic.** Plan the writing, do the necessary research, narrow the focus, decide what’s most important to include.
3. **Present ideas clearly, with a logical, well-organized flow.** Structure the writing in an easy-to-follow style and format using words, sentences, and paragraphs; put like information together; stay on the topic; know when and what to add or delete; incorporate transitions.
4. **Elaborate on ideas.** Include details and facts appropriate to stated main ideas; explain key concepts; support judgments; create descriptions that evoke mood, time, and place; and develop characters.
5. **Embrace language.** “Fool with words” – experiment with nouns, verbs, adjectives, literary language, sensory details, dialogue, rhythm, sentence length, paragraphs – to craft specific, lively writing for the reader.
6. **Create engaging leads.** Attract the reader’s interest right from the start.
7. **Compose satisfying endings.** Develop original endings that bring a sense of closure.
8. **Craft authentic voice.** Write in a style that illuminates the writer’s personality – this may include dialogue, humour, point of view, a unique form.
9. **Reread, rethink, and revise while composing.** Access, analyse, reflect, evaluate, plan, redraft, and edit as one goes – all part of the recursive, non-linear nature of writing.
10. **Apply correct conventions and form.** Produce legible letters and words; employ editing and proofreading skills; use accurate spelling, punctuation, capitalization, and grammar; adhere to the formal rules of the genre.
11. **Read widely and deeply – and with a writer’s perspective.** Read avidly; notice what authors – and illustrators, do; develop an awareness of the characteristics of various genres (fiction, poetry, persuasive pieces) and how those genres work, and apply that knowledge and craft to one’s own writing.
12. **Take responsibility for producing effective writing.** Consider relevant responses and suggestions and willingly revise; sustain writing effort; monitor and evaluate one’s own work and set goals; publish, when possible and appropriate, in a suitable and pleasing presentation style and format; do whatever is necessary to ensure the text is meaningful and clear to the reader as well as accurate, legible, and engaging.

These writing essentials are applicable from Kindergarten through high school and beyond.

The factors that change are:

- The amount of excellent support the student needs (demonstrations and explicit teaching).
- The complexity of texts the student composes.
- The variety of forms or genres the author attempts.
- The learner’s level of independence.

Adapted from Routman, R. (2005). *Writing Essentials: Raising Expectations and Results While Simplifying Teaching* (pp.13-14). Portsmouth, NH: Heinemann.



**QUICK NAVIGATION TIPS**

- Prescribed Learning Outcomes are mandated by the *School Act*; they are legally required, not optional.
- The Prescribed Learning Outcomes are numbered for ease of use and do not indicate a linear delivery.
- General Learning Expectations are summaries of the Prescribed Learning Outcomes in the relevant organizer (they are not legally required).
- Achievement Indicators are a comprehensive range of indicators of what the learning might look like for each learning outcome. They may also be used as assessment criteria. They are suggested, and teachers may substitute, adapt, or add to these indicators.
- Bolded terms in the Prescribed Learning Outcomes and Suggested Achievement Indicators are defined in the Glossary section.
- See the Considerations for Program Delivery section and Key Elements for essential understandings underlying the curriculum.

**ORAL LANGUAGE (SPEAKING AND LISTENING)**

**PURPOSES (ORAL LANGUAGE)**

*General Learning Expectation:* Students use oral language to interact with others for a wide range of purposes, to present ideas and information formally and informally, and to demonstrate increased capacity to comprehend and respond critically.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 5, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> <li>– contributing to a class goal</li> <li>– sharing and explaining ideas, viewpoints, and opinions (e.g., debating)</li> <li>– improving and deepening comprehension</li> <li>– solving problems</li> <li>– completing tasks</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> share ideas relevant to class activities and discussions (e.g., in pairs or small groups, brainstorming, <b>literature circles</b>, book clubs)</li> <li><input type="checkbox"/> listen to classmates and others without interrupting</li> <li><input type="checkbox"/> speak and listen to respond to others’ needs, feelings, and reactions, taking into account verbal and nonverbal cues (e.g., tone, inflection, body language, facial expression)</li> <li><input type="checkbox"/> speak respectfully and use appropriate language and tone when disagreeing</li> <li><input type="checkbox"/> share differing viewpoints and perspectives; learn how to “agree to disagree”</li> <li><input type="checkbox"/> speak and listen in partner, small-group, and whole class discussion to accomplish a task (e.g., discuss the main idea of a <b>text</b>, decide on a class project, plan a field trip, solve a problem)</li> <li><input type="checkbox"/> ask for assistance when needed, and provide support for others</li> <li><input type="checkbox"/> sustain conversations with classmates and adults</li> </ul> |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p>A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by</p> <ul style="list-style-type: none"> <li>– staying on topic in a focussed discussion</li> <li>– recounting experiences in a logical order</li> <li>– using an effective introduction and conclusion</li> <li>– using effective details, evidence, or examples to enhance meaning</li> <li>– explaining and supporting a viewpoint</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify purpose (e.g., to share experiences, read aloud, offer ideas) and audience (e.g., classmates, guest speaker/author) for speaking and presenting</li> <li><input type="checkbox"/> present/discuss in their own words information that is generally accurate and relevant, states a clear topic, follows an organizational <b>structure</b>, includes specific detail, and provides a conclusion</li> <li><input type="checkbox"/> clarify and support their viewpoints, and give reasons citing a <b>text</b>, if appropriate</li> <li><input type="checkbox"/> contribute relevant responses to class/group discussions</li> <li><input type="checkbox"/> use vocabulary appropriate to topic and audience (e.g., content-specific words such as “immigration”)</li> <li><input type="checkbox"/> use tone, volume, pacing, phrasing, and gestures to engage audience and enhance meaning</li> <li><input type="checkbox"/> use speaking to explore their own opinions and ideas in response to <b>texts</b> (e.g., “Once the poem was read aloud, I really noticed...,” “I agree with the author that...”)</li> </ul>   |
| <p>A3 listen purposefully to understand ideas and information, by</p> <ul style="list-style-type: none"> <li>– summarizing and synthesizing main ideas and supporting details</li> <li>– generating questions</li> <li>– visualizing and sharing</li> <li>– making inferences and drawing conclusions</li> <li>– interpreting the speaker’s verbal and nonverbal messages</li> <li>– ignoring distractions</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify and state a purpose for listening</li> <li><input type="checkbox"/> summarize and synthesize the facts presented, and differentiate between main ideas and supporting details</li> <li><input type="checkbox"/> follow multi-step oral instructions and demonstrations (e.g., creating a collage, creating a dramatic tableau, completing a science experiment)</li> <li><input type="checkbox"/> restate the viewpoints expressed by others, and identify details that were provided to support that viewpoint</li> <li><input type="checkbox"/> demonstrate attentive listening in nonverbal ways (e.g., take notes, sketch key ideas, nod to show agreement, show responsive facial expressions)</li> <li><input type="checkbox"/> attend without distracting or interrupting (e.g., raise hand to ask questions or make comments, wait turn to speak), responding appropriately to both verbal and nonverbal cues</li> <li><input type="checkbox"/> include some relevant details when answering questions or contributing to a shared summary</li> <li><input type="checkbox"/> ask questions, independently or with classmates, to explore a topic further</li> </ul> |

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**Suggested Questions/Prompts to Scaffold Learning**

- When you are sharing opinions and connections in your literature circles, how can your group sustain a conversation on a topic?
- What was the purpose of your presentation? Who is the audience for your presentation (e.g., adults, peers, buddy class, whole school)? What do you need to consider when preparing a presentation for that group?
- Think about our discussion about \_\_\_\_\_ (*a class focus*). What were some of the ideas and opinions you heard that were the same as yours? What ideas and opinions did you hear that were different?
- How do you show other students that you want to listen to them and support them when they are expressing or presenting an idea? What clues do you get that tell you how someone is feeling? What can you do to help someone who is having a difficult time expressing himself or herself?

**STRATEGIES (ORAL LANGUAGE)**

*General Learning Expectation:* Students purposefully apply a variety of strategies to increase success at interacting, speaking, and listening, including preparing and delivering short formal and informal oral presentations (e.g., plan with audience and purpose in mind).

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 5, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>A4 select and use <b>strategies</b> when interacting with others, including</p> <ul style="list-style-type: none"> <li>– accessing prior knowledge</li> <li>– making and sharing connections</li> <li>– asking questions for clarification and understanding</li> <li>– taking turns as speaker and listener</li> <li>– paraphrasing to clarify meaning</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> refer to relevant <b>texts</b> they have read or heard, or contribute relevant experiences to the topic or task</li> <li><input type="checkbox"/> connect and relate prior experiences, insights, and ideas to those of a speaker</li> <li><input type="checkbox"/> make connections to personal and shared ideas and experiences by talking in pairs or small groups</li> <li><input type="checkbox"/> follow classroom guidelines for interacting (e.g., respectful listening, accepting differing opinions)</li> <li><input type="checkbox"/> ask thoughtful questions and respond to questions with appropriate elaboration</li> <li><input type="checkbox"/> balance role of self as speaker and listener and follow the rules of conversation</li> <li><input type="checkbox"/> explain and show understanding of other viewpoints</li> </ul>   |
| <p>A5 select and use <b>strategies</b> when expressing and presenting ideas, information, and feelings, including</p> <ul style="list-style-type: none"> <li>– setting a purpose</li> <li>– accessing prior knowledge</li> <li>– generating ideas</li> <li>– making and sharing connections</li> <li>– asking questions to clarify and confirm meaning</li> <li>– organizing information</li> <li>– practising delivery</li> <li>– self-monitoring and self-correcting in response to feedback</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify topic, audience, and purpose for their oral presentations</li> <li><input type="checkbox"/> discuss what they already know about the topic and what the audience needs to know</li> <li><input type="checkbox"/> ask and/or answer questions to focus the topic, clarify understanding, or identify the need for further information</li> <li><input type="checkbox"/> organize information chronologically or around major points of information (e.g., use <b>graphic organizers</b>, generate research questions, collect and incorporate information from more than one source)</li> <li><input type="checkbox"/> practise delivery of formal presentations</li> <li><input type="checkbox"/> monitor volume, tone, intonation, pace, expression, and gesture depending on the situation (e.g., when delivering an announcement at a school assembly vs. speaking to peers)</li> <li><input type="checkbox"/> use appropriate <b>strategies</b> for making connections with the audience (e.g., position themselves so others can see and hear, use body language such as smiling or making eye contact)</li> <li><input type="checkbox"/> adjust presentation in response to feedback (e.g., self-correct errors of pronunciation; answer questions and clarify ideas when others do not understand)</li> </ul> |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>A6 select and use <b>strategies</b> when listening to make and clarify meaning, including</p> <ul style="list-style-type: none"> <li>– accessing prior knowledge</li> <li>– making predictions about content before listening</li> <li>– focussing on the speaker</li> <li>– listening for specifics</li> <li>– generating questions</li> <li>– recalling, summarizing, and synthesizing</li> <li>– drawing inferences and conclusions</li> <li>– distinguishing between fact and opinion</li> <li>– visualizing</li> <li>– monitoring comprehension</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> use prior knowledge and understanding (e.g., of the topic, of <b>genre</b>) to make reasonable predictions</li> <li><input type="checkbox"/> contribute to an advance list of questions about a topic or story</li> <li><input type="checkbox"/> focus on a particular aspect of a presentation (e.g., descriptive language, evidence of bias, new vocabulary)</li> <li><input type="checkbox"/> ask questions to clarify (e.g., recognize when information is not making sense) or to seek information not already discussed</li> <li><input type="checkbox"/> identify and summarize main ideas and supporting details</li> <li><input type="checkbox"/> identify the tone, <b>mood</b>, and emotion conveyed in the oral communication</li> <li><input type="checkbox"/> interpret a speaker’s purposes, perspectives, and verbal and nonverbal messages</li> <li><input type="checkbox"/> begin to recognize emotional and logical arguments</li> <li><input type="checkbox"/> use an increased repertoire of techniques to remember things told or presented (e.g., make notes, sketch, connect with a personal experience or other known idea, visualize, use a <b>graphic organizer</b>)</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• What do you already know about _____ (<i>the topic</i>)? What questions do you have about _____ (<i>the topic</i>)? What resources could you examine to find out the information you need?</li> <li>• What strategies did you use to prepare for your presentation? How were they helpful? Based on the class-generated criteria for presentations, what were some of your strengths? What do you want to set as a goal for your next presentation?</li> <li>• What did you do to help your audience when people looked confused? How did their questions help you?</li> <li>• How can you most effectively engage an audience?</li> <li>• What were you focussing on as you listened to this presentation? How did you keep track of key points and ideas?</li> <li>• Turn to a buddy and share an important idea or piece of information that you learned. What details or supporting facts did you find particularly interesting?</li> <li>• What questions were asked today that helped the discussion?</li> </ul> |  |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

**THINKING (ORAL LANGUAGE)**

*General Learning Expectation:* Students use increasingly descriptive and powerful words, and use oral language to make thoughtful responses to information and ideas through questioning, interpreting, summarizing, and analysing. Students reflect on and assess their own speaking and listening against criteria, and set and pursue goals for improvement.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 5, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>A7 demonstrate enhanced vocabulary knowledge and usage</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate vocabulary development by using expanding vocabulary in own speech, including vocabulary related to specific subject areas</li> <li><input type="checkbox"/> use new vocabulary introduced in <b>texts</b> and class discussions</li> <li><input type="checkbox"/> use increasingly descriptive and powerful words</li> <li><input type="checkbox"/> use language to justify and defend positions and viewpoints</li> </ul>  |
| <p>A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to <b>texts</b></p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> understand and respond to literary and creative works (e.g., identify amusing passages, recognize use of powerful or engaging language)</li> <li><input type="checkbox"/> express a personal viewpoint with supporting details and recognize that it may differ from that of others</li> <li><input type="checkbox"/> make inferences about characters’ feelings or the story problem</li> <li><input type="checkbox"/> select a personally significant idea from a <b>text</b> and describe why it is significant</li> <li><input type="checkbox"/> make some reasonable connections to viewpoints of others or to other selections (e.g., a similar location, events that resemble another story)</li> <li><input type="checkbox"/> build on others’ ideas (e.g., expand on the ideas of others during brainstorming)</li> <li><input type="checkbox"/> ask and answer critical questions about a <b>text</b> (e.g., “What is the author’s purpose in writing this <b>text</b>?”)</li> </ul> |
| <p>A9 use speaking and listening to improve and extend thinking, by</p> <ul style="list-style-type: none"> <li>– questioning and speculating</li> <li>– acquiring new ideas</li> <li>– analysing and evaluating ideas</li> <li>– developing explanations</li> <li>– considering alternative viewpoints</li> <li>– problem solving</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> question and speculate on possibilities regarding the ideas and information presented (e.g., “What if...,” “I wonder if...,” “What would happen if...”)</li> <li><input type="checkbox"/> identify logical connections between new information and ideas, and extend own thinking built on that logic</li> <li><input type="checkbox"/> compare their own predictions and opinions with those of others</li> <li><input type="checkbox"/> analyse and evaluate two possible outcomes or solutions to an issue based on a debate (e.g., selling fast food vs. healthy lunches in schools, freedom of choice in smoking vs. government health regulation)</li> <li><input type="checkbox"/> in structured situations (e.g., A/B partners, small groups), suggest alternative ways to use language to resolve problems and explain the impact of the various choices</li> </ul>   |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p>A10 reflect on and assess their speaking and listening, by</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– considering and incorporating peer and adult feedback</li> <li>– setting goals and creating a plan for improvement</li> <li>– taking steps toward achieving goals</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> describe the qualities of a good listener/speaker and identify those that they demonstrate</li> <li><input type="checkbox"/> identify strengths and areas for improvement (e.g., “I keep on topic but I speak too quickly.”), use “think-aloud” to self-assess</li> <li><input type="checkbox"/> using class-generated criteria, reflect on progress toward meeting goals, and state achievable goals for future speaking and listening experiences (e.g., “I will use vocal expression,” “I will put my ideas in logical order.”)</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• What are some of the content vocabulary items that you are going to include in your presentation? How will you help your audience to understand these words in your talk?</li> <li>• When you are preparing your presentation, how will you justify and defend your viewpoint? What supporting evidence will you use to persuade your audience?</li> <li>• What are you getting better at in your speaking? What would you like to improve? How might you do that?</li> <li>• When you are working in your literature circles/brainstorming today, how will you build on the ideas of others and give them credit for their ideas?</li> <li>• When you were listening to the presentation, were there any parts that did not make sense to you at first? What were they? How were you able to figure them out?</li> <li>• What did you learn about presenting from listening to and watching others present? How will you incorporate this into your next oral presentation?</li> <li>• What would you adjust in your presentation if you were able to redo it?</li> <li>• How can you respectfully disagree with the speaker and then present a different opinion?</li> <li>• How have your views/opinions/understanding of the topic changed? ...stayed the same? How will you use that information?</li> </ul> |   |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

**FEATURES (ORAL LANGUAGE)**

*General Learning Expectation:* Students use the features and conventions of oral language with increasing sophistication, to express ideas and information clearly and fluently. Students recognize and use the structures and patterns of oral language to make meaning.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 5, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>A11 use the <b>features</b> of oral language to convey and derive meaning, including</p> <ul style="list-style-type: none"> <li>– <b>text structure</b></li> <li>– a variety of sentence lengths, structures, and types</li> <li>– smooth transitions and connecting words</li> <li>– <b>syntax</b> (i.e., grammar and usage)</li> <li>– <b>diction</b></li> <li>– nonverbal communication</li> <li>– receptive listening posture</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> select or identify appropriate <b>register</b> (e.g., formal, informal)</li> <li><input type="checkbox"/> establish and sustain a sense of beginning, middle, and end (e.g., open with a greeting, conclude purposefully)</li> <li><input type="checkbox"/> stay on topic and sequence ideas in meaningful ways when speaking</li> <li><input type="checkbox"/> express ideas using a variety of sentence types and lengths to enhance meaning and <b>style</b></li> <li><input type="checkbox"/> use a variety of connecting words and transitions to link ideas in their speech (e.g., first, therefore, so, now, however)</li> <li><input type="checkbox"/> recognize awkward phrasing when speaking and self-correct by restating</li> <li><input type="checkbox"/> maintain an appropriate listening posture, including focussing on the speaker</li> <li><input type="checkbox"/> use appropriate volume, tone, intonation, pace, expression, and gesture</li> </ul> |
| <p>A12 recognize the <b>structures</b> and patterns of language in oral <b>texts</b>, including</p> <ul style="list-style-type: none"> <li>– <b>literary devices</b></li> <li>– <b>sound devices</b></li> <li>– structural sequencing cues</li> <li>– <b>idiomatic expressions</b></li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize and use <b>literary devices</b> (e.g., <b>simile</b>)</li> <li><input type="checkbox"/> reproduce the rhythmic pattern when reciting a poem (e.g., limerick, rap)</li> <li><input type="checkbox"/> recognize and create <b>alliteration</b></li> <li><input type="checkbox"/> identify the language patterns heard in a poem (e.g., verse and refrain)</li> <li><input type="checkbox"/> identify and use structural sequencing cues (e.g., to begin, in conclusion)</li> <li><input type="checkbox"/> understand <b>idiomatic expressions</b> and use them to enhance speaking and/or writing</li> </ul>   |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• What techniques did you use to capture and maintain your listeners’ attention?</li> <li>• What do you do if you “stumble” as you’re addressing your audience?</li> <li>• What did the presenter do to make the information interesting? ...easy to understand? ...convincing?</li> <li>• As a listener, how can you help yourself focus on the presentation ahead of time?</li> <li>• What are distractions to listening? How can you effectively deal with them?</li> </ul> |  |

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## READING AND VIEWING

### PURPOSES (READING AND VIEWING)

*General Learning Expectation:* Students independently and collectively read and view to comprehend, enjoy, and respond to a variety of grade-appropriate literary, information, and visual texts across all subject areas.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 5, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>B1 read <b>fluently</b> and demonstrate comprehension of a range of <b>grade-appropriate</b> literary texts, including</p> <ul style="list-style-type: none"> <li>– stories from various Aboriginal and other cultures</li> <li>– literature from Canada and other countries</li> <li>– stories from a variety of <b>genres</b> (e.g., myths, fantasy)</li> <li>– poems that make use of <b>literary devices</b></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> read <b>grade-appropriate</b> literary texts independently and collectively (e.g., <b>choral reading</b>, <b>readers' theatre</b>), with accuracy, comprehension, and <b>fluency</b>, including expression and phrasing</li> <li><input type="checkbox"/> demonstrate comprehension by making comparisons and connections (<b>text-to-text</b>, <b>text-to-self</b>, and/or <b>text-to-world</b>)</li> <li><input type="checkbox"/> describe the setting, main characters, plot, events, and <b>conflict</b> with some detail, and discuss reasons for the inclusion of specific plot events and details in a <b>text</b></li> <li><input type="checkbox"/> make logical inferences about characters or situations</li> <li><input type="checkbox"/> draw comparisons among <b>texts</b> and among <b>genres</b></li> <li><input type="checkbox"/> identify and discuss, citing specific words or phrases, how images, rhyme schemes, rhythmic patterns, and <b>themes</b> contribute to effective poetry</li> <li><input type="checkbox"/> engage in <b>choral reading</b> and <b>readers' theatre</b> with <b>fluency</b>, expression, and comprehension</li> <li><input type="checkbox"/> use '<b>text features</b>' (e.g., punctuation, dialogue, phrasing) as an aid when reading aloud</li> <li><input type="checkbox"/> begin to question the author's viewpoint, position, or purpose (i.e., <b>critical literacy</b>)</li> <li><input type="checkbox"/> demonstrate comprehension by sketching, completing a <b>cloze</b> activity, or acting out the <b>text</b></li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>B2 read <b>fluently</b> and demonstrate comprehension of <b>grade-appropriate information texts</b>, including</p> <ul style="list-style-type: none"> <li>– non-fiction books</li> <li>– textbooks and other instructional materials</li> <li>– visual or graphic materials</li> <li>– reports and articles from magazines</li> <li>– newspapers</li> <li>– reference material</li> <li>– appropriate web sites</li> <li>– instructions and procedures</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> read <b>grade-appropriate</b> information <b>texts</b> independently and collectively, with accuracy, comprehension, and <b>fluency</b>, including expression and phrasing</li> <li><input type="checkbox"/> demonstrate comprehension by making connections and comparisons <b>text-to-text</b>, <b>text-to-self</b>, and/or <b>text-to-world</b></li> <li><input type="checkbox"/> use a variety of print and electronic reference sources (e.g., dictionaries, thesaurus, glossaries)</li> <li><input type="checkbox"/> describe and demonstrate use of '<b>text features</b>' (e.g., titles, captions, text highlighting, illustrations, sidebars) to gain understanding of information <b>text</b> (e.g., index to answer a question or locate specific details, glossary or pronunciation guide to define terms and pronunciation)</li> <li><input type="checkbox"/> identify main topics addressed in a selection, and distinguish between main ideas and related details</li> <li><input type="checkbox"/> make organized notes on a topic by creating relevant categories that reflect the main ideas or topics</li> <li><input type="checkbox"/> follow written procedures (e.g., carry out a simple experiment, follow task cards as part of a station's activity)</li> <li><input type="checkbox"/> suggest questions that may be answered through further reading on the topic</li> <li><input type="checkbox"/> extract accurate and important information from <b>text</b> and '<b>text features</b>', including specific details from graphics</li> <li><input type="checkbox"/> begin to question the author's viewpoint, position, or purpose (i.e., <b>critical literacy</b>)</li> <li><input type="checkbox"/> develop skill in discriminating between fact and opinion</li> </ul> |
| <p>B3 read and reread <b>just-right texts</b> independently for 30 minutes daily for enjoyment and to increase <b>fluency</b> and comprehension</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> choose a <b>just-right text</b> on their own</li> <li><input type="checkbox"/> read and reread independently for a sustained period daily (e.g., 30 minutes)</li> <li><input type="checkbox"/> show engagement in reading</li> </ul>   |
| <p>B4 view and demonstrate comprehension of visual <b>texts</b> (e.g., signs, cartoons, illustrations, newspapers, diagrams, posters, videos, advertising)</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> suggest possible purposes of particular images or visual <b>texts</b> (e.g., to inform, entertain, persuade)</li> <li><input type="checkbox"/> determine who is served by these images (i.e., <b>critical literacy</b>)</li> <li><input type="checkbox"/> accurately describe key images</li> <li><input type="checkbox"/> interpret images and make some relevant inferences (e.g., construct meaning from visual <b>texts</b> and identify relevant detail)</li> <li><input type="checkbox"/> make some logical connections to other selections (e.g., two characters in similar situations, similar use of colour or image)</li> </ul>  |

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**Suggested Questions/Prompts to Scaffold Learning**

- If you were going to summarize or give the gist of this story, what would it be?
- Why do you think \_\_\_\_\_ (*the character*) \_\_\_\_\_ (*did something, behaved in a certain way*)? What advice or suggestions would you give \_\_\_\_\_ (*the character*) to help solve the problem?
- How does the author keep you interested throughout the story?
- What are some words in the poem that caught your interest? What images did you create as you read the poem?
- What did you learn from reading this selection? What were the key points in the information you read?
- From whose perspective is this story told? How do you know?
- What message(s) do you think the author is trying to convey to the reader?
- Some of this information is factual while some expresses the author's opinion. Where is there an example of each?
- Would you recommend this book? Why or why not?

**STRATEGIES (READING AND VIEWING)**

*General Learning Expectation:* Students purposefully use a variety of strategies before, during, and after reading and viewing to increase success at making meaning from texts and extending their fluency and understanding.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 5, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p><b>B5</b> select and use <b>strategies</b> before reading and viewing to develop understanding of <b>text</b>, including</p> <ul style="list-style-type: none"> <li>– setting a purpose and considering personal reading goals</li> <li>– accessing prior knowledge to make connections</li> <li>– making predictions</li> <li>– asking questions</li> <li>– previewing <b>texts</b></li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> write down and/or share what they already know about a topic or idea (e.g., using organizers)</li> <li><input type="checkbox"/> make logical predictions about content, based on prior knowledge and understanding of <b>genre</b> and author</li> <li><input type="checkbox"/> generate a question(s) to guide their reading and viewing</li> <li><input type="checkbox"/> use prior knowledge and preview the <b>text</b> and ‘<b>text features</b>’ (e.g., table of contents, illustrations, headings) to anticipate and ask questions before reading</li> <li><input type="checkbox"/> use a variety of alternative sources to locate information and build background knowledge about the topic (e.g., encyclopedias, Internet, trade books)</li> </ul>   |
| <p><b>B6</b> select and use <b>strategies</b> during reading and viewing to construct, monitor, and confirm meaning, including</p> <ul style="list-style-type: none"> <li>– predicting</li> <li>– making connections</li> <li>– visualizing</li> <li>– asking and answering questions</li> <li>– making inferences and drawing conclusions</li> <li>– using ‘<b>text features</b>’</li> <li>– self-monitoring and self-correcting</li> <li>– figuring out unknown words</li> <li>– reading selectively</li> <li>– determining the importance of ideas/ events</li> <li>– summarizing and synthesizing</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> check predictions, and confirm or revise based on information from reading and viewing</li> <li><input type="checkbox"/> visualize, sketch, or use <b>graphic organizers</b> to support comprehension (e.g., mind map, quadrants)</li> <li><input type="checkbox"/> self-monitor, select, and adjust <b>strategies</b> to self-correct (e.g., reread, read ahead, go to another source)</li> <li><input type="checkbox"/> discuss and summarize what they have read or viewed, at intervals and at the end</li> <li><input type="checkbox"/> make personal connections during the reading (<b>text-to-self</b>, <b>text-to-text</b>, <b>text-to-world</b>), often through reader response</li> <li><input type="checkbox"/> use graphic and visual cues (e.g., bold type, headings, diagrams, sidebars) to clarify meaning</li> <li><input type="checkbox"/> <b>skim</b> and <b>scan</b> to gather information</li> <li><input type="checkbox"/> use glossaries, sidebars, navigation bars, and hyperlinks to find information in non-fiction <b>text</b></li> <li><input type="checkbox"/> question author’s motive or intent (i.e., <b>critical literacy</b>)</li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>B7 select and use <b>strategies</b> after reading and viewing to confirm and extend meaning, including</p> <ul style="list-style-type: none"> <li>– self-monitoring and self-correcting</li> <li>– generating and responding to questions</li> <li>– making inferences and drawing conclusions</li> <li>– reflecting and responding</li> <li>– visualizing</li> <li>– using ‘<b>text features</b>’ to locate information</li> <li>– using <b>graphic organizers</b> to record information</li> <li>– summarizing and synthesizing</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> review the purpose set prior to reading or viewing, and use it to guide rereading and “re-viewing”</li> <li><input type="checkbox"/> use self-monitoring and self-correcting <b>strategies</b> (e.g., reread and <b>skim</b> for details and to confirm understanding)</li> <li><input type="checkbox"/> ask and respond to questions related to the material read or viewed</li> <li><input type="checkbox"/> make inferences and draw conclusions (e.g., make connections between cause and effect in materials read or viewed)</li> <li><input type="checkbox"/> use ‘<b>text features</b>’ (e.g., headings, illustrations, diagrams) to locate information</li> <li><input type="checkbox"/> use <b>graphic organizers</b> to record and organize information (e.g., “Plus-Minus-Interesting” chart, Venn diagram, report outline)</li> <li><input type="checkbox"/> summarize the “big idea” or author’s message, and give supporting details</li> <li><input type="checkbox"/> reflect on the reading and viewing and make connections (<b>text-to-self, text-to-text, text-to-world</b>)</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p>   |  |
| <p><i>Before</i></p> <ul style="list-style-type: none"> <li>• What predictions can you make about this story from the title, cover of the book, and/or illustrations?</li> <li>• What ideas do you have about what the problem in this story might be?</li> <li>• What sort of information do you expect to find in this book? What are the clues you used to make your predictions? What information do you already know about this topic?</li> <li>• Preview the article. What did you notice about how it is organized? In what ways might these features help you read?</li> <li>• What questions do you have in your mind about this topic before you begin to read?</li> </ul> <p><i>During</i></p> <ul style="list-style-type: none"> <li>• What do you already know about this genre/form of literature that could help you understand the ideas in the story?</li> <li>• How do the headings, diagrams, and illustrations help you make sense of the information? In what ways do they help you locate information?</li> <li>• Read the first page/paragraph. Were there words that a reader might struggle to understand? What strategies could a reader use to figure them out?</li> <li>• Which part was most challenging for you to understand? What strategies might we use to figure that part out?</li> <li>• What questions do you have about this section?</li> <li>• What’s happened so far (summarize)? What might you predict/infer is going to happen next?</li> </ul> <p><i>After</i></p> <ul style="list-style-type: none"> <li>• Show me where you skimmed or scanned for information. Why did you use these strategies?</li> <li>• How does rereading help you understand the information?</li> <li>• What features or organizers helped you find specific information?</li> <li>• Look back at the questions you had before reading. Which of them can you now answer?</li> <li>• How is the story similar to other (<i>movies, books, poems</i>) you know of?</li> <li>• Why do you think the author chose this title for the book? If you could re-title the book, what title would you give it?</li> </ul> |  |

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**THINKING (READING AND VIEWING)**

*General Learning Expectation:* Students make creative and meaningful connections to texts and extend their thinking by comparing various viewpoints and analysing texts to consider alternatives. Students reflect on and assess their reading and viewing against criteria, and set and pursue goals for improvement.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 5, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>B8 respond to selections they read or view, by</p> <ul style="list-style-type: none"> <li>– expressing an opinion with supporting evidence</li> <li>– explaining connections (<b>text-to-self</b>, <b>text-to-text</b>, and <b>text-to-world</b>)</li> <li>– identifying personally meaningful selections, passages, and images</li> </ul>                       | <ul style="list-style-type: none"> <li><input type="checkbox"/> offer responses and opinions with supporting reasons and explanations</li> <li><input type="checkbox"/> discuss their favourite <b>texts</b> and why they are personally meaningful</li> <li><input type="checkbox"/> compare their responses to <b>texts</b> with the responses of others</li> <li><input type="checkbox"/> identify powerful passages from <b>texts</b> and describe why they are personally meaningful</li> <li><input type="checkbox"/> respond to <b>text</b> by drawing or writing, making personal connections (<b>text-to-self</b>), connections to other <b>texts</b> (<b>text-to-text</b>), and connections to related events (<b>text-to-world</b>)</li> <li><input type="checkbox"/> join with a partner(s) and act out a favourite scene, passage, or image</li> </ul>   |
| <p>B9 read and view to improve and extend thinking, by</p> <ul style="list-style-type: none"> <li>– developing explanations</li> <li>– distinguishing between fact and opinion</li> <li>– analysing <b>texts</b> to consider alternatives</li> <li>– drawing conclusions</li> <li>– comparing various viewpoints</li> <li>– summarizing and synthesizing</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> clarify the changes that have occurred in their thinking as a result of the integration of new information read or viewed (e.g., about their use of resources, about international issues)</li> <li><input type="checkbox"/> demonstrate <b>critical literacy</b> by recognizing and explaining how viewpoint influences messages (e.g., in advertising)</li> <li><input type="checkbox"/> compare different <b>forms/genres</b> of similar information and analyse the effectiveness of one over the other (e.g., historical fiction vs. textbook article)</li> <li><input type="checkbox"/> analyse <b>protagonists</b> from two novels</li> <li><input type="checkbox"/> incorporate information from a variety of sources to extend and clarify their understanding of a particular topic</li> <li><input type="checkbox"/> draw conclusions from information read or viewed, and defend their conclusions logically</li> <li><input type="checkbox"/> distinguish between fact and opinion in persuasive <b>texts</b></li> <li><input type="checkbox"/> question the author’s purpose or viewpoint (i.e., <b>critical literacy</b>)</li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p>B10 reflect on and assess their reading and viewing, by</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– setting goals and creating a plan for improvement</li> <li>– taking steps toward achieving goals</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify the <b>strategies</b> that good readers/viewers use before, during, and after reading and viewing</li> <li><input type="checkbox"/> discuss their reading and viewing using vocabulary pertaining to <b>texts</b> and to assessment</li> <li><input type="checkbox"/> identify their strengths as readers/viewers with reference to their use of reading and viewing <b>strategies</b> (e.g., “I asked and answered questions,” “I made pictures in my head,” “I reread for more information or clarification.”)</li> <li><input type="checkbox"/> reflect on the personal goals set, and act on personal goals for future reading and viewing</li> <li><input type="checkbox"/> follow a plan for achieving goals for improvement in future reading and viewing</li> <li><input type="checkbox"/> independently choose <b>just-right texts</b> to improve their reading skills</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• What was your favourite book you read this year? What was it about that book that caught your interest? How did you stick to reading it, even if it at times you wanted to give up?</li> <li>• What makes you give up when reading a book? Should you ever give up?</li> <li>• Do you generally prefer the book, video, or other electronic versions of a story? Why? Please provide an example.</li> <li>• What might be helping you become a better reader? What is an activity that you do either before, during, or after reading that helps you understand what you have read?</li> <li>• What are some ways you and the character in the story are alike? Ways you are different? Has anything like this ever happened to you?</li> <li>• In what ways does this poem remind you of other poems you have read or viewed? How does this poem compare to real life?</li> <li>• If you were going to recommend this book to someone, who would you choose? Why would this book be a good choice for that person?</li> <li>• What other information do you know about this topic? How does the information in this selection fit with what you already know? What is the same? Are there any parts that are different than what you already knew?</li> <li>• After reading this selection, did you change your mind or strengthen your original opinion? Explain.</li> <li>• After reading this section, what do you conclude about _____ (<i>the topic or issue</i>)? What evidence or supporting details from the book support your conclusion?</li> <li>• What questions do you still have in your mind about this story? Where could you find the answers? What inferences could you make to answer those questions?</li> <li>• Look at _____ (<i>a specific image</i>). In your opinion, what is the most important detail? Explain your thinking.</li> </ul> |   |

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## FEATURES (READING AND VIEWING)

**General Learning Expectation:** Students explain how the structures, features, and conventions of text, including form and genre, ‘text features’, literary elements, non-fiction elements, literary devices, and idiomatic expressions can contribute to the meaning of texts.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 5, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>B11 explain how <b>structures</b> and <b>features</b> of <b>text</b> work to develop meaning, including</p> <ul style="list-style-type: none"> <li>– <b>form</b>, function, and <b>genre</b> of <b>text</b> (e.g., brochure about smoking to inform students; <b>genre</b> is persuasive)</li> <li>– ‘<b>text features</b>’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, <b>pull-quotes</b>)</li> <li>– <b>literary elements</b> (e.g., character, setting, problem, plot, climax, <b>conflict</b>, <b>theme</b>, conclusion, resolution)</li> <li>– non-fiction elements (e.g., <b>topic sentence</b>, development of ideas with supporting details, central idea)</li> <li>– <b>literary devices</b> (e.g., <b>imagery</b>, <b>sensory detail</b>, <b>simile</b>, <b>metaphor</b>)</li> <li>– <b>idiomatic expressions</b></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> relate their knowledge of <b>features</b> of the <b>text</b> to the functions of the <b>text</b> (e.g., knowing that ads are designed to sell can help them decide how to respond; knowing that information <b>texts</b> do not need to be read sequentially can help them find information efficiently)</li> <li><input type="checkbox"/> explain the purpose of ‘<b>text features</b>’ (e.g., bold and italic type, hyperlinks, sidebars)</li> <li><input type="checkbox"/> analyse magazine articles to evaluate how ‘<b>text features</b>’ support understanding</li> <li><input type="checkbox"/> identify some <b>literary devices</b>, including rhyme, rhythm, <b>alliteration</b>, <b>imagery</b>, <b>sensory detail</b>, <b>simile</b>, <b>metaphor</b>, and <b>idiomatic expressions</b></li> <li><input type="checkbox"/> use vocabulary such as copyright, plagiarism, table of contents, headings, index, glossary, diagrams, sidebars, and <b>pull-quotes</b> to talk about their function in relation to reading and viewing</li> <li><input type="checkbox"/> explain how the use of written <b>conventions</b> impacts the reading of the <b>text</b> (e.g., how punctuation changes alter meaning; how misspelling interferes with comprehension; how careless sentence construction, such as a misplaced modifier, affects comprehension)</li> <li><input type="checkbox"/> identify <b>literary elements</b> (e.g., plot, character, setting, problem, climax, <b>conflict</b>, <b>theme</b>, conclusion)</li> <li><input type="checkbox"/> identify the key elements of various <b>genres</b> (e.g., poems, short stories, novels, advertisements)</li> <li><input type="checkbox"/> identify and understand some <b>idiomatic expressions</b> and understand their value</li> </ul> |

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**Suggested Questions/Prompts to Scaffold Learning**

- What are some of the features of a story/video/advertisement/article that are designed to \_\_\_\_\_ (*persuade, amuse, inform*)?
- How does the author organize the material to make it easier to understand?
- If you were going to record/make notes about the information what would be the best way to do it (e.g., in a list/T-chart/Venn diagram)?
- Why did the author use \_\_\_\_\_ (*bold and or italicized font type, a sidebar, unusual vocabulary*)?
- What images does the language in this poem bring to mind? How does the poet create those images for the reader?
- How do the headings of these two different newspaper articles create different impressions or give different messages of the same event?
- “Two heads are better than one” is an expression found on page\_\_\_\_. What does it mean? Why is it used?

## WRITING AND REPRESENTING

### PURPOSES (WRITING AND REPRESENTING)

**General Learning Expectation:** Students create a variety of well-developed texts, including meaningful personal texts, clear information texts, and engaging imaginative texts, showing an increasingly natural fluency, an emerging voice, and deliberate word choice.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p><i>It is expected that students will:</i></p> <p>C1 write a variety of clear, focussed <b>personal writing</b> for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring</p> <ul style="list-style-type: none"> <li>– clearly developed <b>ideas</b> by using effective supporting details, explanations, and comparisons</li> <li>– <b>sentence fluency</b> through sentence variety and lengths, with increasing rhythm and flow</li> <li>– effective <b>word choice</b> by using a greater number of new, powerful, and more precise words</li> <li>– an emerging and honest <b>voice</b></li> <li>– an <b>organization</b> that is meaningful, logical, and effective, and showcases a central idea or <b>theme</b></li> </ul> | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 5, students who have fully met the Prescribed Learning Outcome are able to:</i></p> <p><input type="checkbox"/> create a variety of <b>personal writing</b> (e.g., quick writes, reading responses, journal entries, descriptive pieces, memoirs, personal letters, and may include <b>impromptu writing</b>) that demonstrates the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– makes sense, and develops a clear main idea well supported by related details, including images and feelings</li> <li>– sustains ideas through several related paragraphs</li> <li>– may include visuals that enhance the main ideas but are not necessary for comprehension</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– features varied word order within a sentence for effect</li> <li>– includes generally smooth sentences; effective use of paragraphs</li> <li>– experiments with new, powerful, and precise words</li> <li>– features a voice that is honest and authentic to the purpose and role</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– uses <b>genre</b> or <b>form</b> appropriate to purpose and audience</li> <li>– uses <b>text structures</b> appropriate to <b>form</b> or <b>genre</b></li> <li>– uses paragraphs to enhance the clarity of ideas</li> <li>– may use a variety of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships</li> <li>– includes logical and effective sequencing</li> <li>– features <b>leads</b> that are becoming stronger and endings that are becoming more satisfying</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |

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|---|---|
| <p>C2 write a variety of clear, focussed <b>informational writing</b> for a range of purposes and audiences, featuring</p> <ul style="list-style-type: none"> <li>– clearly developed <b>ideas</b> by using interesting supporting details and explanations</li> <li>– <b>sentence fluency</b> through clear, well-constructed sentences that demonstrate a variety of sentence lengths and patterns, with an increasingly fluid <b>style</b></li> <li>– effective <b>word choice</b> through the use of new words, words selected for specificity, and powerful adverbs and verbs</li> <li>– a <b>voice</b> demonstrating an appreciation of, and interest in, the topic</li> <li>– an <b>organization</b> that includes a purposeful introduction, followed by a well-developed and logical sequence of details, with a conclusion that summarizes the details</li> </ul> | <p>□ create a variety of <b>informational writing</b> (e.g., expository writing such as reports, procedures, various multimedia formats, and may include <b>impromptu writing</b>) that demonstrates the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– demonstrates a clear purpose</li> <li>– makes sense</li> <li>– features a narrowed, focussed, clear, and coherent topic</li> <li>– includes accurate information</li> <li>– shows understanding of the topic through personal experience and/or research</li> <li>– may express and justify a viewpoint</li> <li>– may anticipate and answer some of the reader’s questions</li> <li>– includes visuals and <b>text</b> working jointly to represent and enhance the topic</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– reads smoothly and demonstrates effective paragraphing</li> <li>– contains clear language and effectively used content words</li> <li>– attempts to engage or persuade</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– uses <b>genre</b> or <b>form</b> appropriate to purpose and audience</li> <li>– uses <b>text structures</b> appropriate to <b>form</b> or <b>genre</b></li> <li>– uses a variety of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships</li> <li>– contains ‘<b>text features</b>’ (e.g., illustrations, headings, diagrams) that are clear, relevant, and helpful to the reader</li> <li>– includes an original and informative title</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |

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|---|--|
| <p>C3 write a variety of <b>imaginative writing</b> for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring</p> <ul style="list-style-type: none"> <li>– well-developed <b>ideas</b> through the use of supporting details, especially interesting <b>sensory detail</b></li> <li>– <b>sentence fluency</b> through a variety of sentence lengths and patterns, with increasing fluidity</li> <li>– effective <b>word choice</b> by using engaging figurative and sensory language</li> <li>– a <b>voice</b> demonstrating an emerging sense of individuality</li> <li>– an <b>organization</b> that includes an engaging opening, followed by a sequence of effectively described ideas that leads to a satisfying conclusion</li> </ul> | <p>□ create a variety of <b>imaginative writing</b> (e.g., expressive writing such as scripts, poems, short stories, passages, various multimedia <b>forms</b>, and may include <b>impromptu writing</b>) that demonstrates the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– makes sense and develops clear, focussed ideas which may be imaginative and original</li> <li>– narrows and focusses a topic</li> <li>– includes well-developed paragraphs with <b>sensory detail</b> that creates meaning for the reader; poetry uses <b>sensory detail</b> and follows the pattern provided</li> <li>– may include pictures that enhance the main ideas but are not necessary for comprehension</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– includes a deliberate choice of word order within a sentence or line of poetry, for effect</li> <li>– emulates elements of <b>style</b> from literature, visuals, or from a poetic <b>form</b></li> <li>– experiments with new and different words with some success and uses some words for specificity (e.g., content words, powerful verbs, adjectives, adverbs)</li> <li>– uses clear dialogue to personalize character and advance the plot</li> <li>– shows a clear sense of audience; engages the reader and creates an emotional impact</li> <li>– uses <b>literary devices</b> (e.g., <b>similes, metaphors, alliteration</b>)</li> <li>– demonstrates some sense of individuality</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– uses <b>genre</b> or <b>form</b> appropriate to purpose and audience</li> <li>– uses <b>text structures</b> appropriate to <b>form</b> or <b>genre</b></li> <li>– develops a complete plot, with characters, settings, problems, events, and resolutions</li> <li>– uses an extended range of connecting words to combine ideas strategically, and to indicate comparisons, sequence, and describe cause and effect relationships</li> <li>– reads smoothly</li> <li>– includes a thoughtful and expressive title</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |

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| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p>C4 create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring</p> <ul style="list-style-type: none"> <li>– development of <b>ideas</b> by making connections to personal feelings, experiences, opinions, and information</li> <li>– an expressive <b>voice</b></li> <li>– an <b>organization</b> in which key ideas are evident</li> </ul>  | <p>□ create a variety of multimedia <b>forms</b> (e.g., posters, graphs, diagrams, charts, film, web pages, plays, skits, tableaux, dramatizations) that demonstrate the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– conveys information and ideas for specific purposes and audiences</li> <li>– demonstrates imaginative connections to personal feelings, experiences, and opinions, when appropriate</li> <li>– develops key ideas through details, images, and emotions</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– displays an evident and expressive individual perspective</li> <li>– moves or engages the reader/viewer</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– uses elements of <b>form</b> to enhance meaning</li> <li>– uses ‘<b>text features</b>’/design elements (e.g., titles, labels, headings, captions, symbols, icons, colour, space) clearly and effectively to enhance understanding</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Who is your intended audience for this piece?</li> <li>• Why did you write this piece?</li> <li>• In what ways have you crafted your work for that audience?</li> <li>• What could you include in your lead that would grab your reader’s attention from the start?</li> <li>• How might you combine some of your ideas in the middle of your writing to create more complex sentences?</li> <li>• Will your readers know what your opinion is on this topic? How can you persuade them with your words/sentences/imagery to think and feel the way you do on this topic?</li> <li>• Why did you choose to organize your information this way? If you were doing it again, what other ways might you organize your information?</li> <li>• Where could you start a new paragraph? What shows you this would be a good place?</li> <li>• In your poem/story, what words or images stay with you when you read it? As the poet/author, what literary devices did you use to create those images?</li> <li>• What phrase/sentence do you think is your best? Where else did you include interesting language and vivid description?</li> <li>• When we look at this poster, where does your attention go first? What do you want your viewer to focus on and remember from your poster?</li> </ul> |   |

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**STRATEGIES (WRITING AND REPRESENTING)**

**General Learning Expectation:** Students selectively use a variety of strategies to increase success at writing and representing, including prewriting, selecting a genre and form, drawing on personal experience, researching using print and electronic resources, incorporating criteria-based feedback, and revising and editing.

**Teaching Consideration:** Writing is a recursive, non-linear process. Although the strategies listed below are organized into the seemingly discrete stages of before, during, and after, in reality, these strategies may be used continuously throughout the writing process.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 5, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>C5 select and use <b>strategies</b> before writing and representing, including</p> <ul style="list-style-type: none"> <li>– setting a purpose</li> <li>– identifying an audience, <b>genre</b>, and <b>form</b></li> <li>– analysing examples of successful writing and representing in different <b>forms</b> and <b>genres</b> to identify key criteria</li> <li>– developing class-generated criteria based on analysis of the <b>form</b> of writing or representing</li> <li>– generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> set a purpose (e.g., to persuade, entertain, inform) and identify an audience for their own writing or representing</li> <li><input type="checkbox"/> examine appropriate examples of the <b>genre</b> and <b>form</b>, and analyse and identify their characteristics</li> <li><input type="checkbox"/> contribute to generating class criteria for writing and representing based on analysis of <b>genre</b> and <b>form</b> by examining <b>anonymous writing samples</b> or examples of literary or information <b>text</b> (e.g., great <b>leads</b>, patterns of rhythm and rhyme, use of a variety of sentence types and lengths)</li> <li><input type="checkbox"/> generate and develop ideas in a variety of ways (e.g., brainstorm, discuss, recall, interview and take notes, use <b>graphic organizers</b>, sketch, create mental images, through dramatic play)</li> <li><input type="checkbox"/> categorize and organize ideas and information using simple headings and <b>graphic organizers</b> (e.g., mind maps, T-charts, storyboards)</li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>C6 select and use <b>strategies</b> during writing and representing to express and refine thoughts, including</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– analysing models of literature</li> <li>– accessing multiple sources of information</li> <li>– consulting reference materials</li> <li>– considering and applying feedback to <b>revise ideas, organization, voice, word choice, and sentence fluency</b></li> <li>– ongoing <b>revising and editing</b></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> continue to expand ideas when writing and representing (e.g., add detail to webs, generate quick writes, list additional ideas, ask for and incorporate feedback from others)</li> <li><input type="checkbox"/> write for a sustained period in the <b>form</b> of the <b>genre</b></li> <li><input type="checkbox"/> use examples of <b>forms</b> of writing to assist in organization of writing (e.g., <b>leads</b>, headlines from simple news article)</li> <li><input type="checkbox"/> refer to and use class-generated criteria (e.g., effective use of detail, appropriate font size)</li> <li><input type="checkbox"/> enhance <b>word choice</b> by making lists of sensory words relating to the topic, selecting precise vocabulary from dictionaries or thesaurus, referring to and selecting from lists of connecting words</li> <li><input type="checkbox"/> create variety in sentence structures and patterns to develop <b>sentence fluency</b> (e.g., sentences that are different lengths and types)</li> <li><input type="checkbox"/> use electronic and print reference materials, as appropriate</li> <li><input type="checkbox"/> adjust writing to ensure that the <b>form</b> and tone are suitable for the audience (e.g., a children’s book vs. a letter to the editor)</li> <li><input type="checkbox"/> use dictionaries or word processing tools while drafting (e.g., cut and paste, spelling and grammar check)</li> <li><input type="checkbox"/> begin to <b>revise and edit</b> as the writing is created</li> </ul> |
| <p>C7 select and use <b>strategies</b> after writing and representing to improve their work, including</p> <ul style="list-style-type: none"> <li>– checking their work against established criteria</li> <li>– <b>revising</b> to enhance writing traits (e.g., <b>ideas, sentence fluency, word choice, voice, organization</b>)</li> <li>– <b>editing for conventions</b> (e.g., grammar and usage, capitalization, punctuation, spelling)</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> check writing against class criteria (e.g., consistency with <b>form</b> of writing selected, <b>sensory detail</b>, variety of sentence types and lengths, precise language, legibility)</li> <li><input type="checkbox"/> after checking work against criteria, select areas for <b>revision and revise</b> to enhance work</li> <li><input type="checkbox"/> accept and incorporate some <b>revision</b> suggestions from peers, teacher, and self (e.g., add some descriptive vocabulary and detail on poster)</li> <li><input type="checkbox"/> engage in <b>editing</b> a piece of writing independently or with a peer (e.g., by using a proofreading guide; by checking spelling with a dictionary; by using a thesaurus to enhance several nouns and verbs; by checking punctuation; by ensuring legibility if handwritten, and formatting consistency if word processed; by checking that the <b>text</b> has appropriate visual features, table of contents, labels on diagrams)</li> <li><input type="checkbox"/> <b>publish</b> and share with the intended audience (e.g., send letter to the editor)</li> </ul>   |

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**Suggested Questions/Prompts to Scaffold Learning**

- Why did you pick this \_\_\_\_\_ (*topic, genre, form*)?
- When do you edit your work?
- What did you use to organize your thinking?
- What questions did you have about this topic? Where did you go to try and find the information you needed?
- When you shared your work with others what comments did you hear? What changes, if any, did you make to your draft?
- In what ways is your writing consistent with this form or genre?
- When you edited with \_\_\_\_\_ (*a peer*), what help or suggestions about their writing were you able to give them?

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**THINKING (WRITING AND REPRESENTING)**

*General Learning Expectation:* Students use writing and representing in various ways to respond to text. They extend their thinking by expressing opinions and alternatives, developing explanations, and exploring and analysing new ideas. They reflect on and assess their writing and representing against criteria, and set and pursue goals for improvement.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 5, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>C8 use writing and representing to express personal responses and relevant opinions about experiences and <b>texts</b></p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> use writing and representing to establish insightful connections between <b>texts</b> and personal experiences or knowledge (e.g., similar <b>conflicts</b>)</li> <li><input type="checkbox"/> express a range of personal responses through a wide variety of <b>forms</b> and media (e.g., personal narrative, poetry, <b>graphic novels</b>)</li> <li><input type="checkbox"/> incorporate new vocabulary into their own writing (e.g., “writing like a scientist,” adopting a character)</li> </ul>   |
| <p>C9 use writing and representing to extend thinking, by</p> <ul style="list-style-type: none"> <li>– developing explanations</li> <li>– expressing alternative opinions or perspectives</li> <li>– exploring new ideas (e.g., expressing an unfamiliar viewpoint)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> create reasonable explanations of straightforward concepts</li> <li><input type="checkbox"/> present an alternative ending to a fictional <b>text</b></li> <li><input type="checkbox"/> explain the logic of the sequence and conclusions in their own writing and representations</li> <li><input type="checkbox"/> after participating in structured activities, write or represent to explain how understanding has been extended</li> <li><input type="checkbox"/> clarify assumptions in own writing and representing (e.g., identify things a reader or viewer needs to know in order to understand the point)</li> <li><input type="checkbox"/> evaluate the impact of language choices (e.g., elicit humour, evoke sympathy, shock)</li> <li><input type="checkbox"/> develop logical support for a previously unfamiliar position (e.g., taking and defending an opposing position to an argument, writing a counterargument)</li> </ul> |

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| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p>C10 reflect on and assess their writing and representing, by</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– setting goals and creating a plan for improvement</li> <li>– taking steps toward achieving goals</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> describe the processes they used to create the product before, during, and after (e.g., prewriting, building criteria, drafting, <b>revising, editing, publishing,</b> and presenting)</li> <li><input type="checkbox"/> use criteria to identify strengths and make suggestions about their own or others' work (e.g., tell what is appealing about a piece of work, use a T-chart to relate specific evidence from their work to the pre-established criteria, use constructive language to give feedback)</li> <li><input type="checkbox"/> set and adjust personal goals for writing or representing (e.g., identify an important aspect to work on next with reference to one of the criteria)</li> <li><input type="checkbox"/> follow a simple plan to achieve one or two goals for improvement in future writing and representing</li> <li><input type="checkbox"/> demonstrate pride and satisfaction in own writing and representing (e.g., select work to put in portfolio and to share with class)</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• What steps did you go through to end up with this product?</li> <li>• What would you like people to notice about your work?</li> <li>• What is the biggest change in your writing and representing since your last project like this? How did you make that change? What have you learned about writing as a result of crafting this piece?</li> <li>• If you had more time or resources to work on this piece, what would you like to work on? What goal did you set for your next piece of writing in this form?</li> <li>• What is your opinion on this topic after doing your research? How did you support your opinion? What is an alternative or different opinion to yours?</li> <li>• Why do you feel the way you do? Show me in your writing where you've persuaded your readers to think and feel the way you do.</li> </ul> |   |

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**FEATURES (WRITING AND REPRESENTING)**

**General Learning Expectation:** Students use the features and conventions of language (e.g., varied sentence construction, correct use of phrases, appropriate use of tense, conventional spelling, and appropriate punctuation) in their writing and representing to enhance meaning and artistry.

**Teaching Consideration:** To increase students’ success at writing, grammar and usage need to be taught and experienced in the context of student writing and not as isolated grammatical exercises.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 5, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>C11 use the <b>features</b> and <b>conventions</b> of language to express meaning in their writing and representing, including</p> <ul style="list-style-type: none"> <li>– complete <b>simple</b> and <b>compound sentences</b> and begin to use <b>complex sentences</b></li> <li>– effective paragraphing</li> <li>– past, present, and future tenses</li> <li>– capitalization in titles, headings, and subheadings</li> <li>– passages of dialogue indicated with quotation marks and paragraphs</li> <li>– appropriate uses of apostrophes</li> <li>– conventional Canadian spelling for familiar and frequently used words</li> <li>– spelling unfamiliar words by applying <b>strategies</b> (e.g., <b>phonic knowledge</b>, use of common spelling patterns, dictionaries, <b>word walls</b>, thesaurus)</li> <li>– legible writing with alignment, shape, and slant</li> </ul> | <p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use <b>simple</b> and <b>compound sentences</b>, and begin to use <b>complex sentences</b></li> <li><input type="checkbox"/> create complete sentences with few run-ons and fragments</li> <li><input type="checkbox"/> use paragraphs to show where a new idea begins</li> <li><input type="checkbox"/> use correct tenses</li> <li><input type="checkbox"/> ensure subjects and verbs agree</li> <li><input type="checkbox"/> use pronouns correctly (e.g., refers to the correct antecedent)</li> </ul> <p><b>Punctuation and Capitalization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use capitalization, periods, questions marks, exclamation marks, commas, quotation marks, apostrophes correctly</li> </ul> <p><b>Vocabulary and Spelling</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use conventional Canadian spelling for familiar and frequently used words and apply spelling <b>strategies</b> to spell unknown words (e.g., <b>phonic knowledge</b>, Canadian dictionary)</li> <li><input type="checkbox"/> use a dictionary to find the correct Canadian spelling of words when <b>editing</b></li> <li><input type="checkbox"/> use newly acquired vocabulary in writing to produce a variety of effects</li> <li><input type="checkbox"/> use a thesaurus to <b>revise</b> work for more precise words</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> write legibly, using a style that demonstrates awareness of alignment, shape, and slant</li> <li><input type="checkbox"/> appropriately space written work</li> <li><input type="checkbox"/> use illustrations, charts, and diagrams effectively to support the <b>text</b></li> <li><input type="checkbox"/> ensure headings and titles are clear and helpful for a reader</li> <li><input type="checkbox"/> ensure formatting consistency if word processing</li> </ul> |

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**Suggested Questions/Prompts to Scaffold Learning**

- In what area did you have to make most of your corrections when proofreading?
- How could you revise some sentences for more variety in sentence beginnings/lengths/types?
- Highlight four tired/vague words in your writing. What words can you use to replace them? What resources can you use to get some ideas for replacing these words?
- What clues do you have in your writing that signal a need for a new paragraph?
- How can you show the reader that a new character is speaking in this dialogue?
- What are some of the ways you might separate and draw attention to different topics in your report?

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# STUDENT ACHIEVEMENT

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*Grade 6*

The Key Elements section provides an overview of the important elements of the English Language Arts K to 7 document. It is divided into two parts:

- Overview
- Pedagogical Understandings for English Language Arts

### *Overview*

The Overview describes the Enduring Understandings for a cluster of grades. These Enduring Understandings are the “big ideas” of the curriculum document, broad statements underlying the “why” of English Language Arts. They are more than goals for a unit or grade; they are the rationale for engaging in English Language Arts, and are embedded in the knowledge, skills, and attitudes described in the Prescribed Learning Outcomes.

In addition, the Overview includes a Snapshot which is derived from the Prescribed Learning Outcomes for a particular grade. The Snapshot offers a brief description of what students who fully meet expectations should know and be able to do. The Snapshot does not replace the Prescribed Learning Outcomes, and as such, is not legally required, but is included to give teachers an overview of expectations at each grade level.

### *Pedagogical Understandings for English Language Arts*

Five interrelated components comprise the Pedagogical Understandings section. Foundational to the English Language Arts curriculum is the framework of the “Gradual Release of Responsibility,” whereby students gradually assume responsibility for independently demonstrating competency in a particular skill or process.

Secondly, a specific focus on metacognition is included in this section. Like the “Gradual Release of Responsibility,” metacognition is a concept that runs through the organizers and suborganizers of the English Language Arts document. Overt and explicit modelling, guiding, and supporting students in learning to “think about their thinking” is integral to English Language Arts K to 7.

Finally, this section contains specific information regarding the three organizers of this curriculum: oral language, reading and viewing, and writing and representing. Each of these components contains key research regarding oral language, reading, and writing, as well as an overview of skills, processes, contexts, and strategies appropriate to each grade. Students learn to speak, listen, read, and write through teacher modelling, demonstration, and practice in a variety of contexts, as well as by stepping back to identify what effective learners do to be successful and then applying that knowledge to their own learning.

# USING THE KEY ELEMENTS SECTION

## Overview

**Enduring Understandings**  
The overarching ideas of English Language Arts Grade 4 to 7

**Prescribed Learning Outcomes**  
See the Prescribed Learning Outcomes specific to each grade

**Snapshot**  
A summary of the Prescribed Learning Outcomes for a specific grade

STUDENT ACHIEVEMENT • Key Elements – Grade 6

**GRADE 6 OVERVIEW**

**Enduring Understandings for Grades 4 to 7**

- Meaning-making is a constructive and creative process.
- We learn about ourselves, others, and the world through speaking and listening, reading, and writing.
- Effective readers, writers, speakers, and listeners use a variety of strategies and skills to share, construct, clarify and confirm meaning.
- We use talk, dialogue, and discussion to develop, synthesize, and clarify ideas.
- Oral, written, and visual communication have their own conventions. Awareness and use of these conventions make us better communicators.
- Trying and experimenting with language and creating original texts help us to appreciate the artistry of language.
- Successful learners reflect on their thinking and learning to find ways to improve.
- Good thinkers use interpretation, analysis, and evaluation to deepen thinking and enhance understanding.
- Critical thinkers consider points of view, examine bias, question the author's purpose, and take context into account.
- An understanding of literature is key to an understanding of oneself, one's community, and the world.

**What students should know and be able to do**  
Refer to the Prescribed Learning Outcomes: Oral Language

**What students should know and be able to do**  
Refer to the Prescribed Learning Outcomes: Reading and Viewing

**What students should know and be able to do**  
Refer to the Prescribed Learning Outcomes: Writing and Representing

**Snapshot**  
Summary derived from the Prescribed Learning Outcomes for Grade 6

- interact with others to share ideas and opinions, complete tasks, and resolve problems or concerns
- present ideas, information, and feelings orally in informal and formal situations
- listen to recall, summarize, and analyze ideas and information
- build on a repertoire of strategies to construct and confirm meaning
- read and view a variety of grade-appropriate texts with comprehension and fluency
- select and read books for enjoyment and comprehension, and to improve fluency
- explain their reactions and responses to text and make connections that require some inference and insight, citing a text, as appropriate
- use the features, structures, and patterns of language to make meaning from what they hear, read, and view
- create personal writing with clearly developed ideas that connect experiences, ideas, opinions, and feelings
- communicate ideas and information through writing that is clear and focused
- create imaginative writing that conveys meaning, featuring an authentic voice
- create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic
- write to extend thinking by developing explanations, analyzing the relationship between ideas, and exploring new ideas
- use some features and conventions of language to enhance meaning and artistry
- reflect on and assess their learning, and set goals for improvement

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# Pedagogical Understandings for English Language Arts

**Gradual Release of Responsibility**

**Metacognition**

**Oral Language**

**Reading and Viewing**

**Writing and Representing**

STUDENT ACHIEVEMENT • Key Elements – Grade 6

**PEDAGOGICAL UNDERSTANDINGS FOR GRADUAL RELEASE OF RESPONSIBILITY**

An apprenticeship approach to instruction applies to all language arts. In English Language Arts K to 7, metacognition and subgenres of the curriculum document. Activities of task, monitoring comprehension, and evaluating progress in nature. Metacognition involves:

- connecting new information to former knowledge
- analyzing and reflecting on tasks
- selecting thinking strategies deliberately
- planning, monitoring, and evaluating thinking process
- monitoring own learning
- making adjustments and revising the learning
- reflecting on one's own thinking or others' thinking
- reflecting on and evaluating the effects of a thinking strategy
- setting new goals for learning

The internal language used by students when reflecting on themselves as learners. The criteria below could be used to guide and assess student performance, and may be taught at grade levels, these criteria are future goals that students achieve during the school year:

**Criteria for a Good Thinker (Grades 4 to 7)**

- A good thinker
  - bases judgments on evidence
  - is honest with self
  - is not persuaded without reason
  - can tolerate and deal with ambiguity
  - asks questions
  - is open-minded and flexible
  - is intellectually independent
  - identifies assumptions and points of view
  - looks for both connections and inconsistencies
  - extends personal thinking by assimilating
  - is self-directed, self-disciplined, self-motivated

**Teacher Mode**

- explains
- demonstrates
- thinks aloud

**Guided Practice**

- teacher and student
- teacher scaffolds the students' activities
- students share their thinking

**Independent Practice**

- students apply strategy
- students receive feedback from teacher

**Application of Strategy**

- students apply strategy

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STUDENT ACHIEVEMENT • Key Elements – Grade 6

**PEDAGOGICAL UNDERSTANDINGS FOR METACOGNITION**

Metacognition is "thinking about thinking" which results in learning processes. It involves the awareness and understanding of one's own thinking and the ability to regulate that thinking. Metacognition involves:

- connecting new information to former knowledge
- analyzing and reflecting on tasks
- selecting thinking strategies deliberately
- planning, monitoring, and evaluating thinking process
- monitoring own learning
- making adjustments and revising the learning
- reflecting on one's own thinking or others' thinking
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STUDENT ACHIEVEMENT • Key Elements – Grade 6

**PEDAGOGICAL UNDERSTANDINGS FOR ORAL LANGUAGE (SPEAKING AND LISTENING)**

Students use oral language to comprehend, talk about, and language to interact and communicate with others in informal and formal situations.

**Oral Language Skills and Functions**

- explain concepts, issues, and ideas
- respond to and analyze literary and creative works
- summarize main ideas presented
- ask questions to sustain and extend conversations
- identify bias as viewpoints in oral messages

**Strategies for Oral Language**

Students in Grade 6 use the following strategies:

- Interacting** – access prior knowledge, make and share connections, take turns as a speaker and listener, provide feedback, and respond to others' feedback
- Expressing/Presenting** – set a purpose, access prior knowledge, ask questions, organize information, present information, and respond to others' feedback
- Listening** – access prior knowledge, make predictions, generate questions, recall, summarize, synthesize, distinguish between fact and opinion, visualize, monitor comprehension, and respond to others' feedback

**Reading and Viewing in Grades 4 to 7**

**Conferences**  
Students meet individually with the teacher for a variety of purposes: to read for individual reading pleasure; to demonstrate fluency and comprehension; to discuss their reading strategies, purposes, goals, self-assessment, and to develop an understanding of their progress.

**Guided Reading**  
With the guidance of a teacher, students work individually or in small groups to learn and practice reading skills and strategies.

**Strategies for Reading and Viewing**

Students in Grade 6 use the following strategies:

- Before** – set a purpose, consider personal reading goals, make predictions, ask questions, preview text
- During** – predict, make connections, visualize, ask questions, monitor comprehension, and respond to others' feedback
- After** – self-monitor and self-correct, generate and share conclusions, reflect and respond, use text features and graphic organizers to record information, summarize, and synthesize

**Publishing and Presenting**

- Students publish and present their work for real audiences and learn from examples.
- Students create portfolios, newsletters, memoirs, web pages, diaries, essays, informational reports, stories.

**Strategies for Writing and Representing**

Students in Grade 6 use the following strategies:

- Before** – set a purpose, identify an audience, genre, and form, analyze examples of successful writing, and representing to identify key criteria, develop class-generated criteria, generate ideas, select, develop and organize ideas from personal interest, prompts, texts and research
- Drafting** – refer to class-generated criteria, analyze models of literature, access multiple sources of information, consult reference materials, consider and apply feedback, revise and edit
- After** – check their work against established criteria, read aloud and listen for fluency, revise to enhance writing traits, edit for conventions

**Writing in Grades 4 to 7**

**Prewriting**

- Students prepare for writing by engaging in discussions, interacting with others, and participating in activities such as brainstorming and partnerships to gather information before writing.
- Students **identify topic, purpose, and audience**.
- Students **participate in developing class-generated criteria**.
- Students **gather necessary data and information** (e.g., using text or Internet, accessing prior experiences, using genre models, interacting with others, writing letters, requesting information).
- Students **use various organizers** to sort and manage the quantity of material they collect (e.g., handouts, outlines, clusters, concept maps).

**Drafting**

- Students work with ideas, thoughts and information to start and refine preliminary drafts (e.g., check back to planning, research and revise, pay attention to style and conventions).
- Students refer to class-generated criteria.
- Students combine multiple sources of information and consult reference materials to enhance their drafts.
- Students engage in ongoing writing.

**Revising**

- Students share their work and check against class-generated criteria.
- Students consider and apply feedback and revise drafts to enhance clarity.
- Students self-assess using class-generated criteria and reflect on their success.

**Editing**

- Students use reading and reflecting on their own writing, and conferencing with peers and the teacher.
- Students edit for accuracy in spelling, punctuation, grammar, and usage, and may use a self-editing checklist.

**Publishing and Presenting**

- Students publish and present their work for real audiences and learn from examples.
- Students create portfolios, newsletters, memoirs, web pages, diaries, essays, informational reports, stories.

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## GRADE 6 OVERVIEW

## Enduring Understandings for Grades 4 to 7

- Meaning-making is a constructive and creative process.
- We learn about ourselves, others, and the world through speaking and listening, reading, and writing.
- Effective readers, writers, speakers, and listeners use a variety of strategies and skills to share, construct, clarify, and confirm meaning.
- We use talk, dialogue, and discussion to develop, synthesize, and clarify ideas.
- Oral, written, and visual communications have their own conventions. Awareness and use of these conventions make us better communicators.
- Playing and experimenting with language and creating original texts help us to appreciate the artistry of language.
- Successful learners reflect on their thinking and learning to find ways to improve.
- Good thinkers use interpretation, analysis, and evaluation to deepen thinking and enhance understanding.
- Critical thinkers consider points of view, examine bias, question the author's purpose, and take context into account.
- An understanding of literature is key to an understanding of oneself, one's community, and the world.

**What students should know and be able to do**

Refer to the Prescribed Learning Outcomes:  
Oral Language

**What students should know and be able to do**

Refer to the Prescribed Learning Outcomes:  
Reading and Viewing

**What students should know and be able to do**

Refer to the Prescribed Learning Outcomes:  
Writing and Representing

**Snapshot**

*Summary derived from the Prescribed Learning Outcomes for Grade 6*

- interact with others to share ideas and opinions, complete tasks, and resolve problems or concerns
- present ideas, information, and feelings orally in informal and formal situations
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- build on a repertoire of strategies to construct and confirm meaning
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- communicate ideas and information through writing that is clear and focussed
- create imaginative writing that conveys meaning, featuring an authentic voice
- create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic
- write to extend thinking by developing explanations, analysing the relationship between ideas, and exploring new ideas
- use some features and conventions of language to enhance meaning and artistry
- reflect on and assess their learning, and set goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: GRADUAL RELEASE OF RESPONSIBILITY

An apprenticeship approach to instruction applies to all language arts teaching. The Gradual Release of Responsibility (Pearson & Gallagher, 1983) diagram shown below outlines the process by which the teacher explicitly models a concept or strategy and, over time, apprentices the students into personalized application facilitated by metacognition and self-regulation.

### Gradual Release of Responsibility

#### Teacher Modelling

- explains
- demonstrates
- thinks aloud



#### Guided Practice

- teacher and students practise
- teacher scaffolds the students' attempts and gives feedback
- students share their thinking with each other



#### Independent Practice

- students apply strategy on their own
- students receive feedback from teacher and other students



#### Application of Strategy

- students apply strategy to new situations

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: METACOGNITION

Metacognition is “thinking about thinking” which results in students’ individual understanding of their own learning processes. It involves the awareness and understanding of how one thinks and uses strategies as an effective learner. In English Language Arts K to 7, metacognitive strategies weave throughout the organizers and suborganizers of the curriculum document. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Metacognition involves:

- connecting new information to former knowledge
- analysing and reflecting on tasks
- selecting thinking strategies deliberately
- planning, monitoring, and evaluating thinking processes
- monitoring own learning
- making adjustments and revising the learning
- reflecting on one’s own thinking or others’ thinking
- reflecting on and evaluating the effects of a thinking strategy, or learning process, on learning
- setting new goals for learning

The internal language used by students when reflecting on their learning helps shape their expectations of themselves as learners. The criteria below could be used to describe a good thinker. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

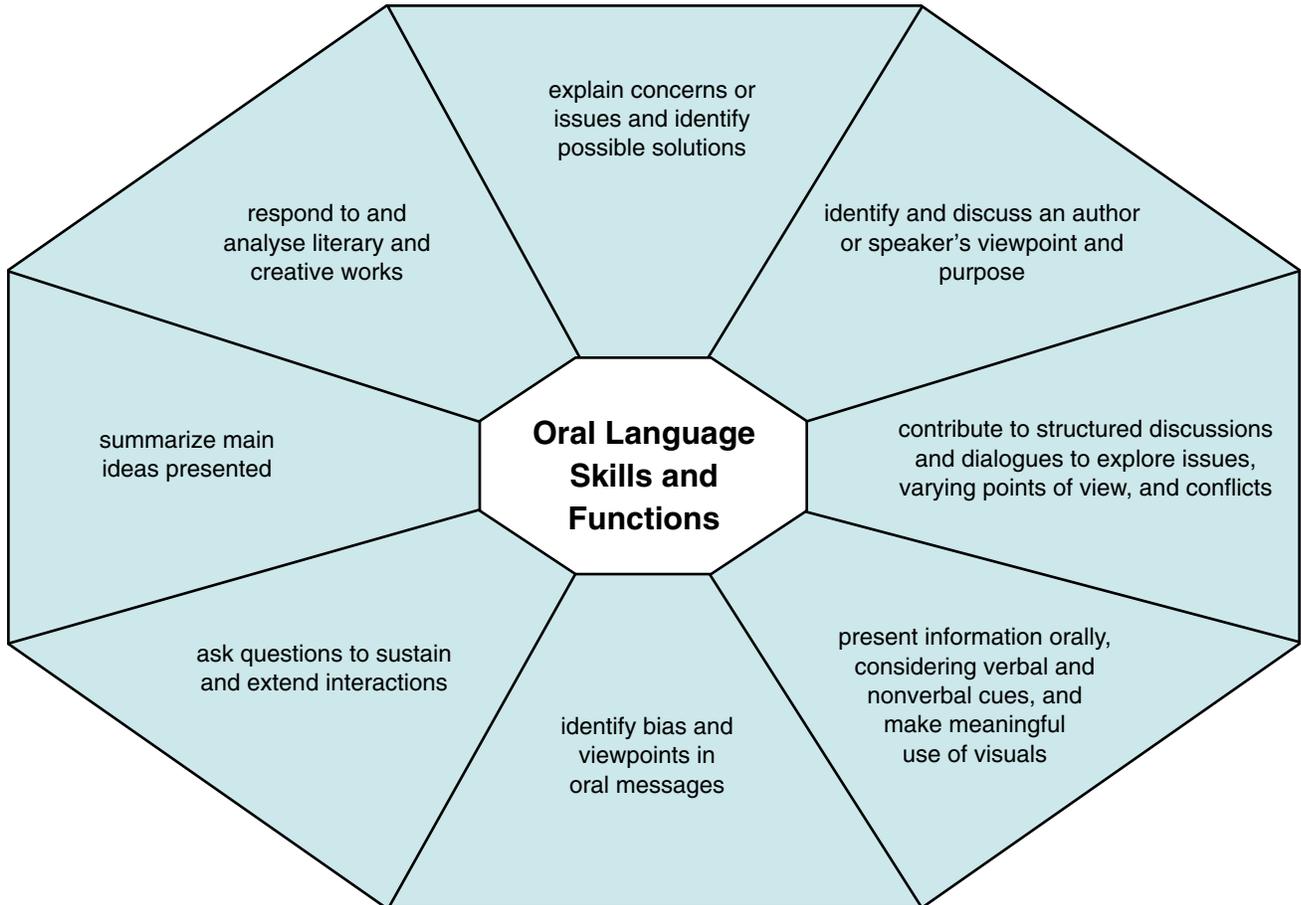
### Criteria for a Good Thinker (Grades 4 to 7)

#### **A good thinker**

- bases judgments on evidence
- is honest with self
- is not persuaded without reason
- can tolerate and deal with ambiguity
- asks questions
- is open-minded and flexible
- is intellectually independent
- identifies assumptions and points of view that shape thinking
- looks for both connections and inconsistencies among ideas
- extends personal thinking by assimilating new ideas and information
- is self-directed, self-disciplined, self-monitoring, and self-correcting

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE (SPEAKING AND LISTENING)

Students use oral language to comprehend, talk about, and think about ideas and information. They use oral language to interact and communicate with others in informal and formal groupings for various purposes.



### Strategies for Oral Language

Students in Grade 6 use the following strategies:

- **Interacting** – access prior knowledge, make and share connections, ask questions to clarify and understand, take turns as a speaker and listener, paraphrase to clarify meaning
- **Expressing/Presenting** – set a purpose, access prior knowledge, generate ideas, make and share connections, ask questions, organize information, practise delivery, self-monitor and self-correct
- **Listening** – access prior knowledge, make predictions, focus on the speaker, listen for specifics, generate questions, recall, summarize, synthesize, draw inferences and conclusions, distinguish between fact and opinion, visualize, monitor comprehension

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE, CONTINUED

The criteria below could be used to describe a good speaker and listener at the intermediate grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

### Criteria for a Good Speaker and Listener (Grades 4 to 7)

#### A good speaker and listener

- speaks and listens for a variety of purposes
- maintains concentration during listening and speaking
- receives, interprets and responds to messages
- communicates ideas and information clearly, articulately, and in an organized manner
- organizes ideas and information so that the audience can understand and remember
- uses vocabulary and presentation style that are appropriate for the audience
- uses tone, pace, volume, grammar, syntax, and conversational conventions that are appropriate for the situation
- sustains extended conversations by encouraging the speaker and contributing ideas
- is attentive, respectful and open to cultural, gender, and individual differences in conversation (i.e., listens with “eyes,” “ears,” and “heart”)
- uses language effectively to clarify, persuade, and inspire
- monitors presentation and is sensitive to audience response
- uses a variety of strategies to overcome difficulties in communication (e.g., a noisy environment, distractions, interruptive questions from audience)
- self-evaluates and sets goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE, CONTINUED

### Research Findings Related to Oral Language

Oral language development and its relationship to later reading achievement is central to literacy. Children's oral language development is considered to be a key foundation for successful literacy. (Chaney & Burk, 1998; Primary Program 2000; McCormick, 1999; Strickland, Ganske, & Monroe, 2002)

Research has clearly established the importance of developing oral fluency to later successes in acquiring print. Oral language acts as an underlying foundation to achievement in reading. (Snow, Burns, & Griffin, 1998)

The basis of the relationship between early spoken language and later reading development is generally thought to be causal in nature, such that spoken language skills are fundamental precursors to later successful reading. (Tomblin, 2005, p. 3)

Reading is a language-based activity. Beginning readers use the language they have gained through speaking and listening to help them understand the printed word. (Psotka, 2003)

Early education is the time in which young children develop skills, knowledge and interest in the code-based and meaning aspects of (written and) spoken language. (Justice, 2005, p. 1)

We learn to talk by talking. We learn to listen by listening. The more we talk and listen to others talking, the better our ability to manipulate language, the better our ability to think and therefore to read and write, for both of these are thinking activities. (Moore, 1991, p. 15)

Talk is not only a medium for thinking, it is also an important means by which we learn how to think. From a Vygotskian perspective thinking is an internal dialogue, an internalization of dialogues we've had with others. Our ability to think depends upon the many previous dialogues we have taken part in – we learn to think by participating in dialogues. (Dudley-Marling & Searle, 1991, p. 60)

Talk...provides a bridge between literature and the social world of readers. Through classroom conversations, we enable students to develop social and literary awareness; our shared talk creates a comfortable place within which to explore and negotiate our interpretations of literary texts and the world in which we live. (Hynds, 1988, p. 177)

As language arts teachers, one of the most important things we can do for our students is to give them the belief that they can use language to influence the world around them....If students develop that belief, they will attempt to use language to attain goals more readily, they will be less reluctant to participate in classroom activities, and they will improve their behaviour in other aspects of their education and in aspects of their social life. (Backlund, 1988, p. 228)

The primacy of the spoken word in human intercourse cannot be too strongly emphasized. Important though the written word is, most communication takes place in speech; and those who do not listen with attention and cannot speak with clarity, articulateness and confidence are at a disadvantage in almost every aspect of their personal, social and working lives. (Jones, 1988, p. 26)

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING

In order for students to acquire the skills of reading a variety of texts, teachers must model, coach, and support reading in the classroom. Students learn and apply strategies successful readers use by reading in a variety of classroom contexts. As they engage in reading, they explore and learn the skills, strategies, and competencies of the reading process and of shared learning in a group setting.

### Reading and Viewing in Grades 4 to 7

#### Conferences

Students meet individually with the teacher for a variety of purposes: to read; for individual reading assessment; to demonstrate fluency and comprehension; to discuss their reading strategies, purposes, goals, self-assessment; and to develop an understanding of their progress.

#### Independent Reading and Viewing

Students read on their own for pleasure, to complete research, to follow personal interests, or to complete assigned tasks. They practise the skills and strategies they are learning.

### Reading in the Intermediate Classroom

#### Guided Reading

With the guidance of a teacher, students work individually or in small groups to learn and practise reading skills and strategies.

#### Small and Large Groups

Students work in small and large groups for a variety of purposes: to read together, to exchange ideas and clarify meaning, to support and encourage one another, and to reflect on and respond to the text they are reading.

### Strategies for Reading and Viewing

Students in Grade 6 use the following strategies:

- **Before** – set a purpose, consider personal reading goals, access prior knowledge to make connections, make predictions, ask questions, preview texts
- **During** – predict, make connections, visualize, ask and answer questions, make inferences and draw conclusions, reflect and respond, use ‘text features’, use graphic organizers, summarize and synthesize
- **After** – self-monitor and self-correct, generate and respond to questions, make inferences and draw conclusions, reflect and respond, visualize, use ‘text features’ to locate information, use graphic organizers to record information, summarize and synthesize

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING, CONTINUED

The criteria below could be used to describe a good reader and viewer at the intermediate grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

### Criteria for a Good Reader and Viewer (Grades 4 to 7)

#### A good reader and viewer

- accesses prior knowledge
- asks questions
- makes predictions
- integrates three cueing systems and cross-checks for meaning
- self-monitors and recognizes when text is not making sense
- uses strategies to overcome problems during reading and viewing
- makes connections before, during, and after reading and viewing
- uses mental images to deepen and extend meaning
- distinguishes the main ideas and their supporting details
- interprets both literal and inferential meaning
- synthesizes and extends meaning
- evaluates the text or visual material and considers its relevance to broader questions and issues
- self-evaluates and sets goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING, CONTINUED

### Research Findings Related to Reading

#### “The Six Ts of Effective Elementary Literacy Instruction” from Richard Allington

1. **Time.** Effective teachers have students do more guided reading, more independent reading, and more reading in social studies and science. In many exemplary classrooms, children are reading and writing for half the day.
2. **Texts.** Students have books they can actually read with a high level of accuracy, fluency, and comprehension. All students, then, rarely have the same book. Students engage in enormous quantities of successful reading and become independent, good readers. Motivation for reading is dramatically influenced by reading success.
3. **Teaching.** Effective teachers don't simply “assign and assess”; they are involved in active instruction. Explicit demonstrations of cognitive strategies are modelled; instruction is offered in a balance of side-by-side lessons, small group lessons, and whole group lessons. But whole group lessons are brief and focused.
4. **Talk.** There's more of it, and it's more conversational than interrogational. Discussion is purposeful and personalized, not scripted or packaged. Thoughtful classroom talk focuses on making children's thinking visible and building understanding.
5. **Tasks.** Leaving behind low-level worksheet tasks, effective teachers demonstrate greater use of longer assignments, tasks that integrate several content areas and substantive work with more complexity. Exemplary teachers provide students similar but different tasks.
6. **Testing Students.** Student work is evaluated based on effort and improvement. Rubrics shift responsibility for improvement to the students, so “luck” doesn't play a part. Most effective teachers use almost no test-preparation materials, feeling that good instruction is what makes the difference.

from R.L. Allington (June 2002). *Phi Delta Kappan*.

#### Core Understandings from Reading Research

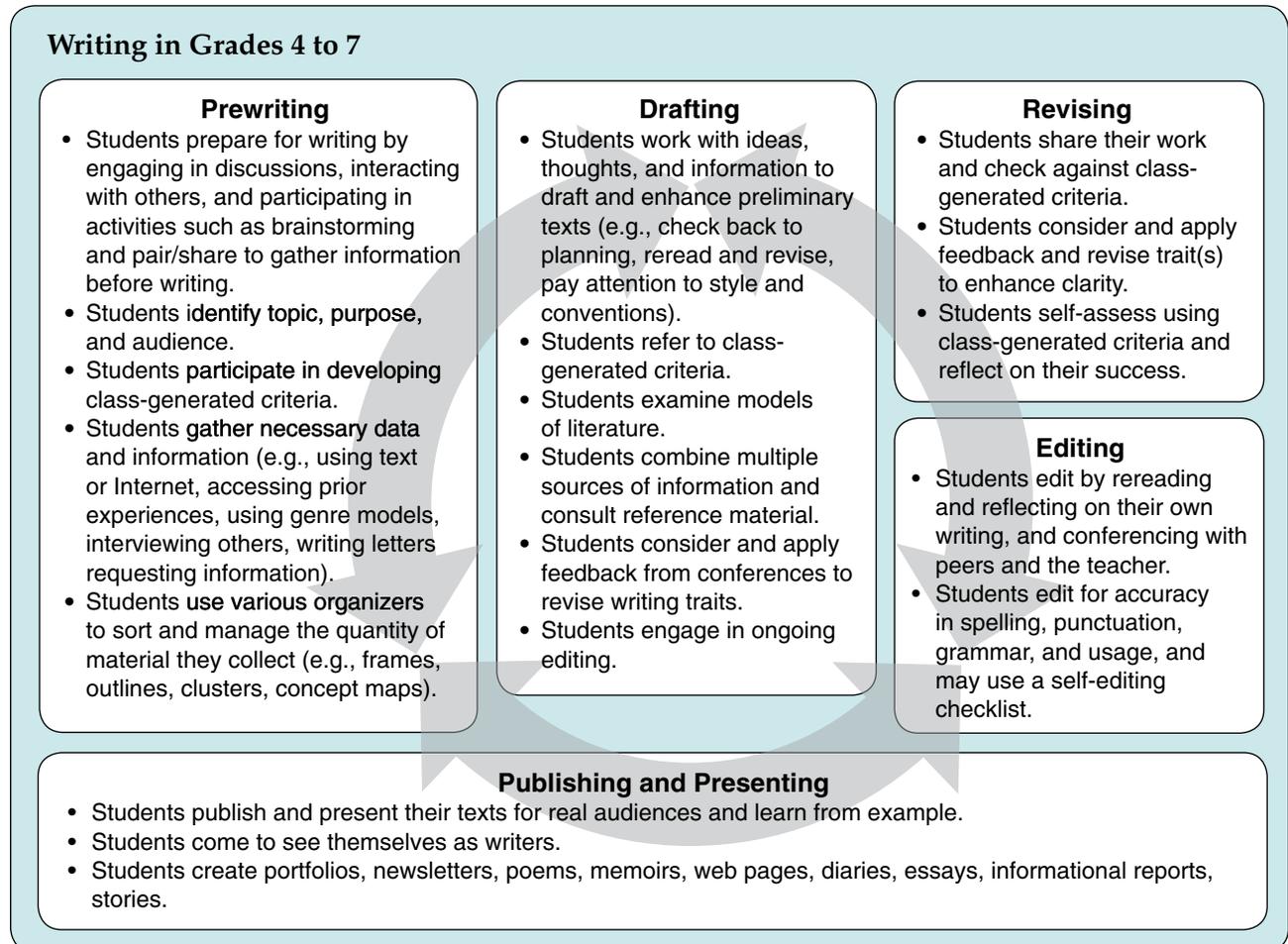
Through the analysis of current research the following 13 fundamental, or core, understandings relating to reading were identified:

1. Reading is a construction of meaning from text. It is an active, cognitive, and affective process.
2. Background knowledge and prior experience are critical to the reading process.
3. Social interaction is essential at all stages of reading development.
4. Reading and writing are reciprocal processes; development of one enhances the other.
5. Reading involves complex thinking.
6. Environments rich in literacy experiences, resources, and models facilitate reading development.
7. Engagement in the reading task is key in successfully learning to read and developing as a reader.
8. Children's understandings of print are not the same as adults' understandings.
9. Children develop phonemic awareness and knowledge of phonics through a variety of literacy opportunities, models, and demonstrations.
10. Readers learn productive strategies in the context of real reading.
11. Students learn best when teachers employ a variety of strategies to model and demonstrate reading knowledge, strategy, and skills.
12. Students need many opportunities to read, read, read.
13. Monitoring the development of reading processes is vital to student success.

Braunger, J., & Lewis, J.P. (2006). *Building a Knowledge Base in Reading* (2nd ed.). Copyright 2006 by the International Reading Association. Used with permission.

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING

Teachers model, coach, and support students in learning to write in a variety of groupings (whole class, small groups, pair, individually). Using models such as the Gradual Release of Responsibility, students practise, with increasing independence, the skills and processes of writing, applying strategies during the process to increase success at writing. Although the diagram below is organized into discrete stages, in reality, strategies may be used continuously throughout the writing process.



### Strategies for Writing and Representing

Students in Grade 6 use the following strategies:

- **Before** – set a purpose; identify an audience, genre, and form; analyse examples of successful writing and representing to identify key criteria; develop class-generated criteria; generate, select, develop and organize ideas from personal interest, prompts, texts and research
- **During** – refer to class-generated criteria, analyse models of literature, access multiple sources of information, consult reference materials, consider and apply feedback, revise and edit
- **After** – check their work against established criteria, read aloud and listen for fluency, revise to enhance writing traits, edit for conventions

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING, CONTINUED

The criteria below could be used to describe a good writer and representer at the intermediate grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

### Criteria for a Good Writer and Representer (Grades 4 to 7)

#### A good writer and representer

- generates ideas
- organizes information
- identifies a purpose
- defines an audience and considers its characteristics
- develops a “voice” and style suitable to the purpose, content, and audience
- controls word choice and sentence construction
- conveys meaning clearly
- demonstrates fluency and coherence in flow of ideas
- recognizes the value of feedback
- revises and rewrites
- adheres to conventions
- finds satisfaction in writing
- self-evaluates and sets goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING, CONTINUED

### Research Findings Related to Writing

#### “12 Writing Essentials for All Grades” from Regie Routman

Teach these essentials well in connection with any purposeful writing, and, with guidance, students will be able to use them in whatever form of writing they do:

1. **Write for a specific reader and a meaningful purpose.** Write with a particular audience in mind (this may be the author herself or himself) and define the writing task.
2. **Determine an appropriate topic.** Plan the writing, do the necessary research, narrow the focus, decide what’s most important to include.
3. **Present ideas clearly, with a logical, well-organized flow.** Structure the writing in an easy-to-follow style and format using words, sentences, and paragraphs; put like information together; stay on the topic; know when and what to add or delete; incorporate transitions.
4. **Elaborate on ideas.** Include details and facts appropriate to stated main ideas; explain key concepts; support judgments; create descriptions that evoke mood, time, and place; and develop characters.
5. **Embrace language.** “Fool with words” – experiment with nouns, verbs, adjectives, literary language, sensory details, dialogue, rhythm, sentence length, paragraphs – to craft specific, lively writing for the reader.
6. **Create engaging leads.** Attract the reader’s interest right from the start.
7. **Compose satisfying endings.** Develop original endings that bring a sense of closure.
8. **Craft authentic voice.** Write in a style that illuminates the writer’s personality – this may include dialogue, humour, point of view, a unique form.
9. **Reread, rethink, and revise while composing.** Access, analyse, reflect, evaluate, plan, redraft, and edit as one goes – all part of the recursive, non-linear nature of writing.
10. **Apply correct conventions and form.** Produce legible letters and words; employ editing and proofreading skills; use accurate spelling, punctuation, capitalization, and grammar; adhere to the formal rules of the genre.
11. **Read widely and deeply – and with a writer’s perspective.** Read avidly; notice what authors – and illustrators, do; develop an awareness of the characteristics of various genres (fiction, poetry, persuasive pieces) and how those genres work, and apply that knowledge and craft to one’s own writing.
12. **Take responsibility for producing effective writing.** Consider relevant responses and suggestions and willingly revise; sustain writing effort; monitor and evaluate one’s own work and set goals; publish, when possible and appropriate, in a suitable and pleasing presentation style and format; do whatever is necessary to ensure the text is meaningful and clear to the reader as well as accurate, legible, and engaging.

These writing essentials are applicable from Kindergarten through high school and beyond.

The factors that change are:

- The amount of excellent support the student needs (demonstrations and explicit teaching).
- The complexity of texts the student composes.
- The variety of forms or genres the author attempts.
- The learner’s level of independence.

Adapted from Routman, R. (2005). *Writing Essentials: Raising Expectations and Results While Simplifying Teaching* (pp.13-14). Portsmouth, NH: Heinemann.



**QUICK NAVIGATION TIPS**

- Prescribed Learning Outcomes are mandated by the *School Act*; they are legally required, not optional.
- The Prescribed Learning Outcomes are numbered for ease of use and do not indicate a linear delivery.
- General Learning Expectations are summaries of the Prescribed Learning Outcomes in the relevant organizer (they are not legally required).
- Achievement Indicators are a comprehensive range of indicators of what the learning might look like for each learning outcome. They may also be used as assessment criteria. They are suggested, and teachers may substitute, adapt, or add to these indicators.
- Bolded terms in the Prescribed Learning Outcomes and Suggested Achievement Indicators are defined in the Glossary section.
- See the Considerations for Program Delivery section and Key Elements for essential understandings underlying the curriculum.

**ORAL LANGUAGE (SPEAKING AND LISTENING)**

**PURPOSES (ORAL LANGUAGE)**

*General Learning Expectation:* Students use oral language to interact effectively with others for a wide range of purposes, to present ideas and information formally and informally, and to demonstrate increased capacity to listen purposefully and respond critically.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 6, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> <li>– contributing to group success</li> <li>– discussing and comparing ideas and opinions (e.g., debating)</li> <li>– improving and deepening comprehension</li> <li>– discussing concerns and resolving problems</li> <li>– completing a variety of tasks</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> share ideas relevant to class activities and discussions (e.g., teacher or student-selected pairs or small groups, whole class brainstorming, <b>literature circles</b>, and book clubs)</li> <li><input type="checkbox"/> speak and listen in partner, small group, and whole class discussion to accomplish a substantive task (e.g., suggest a plan of action for a student council, present a mock trial of a historical figure, take turns in a structured debate)</li> <li><input type="checkbox"/> share ideas in structured discussions and dialogues to explore issues, varying viewpoints, and conflicts</li> <li><input type="checkbox"/> ask questions to sustain and extend interactions</li> <li><input type="checkbox"/> listen to classmates and others without interrupting, speak respectfully to others, and use language and tone appropriately when disagreeing</li> <li><input type="checkbox"/> offer ideas and experiences that build on the ideas of others</li> <li><input type="checkbox"/> speak and listen to respond to others’ needs, feelings, and reactions, taking into account verbal and nonverbal cues (e.g., tone, inflection, body language, facial expression)</li> <li><input type="checkbox"/> synthesize viewpoints of others, and discuss options to resolve any outstanding differences</li> </ul> |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by</p> <ul style="list-style-type: none"> <li>– using prior knowledge and/or other sources of evidence</li> <li>– staying on topic in focussed discussions</li> <li>– presenting in a clear, focussed, organized, and effective manner</li> <li>– explaining and effectively supporting a viewpoint</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify purpose (e.g., to explore ideas, entertain, investigate) and audience (e.g., younger grade, buddy, class, guest) for speaking and presenting</li> <li><input type="checkbox"/> present/discuss in their own words information that is accurate, states a topic, follows an organizational <b>structure</b>, and includes specific and relevant examples and details (e.g., results of a scientific experiment, recreation of an historical event)</li> <li><input type="checkbox"/> explain their own viewpoints and give reasons, and if applicable, support judgments through references to a <b>text</b> and prior knowledge, or other sources of evidence</li> <li><input type="checkbox"/> emphasize key points with detailed evidence and media or visual aids, if applicable</li> <li><input type="checkbox"/> use vocabulary appropriate to topic and audience (e.g., content-specific words such as “global warming”)</li> <li><input type="checkbox"/> use tone, volume, pacing, phrasing, and gestures to engage audience and enhance meaning</li> <li><input type="checkbox"/> use speaking to explore and refine their own ideas and opinions, and begin to respond to the ideas of others (e.g., “John said the artist used lots of green in the painting. I agree, and think it is because...”)</li> </ul> |
| <p>A3 listen purposefully to understand and analyse ideas and information, by</p> <ul style="list-style-type: none"> <li>– summarizing and synthesizing</li> <li>– generating questions</li> <li>– visualizing and sharing</li> <li>– making inferences and drawing conclusions</li> <li>– interpreting the speaker’s verbal and nonverbal messages, purposes, and perspectives</li> <li>– analysing</li> <li>– ignoring distractions</li> </ul>     | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify and state a purpose for listening</li> <li><input type="checkbox"/> summarize and synthesize facts and supporting details, and differentiate between main ideas and supporting details</li> <li><input type="checkbox"/> ask questions to clarify or provide further understanding on the topic</li> <li><input type="checkbox"/> identify an author or speaker’s viewpoint and purpose, and identify details that were provided to support the viewpoint</li> <li><input type="checkbox"/> follow oral instructions and demonstrations to complete a task</li> <li><input type="checkbox"/> demonstrate attentive listening in nonverbal ways (e.g., take notes, sketch or diagram key ideas, nod to show agreement, use facial expressions)</li> <li><input type="checkbox"/> attend to speaker without distracting or interrupting (e.g., raise hand to ask questions or make comments, wait turn to speak, record questions to ask at an appropriate time)</li> <li><input type="checkbox"/> respond appropriately to verbal and nonverbal cues</li> </ul>  |

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**Suggested Questions/Prompts to Scaffold Learning**

- How do you talk and behave differently in different situations (e.g., when speaking to a staff member or a guest vs. speaking with a group of friends vs. giving a presentation to the class)?
- How do the audience and purpose of your presentation affect the way you present your ideas and the language you use?
- What are some of the things speakers do to make their presentations interesting for their audience?
- What could you do to find out the opinions others have about an issue or topic? What questions could you ask?
- How can you help your listeners follow your sequence of ideas on a topic?
- How do you respond politely if someone disagrees with your opinion? What could you say?
- How has your thinking about the topic changed as a result of listening to the oral presentation(s)? How might you use the new information?
- When listening, what are some ways you can help yourself remember some of the details from the presentation?

**STRATEGIES (ORAL LANGUAGE)**

*General Learning Expectation:* Students purposefully use a range of strategies to increase success at interacting, speaking, and listening in a variety of situations, including preparing and delivering short formal and informal oral presentations (e.g., use logical or sequential organizers, incorporate nonverbal elements).

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 6, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>A4 select and use <b>strategies</b> when interacting with others, including</p> <ul style="list-style-type: none"> <li>– accessing prior knowledge</li> <li>– making and sharing connections</li> <li>– asking questions for clarification and understanding</li> <li>– taking turns as speaker and listener</li> <li>– paraphrasing to clarify meaning</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> refer to relevant <b>texts</b> they have read or heard, or contribute relevant experiences to the topic or task</li> <li><input type="checkbox"/> connect and relate prior experiences, insights, and ideas to those of a speaker</li> <li><input type="checkbox"/> make connections to personal and shared ideas and experiences by talking in pairs or small groups</li> <li><input type="checkbox"/> ask thoughtful questions and respond to questions with appropriate elaboration</li> <li><input type="checkbox"/> balance role of self as speaker and listener and follow the rules of conversation</li> <li><input type="checkbox"/> explain and show understanding of other viewpoints</li> </ul>   |
| <p>A5 select and use <b>strategies</b> when expressing and presenting ideas, information, and feelings, including</p> <ul style="list-style-type: none"> <li>– setting a purpose</li> <li>– accessing prior knowledge</li> <li>– generating ideas</li> <li>– making and sharing connections</li> <li>– asking questions to clarify and confirm meaning</li> <li>– organizing information</li> <li>– practising delivery</li> <li>– self-monitoring and self-correcting in response to feedback</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify topic, audience, and purpose for specific oral presentations (e.g., to inform classmates, to persuade an audience of adults)</li> <li><input type="checkbox"/> discuss what they already know about the topic and what the audience needs to know</li> <li><input type="checkbox"/> ask and/or answer questions to focus the topic, paraphrase ideas, clarify understanding, or identify the need for further information</li> <li><input type="checkbox"/> select a focus, an organizational <b>structure</b>, and a viewpoint, matching the purpose, message, and occasion</li> <li><input type="checkbox"/> emphasize key points to assist the listener in following the main ideas and concepts</li> <li><input type="checkbox"/> practise with peer support, ask for feedback, and incorporate suggestions</li> <li><input type="checkbox"/> adjust volume, tone, intonation, pace, and gesture based on verbal and nonverbal feedback from the audience</li> <li><input type="checkbox"/> use appropriate <b>strategies</b> for making connections with the audience (e.g., position themselves so others can see and hear, use body language such as smiling or making eye contact)</li> </ul> |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p>A6 select and use <b>strategies</b> when listening to make and clarify meaning, including</p> <ul style="list-style-type: none"> <li>– accessing prior knowledge</li> <li>– making predictions about content before listening</li> <li>– focussing on the speaker</li> <li>– listening for specifics</li> <li>– generating questions</li> <li>– recalling, summarizing, and synthesizing</li> <li>– drawing inferences and conclusions</li> <li>– distinguishing between fact and opinion</li> <li>– visualizing</li> <li>– monitoring comprehension</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> use prior knowledge and understanding (e.g., of the topic, speaker, or <b>genre</b>) to make reasonable predictions</li> <li><input type="checkbox"/> generate focus questions before listening</li> <li><input type="checkbox"/> focus on a particular aspect of a presentation (e.g., be attentive for answers to focus questions, listen for poetic or <b>literary devices</b>)</li> <li><input type="checkbox"/> ask questions to clarify when information is not making sense</li> <li><input type="checkbox"/> identify and summarize main ideas and supporting details</li> <li><input type="checkbox"/> identify key words and phrases to focus listening (e.g., organizing terms such as “first,” “later on,” “in conclusion”; outline of key points)</li> <li><input type="checkbox"/> identify the tone, <b>mood</b>, and emotion conveyed in the oral communication</li> <li><input type="checkbox"/> use an increased repertoire of techniques to aid in remembering things told or presented (e.g., make notes, sketch, connect with a personal experience or other known idea, visualize)</li> <li><input type="checkbox"/> recognize emotional and logical arguments</li> <li><input type="checkbox"/> make mental images to clarify and deepen meaning and to stimulate connections</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• How did you prepare for this presentation? What else could you have done?</li> <li>• In what ways did practising with your peers help? Which of their helpful suggestions did you include?</li> <li>• How did understanding the structure of the oral language format (<i>discussion, mock trial, debate</i>) help you prepare your piece/delivery?</li> <li>• What clues did the audience give you to adjust and present your ideas more clearly?</li> <li>• How can you most effectively engage an audience?</li> <li>• In presenting your ideas, what did you do well? What is your goal to work on for next time?</li> <li>• What strategies did you use to help you understand and remember what you heard? How did you record/make notes about the information? What other ways could be helpful?</li> </ul> |   |

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**THINKING (ORAL LANGUAGE)**

*General Learning Expectation:* Students use increasingly powerful and specific vocabulary, and use oral language to make thoughtful responses to information and ideas through analysing, interpreting, and evaluating. Students reflect on and assess their own speaking and listening, and set and pursue goals for improvement.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 6, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>A7 demonstrate enhanced vocabulary knowledge and usage</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> use expanding vocabulary in own speech, including vocabulary related to specific subject areas</li> <li><input type="checkbox"/> use new vocabulary introduced in <b>texts</b> and class discussions</li> <li><input type="checkbox"/> use increasingly descriptive and powerful words</li> <li><input type="checkbox"/> use language to justify and defend positions and viewpoints</li> <li><input type="checkbox"/> select purposeful and precise language</li> </ul>  |
| <p>A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to <b>texts</b></p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> understand and respond to literary and creative works (e.g., agree with interesting propositions, provide alternative viewpoints, become intrigued by unsolved mystery, suggest solution to <b>conflict</b>)</li> <li><input type="checkbox"/> express a personal viewpoint with supporting details and recognize that it may differ from that of others; defend personal viewpoint while maintaining respect for the viewpoints of others</li> <li><input type="checkbox"/> make meaningful connections between new information and ideas and their prior knowledge and beliefs about the topic</li> <li><input type="checkbox"/> connect <b>themes</b>, characters, and plot in literature with their own experiences or other literature</li> <li><input type="checkbox"/> build on others' ideas (e.g., expand on and acknowledge the ideas of others during brainstorming)</li> </ul>  |
| <p>A9 use speaking and listening to improve and extend thinking, by</p> <ul style="list-style-type: none"> <li>– questioning and speculating</li> <li>– acquiring new ideas</li> <li>– analysing and evaluating ideas</li> <li>– developing explanations</li> <li>– considering alternative viewpoints</li> <li>– summarizing and synthesizing</li> <li>– problem solving</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify logical connections between new information and ideas and extend own thinking built on that logic</li> <li><input type="checkbox"/> present a new idea, and defend the validity of the idea with reasons or evidence</li> <li><input type="checkbox"/> identify a personal viewpoint on the information and ideas presented, and articulate an alternative viewpoint</li> <li><input type="checkbox"/> explain the logic of an argument in an oral <b>text</b> (e.g., debate) and evaluate the supporting evidence</li> <li><input type="checkbox"/> make reasoned decisions based on valid evidence</li> <li><input type="checkbox"/> with support, develop and apply criteria for assessing the value of ideas and information (e.g., logical soundness, source of ideas and information, congruence with prior knowledge)</li> <li><input type="checkbox"/> identify a speaker's use of various words to influence the audience's feelings and attitudes</li> <li><input type="checkbox"/> question and speculate on possibilities regarding the ideas and information presented</li> <li><input type="checkbox"/> ask and answer critical questions about an advertisement (e.g., "Who is the target audience for this ad? How do you know?")</li> </ul> |

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| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p>A10 reflect on and assess their speaking and listening, by</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– considering and incorporating peer and adult feedback</li> <li>– setting goals and creating a plan for improvement</li> <li>– taking steps toward achieving goals</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> describe the qualities of a good listener/speaker and identify those that they demonstrate</li> <li><input type="checkbox"/> identify strengths and areas for improvement (e.g., “I pay close attention to the speaker, but in discussions, when I am excited about an idea, I interrupt.”)</li> <li><input type="checkbox"/> using class-generated criteria, reflect on progress toward meeting goals; state achievable goals for future speaking and listening experiences (e.g., “I will use vocal expression,” “I will put my ideas in logical order.”)</li> <li><input type="checkbox"/> use “think-alouds” to self-assess</li> <li><input type="checkbox"/> discuss a presentation’s success in accomplishing its goal (e.g., to inform the audience, to persuade to a viewpoint, to sell a product)</li> <li><input type="checkbox"/> modify their presentations through analysis of the feedback from audiences</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• What was the viewpoint of the speaker? What reasons did the speaker offer for his or her viewpoint? How does the speaker’s view compare with your ideas on the topic?</li> <li>• In what ways did the presentation fulfill its purpose? Give support for your answer (e.g., cite details of the presentation, explain reasons for your judgment).</li> <li>• What words or images stay with you from the presentation? How does word choice affect a presentation for the listener?</li> <li>• What ideas did you get as you listened to the speech? In what ways did the speaker cause you to change your opinion or understanding of the topic/issue? How will you use that information? What reasons can you give for having made this change to your beliefs? What do you still disagree with?</li> <li>• What strategies did the presenter use to attempt to keep you engaged? Was he or she successful?</li> <li>• Listen to a tape of your presentation. Tell me what you think.</li> <li>• Based on the criteria, what were the strongest points of your presentation?</li> <li>• What changes did you make to your presentation as a result of feedback from others? What goal would you like to set for your next presentation? What will you do to gain those skills?</li> </ul> |  |

**FEATURES (ORAL LANGUAGE)**

*General Learning Expectation:* Students use the features and conventions of oral language with increasing sophistication to express ideas and information clearly and fluently. Students recognize and use the structures and patterns of oral language to make meaning.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 6, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>A11 recognize and apply the <b>features</b> of oral language to convey and derive meaning, including</p> <ul style="list-style-type: none"> <li>– context (e.g., audience, purpose, situation)</li> <li>– <b>text structure</b></li> <li>– a variety of sentence lengths, structures, and types</li> <li>– smooth transitions and connecting words</li> <li>– <b>syntax</b> (i.e., grammar and usage)</li> <li>– <b>diction</b></li> <li>– nonverbal communication</li> <li>– receptive listening posture</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> select or identify appropriate <b>register</b> (e.g., formal, informal)</li> <li><input type="checkbox"/> establish and sustain a sense of beginning, middle, and end (e.g., stay on topic, sequence ideas in meaningful ways, conclude purposefully)</li> <li><input type="checkbox"/> express ideas using a variety of sentence types and lengths to enhance audience engagement (e.g., use <b>simple, compound, complex</b>, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts)</li> <li><input type="checkbox"/> use a variety of connecting words and transitions to link ideas in speech (e.g., in addition, as a result)</li> <li><input type="checkbox"/> recognize awkward phrasing in speaking (e.g., self-correct by restating in one or more ways)</li> <li><input type="checkbox"/> use noun-pronoun agreement and subject-verb agreement</li> <li><input type="checkbox"/> use appropriate volume, tone, intonation, pace, expression, and gesture</li> <li><input type="checkbox"/> maintain an appropriate listening posture, including focussing on the speaker</li> </ul> |
| <p>A12 recognize the <b>structures</b> and patterns of language in oral <b>texts</b>, including</p> <ul style="list-style-type: none"> <li>– <b>literary devices</b></li> <li>– <b>sound devices</b></li> <li>– structural sequencing cues</li> <li>– <b>idiomatic expressions</b></li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize and use <b>literary devices</b> (e.g., <b>hyperbole</b>)</li> <li><input type="checkbox"/> reproduce the rhythmic pattern when reciting a poem or chant with a regular metre</li> <li><input type="checkbox"/> recognize and create <b>sound devices</b> (e.g., <b>onomatopoeia</b>)</li> <li><input type="checkbox"/> identify language patterns heard in a poem (e.g., rhyme scheme, <b>alliteration</b>, repetition)</li> <li><input type="checkbox"/> identify and use structural sequencing cues (e.g., most importantly, since)</li> <li><input type="checkbox"/> demonstrate familiarity with the unique characteristics of different oral language formats (e.g., debate, interview response)</li> <li><input type="checkbox"/> understand <b>idiomatic expressions</b> and use them to enhance speaking and/or writing</li> </ul>   |

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**Suggested Questions/Prompts to Scaffold Learning**

- What did the presenter do to make the information interesting? ...easy to understand? ...convincing?
- How did the presenter introduce the topic ...hold your attention? ...conclude the presentation?
- What techniques did the presenter use to effectively make a point?
- When presenting, what did you do to help yourself and your audience when you stumbled over words or ideas?
- When we're nervous about presenting, we often talk too fast or mumble. What are some things we need to remember to overcome this?
- What was the rhythm/rhyme scheme in this poem? What were some examples of effective language the poet/author used to hold your attention?
- Where is there an example of figurative language? Is it effective? Why or why not?
- While listening to the debate, did you change your mind or have your perspective affirmed? Explain.
- What do you think are two characteristics of strong debaters?
- What are some things you do to support and encourage others?

## READING AND VIEWING

## PURPOSES (READING AND VIEWING)

**General Learning Expectation:** Students independently and collectively read and view to comprehend, enjoy, and respond to a variety of grade-appropriate literary texts, information texts with specialized language, and visual texts with specialized features.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 6, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>B1 read <b>fluently</b> and demonstrate comprehension and interpretation of a range of <b>grade-appropriate</b> literary <b>texts</b>, featuring variety in <b>theme</b> and writing techniques, including</p> <ul style="list-style-type: none"> <li>– stories from Aboriginal and other cultures</li> <li>– literature from Canada and other countries</li> <li>– short stories and novels exposing students to unfamiliar contexts</li> <li>– short plays that are straightforward in <b>form</b> and content</li> <li>– poetry in a variety of <b>forms</b></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> read <b>grade-appropriate</b> literary <b>texts</b> independently and collectively (e.g., <b>choral reading</b>, <b>readers’ theatre</b>), with accuracy, comprehension, and <b>fluency</b>, including expression and phrasing</li> <li><input type="checkbox"/> demonstrate comprehension by making connections (<b>text-to-text</b>, <b>text-to-self</b>, and <b>text-to-world</b>)</li> <li><input type="checkbox"/> generate and respond thoughtfully to comprehension activities (orally and in writing), providing details and support from the <b>text</b> for their reactions and opinions</li> <li><input type="checkbox"/> make and justify logical predictions, inferences, and interpretations about the <b>text</b> and about events “beyond the story”</li> <li><input type="checkbox"/> draw comparisons among <b>texts</b> and among <b>genres</b></li> <li><input type="checkbox"/> demonstrate comprehension by sketching or acting out the <b>text</b></li> <li><input type="checkbox"/> question the author’s viewpoint, position, or purpose (i.e., <b>critical literacy</b>)</li> <li><input type="checkbox"/> explain the significant images and use of poetic language and simple <b>literary devices</b> (e.g., <b>simile</b>, <b>metaphor</b>, <b>alliteration</b>)</li> <li><input type="checkbox"/> use ‘<b>text features</b>’ to support meaning when reading aloud (e.g., dialogue, punctuation, and phrasing)</li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>B2 read <b>fluently</b> and demonstrate comprehension of <b>grade-appropriate information texts</b> with some specialized language, including</p> <ul style="list-style-type: none"> <li>– non-fiction books</li> <li>– textbooks and other instructional materials</li> <li>– visual or graphic materials</li> <li>– reports and articles from magazines and journals</li> <li>– reference materials</li> <li>– appropriate web sites</li> <li>– instructions and procedures</li> <li>– advertising and promotional materials</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> read <b>grade-appropriate information texts</b> independently and collectively, with accuracy, comprehension, and <b>fluency</b>, including expression and phrasing</li> <li><input type="checkbox"/> use a variety of print and electronic reference sources (e.g., dictionaries, thesaurus, web sites)</li> <li><input type="checkbox"/> locate specific relevant details through the use of ‘<b>text features</b>’ (e.g., glossaries, tables of contents, unit summaries, indices, appendices, navigation bars, search engines)</li> <li><input type="checkbox"/> identify main topics addressed in a selection and distinguish between main ideas and related details</li> <li><input type="checkbox"/> make organized notes on a topic by creating relevant categories that reflect the main ideas or topics</li> <li><input type="checkbox"/> make inferences or interpretations based on evidence from the <b>text</b></li> <li><input type="checkbox"/> generate questions that may be answered through further reading on the topic</li> <li><input type="checkbox"/> question the author’s viewpoint, position, or purpose (i.e., <b>critical literacy</b>)</li> <li><input type="checkbox"/> develop skill in discriminating between fact and opinion</li> <li><input type="checkbox"/> extract accurate and important information from <b>text</b> and ‘<b>text features</b>’, including specific details from graphics</li> </ul> |
| <p>B3 read and reread <b>just-right texts</b> for at least 30 minutes daily for enjoyment and to increase <b>fluency</b> and comprehension</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> choose a <b>just-right text</b> on their own</li> <li><input type="checkbox"/> read and reread independently for a sustained period daily (e.g., 30 minutes)</li> <li><input type="checkbox"/> show engagement in reading</li> </ul>   |
| <p>B4 demonstrate comprehension of visual <b>texts</b> with specialized features (e.g., visual components of media such as magazines, newspapers, web sites, comic books, broadcast media, videos, advertising, and promotional materials)</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> suggest possible purposes of visual <b>texts</b> and offer reasonable interpretations (e.g., to inform, entertain, persuade)</li> <li><input type="checkbox"/> determine who is served by these images (i.e., <b>critical literacy</b>)</li> <li><input type="checkbox"/> make inferences (e.g., about what happened before/after a picture, about feelings of people in photographs, about material that is “unseen” or implicit)</li> <li><input type="checkbox"/> identify basic visual techniques (e.g., choice of colour palette, viewpoint selection) and determine how these techniques and the content affect the audience’s reaction</li> </ul>   |

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**Suggested Questions/Prompts to Scaffold Learning**

- What are the themes or messages in this selection? How do they connect to the plot? What do you think the author/poet wants you to think about and remember?
- In what ways did the weaknesses/strengths of the character affect the chain of events in the story?
- If you were the author, what might you include in a sequel to this book?
- What are some examples of the use of figurative language/poetic language?
- What were the key ideas/images in the information you read/viewed? Why did you identify them as important?
- How did the author organize the information? In what ways did this make the information easier to understand?
- What new information did you learn from reading this selection? Think about what you read. How did it change your thinking about the topic? What additional information do you think the author should have included?
- How did the audience/readers react when they viewed/read this selection? What techniques did the director/artist/author use to cause this response?

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**STRATEGIES (READING AND VIEWING)**

*General Learning Expectation:* Students purposefully use a range of strategies before, during, and after reading and viewing to increase success at making meaning from texts and extending their fluency and understanding.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 6, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p><b>B5</b> select and use <b>strategies</b> before reading and viewing to develop understanding of <b>text</b>, including</p> <ul style="list-style-type: none"> <li>– setting a purpose and considering personal reading goals</li> <li>– accessing prior knowledge to make connections</li> <li>– making predictions</li> <li>– asking questions</li> <li>– previewing <b>texts</b></li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> write down and/or share what they already know about a topic or idea (e.g., carousel brainstorming)</li> <li><input type="checkbox"/> make logical predictions about content, based on prior knowledge and understanding of <b>genre</b> and author</li> <li><input type="checkbox"/> generate a question(s) to guide reading and viewing</li> <li><input type="checkbox"/> describe and use <b>‘text features’</b> (e.g., table of contents, illustrations, headings) to anticipate and ask questions about content</li> <li><input type="checkbox"/> use a variety of alternative sources to locate information and build background knowledge about the topic (e.g., encyclopedias, Internet, trade books, newspaper articles)</li> </ul>   |
| <p><b>B6</b> select and use <b>strategies</b> during reading and viewing to construct, monitor, and confirm meaning, including</p> <ul style="list-style-type: none"> <li>– predicting</li> <li>– making connections</li> <li>– visualizing</li> <li>– asking and answering questions</li> <li>– making inferences and drawing conclusions</li> <li>– using <b>‘text features’</b></li> <li>– self-monitoring and self-correcting</li> <li>– figuring out unknown words</li> <li>– reading selectively</li> <li>– determining the importance of ideas/ events</li> <li>– summarizing and synthesizing</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> make and confirm logical predictions (e.g., summarize and restate what has been read before and hypothesize about what will come next)</li> <li><input type="checkbox"/> visualize, sketch, or use <b>graphic organizers</b> to support comprehension (e.g., mind map, quadrants)</li> <li><input type="checkbox"/> figure out unfamiliar words or expressions, including specialized and technical vocabulary, by using context cues, word structure, illustrations, and classroom resources (e.g., glossaries, dictionaries, reference materials, thesaurus)</li> <li><input type="checkbox"/> self-monitor, select, and adjust <b>strategies</b> to self-correct (e.g., reread, read ahead, go to another source)</li> <li><input type="checkbox"/> make connections during the reading (<b>text-to-self</b>, <b>text-to-text</b>, <b>text-to-world</b>), comparing and contrasting characters, ideas, and events</li> <li><input type="checkbox"/> question author’s motive or intent (i.e., <b>critical literacy</b>)</li> <li><input type="checkbox"/> use graphic and visual cues (e.g., bold type, headings, diagrams, sidebars) to clarify understanding</li> <li><input type="checkbox"/> <b>skim</b> and <b>scan</b> to gather information</li> <li><input type="checkbox"/> use glossaries, summaries, focus questions in <b>text</b>, outlines, sidebars, navigation bars, and hyperlinks to find information in non-fiction <b>text</b></li> </ul> |

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| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p>B7 select and use <b>strategies</b> after reading and viewing to confirm and extend meaning, including</p> <ul style="list-style-type: none"> <li>– self-monitoring and self-correcting</li> <li>– generating and responding to questions</li> <li>– making inferences and drawing conclusions</li> <li>– reflecting and responding</li> <li>– visualizing</li> <li>– using ‘<b>text features</b>’ to locate information</li> <li>– using <b>graphic organizers</b> to record information</li> <li>– summarizing and synthesizing</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> review the purpose set prior to reading or viewing and use it to guide rereading and “re-viewing”</li> <li><input type="checkbox"/> use self-monitoring and self-correcting <b>strategies</b> (e.g., reread, <b>skim</b>, <b>scan</b> for specific information and details and to confirm understanding)</li> <li><input type="checkbox"/> ask and respond to questions related to the material read or viewed</li> <li><input type="checkbox"/> make inferences and draw conclusions (e.g., make connections between cause and effect in materials read or viewed)</li> <li><input type="checkbox"/> use ‘<b>text features</b>’ (e.g., headings, illustrations, diagrams) to locate and organize information</li> <li><input type="checkbox"/> describe <b>features</b> that might contribute to an inferential understanding of the <b>text</b>, such as obvious <b>symbols</b> and other <b>literary devices</b> (e.g., <b>simile</b>, <b>metaphor</b>, <b>alliteration</b>, <b>flashback</b>, <b>onomatopoeia</b>, <b>symbolism</b>)</li> <li><input type="checkbox"/> use <b>graphic organizers</b> to record and organize information (e.g., chronological report outline, concept map, cause and effect T-chart)</li> <li><input type="checkbox"/> summarize the “big idea” or author’s message, and give supporting details</li> <li><input type="checkbox"/> reflect on the reading and viewing and make connections (<b>text-to-self</b>, <b>text-to-text</b>, <b>text-to-world</b>)</li> </ul> |

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**Suggested Questions/Prompts to Scaffold Learning***Before*

- Given this title, the author, and what you already know about the subject, what would you predict this story is about?
- What elements do you think might be included in this genre/form?
- What ideas do you have about the problem or issue that the characters might encounter?
- What are some key questions you wish to have answered by reading this section or selection?
- What connections can you make to this topic?
- Preview the web site. How is it organized? What sections do you think will give you the most information? ...the least? What do you already know about this topic?

*During*

- What are some strategies you use to figure out unknown words?
- If you read a word or passage but don't understand it or it doesn't make sense, what strategies do you use to figure it out?
- Which part of the story, so far, has been the most challenging for you to understand? What ideas do you have about why that section was confusing for you? What strategies did/could you use to increase your understanding?
- How do the 'text features' (e.g., headings, focus questions, diagrams, charts, chapter summaries) help you to understand what you have read?
- Summarize what you have found out so far. What key words did you make note of to help you remember? What literary devices does the author/poet use that help you form strong images you remember? What do you predict will happen next?

*After*

- How does scanning, skimming, and rereading help you understand what you have read?
- When you needed to find specific details or information, what strategies did you use? Show me an example from this book.
- What questions do you have about this story that you would like to go back and reread to clarify?
- Review the questions you had before reading. What did you read that could answer those questions? What questions do you still have? What inferences could you make to answer those questions? What source might you examine to find out more?

**THINKING (READING AND VIEWING)**

*General Learning Expectation:* Students make creative and meaningful connections to texts. They extend their thinking by analysing, comparing, and contrasting several texts, developing opinions, and synthesizing new ideas. Students reflect on and assess their reading and viewing, and set and pursue goals for improvement.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 6, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>B8 respond to selections they read or view, by</p> <ul style="list-style-type: none"> <li>– expressing opinions and making judgments supported by explanations and evidence</li> <li>– explaining connections (<b>text-to-self</b>, <b>text-to-text</b>, and <b>text-to-world</b>)</li> <li>– identifying personally meaningful selections, passages, and images</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> offer responses and opinions with supporting explanations</li> <li><input type="checkbox"/> create a written response to <b>text</b>, making personal connections, connections to other <b>texts</b>, and connections to related events</li> <li><input type="checkbox"/> compare their responses to <b>texts</b> with the response of others (e.g., <b>literature circles</b>)</li> <li><input type="checkbox"/> make and support connections to other reading or viewing selections (e.g., compare characters, plots, resolutions, <b>themes</b>, and authors’ craft with direct quotes from source)</li> <li><input type="checkbox"/> identify powerful passages from <b>texts</b> and describe why they are personally meaningful</li> <li><input type="checkbox"/> join with a partner(s) and act out a favourite scene, passage, or image</li> </ul>  |
| <p>B9 read and view to improve and extend thinking, by</p> <ul style="list-style-type: none"> <li>– analysing <b>texts</b> and developing explanations</li> <li>– comparing various viewpoints</li> <li>– summarizing and synthesizing to create new ideas</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> integrate new information and ideas from a selection into their own thinking and explain how it has changed their ideas about the topic (e.g., job loss in local area compared to environmental impact)</li> <li><input type="checkbox"/> make reasoned decisions based on valid evidence</li> <li><input type="checkbox"/> begin to identify contradictions and opposing viewpoints within ideas and information (i.e., <b>critical literacy</b>)</li> <li><input type="checkbox"/> draw a generalization from particular information presented in <b>text</b></li> <li><input type="checkbox"/> develop and apply criteria for assessing the value of ideas and information (e.g., currency of social issues in a novel, rationalizing personal preferences), with support</li> <li><input type="checkbox"/> describe further potential in a <b>text</b> (e.g., look for alternative, innovative outcomes; consider developments extending beyond the <b>text</b>)</li> <li><input type="checkbox"/> question the author’s purpose or viewpoint (i.e., <b>critical literacy</b>)</li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p>B10 reflect on and assess their reading and viewing, by</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– setting goals and creating a plan for improvement</li> <li>– taking steps toward achieving goals</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify the <b>strategies</b> that good readers/viewers use before, during, and after reading and viewing</li> <li><input type="checkbox"/> discuss their reading and viewing using vocabulary pertaining to <b>texts</b> and to assessment</li> <li><input type="checkbox"/> identify their strengths as readers/viewers with reference to their use of reading and viewing <b>strategies</b> (e.g., “I asked and answered questions,” “I made pictures in my head,” “I reread for more information or clarification.”)</li> <li><input type="checkbox"/> reflect on the personal goals set, and act on personal goals for future reading and viewing</li> <li><input type="checkbox"/> follow a plan for achieving goals for improvement in future reading and viewing</li> <li><input type="checkbox"/> independently choose <b>just-right texts</b> to improve their reading skills</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• The character in the story had a problem or a struggle. Think of a time you or someone you know had the same issue. In what ways was the approach to the problem similar or different?</li> <li>• Tell about your favourite author. What is it about the author’s style that engages you?</li> <li>• Do you think the information in this selection is from a reliable source? What evidence do you have that it is/is not reliable? How could you check? Where could you get more information on this topic? What questions would you still like answered?</li> <li>• These two selections (e.g., articles, videos, advertisements, news reports, editorials) present opposing viewpoints. Describe the bias of this selection/visual. What are some of the assumptions made here?</li> <li>• Look at _____ (<i>a visual representation</i>). What is the key idea? What are some of the most important details that support the key idea? How does the artist make them stand out?</li> <li>• What new information did you learn from viewing this selection? How did it change your thinking about the topic? What information or ideas do you want further clarification on? What additional information do you think the director/designer/developer should have included?</li> <li>• When you read this selection, what reading strategies did you notice yourself using? What reading strategies could you use to further develop your understanding in your next selection?</li> </ul> |   |

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**FEATURES (READING AND VIEWING)**

*General Learning Expectation:* Students explain how form/genre, function of text, ‘text features’, literary elements, non-fiction elements, literary devices, and idiomatic expressions can contribute to the meaning of texts.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 6, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>B11 explain how <b>structures</b> and <b>features</b> of <b>text</b> work to develop meaning, including</p> <ul style="list-style-type: none"> <li>– <b>form</b>, function, and <b>genre</b> of <b>text</b> (e.g., brochure about smoking to inform students; <b>genre</b> is persuasive)</li> <li>– ‘<b>text features</b>’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlinks, <b>pull-quotes</b>)</li> <li>– <b>literary elements</b> (e.g., <b>characterization</b>, <b>mood</b>, viewpoint, <b>foreshadowing</b>, <b>conflict</b>, <b>protagonist</b>, <b>antagonist</b>, <b>theme</b>)</li> <li>– non-fiction elements (e.g., <b>topic sentence</b>, development of ideas with supporting details, central idea)</li> <li>– <b>literary devices</b> (e.g., <b>imagery</b>, <b>onomatopoeia</b>, <b>simile</b>, <b>metaphor</b>)</li> <li>– <b>idiomatic expressions</b></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> relate their knowledge of <b>features</b> of the <b>text</b> to the functions of the <b>text</b> (e.g., a persuasive article may not show both viewpoints)</li> <li><input type="checkbox"/> explain the purpose of ‘<b>text features</b>’ (e.g., bold and italic type, hyperlink, sidebars)</li> <li><input type="checkbox"/> use vocabulary such as copyright, plagiarism, table of contents, headings, index, glossary, diagrams, sidebar, and <b>pull-quotes</b> to talk about their function in relation to reading and viewing</li> <li><input type="checkbox"/> discuss author’s techniques (e.g., how character is revealed in <b>text</b>; explain the techniques by which the <b>text</b> conveys <b>mood</b> and setting)</li> <li><input type="checkbox"/> compare various <b>forms</b> or <b>genres</b> (e.g., editorials with newspaper articles, personal narratives with fictional stories)</li> <li><input type="checkbox"/> identify some poetic devices including <b>imagery</b>, <b>onomatopoeia</b>, <b>simile</b>, and <b>metaphor</b></li> <li><input type="checkbox"/> identify and understand some <b>idiomatic expressions</b> and understand their value</li> </ul> |

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**Suggested Questions/Prompts to Scaffold Learning**

- Explain and give an example of how the author/poet used metaphor/simile/irony/personification.
- What do you think might have been the author’s reason for choosing this form/genre?
- What are some examples of how the author has used persuasive language in writing the article? To what extent does the article demonstrate bias?
- How does the use of literary elements in this selection compare with something you have read before?
- How did the poem make you feel? Which techniques did the poet use to help create this feeling?
- What are some similarities and differences between one form/genre and another (e.g., editorial vs. historical fiction)?
- “It’s raining cats and dogs” is found on page\_\_\_\_. What does this mean? How else could this have been said? Is there value to using this idiom?

## WRITING AND REPRESENTING

### PURPOSES (WRITING AND REPRESENTING)

*General Learning Expectation:* Students create a variety of well-developed texts, including meaningful personal texts, clear information texts, and engaging imaginative texts showing an increasingly natural fluency, an honest voice, and powerful word choice.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 6, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>C1 write a variety of clear, focussed <b>personal writing</b> for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring</p> <ul style="list-style-type: none"> <li>– clearly developed <b>ideas</b> by using effective supporting details, explanations, comparisons, and insights</li> <li>– <b>sentence fluency</b> through sentence variety and lengths with increasing rhythm and flow</li> <li>– effective <b>word choice</b> through the use of an increasing number of new, varied, and powerful words</li> <li>– an honest <b>voice</b></li> <li>– an <b>organization</b> that is meaningful, logical, and effective, and showcases a central idea or <b>theme</b></li> </ul> | <p><input type="checkbox"/> create a variety of <b>personal writing</b> (e.g., free writes, reading responses, journal entries, descriptive pieces, memoirs, personal letters, and may include impromptu writing) that demonstrates the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– makes sense, and develops a clear main idea well supported by strong related details, including images and feelings</li> <li>– sustains ideas through several related paragraphs</li> <li>– may include visuals which enhance the main ideas but are not necessary for comprehension</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– features varied word order within a sentence for effect</li> <li>– includes well-constructed sentences that read smoothly and effective use of paragraphs</li> <li>– experiments with new, powerful, and precise words</li> <li>– features a <b>voice</b> that is honest and authentic to the purpose and role</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– uses <b>genre</b> or <b>form</b> appropriate to purpose and audience</li> <li>– uses <b>text structures</b> appropriate to <b>form</b> or <b>genre</b></li> <li>– includes paragraphs that enhance the clarity of the ideas</li> <li>– uses an extended range of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships</li> <li>– features strong <b>leads</b> and satisfying endings</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |

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| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p>C2 write a variety of effective <b>informational writing</b> for a range of purposes and audiences that communicates ideas to inform or persuade, featuring</p> <ul style="list-style-type: none"> <li>– clearly developed <b>ideas</b> by using focussed and useful supporting details, analysis, and explanations</li> <li>– <b>sentence fluency</b> through clear, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid <b>style</b></li> <li>– effective <b>word choice</b> through the use of new vocabulary, words selected for their specificity, and powerful adverbs and verbs</li> <li>– a <b>voice</b> demonstrating an appreciation and interest in the topic</li> <li>– an <b>organization</b> with an inviting <b>lead</b> that clearly indicates the purpose, and flows smoothly with logically sequenced paragraphs or sections to a satisfying conclusion that summarizes the details</li> </ul> | <p>□ create a variety of <b>informational writing</b> (e.g., expository writing, such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, opinions, newspaper articles, and may include <b>impromptu writing</b>) that demonstrates the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– conveys information</li> <li>– demonstrates a clear purpose (e.g., instructions can be followed)</li> <li>– makes sense and emphasizes important ideas</li> <li>– includes a narrowed, focussed, clear, and coherent topic</li> <li>– includes information that is accurate; integrates information from several sources</li> <li>– shows understanding of the topic through personal experience and/or research</li> <li>– may express and justify a viewpoint</li> <li>– anticipates and answers some of the reader’s questions</li> <li>– includes visuals and <b>text</b> working jointly to represent and enhance the topic</li> <li>– is interesting and easy to follow</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– shows awareness and consideration of audience</li> <li>– reads smoothly and demonstrates effective paragraphing</li> <li>– contains clear language and effectively used content words</li> <li>– engages and, if applicable, persuades the reader</li> <li>– experiments with changes in word order within a sentence for effect</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– uses <b>genre</b> or <b>form</b> appropriate to purpose and audience</li> <li>– uses <b>text structures</b> appropriate to <b>form</b> or <b>genre</b></li> <li>– uses an extended range of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships</li> <li>– includes logical and effective sequencing</li> <li>– features strong <b>leads</b> and satisfying endings</li> <li>– utilizes ‘<b>text features</b>’ (e.g., titles, headings, diagrams, illustrations) that are clear, relevant, and helpful to the reader</li> <li>– generally reads smoothly and pacing is controlled</li> <li>– includes an original and informative title</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |

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| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p>C3 write a variety of <b>imaginative writing</b> for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring</p> <ul style="list-style-type: none"> <li>– well-developed <b>ideas</b> through the use of interesting <b>sensory detail</b></li> <li>– <b>sentence fluency</b> through a variety of sentence lengths and patterns, with increasing fluidity</li> <li>– effective <b>word choice</b> by using engaging figurative and sensory language</li> <li>– an authentic <b>voice</b></li> <li>– an <b>organization</b> that includes an enticing opening, followed by a sequence of effective detail which elaborates events, ideas, and images, that lead to an imaginative or interesting conclusion</li> </ul> | <p>□ create a variety of <b>imaginative writing</b> (e.g., expressive writing such as scripts, poems, short stories, passages, descriptive narratives, and may include <b>impromptu writing</b>) that demonstrates the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– makes sense and develops, clear, focussed ideas which may be imaginative and original</li> <li>– narrows and focusses a topic</li> <li>– includes well-developed paragraphs with <b>sensory detail</b> that creates meaning for the reader; poetry uses <b>sensory detail</b> and follows the pattern provided</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– features strategic word order in a sentence or line of poetry for dramatic effect</li> <li>– emulates elements of <b>style</b> from literature or from a poetic <b>form</b></li> <li>– shows experimentation with new words with some success</li> <li>– uses <b>literary devices</b> (e.g., <b>simile, metaphor, alliteration, onomatopoeia</b>)</li> <li>– shows a clear sense of audience; includes ideas and details that engage the reader and create an emotional impact</li> <li>– features an honest, personal, and engaging <b>voice</b>, appropriate to purpose and audience</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– uses <b>genre</b> or <b>form</b> appropriate to purpose and audience</li> <li>– uses <b>text structures</b> appropriate to <b>form</b> or <b>genre</b></li> <li>– uses an extended range of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships</li> <li>– reads smoothly and pacing is controlled</li> <li>– contains clear dialogue that contributes to the understanding of character</li> <li>– includes a thoughtful and expressive title</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p>C4 create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring</p> <ul style="list-style-type: none"> <li>– development of <b>ideas</b> using clear, focussed, and useful details, and by making connections to personal feelings, experiences, opinions, and information</li> <li>– an expressive <b>voice</b></li> <li>– an <b>organization</b> in which key ideas are evident</li> </ul>  | <p>□ create a variety of multimedia <b>forms</b> (e.g., posters, graphs, diagrams, charts, film, web pages, plays, skits, tableaux, dramatizations) that demonstrate the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– conveys information and ideas for specific purposes and audiences</li> <li>– demonstrates imaginative connections to personal feelings, experiences, and opinions when appropriate</li> <li>– develops key ideas through details, images, and emotions</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– features an individual perspective that is evident and expressive</li> <li>– moves or engages the reader</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– uses elements of <b>form</b> to enhance meaning</li> <li>– uses <b>‘text features’</b>/design elements (e.g., titles, labels, headings, captions, symbols, icons, colour, space) clearly and effectively to enhance understanding</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Tell me why you chose this topic. What personal experiences have you had that inform your writing?</li> <li>• Who is the audience for this work? What do you want them to learn, think, feel, or do when they read/view your work? How did your audience influence your selection of form? ...of the language you used? In what ways did you try to appeal to your readers?</li> <li>• How might you begin your writing in a way that starts in the middle of the action? . . .that begins with dialogue?</li> <li>• In what ways did you develop your characters? ...through dialogue? ...through description? ...through their actions in the plot?</li> <li>• Find two ideas/sentences that might be combined. How could you put those ideas/sentences together to create a more interesting, detailed sentence?</li> <li>• Highlight the first three words in all of your sentences. How can you create more variety in your sentence beginnings/types?</li> <li>• What do you know about this form/genre that can help you to organize your writing?</li> <li>• How does your ending fit with the rest of your writing? Why did you choose to conclude the way you did?</li> <li>• How will your audience know about your interest in this topic? What are the features in this image that reflect your viewpoint?</li> <li>• What would you like your readers to notice and remember about your writing? How can you strengthen that in your writing?</li> </ul> |   |

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**STRATEGIES (WRITING AND REPRESENTING)**

**General Learning Expectation:** Students purposefully use a range of strategies to increase success at writing and representing, including prewriting, selecting a genre and form, research and analysis, exploring variant wordings, using technology, and developing skill with revision.

**Teaching Consideration:** Writing is a recursive, non-linear process. Although the strategies listed below are organized into the seemingly discrete stages of before, during, and after, in reality, these strategies may be used continuously throughout the writing process.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 6, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>C5 select and use <b>strategies</b> before writing and representing, including</p> <ul style="list-style-type: none"> <li>– setting a purpose</li> <li>– identifying an audience, <b>genre</b>, and <b>form</b></li> <li>– analysing examples of successful writing and representing in different <b>forms</b> and <b>genres</b> to identify key criteria</li> <li>– developing class-generated criteria</li> <li>– generating, selecting, developing, and organizing ideas from personal interest, prompts, <b>texts</b>, and/or research</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> set a purpose and identify an audience for their own writing or representing (e.g., to persuade, entertain, inform, “paint” a word picture)</li> <li><input type="checkbox"/> examine appropriate examples of the <b>genre</b> and <b>form</b>, and analyse and identify their characteristics</li> <li><input type="checkbox"/> contribute to generating class criteria for writing and representing based on analysis of <b>genre</b> and <b>form</b> by examining <b>anonymous writing samples</b> or examples of literary or information <b>text</b> (e.g., great <b>leads</b>, powerful language, using a variety of sentence types and lengths)</li> <li><input type="checkbox"/> generate and develop ideas in a variety of ways (e.g., brainstorm, discuss, recall, interview, take notes, use <b>graphic organizers</b>, sketch)</li> <li><input type="checkbox"/> categorize and organize ideas and information using simple headings, and <b>graphic organizers</b> (e.g., mind maps, fishbone, storyboards)</li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>C6 select and use <b>strategies</b> during writing and representing to express and refine thoughts, including</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– analysing models of literature</li> <li>– accessing multiple sources of information</li> <li>– consulting reference materials</li> <li>– considering and applying feedback from conferences to <b>revise ideas, organization, voice, word choice, and sentence fluency</b></li> <li>– ongoing <b>revising</b> and <b>editing</b></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> continue to expand ideas from prewriting when writing (e.g., add detail to webs, generate quick writes, list additional ideas, ask for and incorporate feedback from others)</li> <li><input type="checkbox"/> write for a sustained period in the <b>form</b> of the <b>genre</b></li> <li><input type="checkbox"/> use examples of forms of writing to assist in organization of writing (e.g., <b>leads</b>, headlines from simple news articles)</li> <li><input type="checkbox"/> refer to and use class-generated criteria (e.g., uses several sources in research, uses figurative language)</li> <li><input type="checkbox"/> enhance <b>word choice</b> by making lists of sensory words relating to the topic, selecting precise vocabulary from dictionaries or thesaurus, and referring to and selecting from lists of connecting words</li> <li><input type="checkbox"/> create variety in sentence structures and patterns to develop <b>sentence fluency</b> (e.g., sentences of different lengths and types, sentences that display patterns and phrasing, sentences that begin in different ways)</li> <li><input type="checkbox"/> adjust writing to ensure that the <b>form</b> and tone are suitable for the audience (e.g., a report vs. a funny anecdote)</li> <li><input type="checkbox"/> use dictionaries or word processing tools while drafting (e.g., cut and paste, spelling and grammar check)</li> <li><input type="checkbox"/> use electronic and print resources for research</li> <li><input type="checkbox"/> begin to <b>revise</b> and <b>edit</b> as the writing is created</li> </ul> |
| <p>C7 select and use <b>strategies</b> after writing and representing to improve their work, including</p> <ul style="list-style-type: none"> <li>– checking their work against established criteria</li> <li>– reading aloud and listening for <b>fluency</b></li> <li>– <b>revising</b> to enhance writing traits (e.g., <b>ideas, sentence fluency, word choice, voice, organization</b>)</li> <li>– <b>editing</b> for <b>conventions</b> (e.g., grammar and usage, capitalization, punctuation, spelling)</li> </ul>                                  | <ul style="list-style-type: none"> <li><input type="checkbox"/> check writing and representing against class criteria (e.g., consistency with <b>form</b> of writing selected, <b>sensory detail</b>, variety of sentence types and lengths, precise language, legibility)</li> <li><input type="checkbox"/> after checking work against criteria, select areas for <b>revision</b>, and <b>revise</b> to enhance work</li> <li><input type="checkbox"/> accept and incorporate some <b>revision</b> suggestions from peers, teacher, and self (e.g., add some descriptive vocabulary and detail on poster)</li> <li><input type="checkbox"/> engage in <b>editing</b> a piece of writing independently or with a peer (e.g., by using a proofreading guide; checking spelling using a dictionary; using a thesaurus to enhance several nouns and verbs; checking punctuation; ensuring legibility if handwritten, and formatting consistency if word processed; checking that the <b>text</b> has appropriate visual features, table of contents, labels on diagrams)</li> <li><input type="checkbox"/> <b>publish</b> and share with the intended audience (e.g., making a portfolio of their work)</li> </ul>   |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

**Suggested Questions/Prompts to Scaffold Learning**

- What strategy did you use to generate and develop your ideas/information?
- Who is your audience for this piece? What would you like them to think and feel as they are reading and viewing this piece? What is one area in this piece you might revise to reflect that purpose?
- Where does your voice come through?
- What are the places in your writing that most strongly reflect the criteria? What is one area in your writing that could be strengthened to reflect the criteria? How might you work on revising that area?
- How did you decide on the presentation style and format for your publication?
- What author or piece of writing had the largest influence on this piece of writing?

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**THINKING (WRITING AND REPRESENTING)**

*General Learning Expectation:* Students use writing and representing in various ways to respond to text. They extend their thinking by using writing and representing to express themselves, explain familiar concepts, and critique or defend positions. They purposefully use criteria to reflect on and assess their own writing and representing, and pursue goals for improvement.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 6, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>C8 use writing and representing to express personal responses and relevant opinions about experiences and <b>texts</b></p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> use writing and representing to establish insightful connections between <b>texts</b> and personal experience or knowledge</li> <li><input type="checkbox"/> express a range of personal responses through a variety of media (e.g., personal narrative, poetry, <b>graphic novels</b>)</li> <li><input type="checkbox"/> express some straightforward literary critical opinion (e.g., book report, movie review for school newspaper)</li> <li><input type="checkbox"/> incorporate new, specific, and increasingly precise vocabulary to express ideas, feelings, and responses to what they have read, heard, or viewed</li> </ul>   |
| <p>C9 use writing and representing to extend thinking, by</p> <ul style="list-style-type: none"> <li>– developing explanations</li> <li>– analysing the relationships in ideas and information</li> <li>– exploring new ideas (e.g., examining alternative viewpoints, transposing writing from one <b>form</b> to another)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> explain the logic of the sequence and conclusions in their own writing and representations</li> <li><input type="checkbox"/> after participating in structured activities, write or represent to explain how understanding has been extended</li> <li><input type="checkbox"/> recognize bias (i.e., <b>critical literacy</b>)</li> <li><input type="checkbox"/> with support, develop and apply criteria for assessing the value of ideas and information (e.g., possibility of bias, logical soundness, source of ideas and information, rejecting/accepting bias)</li> <li><input type="checkbox"/> present a new idea in writing and defend the validity of the idea with reasons or evidence</li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>C10 reflect on and assess their writing and representing, by</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– setting goals and creating a plan for improvement</li> <li>– taking steps toward achieving goals</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> describe the <b>strategies</b> used during writing (e.g., prewriting, building criteria, drafting, <b>revising</b>, <b>editing</b>, <b>publishing</b>, and presenting)</li> <li><input type="checkbox"/> use criteria to identify strengths and make suggestions about own or others' work (e.g., tell what is appealing about a piece of work; use a T-chart to relate specific evidence from their work to the pre-established criteria; use constructive language to give feedback)</li> <li><input type="checkbox"/> set and adjust personal goals for writing or representing (e.g., identify an important aspect to work on next, with reference to one of the criteria)</li> <li><input type="checkbox"/> develop a simple plan to achieve one or two goals for improvement in future writing and representing</li> <li><input type="checkbox"/> demonstrate pride and satisfaction in their own writing and representing (e.g., take the author's chair and share their work with the class, select work to display on bulletin boards)</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Please read your writing to me. What trait do you think is the strongest? Why do you feel this way?</li> <li>• What connections/opinions did you express about the book/poem/movie?</li> <li>• After creating your criteria for judging the argument stated in the article, what thoughts have you expressed about the soundness of the argument? ...loaded language? ...bias? ...source of the information? What have you concluded as a result? How have your ideas changed? How and with who might you share this new information?</li> <li>• Tell me about your beliefs about this subject. Can you identify how your thinking on this subject/topic is different from others' thinking? Show me where you have included support for your beliefs in this piece of writing.</li> <li>• In what way did you work on your goal in this piece of writing?</li> <li>• Using the criteria, what is the greatest strength of your piece? What would you still like to revise to better meet the criteria? What would you like to set as a goal for your work for next time?</li> <li>• What have you enjoyed most about this project?</li> </ul> |  |

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**FEATURES (WRITING AND REPRESENTING)**

**General Learning Expectation:** Students use the features and conventions of language (e.g., appropriate and correct use of co-ordinate and subordinate conjunctions) in their writing and representing to enhance meaning and artistry.

**Teaching Consideration:** To increase students’ success at writing, grammar and usage need to be taught and experienced in the context of student writing and not as isolated grammatical exercises.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 6, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>C11 use the <b>features</b> and <b>conventions</b> of language to express meaning in their writing and representing, including</p> <ul style="list-style-type: none"> <li>– complete <b>simple, compound, and complex sentences</b></li> <li>– subordinate (i.e., dependent) clauses</li> <li>– comparative and superlative forms of adjectives</li> <li>– past, present, and future tenses</li> <li>– effective paragraphing</li> <li>– effective use of punctuation and quotation marks</li> <li>– conventional Canadian spelling for familiar and frequently used words</li> <li>– spelling unfamiliar words by applying <b>strategies</b> (e.g., <b>phonic knowledge</b>, use of common spelling patterns, dictionaries, thesaurus)</li> <li>– legible writing appropriate to context and purpose</li> </ul> | <p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use <b>simple, compound, and complex sentences</b></li> <li><input type="checkbox"/> create complete sentences with few run-ons and fragments</li> <li><input type="checkbox"/> use pronouns correctly (i.e., refers to the correct antecedent)</li> <li><input type="checkbox"/> use <b>co-ordinate</b> and <b>subordinate conjunctions</b> to clarify meaning</li> <li><input type="checkbox"/> use prepositions effectively (e.g., of, in, concerning, at, by)</li> </ul> <p><b>Punctuation and Capitalization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use capitalization, periods, question marks, exclamation marks, commas, quotation marks, apostrophes, and colons correctly</li> </ul> <p><b>Vocabulary and Spelling</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain the importance of correct spelling for effective communication</li> <li><input type="checkbox"/> use conventional Canadian spelling for familiar and frequently used words and apply spelling <b>strategies</b> to spell unknown words (e.g., <b>phonic knowledge</b>, Canadian dictionary)</li> <li><input type="checkbox"/> use a dictionary to find the correct Canadian spelling of words when <b>editing</b></li> <li><input type="checkbox"/> use newly acquired vocabulary to enhance meaning and emphasis</li> <li><input type="checkbox"/> use a thesaurus to select and <b>revise</b> work for more precise words</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> produce legible writing appropriate to context and purpose</li> <li><input type="checkbox"/> ensure headings, titles, and illustrations enhance clarity</li> <li><input type="checkbox"/> ensure formatting consistency if word processing</li> </ul> |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

**Suggested Questions/Prompts to Scaffold Learning**

- Can you show me a compound/complex sentence in your work?
- When you join these two ideas/sentences together, which conjunction could you choose to best convey your ideas?
- How can you revise the verb tenses in this section to let the reader know that this event took place in the past?
- This section appears to be very long. Where have you introduced new ideas? Where could you place your paragraph indents to indicate the introduction of a new idea?
- Tell me about the strategies and resources you have used to proofread and edit your work. Show me your revisions on your rough draft.
- Let's hear your piece read aloud to me. Does it sound fluent? How could you make it sound more fluent (e.g., break down run-on sentences, vary sentence length)?

*Oral language, reading, and writing need to be taught and learned in an integrated way.*



## STUDENT ACHIEVEMENT

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*Grade 7*

The Key Elements section provides an overview of the important elements of the English Language Arts K to 7 document. It is divided into two parts:

- Overview
- Pedagogical Understandings for English Language Arts

### *Overview*

The Overview describes the Enduring Understandings for a cluster of grades. These Enduring Understandings are the “big ideas” of the curriculum document, broad statements underlying the “why” of English Language Arts. They are more than goals for a unit or grade; they are the rationale for engaging in English Language Arts, and are embedded in the knowledge, skills, and attitudes described in the Prescribed Learning Outcomes.

In addition, the Overview includes a Snapshot which is derived from the Prescribed Learning Outcomes for a particular grade. The Snapshot offers a brief description of what students who fully meet expectations should know and be able to do. The Snapshot does not replace the Prescribed Learning Outcomes, and as such, is not legally required, but is included to give teachers an overview of expectations at each grade level.

### *Pedagogical Understandings for English Language Arts*

Five interrelated components comprise the Pedagogical Understandings section. Foundational to the English Language Arts curriculum is the framework of the “Gradual Release of Responsibility,” whereby students gradually assume responsibility for independently demonstrating competency in a particular skill or process.

Secondly, a specific focus on metacognition is included in this section. Like the “Gradual Release of Responsibility,” metacognition is a concept that runs through the organizers and suborganizers of the English Language Arts document. Overt and explicit modelling, guiding, and supporting students in learning to “think about their thinking” is integral to English Language Arts K to 7.

Finally, this section contains specific information regarding the three organizers of this curriculum: oral language, reading and viewing, and writing and representing. Each of these components contains key research regarding oral language, reading, and writing, as well as an overview of skills, processes, contexts, and strategies appropriate to each grade. Students learn to speak, listen, read, and write through teacher modelling, demonstration, and practice in a variety of contexts, as well as by stepping back to identify what effective learners do to be successful and then applying that knowledge to their own learning.

# USING THE KEY ELEMENTS SECTION

## Overview

**Enduring Understandings**  
The overarching ideas of English Language Arts Grades 4 to 7

**Prescribed Learning Outcomes**  
See the Prescribed Learning Outcomes specific to each grade

**Snapshot**  
A summary of the Prescribed Learning Outcomes for a specific grade

STUDENT ACHIEVEMENT • Key Elements – Grade 7

**GRADE 7 OVERVIEW**

**Enduring Understandings for Grades 4 to 7**

- Meaning-making is a constructive and creative process.
- We learn about ourselves, others, and the world through speaking and listening, reading, and writing.
- Effective readers, writers, speakers, and listeners use a variety of strategies and skills to share, construct, clarify, and confirm meaning.
- We use talk, dialogue, and discussion to develop, synthesize, and clarify ideas.
- Oral, written, and visual communication have their own conventions. Awareness and use of these conventions make us better communicators.
- Playing and experimenting with language and creating original texts help us to appreciate the artistry of language.
- Successful learners reflect on their thinking and learning to find ways to improve.
- Good thinkers use interpretive, analytic, and evaluation to deepen thinking and enhance understanding.
- Critical thinkers consider points of view, examine bias, question the author's purpose, and take context into account.
- An understanding of literature is key to an understanding of oneself, one's community, and the world.

**What students should know and be able to do**

Refer to the Prescribed Learning Outcomes: Oral Language

Refer to the Prescribed Learning Outcomes: Reading and Viewing

Refer to the Prescribed Learning Outcomes: Writing and Representing

**Snapshot**  
Summary derived from the Prescribed Learning Outcomes for Grade 7

- interact with others to share ideas and opinions, complete tasks, and resolve problems or concerns
- present ideas, information, and feelings orally in informal and formal situations
- listen to recall, analyze, and synthesize ideas and information
- build on a repertoire of strategies to construct and confirm meaning
- read and view a variety of grade-appropriate texts with comprehension and fluency
- select and read books for enjoyment and comprehension, and to improve fluency
- explain their reactions and responses to text and make connections that require some inference and insight, citing a text, as appropriate
- use the features, structures, and patterns of language to make meaning from what they hear, read, and view
- create personal writing with clearly developed ideas that connect experiences, ideas, opinions, and feelings through writing that is clear and focused
- communicate ideas and information through writing that conveys meaning, featuring an authentic voice
- create meaningful visual representations that communicate personal responses, information, and ideas relevant to the topic
- write to extend thinking by developing explanations, analyzing the relationship between ideas, and exploring new ideas
- use some features and conventions of language to enhance meaning and artistry
- reflect on and assess their learning, and set goals for improvement

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# Pedagogical Understandings for English Language Arts

**Gradual Release of Responsibility**

**Metacognition**

**Oral Language**

**Reading and Viewing**

**Writing and Representing**

STUDENT ACHIEVEMENT • Key Elements – Grade 7

**PEDAGOGICAL UNDERSTANDINGS FOR GRADUAL RELEASE OF RESPONSIBILITY**

An apprenticeship approach to instruction applies to all long of Responsibility (Pearson & Gallagher, 1983) diagram shows teacher explicitly models a concept or strategy and, over time application facilitated by metacognition and self-regulation.

**Gradual Release of Responsibility**

**Teacher Model**

- explains
- demonstrates
- thinks aloud

**Guided Practice**

- teacher and student
- teacher scaffolds the students' attempts
- students share their thinking

**Independent Practice**

- students apply strategy
- students receive feedback from teacher

**Application of Strategy**

- students apply strategy

STUDENT ACHIEVEMENT • Key Elements – Grade 7

**PEDAGOGICAL UNDERSTANDINGS FOR METACOGNITION**

Metacognition is "thinking about thinking" which results in learning processes. It involves the awareness and understanding of one's own thinking and learning processes. Metacognition involves:

- connecting new information to former knowledge
- analyzing and reflecting on tasks
- selecting thinking strategies deliberately
- planning, monitoring, and evaluating thinking processes
- monitoring own learning
- making adjustments and revising the learning
- reflecting on one's own thinking or others' thinking
- reflecting on and evaluating the effects of a thinking strategy
- setting new goals for learning

The internal language used by students when reflecting on themselves as learners. The criteria below could be used to guide and assess student performance, and may be varied by grade levels, these criteria are future goals that students achieve during the school year.

**Criteria for a Good Thinker (Grades 4 to 7)**

- A good thinker**
  - bases judgments on evidence
  - is honest with self
  - is not persuaded without reason
  - can tolerate and deal with ambiguity
  - asks questions
  - is open-minded and flexible
  - is intellectually independent
  - identifies assumptions and points of view
  - looks for both connections and inconsistencies
  - extends personal thinking by assimilating
  - is self-directed, self-disciplined, self-motivated

STUDENT ACHIEVEMENT • Key Elements – Grade 7

**PEDAGOGICAL UNDERSTANDINGS FOR ORAL LANGUAGE (SPEAKING)**

Students use oral language to comprehend, talk about, and inform language to interact and communicate with others in informal and formal situations.

**Oral Language Skills and Functions**

- analyze messages presented in the media
- summarize and synthesize information presented from a range of sources
- attend to and use situational cues in oral language
- explore ideas and opinions or viewpoints presented by classmates and others
- maintain conversations in classrooms, guest and adults

**Strategies for Oral Language**

Students in Grade 7 use the following strategies:

- Interacting** – access prior knowledge, make and share clarification and understanding, take turns as a speaker and listener
- Expressing/Presenting** – set a purpose, access prior knowledge, make and share clarification and understanding, take turns as a speaker and listener
- Listening** – access prior knowledge, make predictions, listen for specifics, generate questions, recall, summarize conclusions, distinguish between fact and opinion, view

STUDENT ACHIEVEMENT • Key Elements – Grade 7

**PEDAGOGICAL UNDERSTANDINGS FOR READING AND VIEWING**

In order for students to acquire the skills of reading a variety of genres in the classroom. Students learn and apply a variety of classroom contexts. As they engage in reading, they experience the components of the reading process and of shared learning in the classroom.

**Reading and Viewing in Grades 4 to 7**

**Conferences**

Students meet individually with the teacher for a variety of purposes: to meet for individual reading assessment; to demonstrate fluency and comprehension; to discuss their reading strategies, purposes, goals, self-assessment; and to develop an understanding of their progress.

**Guided Reading**

With the guidance of a teacher, students work individually or in small groups to learn and practice reading skills and strategies.

**Strategies for Reading and Viewing**

Students in Grade 7 use the following strategies:

- Before** – set a purpose, consider own reading goals, a connections, make predictions, ask questions, preview
- During** – predict, make connections, visualize, ask and answer questions, use "text features", self-monitor and read selectively, determine the importance of ideas and
- After** – self-monitor and self-correct, generate and respond to questions, reflect and respond, visualize, use needed information, summarize and synthesize

STUDENT ACHIEVEMENT • Key Elements – Grade 7

**PEDAGOGICAL UNDERSTANDINGS FOR WRITING AND REPRESENTING**

Teachers model, coach, and support students in learning to write in a variety of groupings (whole class, small groups, pairs, individually). Using models such as the Gradual Release of Responsibility, students practice, with increasing independence, the skills and processes of writing, applying strategies during the process to increase success at writing. Although the diagram below is organized into discrete stages, in reality, strategies may be used continuously throughout the writing process.

**Writing in Grades 4 to 7**

**Prewriting**

- Students prepare for writing by engaging in discussions, interacting with others, and participating in activities such as brainstorming and partnerships to gather information before writing.
- Students **identify topic, purpose, and audience**.
- Students **participate in developing class-generated criteria**.
- Students **gather necessary data and information** (e.g., using text or Internet, accessing prior experiences, using genre models, interviewing others, writing letters requesting information).
- Students **use notes organizers** to sort and manage the quantity of material they collect (e.g., names, outlines, clusters, concept maps).

**Drafting**

- Students work with ideas, thoughts and information to draft and informally revise (e.g., check back to planning, repeat and revise, pay attention to style and conventions).
- Students refer to class-generated criteria.
- Students combine multiple sources of information and consult reference materials.
- Students consider and apply feedback from conferences to revise writing drafts.
- Students engage in ongoing drafting.

**Revising**

- Students share their work and check against class-generated criteria.
- Students consider and apply feedback and revise drafts to enhance clarity.
- Students self-assess using class-generated criteria and reflect on their success.

**Editing**

- Students edit by reading and reflecting on their own writing, and conferencing with peers and the teacher.
- Students edit for accuracy in spelling, punctuation, grammar, and usage, and may use a self-editing checklist.

**Publishing and Presenting**

- Students publish and present their texts for real audiences and learn from examples.
- Students come to use themselves as writers.
- Students create portfolios, newsletters, poems, memoirs, web pages, diaries, essays, informational reports, stories.

**Strategies for Writing and Representing**

Students in Grade 7 use the following strategies:

- Before** – set a purpose, identify an audience, generate and form, analyze examples of successful writing and representing to identify key criteria, develop class-generated criteria, generate, select, develop and organize ideas from personal interest, prompts, texts and research
- During** – refer to class-generated criteria, analyze models of literature, access multiple sources of information, consult reference materials, consider and apply feedback from conferences, revise and edit
- After** – check work against established criteria, read aloud and listen for fluency, revise to enhance writing traits, edit for conventions

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## GRADE 7 OVERVIEW

### Enduring Understandings for Grades 4 to 7

- Meaning-making is a constructive and creative process.
- We learn about ourselves, others, and the world through speaking and listening, reading, and writing.
- Effective readers, writers, speakers, and listeners use a variety of strategies and skills to share, construct, clarify, and confirm meaning.
- We use talk, dialogue, and discussion to develop, synthesize, and clarify ideas.
- Oral, written, and visual communications have their own conventions. Awareness and use of these conventions make us better communicators.
- Playing and experimenting with language and creating original texts help us to appreciate the artistry of language.
- Successful learners reflect on their thinking and learning to find ways to improve.
- Good thinkers use interpretation, analysis, and evaluation to deepen thinking and enhance understanding.
- Critical thinkers consider points of view, examine bias, question the author’s purpose, and take context into account.
- An understanding of literature is key to an understanding of oneself, one’s community, and the world.

*What students should know and be able to do*

Refer to the Prescribed Learning Outcomes:  
Oral Language

*What students should know and be able to do*

Refer to the Prescribed Learning Outcomes:  
Reading and Viewing

*What students should know and be able to do*

Refer to the Prescribed Learning Outcomes:  
Writing and Representing



### Snapshot

*Summary derived from the Prescribed Learning Outcomes for Grade 7*

- interact with others to share ideas and opinions, complete tasks, and resolve problems or concerns
- present ideas, information, and feelings orally in informal and formal situations
- listen to recall, analyse, and synthesize ideas and information
- build on a repertoire of strategies to construct and confirm meaning
- read and view a variety of grade-appropriate texts with comprehension and fluency
- select and read books for enjoyment and comprehension, and to improve fluency
- explain their reactions and responses to text and make connections that require some inference and insight, citing a text, as appropriate
- use the features, structures, and patterns of language to make meaning from what they hear, read, and view
- create personal writing with clearly developed ideas that connect experiences, ideas, opinions, and feelings
- communicate ideas and information through writing that is clear and focussed
- create imaginative writing that conveys meaning, featuring an authentic voice
- create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic
- write to extend thinking by developing explanations, analysing the relationship between ideas, and exploring new ideas
- use some features and conventions of language to enhance meaning and artistry
- reflect on and assess their learning, and set goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: GRADUAL RELEASE OF RESPONSIBILITY

An apprenticeship approach to instruction applies to all language arts teaching. The Gradual Release of Responsibility (Pearson & Gallagher, 1983) diagram shown below outlines the process by which the teacher explicitly models a concept or strategy and, over time, apprentices the students into personalized application facilitated by metacognition and self-regulation.

### Gradual Release of Responsibility

#### Teacher Modelling

- explains
- demonstrates
- thinks aloud



#### Guided Practice

- teacher and students practise
- teacher scaffolds the students' attempts and gives feedback
- students share their thinking with each other



#### Independent Practice

- students apply strategy on their own
- students receive feedback from teacher and other students



#### Application of Strategy

- students apply strategy to new situations

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: METACOGNITION

Metacognition is “thinking about thinking” which results in students’ individual understanding of their own learning processes. It involves the awareness and understanding of how one thinks and uses strategies as an effective learner. In English Language Arts K to 7, metacognitive strategies weave throughout the organizers and suborganizers of the curriculum document. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Metacognition involves:

- connecting new information to former knowledge
- analysing and reflecting on tasks
- selecting thinking strategies deliberately
- planning, monitoring, and evaluating thinking processes
- monitoring own learning
- making adjustments and revising the learning
- reflecting on one’s own thinking or others’ thinking
- reflecting on and evaluating the effects of a thinking strategy, or learning process, on learning
- setting new goals for learning

The internal language used by students when reflecting on their learning helps shape their expectations of themselves as learners. The criteria below could be used to describe a good thinker. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

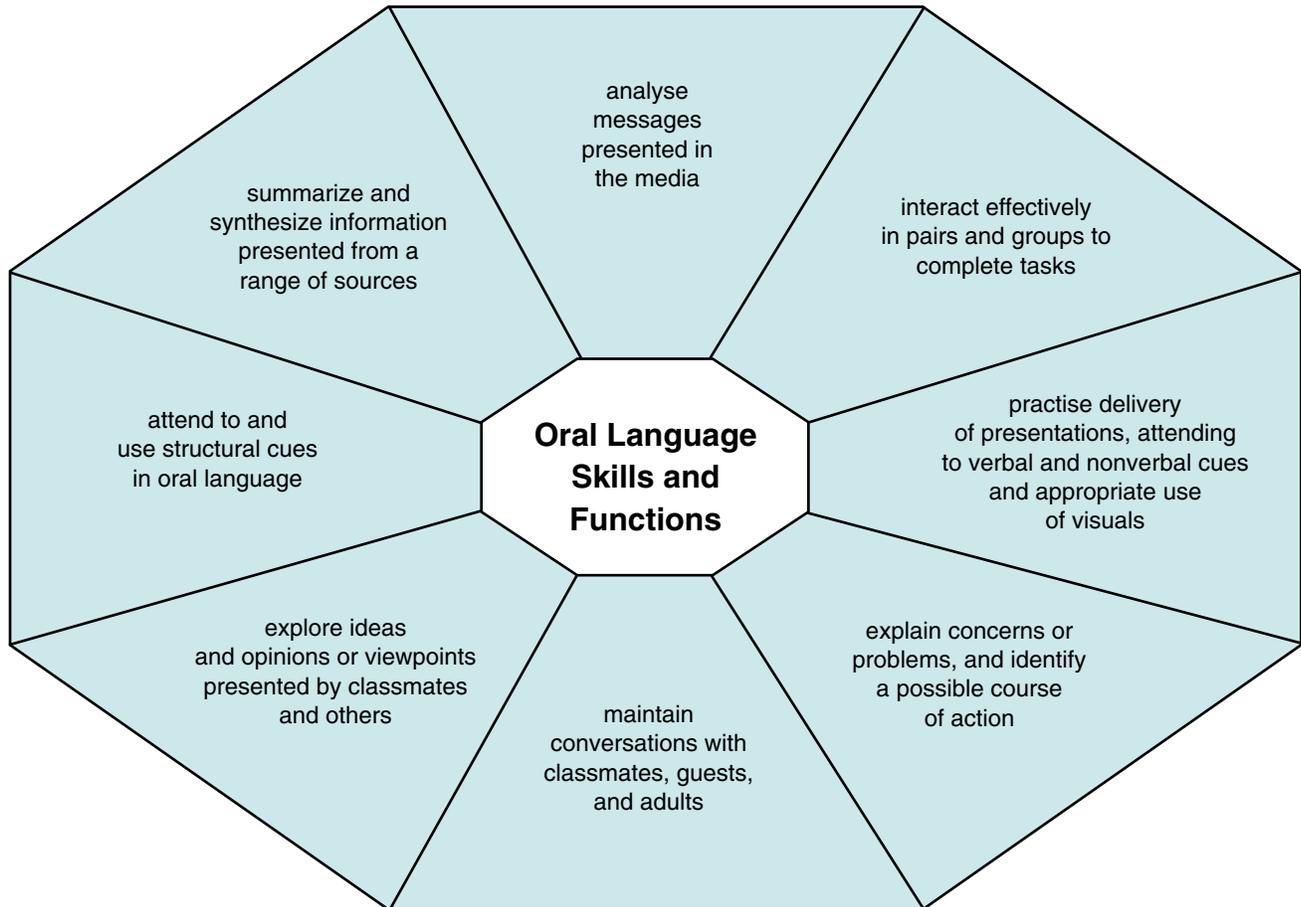
### Criteria for a Good Thinker (Grades 4 to 7)

#### **A good thinker**

- bases judgments on evidence
- is honest with self
- is not persuaded without reason
- can tolerate and deal with ambiguity
- asks questions
- is open-minded and flexible
- is intellectually independent
- identifies assumptions and points of view that shape thinking
- looks for both connections and inconsistencies among ideas
- extends personal thinking by assimilating new ideas and information
- is self-directed, self-disciplined, self-monitoring, and self-correcting

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE (SPEAKING AND LISTENING)

Students use oral language to comprehend, talk about, and think about ideas and information. They use oral language to interact and communicate with others in informal and formal groupings for various purposes.



### Strategies for Oral Language

Students in Grade 7 use the following strategies:

- **Interacting** – access prior knowledge, make and share connections, ask questions for clarification and understanding, take turns as a speaker and listener, paraphrase to clarify meaning
- **Expressing/Presenting** – set a purpose, access prior knowledge, generate ideas, make and share connections, ask questions to clarify and confirm meaning, organize information, practise delivery, self-monitor and self-correct in response to feedback
- **Listening** – access prior knowledge, make predictions about content, focus on the speaker, listen for specifics, generate questions, recall, summarize, synthesize, draw inferences and conclusions, distinguish between fact and opinion, visualize, monitor comprehension

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE, CONTINUED

The criteria below could be used to describe a good speaker and listener at the intermediate grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

### Criteria for a Good Speaker and Listener (Grades 4 to 7)

#### A good speaker and listener

- speaks and listens for a variety of purposes
- maintains concentration during listening and speaking
- receives, interprets and responds to messages
- communicates ideas and information clearly, articulately, and in an organized manner
- organizes ideas and information so that the audience can understand and remember
- uses vocabulary and presentation style that are appropriate for the audience
- uses tone, pace, volume, grammar, syntax, and conversational conventions that are appropriate for the situation
- sustains extended conversations by encouraging the speaker and contributing ideas
- is attentive, respectful and open to cultural, gender, and individual differences in conversation (i.e., listens with “eyes,” “ears,” and “heart”)
- uses language effectively to clarify, persuade, and inspire
- monitors presentation and is sensitive to audience response
- uses a variety of strategies to overcome difficulties in communication (e.g., a noisy environment, distractions, interruptive questions from audience)
- self-evaluates and sets goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE, CONTINUED

### Research Findings Related to Oral Language

Oral language development and its relationship to later reading achievement is central to literacy. Children's oral language development is considered to be a key foundation for successful literacy. (Chaney & Burk, 1998; Primary Program 2000; McCormick, 1999; Strickland, Ganske, & Monroe, 2002)

Research has clearly established the importance of developing oral fluency to later successes in acquiring print. Oral language acts as an underlying foundation to achievement in reading. (Snow, Burns, & Griffin, 1998)

The basis of the relationship between early spoken language and later reading development is generally thought to be causal in nature, such that spoken language skills are fundamental precursors to later successful reading. (Tomblin, 2005, p. 3)

Reading is a language-based activity. Beginning readers use the language they have gained through speaking and listening to help them understand the printed word. (Psotka, 2003)

Early education is the time in which young children develop skills, knowledge and interest in the code-based and meaning aspects of (written and) spoken language. (Justice, 2005, p. 1)

We learn to talk by talking. We learn to listen by listening. The more we talk and listen to others talking, the better our ability to manipulate language, the better our ability to think and therefore to read and write, for both of these are thinking activities. (Moore, 1991, p. 15)

Talk is not only a medium for thinking, it is also an important means by which we learn how to think. From a Vygotskian perspective thinking is an internal dialogue, an internalization of dialogues we've had with others. Our ability to think depends upon the many previous dialogues we have taken part in – we learn to think by participating in dialogues. (Dudley-Marling & Searle, 1991, p. 60)

Talk...provides a bridge between literature and the social world of readers. Through classroom conversations, we enable students to develop social and literary awareness; our shared talk creates a comfortable place within which to explore and negotiate our interpretations of literary texts and the world in which we live. (Hynds, 1988, p. 177)

As language arts teachers, one of the most important things we can do for our students is to give them the belief that they can use language to influence the world around them....If students develop that belief, they will attempt to use language to attain goals more readily, they will be less reluctant to participate in classroom activities, and they will improve their behaviour in other aspects of their education and in aspects of their social life. (Backlund, 1988, p. 228)

The primacy of the spoken word in human intercourse cannot be too strongly emphasized. Important though the written word is, most communication takes place in speech; and those who do not listen with attention and cannot speak with clarity, articulateness and confidence are at a disadvantage in almost every aspect of their personal, social and working lives. (Jones, 1988, p. 26)

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING

In order for students to acquire the skills of reading a variety of texts, teachers must model, coach, and support reading in the classroom. Students learn and apply strategies successful readers use by reading in a variety of classroom contexts. As they engage in reading, they explore and learn the skills, strategies, and competencies of the reading process and of shared learning in a group setting.

### Reading and Viewing in Grades 4 to 7

#### Conferences

Students meet individually with the teacher for a variety of purposes: to read; for individual reading assessment; to demonstrate fluency and comprehension; to discuss their reading strategies, purposes, goals, self-assessment; and to develop an understanding of their progress.

#### Independent Reading and Viewing

Students read on their own for pleasure, to complete research, to follow personal interests, or to complete assigned tasks. They practise the skills and strategies they are learning.

### Reading in the Intermediate Classroom

#### Guided Reading

With the guidance of a teacher, students work individually or in small groups to learn and practise reading skills and strategies.

#### Small and Large Groups

Students work in small and large groups for a variety of purposes: to read together, to exchange ideas and clarify meaning, to support and encourage one another, and to reflect on and respond to the text they are reading.

### Strategies for Reading and Viewing

Students in Grade 7 use the following strategies:

- **Before** – set a purpose, consider own reading goals, access prior knowledge to make and share connections, make predictions, ask questions, preview texts
- **During** – predict, make connections, visualize, ask and answer questions, make inferences and draw conclusions, use ‘text features’, self-monitor and self-correct, figure out unknown words, read selectively, determine the importance of ideas and events, summarize and synthesize
- **After** – self-monitor and self-correct, generate and respond to questions, make inferences and draw conclusions, reflect and respond, visualize, use ‘text features’, use graphic organizers to record information, summarize and synthesize

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING, CONTINUED

The criteria below could be used to describe a good reader and viewer at the intermediate grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

### Criteria for a Good Reader and Viewer (Grades 4 to 7)

#### A good reader and viewer

- accesses prior knowledge
- asks questions
- makes predictions
- integrates three cueing systems and cross-checks for meaning
- self-monitors and recognizes when text is not making sense
- uses strategies to overcome problems during reading and viewing
- makes connections before, during, and after reading and viewing
- uses mental images to deepen and extend meaning
- distinguishes the main ideas and their supporting details
- interprets both literal and inferential meaning
- synthesizes and extends meaning
- evaluates the text or visual material and considers its relevance to broader questions and issues
- self-evaluates and sets goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING, CONTINUED

### Research Findings Related to Reading

#### “The Six Ts of Effective Elementary Literacy Instruction” from Richard Allington

1. **Time.** Effective teachers have students do more guided reading, more independent reading, and more reading in social studies and science. In many exemplary classrooms, children are reading and writing for half the day.
2. **Texts.** Students have books they can actually read with a high level of accuracy, fluency, and comprehension. All students, then, rarely have the same book. Students engage in enormous quantities of successful reading and become independent, good readers. Motivation for reading is dramatically influenced by reading success.
3. **Teaching.** Effective teachers don't simply “assign and assess”; they are involved in active instruction. Explicit demonstrations of cognitive strategies are modelled; instruction is offered in a balance of side-by-side lessons, small group lessons, and whole group lessons. But whole group lessons are brief and focused.
4. **Talk.** There's more of it, and it's more conversational than interrogational. Discussion is purposeful and personalized, not scripted or packaged. Thoughtful classroom talk focuses on making children's thinking visible and building understanding.
5. **Tasks.** Leaving behind low-level worksheet tasks, effective teachers demonstrate greater use of longer assignments, tasks that integrate several content areas and substantive work with more complexity. Exemplary teachers provide students similar but different tasks.
6. **Testing Students.** Student work is evaluated based on effort and improvement. Rubrics shift responsibility for improvement to the students, so “luck” doesn't play a part. Most effective teachers use almost no test-preparation materials, feeling that good instruction is what makes the difference.

from R.L. Allington (June 2002). *Phi Delta Kappan*.

#### Core Understandings from Reading Research

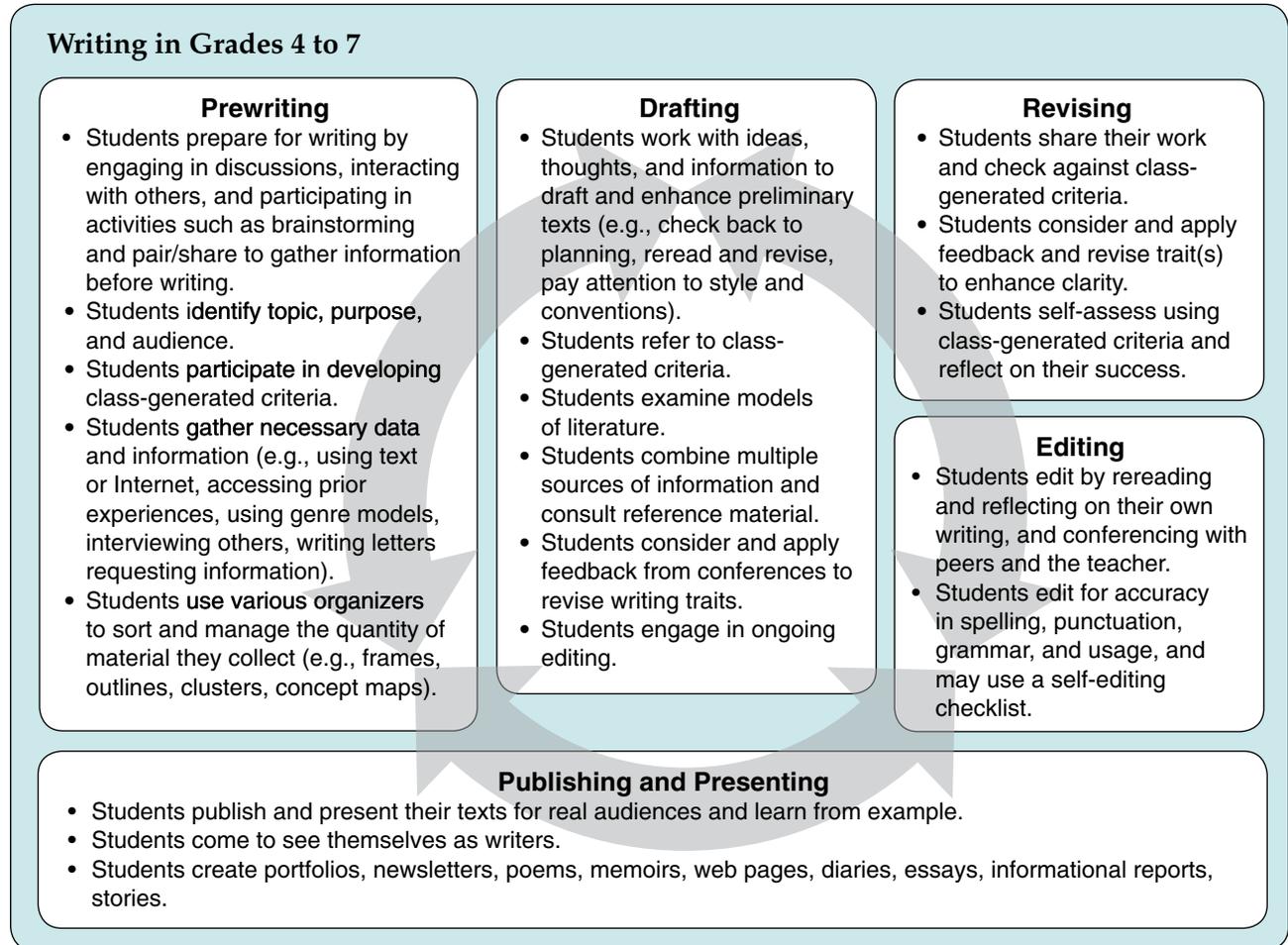
Through the analysis of current research the following 13 fundamental, or core, understandings relating to reading were identified:

1. Reading is a construction of meaning from text. It is an active, cognitive, and affective process.
2. Background knowledge and prior experience are critical to the reading process.
3. Social interaction is essential at all stages of reading development.
4. Reading and writing are reciprocal processes; development of one enhances the other.
5. Reading involves complex thinking.
6. Environments rich in literacy experiences, resources, and models facilitate reading development.
7. Engagement in the reading task is key in successfully learning to read and developing as a reader.
8. Children's understandings of print are not the same as adults' understandings.
9. Children develop phonemic awareness and knowledge of phonics through a variety of literacy opportunities, models, and demonstrations.
10. Readers learn productive strategies in the context of real reading.
11. Students learn best when teachers employ a variety of strategies to model and demonstrate reading knowledge, strategy, and skills.
12. Students need many opportunities to read, read, read.
13. Monitoring the development of reading processes is vital to student success.

Braunger, J., & Lewis, J.P. (2006). *Building a Knowledge Base in Reading* (2nd ed.). Copyright 2006 by the International Reading Association. Used with permission.

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING

Teachers model, coach, and support students in learning to write in a variety of groupings (whole class, small groups, pair, individually). Using models such as the Gradual Release of Responsibility, students practise, with increasing independence, the skills and processes of writing, applying strategies during the process to increase success at writing. Although the diagram below is organized into discrete stages, in reality, strategies may be used continuously throughout the writing process.



### Strategies for Writing and Representing

Students in Grade 7 use the following strategies:

- **Before** – set a purpose; identify an audience, genre and form; analyse examples of successful writing and representing to identify key criteria; develop class-generated criteria; generate, select, develop and organize ideas from personal interest, prompts, texts and research
- **During** – refer to class-generated criteria, analyse models of literature, access multiple sources of information, consult reference materials, consider and apply feedback from conferences, revise and edit
- **After** – check work against established criteria, read aloud and listen for fluency, revise to enhance writing traits, edit for conventions

**PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS:  
WRITING AND REPRESENTING, CONTINUED**

The criteria below could be used to describe a good writer and representer at the intermediate grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

**Criteria for a Good Writer and Representer (Grades 4 to 7)****A good writer and representer**

- generates ideas
- organizes information
- identifies a purpose
- defines an audience and considers its characteristics
- develops a “voice” and style suitable to the purpose, content, and audience
- controls word choice and sentence construction
- conveys meaning clearly
- demonstrates fluency and coherence in flow of ideas
- recognizes the value of feedback
- revises and rewrites
- adheres to conventions
- finds satisfaction in writing
- self-evaluates and sets goals for improvement

## PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING, CONTINUED

### Research Findings Related to Writing

#### “12 Writing Essentials for All Grades” from Regie Routman

Teach these essentials well in connection with any purposeful writing, and, with guidance, students will be able to use them in whatever form of writing they do:

1. **Write for a specific reader and a meaningful purpose.** Write with a particular audience in mind (this may be the author herself or himself) and define the writing task.
2. **Determine an appropriate topic.** Plan the writing, do the necessary research, narrow the focus, decide what’s most important to include.
3. **Present ideas clearly, with a logical, well-organized flow.** Structure the writing in an easy-to-follow style and format using words, sentences, and paragraphs; put like information together; stay on the topic; know when and what to add or delete; incorporate transitions.
4. **Elaborate on ideas.** Include details and facts appropriate to stated main ideas; explain key concepts; support judgments; create descriptions that evoke mood, time, and place; and develop characters.
5. **Embrace language.** “Fool with words” – experiment with nouns, verbs, adjectives, literary language, sensory details, dialogue, rhythm, sentence length, paragraphs – to craft specific, lively writing for the reader.
6. **Create engaging leads.** Attract the reader’s interest right from the start.
7. **Compose satisfying endings.** Develop original endings that bring a sense of closure.
8. **Craft authentic voice.** Write in a style that illuminates the writer’s personality – this may include dialogue, humour, point of view, a unique form.
9. **Reread, rethink, and revise while composing.** Access, analyse, reflect, evaluate, plan, redraft, and edit as one goes – all part of the recursive, non-linear nature of writing.
10. **Apply correct conventions and form.** Produce legible letters and words; employ editing and proofreading skills; use accurate spelling, punctuation, capitalization, and grammar; adhere to the formal rules of the genre.
11. **Read widely and deeply – and with a writer’s perspective.** Read avidly; notice what authors – and illustrators, do; develop an awareness of the characteristics of various genres (fiction, poetry, persuasive pieces) and how those genres work, and apply that knowledge and craft to one’s own writing.
12. **Take responsibility for producing effective writing.** Consider relevant responses and suggestions and willingly revise; sustain writing effort; monitor and evaluate one’s own work and set goals; publish, when possible and appropriate, in a suitable and pleasing presentation style and format; do whatever is necessary to ensure the text is meaningful and clear to the reader as well as accurate, legible, and engaging.

These writing essentials are applicable from Kindergarten through high school and beyond.

The factors that change are:

- The amount of excellent support the student needs (demonstrations and explicit teaching).
- The complexity of texts the student composes.
- The variety of forms or genres the author attempts.
- The learner’s level of independence.

Adapted from Routman, R. (2005). *Writing Essentials: Raising Expectations and Results While Simplifying Teaching* (pp.13-14). Portsmouth, NH: Heinemann.



**QUICK NAVIGATION TIPS**

- Prescribed Learning Outcomes are mandated by the *School Act*; they are legally required, not optional.
- The Prescribed Learning Outcomes are numbered for ease of use and do not indicate a linear delivery.
- General Learning Expectations are summaries of the Prescribed Learning Outcomes in the relevant organizer (they are not legally required).
- Achievement Indicators are a comprehensive range of indicators of what the learning might look like for each learning outcome. They may also be used as assessment criteria. They are suggested, and teachers may substitute, adapt, or add to these indicators.
- Bolded terms in the Prescribed Learning Outcomes and Suggested Achievement Indicators are defined in the Glossary section.
- See the Considerations for Program Delivery section and Key Elements for essential understandings underlying the curriculum.

**ORAL LANGUAGE (SPEAKING AND LISTENING)**

**PURPOSES (ORAL LANGUAGE)**

*General Learning Expectation:* Students use oral language to interact effectively with others for a wide range of purposes, to present complex ideas and information formally and informally, and to demonstrate an increased capacity to listen purposefully and respond critically.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 7, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> <li>– contributing to group success</li> <li>– discussing and analysing ideas and opinions (e.g., debating)</li> <li>– improving and deepening comprehension</li> <li>– discussing concerns and resolving problems</li> <li>– negotiating consensus or agreeing to differ</li> <li>– completing a variety of tasks</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> share ideas relevant to class activities and discussions (e.g., teacher or student-selected pairs or small groups, whole class brainstorming, <b>literature circles</b>, book clubs)</li> <li><input type="checkbox"/> speak and listen in partner, small group, and whole class discussion to accomplish a substantive task (e.g., suggest a plan of action for a student council, present a mock trial of an historical figure, take turns in a structured debate)</li> <li><input type="checkbox"/> share ideas in structured discussions and dialogues to explore issues, varying viewpoints, and conflicts</li> <li><input type="checkbox"/> ask questions to sustain and extend interactions</li> <li><input type="checkbox"/> listen to classmates and others without interrupting, speak respectfully to others, and use language and tone appropriately when disagreeing</li> <li><input type="checkbox"/> offer ideas and experiences that build on the ideas of others</li> <li><input type="checkbox"/> speak and listen to respond to others’ needs, feelings, and reactions, taking into account verbal and nonverbal cues (e.g., tone, inflection, body language, facial expression)</li> <li><input type="checkbox"/> synthesize viewpoints of others, identify similarities and differences between viewpoints, and discuss ways differences can be resolved or minimized</li> </ul> |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p>A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by</p> <ul style="list-style-type: none"> <li>– using prior knowledge and/or other sources of evidence</li> <li>– staying on topic in focussed discussions</li> <li>– presenting in a clear, focussed, organized, and effective manner</li> <li>– explaining and effectively supporting viewpoints</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify purpose (e.g., to explain, persuade, entertain) and audience (e.g., parents, peers, principal) for speaking and presenting</li> <li><input type="checkbox"/> present/discuss in their own words information that is accurate, states a clear topic, is sequenced logically, and includes specific and relevant examples and details (e.g., summarize a politician’s position on an issue, present a dramatization of life as a slave in ancient Egypt)</li> <li><input type="checkbox"/> explain their own viewpoints and give reasons, and, if applicable, support judgments through references to a <b>text</b>, prior knowledge, or other sources of evidence</li> <li><input type="checkbox"/> when delivering a persuasive presentation, state a clear position or perspective in support of an argument or proposal, describe the points in support of the argument, and employ well-articulated evidence</li> <li><input type="checkbox"/> use vocabulary appropriate to topic and audience (e.g., content-specific words and phrases, such as “civilization”)</li> <li><input type="checkbox"/> use tone, volume, pacing, phrasing, and gesture to engage audience and enhance meaning</li> <li><input type="checkbox"/> use speaking to explore new ideas and opinions, and support and build on the ideas and opinions of others (e.g., “When we started listening to the speech, I thought I agreed with the speaker, but when she/he got to the part about..., I realized that I had a different opinion.”)</li> </ul> |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>A3 listen critically to understand and analyse ideas and information, by</p> <ul style="list-style-type: none"> <li>– summarizing and synthesizing</li> <li>– generating questions</li> <li>– visualizing and sharing</li> <li>– making inferences and drawing conclusions</li> <li>– interpreting the speaker’s verbal and nonverbal messages, purposes, and perspectives</li> <li>– analysing and evaluating</li> <li>– ignoring distractions</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify and state a purpose for listening</li> <li><input type="checkbox"/> summarize and synthesize facts and significant details, and differentiate between main ideas and supporting details</li> <li><input type="checkbox"/> ask probing questions to clarify or extend knowledge of a topic</li> <li><input type="checkbox"/> identify an author or speaker’s viewpoint and purpose, and support with evidence</li> <li><input type="checkbox"/> respond to persuasive messages with questions, challenges, or affirmations</li> <li><input type="checkbox"/> use information and techniques from listening experiences in their own writing, representing, and speaking</li> <li><input type="checkbox"/> demonstrate attentive listening in nonverbal ways (e.g., take notes, sketch or diagram key ideas, nod to show agreement, use facial expressions)</li> <li><input type="checkbox"/> attend to speaker without distracting or interrupting (e.g., raise hand to ask questions or make comments, wait turn to speak, record questions to ask at an appropriate time)</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• What are some of the ground rules for small group discussion? How can you ensure that everyone has an opportunity to have their opinions expressed and heard respectfully by the group?</li> <li>• How can you acknowledge the ideas of others and build on those ideas?</li> <li>• What strategies have you learned for solving and reducing conflict? Can you think of a time when that worked for you? Share what made that work.</li> <li>• How can you politely disagree with someone’s opinions and offer your own ideas in a respectful manner?</li> <li>• Who is your intended audience? How will you address that audience’s specific needs? What is the purpose of your presentation? What will you include in your presentation to explain/describe/convince/persuade/entertain your audience?</li> <li>• What have you done to make your presentation clear and easy to follow?</li> <li>• What is your personal viewpoint on this topic, and how will you share it with your audience?</li> <li>• What did the speaker do to sustain your attention?</li> <li>• How did you support and encourage the speaker?</li> </ul> |  |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

**STRATEGIES (ORAL LANGUAGE)**

*General Learning Expectation:* Students selectively use a range of strategies to increase success at interacting, speaking, and listening in a variety of situations, including preparing and delivering short formal and informal oral presentations (e.g., use logical or sequential organizers, incorporate nonverbal elements).

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 7, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>A4 select and use various <b>strategies</b> when interacting with others, including</p> <ul style="list-style-type: none"> <li>– accessing prior knowledge</li> <li>– making and sharing connections</li> <li>– asking questions for clarification and understanding</li> <li>– taking turns as speaker and listener</li> <li>– paraphrasing to clarify meaning</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> refer to relevant <b>texts</b> they have read or heard, or contribute relevant experiences to the topic or task</li> <li><input type="checkbox"/> connect and relate prior experiences, insights, and ideas to those of a speaker</li> <li><input type="checkbox"/> make connections to personal and shared ideas and experiences by talking in pairs and small groups</li> <li><input type="checkbox"/> ask thoughtful questions and respond to questions with appropriate elaboration</li> <li><input type="checkbox"/> balance role of self as speaker and listener and follow the rules of conversation</li> <li><input type="checkbox"/> explain and show understanding of other viewpoints</li> </ul>   |
| <p>A5 select and use various <b>strategies</b> when expressing and presenting ideas, information, and feelings, including</p> <ul style="list-style-type: none"> <li>– setting a purpose</li> <li>– accessing prior knowledge</li> <li>– generating ideas</li> <li>– making and sharing connections</li> <li>– asking questions to clarify and confirm meaning</li> <li>– organizing information</li> <li>– practising delivery</li> <li>– self-monitoring and self-correcting in response to feedback</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify audience and purpose for specific oral presentations (e.g., persuade class, share literature response with a peer)</li> <li><input type="checkbox"/> discuss what they already know about the topic and elicit ideas from others</li> <li><input type="checkbox"/> select a focus, an organizational <b>structure</b>, and a viewpoint, matching the purpose, message, and occasion</li> <li><input type="checkbox"/> emphasize key points to assist the listener in following the main ideas and concepts</li> <li><input type="checkbox"/> practise with peer support, ask for feedback, and incorporate suggestions (e.g., select and rehearse some specific phrases and gestures to engage audience)</li> <li><input type="checkbox"/> monitor volume, tone, intonation, pace, expression, and gesture depending on the situation (e.g., when delivering an announcement at a school assembly vs. speaking to peers, preparing cue cards)</li> <li><input type="checkbox"/> use appropriate <b>strategies</b> for making connections with the audience (e.g., position themselves so others can see and hear, use body language such as smiling or making eye contact)</li> <li><input type="checkbox"/> adjust presentation in response to feedback (e.g., maintain effective communication even when in disagreement)</li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p>A6 select and use various <b>strategies</b> when listening to make and clarify meaning, including</p> <ul style="list-style-type: none"> <li>– accessing prior knowledge</li> <li>– making predictions about content before listening</li> <li>– focussing on the speaker</li> <li>– listening for specifics</li> <li>– generating questions</li> <li>– recalling, summarizing, and synthesizing</li> <li>– drawing inferences and conclusions</li> <li>– distinguishing between fact and opinion</li> <li>– visualizing</li> <li>– monitoring comprehension</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> make logical predictions about content based on recalling prior knowledge (including knowledge of <b>genre</b> and story <b>structure</b>, and knowledge of the speaker and the context)</li> <li><input type="checkbox"/> generate focus questions before listening</li> <li><input type="checkbox"/> identify key words and phrases to focus listening</li> <li><input type="checkbox"/> identify key phrases or visual organizers used to focus or extend understanding (e.g., transition terms such as “consequently,” “in conclusion”; visuals indicating key points)</li> <li><input type="checkbox"/> make accurate notes using logical categories or headings</li> <li><input type="checkbox"/> use simple techniques for recall (e.g., “There are <i>three</i> steps to remember...”)</li> <li><input type="checkbox"/> recognize when a message is not making sense (e.g., ask questions to clarify) and identify the problem (e.g., there was too much information to write down)</li> <li><input type="checkbox"/> identify bias in oral texts (e.g., viewpoint, possible motivation for bias or perspective, fact vs. opinion, emotional vs. logical)</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• What steps did you go through to prepare for the presentation? What was the most helpful to you? What is your goal for next time?</li> <li>• What kind of practice would help you and others to become better speakers?</li> <li>• In what ways did you encourage the speaker? How did you go about asking for clarification where you needed it?</li> <li>• How did discussion help with this topic?</li> <li>• Who is your audience? How have you taken your audience into account? How would you change your presentation if the audience were ...?</li> <li>• As you listened, what did you do to keep track of key points? What other ways could you have chosen?</li> <li>• How do you distinguish between fact and opinion? Provide an example of each from what you just heard.</li> <li>• What would you consider to be your strengths as a listener?</li> <li>• What do you think the speaker wanted you to understand about the topic? How did she or he go about persuading you?</li> <li>• How successful do you feel you were in concluding your presentation? Explain.</li> </ul> |   |

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**THINKING (ORAL LANGUAGE)**

*General Learning Expectation:* Students use increasingly powerful and specific vocabulary and use oral language to extend thinking by responding critically or creatively to information and ideas through analysing, synthesizing, and speculating. Students reflect on and assess their own speaking and listening, and set and pursue goals for improvement.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 7, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>A7 demonstrate enhanced vocabulary knowledge and usage</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> use expanding vocabulary in own speech, including vocabulary related to specific subject areas</li> <li><input type="checkbox"/> use new vocabulary introduced in <b>texts</b> and class discussions</li> <li><input type="checkbox"/> use increasingly descriptive and powerful words</li> <li><input type="checkbox"/> use language to justify and defend positions and viewpoints</li> <li><input type="checkbox"/> select purposeful and precise language</li> </ul>  |
| <p>A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to <b>texts</b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> understand and respond to literary and creative works (e.g., agree with interesting propositions, provide alternative viewpoint, become intrigued by unsolved mystery, suggest solution to conflict)</li> <li><input type="checkbox"/> orally express a personal viewpoint with supporting details and recognize that it may differ from that of others; defend personal viewpoint while maintaining respect for the viewpoints of others</li> <li><input type="checkbox"/> make meaningful connections between new information and ideas and prior knowledge and beliefs about the topic</li> <li><input type="checkbox"/> connect <b>themes</b>, characters, and plot in literature with own experiences or other literature</li> <li><input type="checkbox"/> build on others' ideas (e.g., expand on and acknowledge the ideas of others during brainstorming)</li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p>A9 use speaking and listening to improve and extend thinking, by</p> <ul style="list-style-type: none"> <li>– questioning and speculating</li> <li>– acquiring new ideas</li> <li>– analysing and evaluating ideas</li> <li>– developing explanations</li> <li>– considering alternative viewpoints</li> <li>– summarizing and synthesizing</li> <li>– problem solving</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify logical connections between new information and ideas and extend own thinking built on that logic</li> <li><input type="checkbox"/> present a new idea, and defend the validity of the idea with reasons or evidence</li> <li><input type="checkbox"/> identify and evaluate implicit assumptions supporting a particular argument in oral <b>text</b></li> <li><input type="checkbox"/> compare and contrast information from a variety of sources and determine the validity of source; begin to identify contradictions, ambiguities, bias, and a shift of opinion</li> <li><input type="checkbox"/> with support, develop and apply criteria for assessing the value of ideas and information (e.g., possibility of bias, logical soundness, source of ideas and information, congruence with prior knowledge, shift of opinion, and irrelevancies within ideas and information)</li> <li><input type="checkbox"/> identify what is not included (e.g., whose perspective is left out; what information, arguments, or positions are not included)</li> <li><input type="checkbox"/> question and speculate on possibilities regarding the ideas and information presented</li> <li><input type="checkbox"/> give examples of the importance of oral language in society</li> <li><input type="checkbox"/> identify a speaker’s use of various words to influence the audience’s feelings and attitudes</li> <li><input type="checkbox"/> ask and answer critical questions about an advertisement (e.g., “Who is the target audience for this ad? How do you know?”)</li> </ul> |
| <p>A10 reflect on and assess their speaking and listening, by</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– considering and incorporating peer and adult feedback</li> <li>– setting goals and creating a plan for improvement</li> <li>– taking steps toward achieving goals</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> describe the qualities of a good listener/speaker and identify those that they demonstrate</li> <li><input type="checkbox"/> identify strengths and areas for improvement (e.g., “I speak clearly and the class said they could hear me, but I need to work on not using distracting ‘filler words.’”)</li> <li><input type="checkbox"/> using class-generated criteria, reflect on progress toward meeting goals; state achievable goals for future speaking and listening experiences (e.g., “I will speak clearly,” “I will put my ideas in logical order.”)</li> <li><input type="checkbox"/> discuss a presentation’s success in accomplishing its goal (e.g., to report on research, share personal experience, offer and support a viewpoint or opinion about an issue or problem)</li> <li><input type="checkbox"/> modify presentations through analysis of feedback from the audience</li> <li><input type="checkbox"/> show engagement and enthusiasm for speaking and listening</li> <li><input type="checkbox"/> use “think-alouds” to self-assess</li> </ul>  |

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**Suggested Questions/Prompts to Scaffold Learning**

- How would you evaluate your presentation? What were its greatest strengths? What do you want to improve?
- What feedback have you received from others that you will incorporate into your next presentation?
- What was the speaker’s viewpoint? What supporting evidence did they provide for the viewpoint? What motivation might the speaker have for expressing that viewpoint? How did she or he go about informing/persuading/entertaining you? What, if any, opposing viewpoints were presented? In what ways have you changed your viewpoint as a result of listening to the presentation?
- What did the speaker deliberately leave out of the presentation to support his or her own bias?
- How different would this argument have been if told from another viewpoint? Provide an example. What details might you add and/or change?
- As a listener, what strategy is most effective for you to remember ideas and facts presented? What other strategies might you try?

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**FEATURES (ORAL LANGUAGE)**

*General Learning Expectation:* Students use the features and conventions of oral language with increasing sophistication to express ideas and information clearly and fluently. Students recognize and use the structures and patterns of oral language to make meaning.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 7, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>A11 recognize and apply the <b>features</b> of oral language to convey and derive meaning, including</p> <ul style="list-style-type: none"> <li>– context (e.g., audience, purpose, situation)</li> <li>– <b>text structure</b></li> <li>– a variety of sentence lengths, structures, and types</li> <li>– smooth transitions and connecting words</li> <li>– <b>syntax</b> (i.e., grammar and usage)</li> <li>– <b>diction</b></li> <li>– nonverbal communication</li> <li>– receptive listening posture</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> select or identify appropriate <b>register</b> (e.g., formal, informal)</li> <li><input type="checkbox"/> establish and sustain a sense of beginning, middle, and end (e.g., stay on topic and sequence ideas in meaningful ways, conclude purposefully)</li> <li><input type="checkbox"/> express ideas using a variety of sentence types to enhance audience engagement (e.g., use <b>simple, compound, complex,</b> and compound-complex <b>sentences</b>; use effective co-ordination and subordination of ideas to express complete thoughts)</li> <li><input type="checkbox"/> use a variety of connecting words and transitions to link ideas in speech (e.g., similarly, in conclusion, on the other hand)</li> <li><input type="checkbox"/> recognize awkward phrasing in speaking and self-correct by restating</li> <li><input type="checkbox"/> use correct grammar when speaking</li> <li><input type="checkbox"/> use appropriate volume, expression, pace, tone, and emphasis when speaking</li> <li><input type="checkbox"/> maintain an appropriate listening posture, including focussing on the speaker</li> </ul> |
| <p>A12 recognize the <b>structures</b> and patterns of language in oral <b>texts</b>, including</p> <ul style="list-style-type: none"> <li>– <b>literary devices</b></li> <li>– <b>sound devices</b></li> <li>– structural sequencing cues</li> <li>– <b>idiomatic expressions</b></li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize and use <b>literary devices</b> (e.g., <b>metaphor</b>)</li> <li><input type="checkbox"/> reproduce the rhythmic pattern when reciting a poem or chant with a regular metre (e.g., rap)</li> <li><input type="checkbox"/> recognize and create <b>sound devices</b> (e.g., <b>onomatopoeia</b>)</li> <li><input type="checkbox"/> identify language patterns heard in a poem (e.g., rhyme scheme)</li> <li><input type="checkbox"/> demonstrate familiarity with the unique characteristics of different oral language formats (e.g., debate, discussion)</li> <li><input type="checkbox"/> identify and use structural sequencing cues (e.g., “although,” “such as,” <b>flashback</b> cues)</li> <li><input type="checkbox"/> understand <b>idiomatic expressions</b> and use them to enhance speaking and/or writing</li> </ul>   |

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**Suggested Questions/Prompts to Scaffold Learning**

- How do you capture the audience’s attention at the beginning of your presentation? What did you do in your presentation to hold your audience’s attention?
- What techniques did you use to highlight key points?
- How did you summarize this topic in your conclusion?
- What words and images did the presenter use to help you get a better sense of the topic? How did they help you remember the piece/presentation?
- Can you give an example of how the speaker used or might have used hyperbole? ...parallelism? ...rhetorical questions?
- What words/lines do you remember from the poem/song we listened to? What is it about those words/lines that make them memorable (e.g., devices, images, repetition)?

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## READING AND VIEWING

### PURPOSES (READING AND VIEWING)

**General Learning Expectation:** Students independently and collectively read and view to comprehend, enjoy, and respond to a variety of grade-appropriate literary texts, information texts with specialized language, and visual texts with specialized features.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p>It is expected that students will:</p>   | <p>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</p> <p>By the end of Grade 7, students who have fully met the Prescribed Learning Outcome are able to:</p>  |
| <p>B1 read <b>fluently</b> and demonstrate comprehension and interpretation of a range of <b>grade-appropriate</b> literary <b>texts</b>, featuring some complexity in <b>theme</b> and writing techniques, including</p> <ul style="list-style-type: none"> <li>– stories from Aboriginal and other cultures</li> <li>– literature reflecting a variety of ancient and modern cultures</li> <li>– short stories and novels exposing students to unfamiliar contexts</li> <li>– short plays that are straightforward in <b>form</b> and content</li> <li>– poetry in a variety of <b>forms</b></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> read <b>grade-appropriate</b> literary <b>texts</b> independently and collectively (e.g., <b>choral reading</b>, <b>readers’ theatre</b>), with accuracy, comprehension, and <b>fluency</b>, including expression and phrasing</li> <li><input type="checkbox"/> describe setting, characters, plot, events, and <b>conflict</b> in their own words, and explain how they influence each other (e.g., elements of setting influence character action, character action contributes to understanding of <b>characterization</b>, plot events can contribute to <b>mood</b>)</li> <li><input type="checkbox"/> make and defend inferences that show some insight into characters’ motivations and feelings; provide support with specific evidence from the <b>text</b></li> <li><input type="checkbox"/> draw comparisons among <b>texts</b> and among <b>genres</b></li> <li><input type="checkbox"/> offer meaningful interpretations of the <b>theme</b> or author/poet’s message</li> <li><input type="checkbox"/> make and support direct and indirect connections (<b>text-to-self</b>, <b>text-to-text</b>, and <b>text-to-world</b>)</li> <li><input type="checkbox"/> identify the central <b>theme</b> or idea in a poem, and explain how it is conveyed through images and poetic devices (including figurative language)</li> <li><input type="checkbox"/> use ‘<b>text features</b>’ (e.g., dialogue, punctuation) to support meaning when reading aloud and silently</li> </ul> |

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| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p>B2 read <b>fluently</b> and demonstrate comprehension of <b>grade-appropriate information texts</b> with some specialized language and some complex ideas, including</p> <ul style="list-style-type: none"> <li>– non-fiction books</li> <li>– textbooks and other instructional materials</li> <li>– visual or graphic materials</li> <li>– reports and articles</li> <li>– reference materials</li> <li>– appropriate web sites</li> <li>– instructions and procedures</li> <li>– advertising and promotional materials</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> read <b>grade-appropriate</b> information <b>texts</b> independently and collectively, with accuracy, comprehension, and <b>fluency</b>, including expression and phrasing</li> <li><input type="checkbox"/> use a variety of print and electronic reference sources (e.g., dictionaries, thesaurus, web sites)</li> <li><input type="checkbox"/> locate specific relevant details through the use of '<b>text features</b>' (e.g., glossaries, tables of contents, unit summaries, indices, appendices, visuals, navigation bars, search engines)</li> <li><input type="checkbox"/> identify main topics addressed in a selection and distinguish between main ideas and related details</li> <li><input type="checkbox"/> make accurate, organized notes by creating categories that reflect the main ideas or topics</li> <li><input type="checkbox"/> support meaningful inferences or interpretations with specific evidence from the <b>text</b></li> <li><input type="checkbox"/> generate questions and provide answers through further reading on the topic</li> <li><input type="checkbox"/> include accurate and important information from <b>text</b> and '<b>text features</b>', including specific details from graphics</li> </ul> |
| <p>B3 read and reread <b>just-right texts</b> for at least 30 minutes daily for enjoyment and to increase <b>fluency</b> and comprehension</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> choose a <b>just-right text</b> on their own</li> <li><input type="checkbox"/> read and reread independently for a sustained period daily (e.g., 30 minutes)</li> <li><input type="checkbox"/> show engagement in reading</li> </ul>   |
| <p>B4 demonstrate comprehension of visual <b>texts</b> with specialized features and complex ideas (e.g., visual components of media such as magazines, newspapers, web sites, reference books, <b>graphic novels</b>, broadcast media, videos, advertising and promotional materials)</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> suggest possible purposes of visual texts and offer reasonable interpretations (e.g., to inform, entertain, persuade)</li> <li><input type="checkbox"/> determine who is served by these images (i.e., <b>critical literacy</b>)</li> <li><input type="checkbox"/> make and justify inferences and predictions about a visual <b>text</b> and about events "beyond the pictures" (e.g., about what happened before/after a picture, about feelings of people in photographs, about material that is "unseen" or implicit)</li> <li><input type="checkbox"/> identify a range of visual techniques (e.g., choice of colour palette, composition and framing, viewpoint selection) and how these techniques and the content affect the audience's reaction</li> </ul>  |

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**Suggested Questions/Prompts to Scaffold Learning**

- What connections can you make to the character’s feelings? What details/evidence led you to your understanding of the character’s personality?
- Which event would you identify as the critical event? How did that critical event trigger subsequent events?
- In what ways did the weaknesses/strengths of the character affect the chain of events in the story?
- How might the next chapter/segment unfold?
- What is the theme or message of this selection? What do you think the author/poet/director wants you to think about and remember?
- What were the key ideas in the information you read/viewed? Why did you identify them as important?
- What new information did you learn from reading and viewing this selection? Think about what you read. How did it change your thinking about the topic? What evidence from the selection can you cite to support your new thinking?
- What information or ideas do you want further clarification on? What additional information do you think the author should have included? Where might you go for more information on this topic?

**STRATEGIES (READING AND VIEWING)**

*General Learning Expectation:* Students selectively use a range of strategies before, during, and after reading and viewing to increase success at making meaning from texts and extending their fluency and understanding.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 7, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>B5 select and use various <b>strategies</b> before reading and viewing to develop understanding of <b>text</b>, including</p> <ul style="list-style-type: none"> <li>– setting a purpose and considering personal reading goals</li> <li>– accessing prior knowledge to make and share connections</li> <li>– making predictions</li> <li>– asking questions</li> <li>– previewing <b>texts</b></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> write down and/or share what they already know about a topic or idea (e.g., carousel brainstorming)</li> <li><input type="checkbox"/> make logical predictions about content, based on prior knowledge and understanding of <b>genre</b> and author</li> <li><input type="checkbox"/> generate a question(s) to guide their reading and viewing</li> <li><input type="checkbox"/> describe and use '<b>text features</b>' (e.g., headings, diagrams, table of contents) to anticipate and ask questions before reading</li> <li><input type="checkbox"/> use a variety of alternative sources to locate information and build background knowledge about the topic (e.g., encyclopedias, Internet, trade books, newspaper articles)</li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p>B6 select and use various <b>strategies</b> during reading and viewing to construct, monitor, and confirm meaning, including</p> <ul style="list-style-type: none"> <li>– predicting</li> <li>– making connections</li> <li>– visualizing</li> <li>– asking and answering questions</li> <li>– making inferences and drawing conclusions</li> <li>– using ‘<b>text features</b>’</li> <li>– self-monitoring and self-correcting</li> <li>– figuring out unknown words</li> <li>– reading selectively</li> <li>– determining the importance of ideas/events</li> <li>– summarizing and synthesizing</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> make and confirm logical predictions (e.g., summarize and restate what has been read before and hypothesize about what will come next)</li> <li><input type="checkbox"/> visualize, sketch, or use <b>graphic organizers</b> to support comprehension (e.g., mind map, quadrants)</li> <li><input type="checkbox"/> make connections during the reading (<b>text-to-self, text-to-text, text-to-world</b>), comparing and contrasting characters, ideas, and events)</li> <li><input type="checkbox"/> use graphic and visual cues (e.g., bold type, headings, diagrams, sidebars) to clarify understanding</li> <li><input type="checkbox"/> discuss and summarize what they have read and viewed, at intervals and at the end</li> <li><input type="checkbox"/> use glossaries, summaries, focus questions in <b>text</b>, outlines, side-bars, navigation bars, and hyperlinks to find information in non-fiction <b>text</b></li> <li><input type="checkbox"/> <b>skim</b> and <b>scan</b> to gather information</li> <li><input type="checkbox"/> figure out unfamiliar words or expressions, including specialized and technical vocabulary, by using context cues, word structures, illustrations, and classroom resources (e.g., glossaries, dictionaries, reference materials, thesaurus)</li> <li><input type="checkbox"/> self-monitor, select, and adjust <b>strategies</b> to self-correct (e.g., reread, read ahead, go to another source)</li> <li><input type="checkbox"/> question author’s motive or intent (i.e., <b>critical literacy</b>)</li> </ul> |
| <p>B7 select and use various <b>strategies</b> after reading and viewing to confirm and extend meaning, including</p> <ul style="list-style-type: none"> <li>– self-monitoring and self-correcting</li> <li>– generating and responding to questions</li> <li>– making inferences and drawing conclusions</li> <li>– reflecting and responding</li> <li>– visualizing</li> <li>– using ‘<b>text features</b>’ to locate information</li> <li>– using <b>graphic organizers</b> to record information</li> <li>– summarizing and synthesizing</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> review the purpose set prior to reading or viewing and use it to guide rereading and “re-viewing”</li> <li><input type="checkbox"/> use self-monitoring and self-correcting <b>strategies</b> (e.g., reread, <b>skim</b>, and <b>scan</b> for specific information, for details, and to confirm understanding)</li> <li><input type="checkbox"/> ask and respond to questions related to the material read or viewed</li> <li><input type="checkbox"/> make inferences and draw conclusions</li> <li><input type="checkbox"/> use ‘<b>text features</b>’ (e.g., headings, illustrations, diagrams) to locate and organize information</li> <li><input type="checkbox"/> describe <b>features</b> that might contribute to an inferential understanding of the <b>text</b>, such as obvious <b>symbols</b> and other <b>literary devices</b> (e.g., <b>metaphor, simile, alliteration, personification</b>)</li> <li><input type="checkbox"/> use <b>graphic organizers</b> to record and organize information, and to identify relationships (e.g., chronological report outline, concept map, cause-and-effect T-chart)</li> <li><input type="checkbox"/> summarize the “big idea” or author’s message and give supporting details</li> <li><input type="checkbox"/> reflect on the reading and viewing and make connections (<b>text-to-self, text-to-text, and text-to-world</b>)</li> </ul>   |

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**Suggested Questions/Prompts to Scaffold Learning***Before*

- Given this title and the knowledge you have about the author and topic, what predictions can you make about this novel? Listen to the first paragraph. What are your predictions now?
- What do you predict will be the problem or struggle in the story? What makes you think that?
- Preview the information book. How is it organized? What sections do you think will give you the most information? ...the least? In what ways might this help you understand the material?
- What do you want to find out when you read this article? What questions do you have in your mind about this topic before you begin to read?

*During*

- If you come to words you don't know or understand, what strategies do you use to figure them out?
- Which part of the story so far has been the most challenging for you to understand? What ideas do you have about why that section was confusing for you? What strategies did you use to try and figure out the meaning?
- How do the 'text features' (e.g., headings, pull-quotes, diagrams, charts, index, sidebars, glossary) help you to understand what you have read?
- How does rereading/reading ahead/skimmming/scanning help you understand the text and key ideas?

*After*

- What types of self-correcting strategies did you use when a passage didn't make sense?
- What questions do you still have that you would like to go back and reread to clarify?
- Review the questions you had before reading. What did you read that answered the questions?
- In what ways have your predictions been validated? ...not been validated?
- What was the author's intent in writing this? What was the bias?
- How might you use a graphic organizer to record main ideas (or events) or to compare and contrast ideas presented?
- This story was told from \_\_\_\_\_'s perspective. How different would the story be if it was told from \_\_\_\_\_'s perspective?
- Provide the gist (in 15 words or fewer) of this story from \_\_\_\_\_'s perspective.

**THINKING (READING AND VIEWING)**

*General Learning Expectation:* Students make creative and meaningful connections to texts. They extend their thinking by analysing, comparing, contrasting, and evaluating ideas in texts, and synthesizing new ideas. Students reflect on and assess their reading and viewing, and set and pursue goals for improvement.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 7, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p><b>B8</b> respond to selections they read or view, by</p> <ul style="list-style-type: none"> <li>– expressing opinions and making judgments supported by reasons, explanations, and evidence</li> <li>– explaining connections (<b>text-to-self</b>, <b>text-to-text</b>, and <b>text-to-world</b>)</li> <li>– identifying personally meaningful selections, passages, and images</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> offer responses to selections, characters, issues, and <b>themes</b></li> <li><input type="checkbox"/> make logical connections between the <b>text</b> and own ideas, beliefs, experiences, and feelings</li> <li><input type="checkbox"/> compare key ideas in new information with previous knowledge</li> <li><input type="checkbox"/> make and support connections to other reading or viewing selections, and compare <b>themes</b></li> <li><input type="checkbox"/> create a written response to <b>text</b>, making personal connections, connections to other <b>texts</b>, and connections to related events</li> <li><input type="checkbox"/> identify powerful passages from <b>texts</b> and describe why they are personally meaningful</li> </ul>  |
| <p><b>B9</b> read and view to improve and extend thinking, by</p> <ul style="list-style-type: none"> <li>– analysing and evaluating ideas and information</li> <li>– comparing various viewpoints</li> <li>– summarizing and synthesizing to create new ideas</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> discuss and develop a new idea, and defend the validity of the idea with reasons or evidence from the <b>text</b></li> <li><input type="checkbox"/> describe further potential in a <b>text</b> (e.g., look for alternative, innovative outcomes; consider developments extending beyond the <b>text</b>)</li> <li><input type="checkbox"/> develop and apply criteria for assessing the value of ideas and information (e.g., for making comparisons, rejecting/accepting ideas, rationalizing personal preferences)</li> <li><input type="checkbox"/> begin to identify contradictions, ambiguities, and irrelevancies within ideas and information (i.e., <b>critical literacy</b>)</li> <li><input type="checkbox"/> identify bias and evaluate assumptions implicit within ideas and information</li> <li><input type="checkbox"/> question the author’s purpose or viewpoint (i.e., <b>critical literacy</b>)</li> </ul> |

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| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p>B10 reflect on and assess their reading and viewing, by</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– setting goals and creating a plan for improvement</li> <li>– taking steps toward achieving goals</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> identify the <b>strategies</b> that good readers/viewers use before, during, and after reading and viewing</li> <li><input type="checkbox"/> discuss their reading and viewing using vocabulary pertaining to <b>texts</b> and to assessment</li> <li><input type="checkbox"/> describe and assess their reading and viewing through the meaningful application of reading criteria (e.g., made mental pictures, made inferences, used context cues, drew conclusions, determined most important information)</li> <li><input type="checkbox"/> engage in reflection about what they must do to be good readers and viewers at different stages of the reading or viewing process (i.e., before, during, after)</li> <li><input type="checkbox"/> identify areas to improve their reading, set goals, and take steps to achieve those goals</li> <li><input type="checkbox"/> identify preferences in books and make appropriate choices for further reading</li> <li><input type="checkbox"/> describe the self-correcting <b>strategies</b> they have chosen when a passage is not making sense (e.g., paraphrase, reread, read ahead, “re-view”) and assess the success of those <b>strategies</b></li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Tell me about your favourite genre. What is it about the genre that engages you?</li> <li>• Describe how the protagonist/antagonist exhibited _____ (e.g., goodness/evil, kindness/cruelty, fairness/unfairness, emotional/non-emotional responses).</li> <li>• What patterns did you recognize in the story? Explain. How did recognizing patterns help you to predict events?</li> <li>• What events led up to the climax of the story? What was the anti-climax?</li> <li>• At what point in the story did you wonder about the resolution of the problem?</li> <li>• What themes are addressed in the story? Whose viewpoint is presented? What, if any, opposing viewpoints are presented? Whose viewpoint is missing? Describe the bias and assumptions presented in this selection. Whose interests are served by having an audience see the ad?</li> <li>• Do you think the information in this selection is from a reliable source? What are the clues that tell you information is accurate and from a reliable source? How could you check?</li> <li>• What questions would you like answered? Where could you get more information on this topic? How has your opinion changed since reading this material?</li> <li>• What characteristics or elements does the director/designer/developer want you to notice? How does he or she make them stand out?</li> </ul> |  |

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**FEATURES (READING AND VIEWING)**

*General Learning Expectation:* Students explain how form and genre, functions of text, ‘text features’, literary elements, non-fiction elements, literary devices, and idiomatic expressions contribute to the meaning and interpretation of text.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators   |
|---|--|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 7, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>B11 explain how <b>structures</b> and <b>features</b> of <b>text</b> work to develop meaning, including</p> <ul style="list-style-type: none"> <li>– <b>form</b>, function, and <b>genre</b> of <b>text</b> (e.g., brochure about smoking to inform students; <b>genre</b> is persuasive)</li> <li>– ‘<b>text features</b>’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlink, <b>pull-quotes</b>)</li> <li>– <b>literary elements</b> (e.g., <b>characterization</b>, <b>mood</b>, viewpoint, <b>foreshadowing</b>, <b>conflict</b>, <b>protagonist</b>, <b>antagonist</b>, <b>theme</b>)</li> <li>– non-fiction elements (e.g., <b>topic sentence</b>, development of ideas with supporting details, central idea)</li> <li>– <b>literary devices</b> (e.g., <b>imagery</b>, <b>onomatopoeia</b>, <b>simile</b>, <b>metaphor</b>, <b>symbolism</b>, <b>personification</b>)</li> <li>– <b>idiomatic expressions</b></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize and compare the various <b>forms</b> and <b>genres</b> of a variety of <b>texts</b> (e.g., narrative short story, persuasive poem, information article)</li> <li><input type="checkbox"/> explain the purpose of ‘<b>text features</b>’ (e.g., copyright, diagram, date of publication, index, hyperlink, sidebar)</li> <li><input type="checkbox"/> identify some poetic devices, including rhyme, rhythm, <b>alliteration</b>, <b>imagery</b>, <b>onomatopoeia</b>, <b>simile</b>, <b>metaphor</b>, <b>symbolism</b>, and <b>personification</b></li> <li><input type="checkbox"/> use vocabulary such as copyright, plagiarism, table of contents, headings, index, glossary, diagrams, sidebar, <b>pull-quotes</b> to talk about their function in relation to reading and viewing</li> <li><input type="checkbox"/> discuss author’s techniques (e.g., how character is revealed in <b>text</b>, explain the techniques by which the <b>text</b> conveys <b>mood</b> and setting)</li> <li><input type="checkbox"/> identify and understand some <b>idiomatic expressions</b> and understand their value</li> </ul> |

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**Suggested Questions/Prompts to Scaffold Learning**

- Explain and give an example of how the author/poet used metaphor/simile/irony/personification/onomatopoeia.
- What do you think might have been the author’s reason for choosing this form?
- How does the use of literary elements in this selection compare with something you have read before?
- What techniques did the author use to develop the character(s)/mood?
- What was the viewpoint presented in this selection? What techniques did the author use to present the viewpoint?
- What features make you think the author created this selection with a particular audience in mind? What techniques might the author have used to appeal to a different audience? Rework this piece with \_\_\_\_\_ as the audience.
- “What goes around comes around” is found on page \_\_\_\_\_. What does this mean? How else could this have been said? Is there value to using this idiom?

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## WRITING AND REPRESENTING

### PURPOSES (WRITING AND REPRESENTING)

**General Learning Expectation:** Students create a variety of well-developed texts, including meaningful personal texts, clear information texts, and engaging imaginative texts which increasingly reveal an honest and engaging voice, and deliberate and effective word choice.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 7, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>C1 write a variety of clear, focussed <b>personal writing</b> for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring</p> <ul style="list-style-type: none"> <li>– clearly developed <b>ideas</b> by using effective supporting details, explanations, analysis, and insights</li> <li>– <b>sentence fluency</b> through sentence variety and patterns with increasingly natural rhythm and flow</li> <li>– effective <b>word choice</b> through the use of precise nouns, and powerful verbs and modifiers</li> <li>– an honest and engaging <b>voice</b></li> <li>– an <b>organization</b> that is meaningful, logical, and effective, and showcases a central idea or <b>theme</b></li> </ul> | <p><input type="checkbox"/> create a variety of <b>personal writing</b> (e.g., free writes, reading responses, journal entries, descriptive narratives, memoirs, personal letters, and may include <b>impromptu writing</b>) that demonstrates the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– makes sense, and develops a clear main idea, well supported by details that include related ideas, images, or feelings</li> <li>– sustains ideas through several related paragraphs</li> <li>– may include visuals that enhance the main ideas but are not necessary for comprehension</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– features strategically varied word order within a sentence for effect</li> <li>– includes a variety of well-constructed sentences that read smoothly, and effective use of paragraphs</li> <li>– effectively experiments with new, powerful, and precise words</li> <li>– features an honest <b>voice</b> that enhances purpose and engages the audience</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– uses <b>genre</b> or <b>form</b> appropriate to purpose and audience</li> <li>– uses <b>text structures</b> appropriate to <b>form</b> or <b>genre</b></li> <li>– includes paragraphs that enhance the clarity of the ideas</li> <li>– uses an extended range of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships</li> <li>– features natural and smooth transitions between ideas</li> <li>– features strong <b>leads</b> and satisfying endings</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>C2 write a variety of effective <b>informational writing</b> for a range of purposes and audiences that communicates ideas to inform or persuade, featuring</p> <ul style="list-style-type: none"> <li>– clearly developed <b>ideas</b> by using focussed and useful supporting details, analysis, and explanations</li> <li>– <b>sentence fluency</b> through strong, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid <b>style</b></li> <li>– effective <b>word choice</b> by using content words, precise nouns, and powerful verbs and modifiers</li> <li>– a <b>voice</b> demonstrating an appreciation and interest in the topic</li> <li>– an <b>organization</b> that includes an inviting <b>lead</b> that clearly indicates the purpose, followed by a well-developed and clear sequence of paragraphs or sections that lead to a strong conclusion</li> </ul> | <p>□ create a variety of <b>informational writing</b> (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include <b>impromptu writing</b>) that demonstrates the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– includes a clear purpose that is accomplished (e.g., instructions can be followed)</li> <li>– makes sense and emphasizes important ideas</li> <li>– includes a narrowed, focussed, clear, and coherent topic</li> <li>– includes information that is accurate and integrates information from several sources</li> <li>– shows understanding of the topic through personal experience and/or research</li> <li>– may express and justify a viewpoint</li> <li>– anticipates and answers some of the reader’s questions</li> <li>– includes visuals and <b>text</b> working jointly to represent and enhance the topic</li> <li>– shows a clear sense of audience; shows consideration for and interest in the reader</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– features experimentation with word order for effect</li> <li>– reads smoothly and demonstrates strategic paragraphing</li> <li>– exhibits tone and level of formality appropriate for purpose and audience</li> <li>– contains clear language and effectively used content words</li> <li>– shows a clear sense of audience and shows consideration for and interest in the reader</li> <li>– exhibits interest or care in the topic; engages, and, if applicable, persuades the reader</li> <li>– contains a variety of sentence types, lengths, and structures (e.g., <b>simple, compound, and complex</b>)</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– uses <b>genre</b> or <b>form</b> appropriate to purpose and audience</li> <li>– uses <b>text structures</b> appropriate to <b>form</b> or <b>genre</b></li> <li>– uses an extended range of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships</li> <li>– includes logical and effective sequencing</li> <li>– utilizes <b>‘text features’</b> (e.g., titles, headings, diagrams, illustrations) that are clear, relevant, and helpful to the reader</li> <li>– reads smoothly with controlled pacing</li> <li>– includes an original and informative title</li> <li>– features strong <b>leads</b> and satisfying endings</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p>C3 write a variety of <b>imaginative writing</b> for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring</p> <ul style="list-style-type: none"> <li>– strategically developed <b>ideas</b> by using interesting <b>sensory detail</b></li> <li>– <b>sentence fluency</b> by using a variety of sentence lengths and patterns, with increasing fluidity</li> <li>– effective <b>word choice</b> by using purposeful figurative and sensory language with some sophistication and risk-taking</li> <li>– an engaging and authentic <b>voice</b></li> <li>– an <b>organization</b> that includes an enticing opening, followed by a purposeful sequence of well-developed ideas that lead to an imaginative or interesting conclusion</li> </ul> | <p>□ create a variety of <b>imaginative writing</b> (e.g., expressive writing such as scripts, poems, short stories, passages, descriptive narratives, and may include <b>impromptu writing</b>) that demonstrates the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– makes sense and develops, clear, focussed ideas which may be imaginative and original</li> <li>– narrows and focusses a topic</li> <li>– includes well developed paragraphs; poetry uses <b>sensory detail</b> and follows the pattern provided</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– features strategic word order in a sentence or line of poetry for dramatic effect</li> <li>– effectively emulates elements of <b>style</b> from literature or from a poetic form (e.g., compelling <b>lead</b>)</li> <li>– uses <b>literary devices</b> (e.g., <b>simile, metaphor, alliteration, onomatopoeia, symbolism</b>)</li> <li>– features fluid language with some sophistication</li> <li>– shows a clear awareness of audience; ideas and images create impact</li> <li>– reveals an honest, personal, engaging <b>voice</b>, appropriate to purpose and audience</li> <li>– uses dialogue to develop character</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– uses <b>genre</b> or <b>form</b> appropriate to purpose and audience</li> <li>– uses <b>text structures</b> appropriate to <b>form</b> or <b>genre</b></li> <li>– strategically uses an extended range of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships</li> <li>– reads smoothly and pacing is controlled</li> <li>– contains clear, interesting dialogue that contributes to the understanding of character</li> <li>– includes a thoughtful and expressive title</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |

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| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p>C4 create meaningful visual representations for a variety of purposes and audiences that communicate a personal response, information, and ideas relevant to the topic, featuring</p> <ul style="list-style-type: none"> <li>– development of <b>ideas</b> by making connections to personal feelings, experiences, opinions, and information</li> <li>– an expressive and individualistic <b>voice</b></li> <li>– an <b>organization</b> in which key ideas are evident</li> </ul>  | <p>□ create a variety of multimedia <b>forms</b> (e.g., posters, graphs, diagrams, charts, film, web pages, plays, skits, tableaux, dramatizations) that demonstrate the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– conveys information and ideas for specific purposes and audiences</li> <li>– develops key ideas through details, images, and emotions</li> <li>– demonstrates imaginative connections to personal feelings, experiences, and opinions, when appropriate</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– features an individual perspective that is evident and expressive</li> <li>– moves or engages the reader</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– uses elements of <b>form</b> to enhance meaning</li> <li>– uses <b>‘text features’</b>/ design elements (e.g., titles, labels, headings, captions, symbols, icons, colour, space) clearly and effectively to enhance understanding</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• Who is your audience? How did you craft this piece of writing specifically for your audience? How did knowing the audience influence the form you chose to use? ...the word choices you’ve made?</li> <li>• What do you know about this form and genre that can help you to organize your writing for this purpose?</li> <li>• What techniques did you use in your writing or representing to keep your audience’s interest? What part of this piece of writing do you feel is particularly strong? Show me where you have attempted to create mood. What word choices or aspect of sentence <b>fluency</b> let you do that?</li> <li>• How has the organization of this piece of research helped the readers understand your message and information? What evidence is there in your conclusion to support your viewpoint? Summarize your essay for me.</li> <li>• How will your readers know about your personal interest in this topic? In what sections could you include your personal opinions on this topic?</li> <li>• How do the visuals support your work?</li> </ul> |   |

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**STRATEGIES (WRITING AND REPRESENTING)**

**General Learning Expectation:** Students selectively use a variety of strategies to increase success at writing and representing, including prewriting, clarifying purpose, selecting a genre and form, incorporating existing knowledge, researching, experimenting with language, using criteria for revision, and experimenting with improvements.

**Teaching Consideration:** Writing is a recursive, non-linear process. Although the strategies listed below are organized into the seemingly discrete stages of before, during, and after, in reality, these strategies may be used continuously throughout the writing process.

| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p><i>It is expected that students will:</i></p>   | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 7, students who have fully met the Prescribed Learning Outcome are able to:</i></p>  |
| <p>C5 select and use various <b>strategies</b> before writing and representing, including</p> <ul style="list-style-type: none"> <li>– setting a purpose</li> <li>– identifying an audience, <b>genre</b>, and <b>form</b></li> <li>– analysing examples of successful writing and representing in different <b>forms</b> and <b>genres</b> to identify key criteria</li> <li>– developing class-generated criteria</li> <li>– generating, selecting, developing, and organizing ideas from personal interest, prompts, <b>texts</b>, and/or research</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> set a purpose and identify an audience for their own writing or representing (e.g., to persuade others, entertain, inform, tell a story)</li> <li><input type="checkbox"/> examine appropriate examples of the <b>genre</b> and <b>form</b>, and analyse and identify their characteristics</li> <li><input type="checkbox"/> contribute to generating class criteria for writing and representing based on analysis of <b>genre</b> and <b>form</b> by examining <b>anonymous writing samples</b> or examples of literary or information <b>text</b> (e.g., use of realistic dialogue, interesting story sequence, using a variety of sentence types and lengths)</li> <li><input type="checkbox"/> generate and develop ideas in a variety of ways (e.g., brainstorm, share ideas, recall, interview and take notes, use <b>graphic organizers</b> such as fishbone, sketch or cartoon, take photos, observe)</li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators  |
|--|---|
| <p>C6 select and use various <b>strategies</b> during writing and representing to express and refine thoughts, including</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– analysing models of literature</li> <li>– accessing multiple sources of information</li> <li>– consulting reference materials</li> <li>– considering and applying feedback from conferences to <b>revise ideas, organization, voice, word choice, and sentence fluency</b></li> <li>– ongoing <b>revising</b> and <b>editing</b></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> continue to expand ideas from prewriting when writing (e.g., add detail to webs, generate quick writes, list additional ideas, ask for and incorporate feedback from others)</li> <li><input type="checkbox"/> use electronic and print resources for research</li> <li><input type="checkbox"/> write for an extended sustained period in the <b>style</b> of the <b>genre</b></li> <li><input type="checkbox"/> use models of different <b>forms</b> of writing to assist in organization of writing (e.g., <b>leads</b>, headlines from simple news article)</li> <li><input type="checkbox"/> refer to and use class-generated criteria (e.g., main ideas are supported with relevant details, dialogue sounds natural)</li> <li><input type="checkbox"/> enhance <b>word choice</b> by making lists of sensory words relating to the topic; selecting precise vocabulary from dictionaries or a thesaurus; referring to and selecting from lists of connecting words</li> <li><input type="checkbox"/> use electronic and print resources for research</li> <li><input type="checkbox"/> create variety in sentence structures and patterns to develop <b>sentence fluency</b> (e.g., sentences of different lengths and types, sentences that display patterns and phrasing; sentences that begin in different ways)</li> <li><input type="checkbox"/> enhance <b>voice</b> while writing by ensuring that the audience and form of writing match (i.e., appropriate formality and tone)</li> <li><input type="checkbox"/> use dictionaries or word processing tools while drafting (e.g., cut and paste, spelling and grammar check)</li> <li><input type="checkbox"/> begin to <b>revise</b> and <b>edit</b> as the writing is created</li> </ul> |

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| Prescribed Learning Outcomes   | Suggested Achievement Indicators   |
|--|--|
| <p>C7 select and use various <b>strategies</b> after writing and representing to improve their work, including</p> <ul style="list-style-type: none"> <li>– checking their work against established criteria</li> <li>– reading aloud and listening for <b>fluency</b></li> <li>– <b>revising</b> to enhance writing traits (e.g., <b>ideas, sentence fluency, word choice, voice, organization</b>)</li> <li>– <b>editing</b> for <b>conventions</b> (e.g., grammar and usage, capitalization, punctuation, spelling)</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> check writing and representing against class criteria (e.g., consistency with form of writing selected, <b>sensory detail</b>, variety of sentence types and lengths, precise language, legibility)</li> <li><input type="checkbox"/> after checking work against criteria, select areas for <b>revision</b>, and <b>revise</b> to enhance work</li> <li><input type="checkbox"/> accept and incorporate some <b>revision</b> suggestions from peers and teacher (e.g., add some descriptive vocabulary, detail on poster)</li> <li><input type="checkbox"/> experiment with changes in words, sentences and organization and incorporate successful changes</li> <li><input type="checkbox"/> engage in <b>editing</b> independently or with a peer (e.g., by using a proofreading guide; by use a thesaurus to enhance several nouns and verbs; by checking punctuation; by ensuring legibility if handwritten, and formatting consistency if word processed; by checking that the <b>text</b> has appropriate visual <b>features</b> such as examples, illustrations, table of contents, labels on diagrams)</li> <li><input type="checkbox"/> <b>publish</b> and share with the intended audience</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• How did you organize your work? What sources did you use? What do you know about this genre and form that could help you organize your work?</li> <li>• Which author or writing had the greatest influence on your piece of writing?</li> <li>• Highlight the first three words in all of your sentences. How can you create more variety in your sentence beginnings/types?</li> <li>• How might you begin your writing in a way that starts in the middle of the action? ...that begins with dialogue?</li> <li>• In what ways did you develop your characters? ...in dialogue? ...in description? ...in their actions in the plot?</li> <li>• Find two ideas/sentences that might be combined. How could you put those ideas/sentences together to create a more interesting, detailed sentence?</li> <li>• Show me the part of your work which best reflects your personal voice.</li> <li>• What part of your writing most strongly reflects the criteria? Is there a part of your writing you would like to revise? What would you focus upon in the revision?</li> <li>• As we look at your final draft, what would be the best presentation style and format for your published work?</li> </ul> |  |

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## THINKING (WRITING AND REPRESENTING)

**General Learning Expectation:** Students use writing and representing to express themselves and extend their thinking by comparing, analysing, generalizing, and speculating. They purposefully use criteria to reflect on and assess their own writing and representing, and set and pursue goals for improvement.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p><i>It is expected that students will:</i></p>  | <p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 7, students who have fully met the Prescribed Learning Outcome are able to:</i></p>   |
| <p>C8 use writing and representing to critique, express personal responses and relevant opinions, and respond to experiences and <b>texts</b></p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> respond in writing or representing by expressing feelings or thoughts about an experience or a <b>text</b> they have read, seen, or heard (e.g., a schoolyard incident, a play, a film, a story)</li> <li><input type="checkbox"/> incorporate new vocabulary into their own writing (e.g., “writing like a scientist,” adopting a character)</li> <li><input type="checkbox"/> use various forms of response (e.g., written, visual, kinesthetic, electronic)</li> </ul>   |
| <p>C9 use writing and representing to extend thinking, by</p> <ul style="list-style-type: none"> <li>– developing explanations</li> <li>– analysing the relationships in ideas and information</li> <li>– exploring new ideas (e.g., making generalizations, speculating about alternative viewpoints)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> explain the logic of the sequence and conclusions in their own writing and representations</li> <li><input type="checkbox"/> clarify assumptions in their own writing and representations (e.g., identify things a reader or viewer needs to know in order to understand the point)</li> <li><input type="checkbox"/> develop and apply criteria for assessing the value of ideas and information (e.g., congruence with prior knowledge, source of ideas and information, rationalizing personal preference)</li> <li><input type="checkbox"/> apply generalizations in a new context (e.g., write a limerick after reading several examples, create an example of a <b>personification</b> after studying several examples)</li> <li><input type="checkbox"/> recognize the presence of bias (i.e., <b>critical literacy</b>)</li> <li><input type="checkbox"/> after participating in structured activities, explain and give evidence of how their understanding has been extended</li> </ul> |

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| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p>C10 reflect on and assess their writing and representing, by</p> <ul style="list-style-type: none"> <li>– relating their work to criteria</li> <li>– setting goals and creating a plan for improvement</li> <li>– taking steps toward achieving goals</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> describe the <b>strategies</b> they used (e.g., prewriting, drafting, building criteria, <b>revising</b>, <b>editing</b> using <b>conventions</b>, <b>publishing</b>, and presenting)</li> <li><input type="checkbox"/> use criteria to identify strengths and make suggestions about their own or others' work (e.g., tell what is appealing about a piece of work, use a T-chart to relate specific evidence from their work to the pre-established criteria, use constructive language to give feedback)</li> <li><input type="checkbox"/> set and adjust personal goals for writing or representing (e.g., identify an important aspect to work on next, with reference to one of the criteria)</li> <li><input type="checkbox"/> develop a plan to achieve two or more goals for improvement in future writing and representing</li> <li><input type="checkbox"/> demonstrate pride and satisfaction in writing and representing by discussing areas of personal accomplishment (e.g., taking part in a writing conference)</li> </ul> |
| <p><b>Suggested Questions/Prompts to Scaffold Learning</b></p> <ul style="list-style-type: none"> <li>• How and where in your writing did peer editing influence the revision of your work?</li> <li>• How did using criteria help you when editing someone else's work?</li> <li>• How can you provide feedback that can be accepted positively?</li> <li>• What are your goals for your next piece of writing/representation? What steps will you need to take to achieve them? Where will you go for help if you need it?</li> <li>• Show me your statement of opinion and point out the support you have provided for that statement.</li> <li>• How did studying _____ influence your opinion? Can you create a piece of writing (or a representation) that captures that emotion? Where in your piece do you believe that the emotion is most clearly expressed? What word(s) contribute the most to expressing that emotion?</li> <li>• Show me in your writing how you have used the ideas presented to create your own unique understanding.</li> <li>• Read your piece to me. What trait is the strongest? Why do you feel this way?</li> <li>• What would you like your readers to notice and remember about your writing? How can you strengthen that in your writing?</li> </ul> |   |

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**FEATURES (WRITING AND REPRESENTING)**

**General Learning Expectation:** Students consistently use features and conventions of language (e.g., correct use of subordination and modification; correct source citation) in their writing and representing to enhance meaning and artistry.

**Teaching Consideration:** To increase students’ success at writing, grammar and usage need to be taught and experienced in the context of student writing and not as isolated grammatical exercises.

| Prescribed Learning Outcomes  | Suggested Achievement Indicators  |
|---|---|
| <p>It is expected that students will:</p>   | <p>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</p> <p>By the end of Grade 7, students who have fully met the Prescribed Learning Outcome are able to:</p>   |
| <p>C11 use the <b>features</b> and <b>conventions</b> of language to express meaning in their writing and representing, including</p> <ul style="list-style-type: none"> <li>– complete <b>simple, compound, and complex sentences</b></li> <li>– subordinate and independent clauses</li> <li>– correct subject-verb and pronoun agreement in sentences with compound subjects</li> <li>– correct and effective use of punctuation</li> <li>– conventional Canadian spelling for familiar and frequently used words</li> <li>– spelling unfamiliar words by applying <b>strategies</b> (e.g., <b>phonic knowledge</b>, use of common spelling patterns, dictionaries, thesaurus)</li> <li>– information taken from secondary sources with source citation</li> <li>– legible writing appropriate to context and purpose</li> </ul> | <p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use <b>simple, compound, and complex sentences</b></li> <li><input type="checkbox"/> create complete sentences with few run-ons and fragments</li> <li><input type="checkbox"/> use pronouns correctly (i.e., refers to the correct antecedent)</li> <li><input type="checkbox"/> use subordinate clauses correctly to clarify meaning</li> <li><input type="checkbox"/> use prepositions effectively (e.g., of, in, concerning, at, by)</li> </ul> <p><b>Punctuation and Capitalization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use capitalization, periods, question marks, exclamation marks, commas, quotation marks, apostrophes, and colons correctly</li> </ul> <p><b>Vocabulary and Spelling</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain the importance of correct spelling for effective communication</li> <li><input type="checkbox"/> use conventional Canadian spelling for familiar and frequently used words and apply spelling <b>strategies</b> to spell unknown words (e.g., <b>phonic knowledge</b>, Canadian dictionary)</li> <li><input type="checkbox"/> use a dictionary to find the correct Canadian spelling of words when <b>editing</b></li> <li><input type="checkbox"/> use newly acquired vocabulary to enhance meaning and emphasis</li> <li><input type="checkbox"/> use a thesaurus to select and <b>revise</b> work for more precise words</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> write legibly and appropriately to context and purpose</li> <li><input type="checkbox"/> ensure headings, titles, and illustrations enhance clarity</li> <li><input type="checkbox"/> acknowledge secondary sources of information in writing</li> <li><input type="checkbox"/> describe plagiarism and list reasons for respect for the copyright of others</li> <li><input type="checkbox"/> ensure formatting consistency if word processing</li> </ul> |

*Oral language, reading, and writing need to be taught and learned in an integrated way.*

**Suggested Questions/Prompts to Scaffold Learning**

- Can you show me how the clauses in this sentence could have been arranged differently for dramatic effect?
- When you cite the work of other authors, how do you acknowledge that source for your readers? Why must you acknowledge the source?
- Some words in your piece are overused. What sources can you examine for more variety in word choice?
- How can you indicate to the reader that this part of your piece is dialogue, and help them identify which character is speaking?
- How many sources have you cited for your work? Show me your references.
- How reliable/reputable are the sources? How do you know?
- How did using a word processing program help you with your revision and editing?
- Read your piece aloud to me. Is your voice coming through? Explain.





# CLASSROOM ASSESSMENT MODEL

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*English Language Arts K to 7*



## UNDERSTANDING THE CLASSROOM ASSESSMENT MODEL

The Classroom Assessment Model provides assessment examples for each curriculum organizer at each grade level in English Language Arts K to 7. These examples, contributed by BC classroom teachers, show how assessment for learning and assessment as learning strategies can be integrated with instructional planning, and how teachers use classroom assessment data to monitor student learning and make adjustments in their teaching. The main purposes of these kinds of assessments are to help teachers select appropriate instruction and intervention strategies for the Gradual Release of Responsibility, and to engage students in metacognitive self-assessment and goal-setting that can increase their success as learners.

This organization is not intended to prescribe a particular means of course delivery or to emphasize the importance of some outcomes over others. Teachers are encouraged to address the learning outcomes in any order, and to combine, organize, and modify the examples to meet the needs of their students and to respond to local requirements. Some students with special needs may have learning outcomes set for them that are modified and documented in their Individual Education Plan (IEP). For more information, see the section “Considerations for Program Delivery: Inclusion, Equity, and Accessibility for All Learners” in this IRP.

For examples of assessment for learning, assessment of learning, and assessment as learning, see the section “Student Achievement: Classroom Assessment and Evaluation.”

In each example, the teacher has selected some Prescribed Learning Outcomes to emphasize in the lessons being taught. This is intended to show how

teachers make assessment and instructional decisions for a particular lesson sequence, and does not imply that these outcomes are more important than others for the same grade level. At other times, the same teacher will plan learning experiences for students that focus on different learning outcomes. Teachers are encouraged to address the learning outcomes in any order, and to combine and organize them to meet the needs of their students and to respond to local requirements.

In these examples, the teacher’s and students’ assessments are also guided by more specific criteria appropriate to the instructional focus. Criteria matching the Prescribed Learning Outcomes in each example have been selected from a variety of sources such as the BC Performance Standards, and have also been developed with students. The criteria help both teacher and students focus on what to look for in students’ learning and performance, and they are used by both teacher and students to evaluate progress toward the learning outcomes. In most examples, the teacher has used more than one form of assessment, usually including both teacher observation and data collection, and student self-assessment. This illustrates how information from a variety of assessments informs a teacher’s understanding of students’ progress and learning needs in the context of everyday instruction.

Each example also provides a brief look into the teacher’s thinking about student learning, shown in “thinking bubbles” next to the assessment data. Sometimes the teacher focusses on an individual student’s learning; at other times on the progress of the class as a whole. The cycle of assessment and instruction is ongoing, and formative assessment based on explicit criteria shapes classroom teaching and learning from day to day.

### *Assessment and Evaluation Tools and Techniques*

Teachers should consider using a variety of techniques to assess students' abilities to meet the Prescribed Learning Outcomes. Tools and techniques for assessment in English Language Arts K to 7 can include

- teacher assessment tools such as observation checklists, rating scales, scoring guides, and rubrics
- self-assessment tools such as checklists, rating scales, scoring guides, and response sheets
- peer assessment tools such as checklists, rating scales, scoring guides, and response sheets
- journals or learning logs
- video (to record and critique student demonstration)
- written tests, oral tests (true/false, multiple choice, short answer)
- worksheets
- portfolios
- student-teacher conferences

Assessment in English Language Arts K to 7 can also occur while students are engaged in, and based on the product of, activities such as

- case studies and simulations
- group and class discussions
- brainstorming, clusters, webs
- research projects
- role plays
- charts and graphs
- posters, collages, models, web sites
- oral and multimedia presentations
- peer teaching
- personal pledges or contracts

For more information about student assessment, including Suggested Achievement Indicators of student performance, refer to the section entitled "Student Achievement." The Suggested Achievement Indicators provide a useful resource for developing criteria for specific teaching and learning experiences.

### *Considerations for Instruction and Assessment in English Language Arts K to 7*

It is highly recommended that parents and guardians be kept informed about all aspects of English Language Arts K to 7. For suggestions about involving parents and guardians, refer to the "Considerations for Program Delivery" section of this IRP.

Teachers are responsible for setting a positive classroom climate in which students feel comfortable learning about and discussing topics in English Language Arts K to 7.

Teachers may wish to consider the following:

- Involve students in establishing guidelines for group discussion and presentations. Guidelines might include using appropriate listening and speaking skills, respecting students who are reluctant to share personal information in group settings, and agreeing to maintain confidentiality if sharing of personal information occurs.
- Promote critical thinking and open-mindedness, and refrain from taking sides on one point of view.
- Develop and discuss procedures associated with recording and using personal information that may be collected as part of students' work for the purposes of instruction and/or assessment (e.g., why the information is being collected, what the information will be used for, where the information will be kept; who can access it – students, administrators, parents – how safely it will be kept).
- Ensure students are aware that if they disclose personal information indicating they are at risk for harm, then that information cannot be kept confidential.

For more information, see the "Considerations for Program Delivery: Confidentiality" section in this IRP.

***Contents of the Classroom Assessment Model***  
**Assessment Overview Tables**

Assessment Overview Tables are located at the beginning of the Classroom Assessment Model for each grade from 1 to 7. These tables identify the cognitive level (Knowledge, Understanding and Application, and Higher Mental Processes) of each outcome. Also included in the table is a suggested weight for grading for each curriculum organizer.

**Overview**

Each sample in the Classroom Assessment Model begins with a description of previous learning experiences, the context, and the assessment activity.

**Criteria for Assessment**

Each sample contains a list of the specific Prescribed Learning Outcomes assessed through the activity. The selected criteria describe the sources for the criteria the teacher included, and sample criteria used by the teacher for assessment. Finally, a student self-assessment is included.

**Assessment Samples**

A variety of samples are included in this section, depending on the task and context. In many cases, sample student work (with teacher comments) is included to show how teachers used the assessment data as, and for, learning.

## USING THE CLASSROOM ASSESSMENT MODEL

CLASSROOM ASSESSMENT MODEL • Grade 4

**ENGLISH LANGUAGE ARTS GRADE 4: ASSESSMENT OVERVIEW TABLE**

The purpose of this table is to provide some guidelines for suggested weighting of assessment and evaluation of English Language Arts Grade 4.

| Curriculum Organizers/<br>Suborganizers       | Suggested<br>Weight for<br>Grading | Number<br>of<br>Outcomes | Number of Outcomes<br>by Domain |     |     |
|---|------------------------------------|--------------------------|---------------------------------|-----|-----|
|   |                                    |                          | K                               | U&A | HMP |
| <b>ORAL LANGUAGE (SPEAKING AND LISTENING)</b> |                                    |                          |                                 |     |     |
| Purposes                                      | 25-35%                             | 3                        |                                 | 3   |     |
| Strategies                                    |                                    | 2                        |                                 | 3   |     |
| Thinking                                      |                                    | 4                        |                                 | 1   | 3   |
| Features                                      |                                    | 2                        |                                 | 2   |     |
|   |                                    |                          |                                 |     |     |
| <b>READING AND VIEWING</b>                    |                                    |                          |                                 |     |     |
| Purposes                                      | 40-50%                             | 4                        |                                 | 4   |     |
| Strategies                                    |                                    | 3                        |                                 | 3   |     |
| Thinking                                      |                                    | 3                        |                                 |     | 3   |
| Features                                      |                                    | 1                        |                                 | 1   |     |
|   |                                    |                          |                                 |     |     |
| <b>WRITING AND REPRESENTING</b>               |                                    |                          |                                 |     |     |
| Purposes                                      | 25-35%                             | 4                        |                                 | 4   |     |
| Strategies                                    |                                    | 3                        |                                 | 3   |     |
| Thinking                                      |                                    | 3                        |                                 |     | 3   |
| Features                                      |                                    | 1                        |                                 | 1   |     |
|   |                                    |                          |                                 |     |     |
| <b>TOTALS</b>                                 | <b>100%</b>                        | <b>34</b>                |                                 |     |     |

\*The following abbreviations are used to represent the three cognitive levels within the cognitive domain:  
K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes.

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### Assessment Overview Table (for Grades 1 to 7)

The assessment overview table includes

- suggested weighting of each curricular organizer
- cognitive levels of each outcome

### Overview

The overview includes

- a description of prior learning in the classroom
- the classroom context
- a description of the activity, including what occurred before, during, and after the activity to support student learning

CLASSROOM ASSESSMENT MODEL • Grade 4 - Oral Language

**GRADE 4: ORAL LANGUAGE**  
**ORAL PARTICIPATION IN LITERATURE CIRCLES**

**PREVIOUS LEARNING EXPERIENCES**  
Students have had practice in or exposure to reading strategies such as making and sharing connections and asking questions. They have also worked on sharing ideas orally and taking turns as speaker and listener. Students have learned how to choose a passage in what they were reading to share with their literature circle group. They have also had practice using literature circle discussion starters (e.g., "I felt...when...because..." "If I were the author I would change...because..." "I had the same thing happen to me when..." etc.) to further discuss the connections they were making during reading.

**DESCRIPTION**  
Before the literature circles, students read a chapter in their books independently, or in partners for those needing extra support. They each chose a passage from the chapter they wanted to share with their group. Students were encouraged to choose a passage that they could connect to, had questions about, found powerful language in, etc. They were expected to share with their group why they had chosen the passage (e.g., "I had a connection to..." "I'm wondering about..." "I liked..." "This is my favourite part...").

**CONTENT**  
Students in this class have been working in literature circle groups for several weeks. The teacher has been assessing different students during each literature circle session. In this session, students were in heterogeneous groups reading texts at the right level for their group. There were no more than six students in each group. The teacher was interested in assessing the oral language of two specific students. One assessment is included in this example.

Students then met with their literature circle groups. Student A read his or her selected passage to the group. Each group member said something about the passage that had been shared. Many used discussion starter stems to frame their ideas (e.g., "That part makes me feel...because..."). After all other group members shared their thoughts, Student A explained the reasons he or she chose the selected passage. During these activities, the teacher monitored the group's interactions and observed two individual students.

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**CLASSROOM ASSESSMENT MODEL • Grade 1 – Writing and Representing**

**Criteria for Assessment**

**PRESCRIBED LEARNING OUTCOMES**

**C3** create imaginative writing and representations, often modelled on those they have read, heard, or viewed, featuring

- ideas represented through sentences and images that generally connect to a topic
- developing sentence fluency by using simple sentences, dialogue, phrases, and poetic language
- developing word choice by attempting to use new and descriptive words
- developing voice by showing some evidence of individuality

– an organization that generally follows a form presented or modelled by the teacher; stories include a beginning, middle, and end

**C5** use strategies during writing and representing to express thoughts in written and visual form (e.g., looking at picture books and student writing samples as models)

**C7** use writing and representing to express personal responses and likes or dislikes about experiences or texts

**C10** use some features and conventions of language to express meaning in their writing and representing, including

- complete simple sentences
- “s” to form plural of familiar words
- capital letters at the beginning of people’s names and of sentences, and capitalize the pronoun “I”
- a period to mark the end of a sentence
- words from their oral language vocabulary as well as less familiar words from class-displayed lists
- knowledge of consonant and short vowel sounds to spell phonically regular one-syllable words
- spelling phonically irregular high-frequency words from memory
- attempting to spell unknown words through phonetic knowledge and skills and visual memory
- legible printing from left to right of all uppercase and lowercase letters
- appropriate spacing between letters and between words

**SELECTED CRITERIA**

The teacher developed assessment criteria from a variety of sources, including

- Quick Scale: Grade 1 Writing Stories and Poems (see following example)
- Student-friendly rubric developed with the students using the language of the BC Performance Standards for Writing (see following sample)

**Assessment Criteria for this Activity**

The student can

- create imaginative stories that
  - generally make sense and focus around a central idea
  - show some individuality
  - include characters and action
  - include a problem and solution
  - use description and story language
  - show logical sequencing
  - use basic conventions of writing
- produce writing that can stand alone
- contribute to class discussions about the self-assessment picture
- talk to peers to develop ideas

**STUDENT SELF-ASSESSMENT**

- I can evaluate my writing using a rubric.
- I can set a writing goal.

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**Criteria for Assessment**

- Prescribed Learning Outcomes assessed
- selected criteria used by the teacher
- student self-assessment – prompts used to help students engage metacognitively in their learning

**CLASSROOM ASSESSMENT MODEL • Grade 3 – Writing and Representing**

**ASSESSMENT SAMPLES FOR GRADE 3 WRITING AND REPRESENTING: COMPOSING A POEM**

1. Student writing sample

**Teacher:** I think that the graphic organizer really helped to elicit and organize students' thoughts. As I circulated the room I was able to give feedback and support, as well as share exemplary examples of students' work with the class.

**Teacher:** I focused mainly on the "meaning," "poems," and "conventions" aspects of the rubric when assessing the children's poems that most students were able to meet or fall expectations using a structured poetic form. I am wondering if students would be able to free form poem with less structure provided. fully meet expectations. I might try this act a different artifact (e.g., an acorn top) as a fo without providing modelling and guidance

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**Student Samples**  
Sample student work, with teacher comments

**Assessment Tools**  
Rubrics used by the teacher to assess student progress

**CLASSROOM ASSESSMENT MODEL • Grade 3 – Writing and Representing**

2. Teacher assessment of student writing using the Quick Scale for Grade 3 Writing Stories and Poems

**QUICK SCALE: GRADE 3 WRITING STORIES AND POEMS**

| Aspect              | Not Yet Within Expectations  | Meets Expectations (Minimal Level)   | Fully Meets Expectations   | Exceeds Expectations  |
|---------------------|--|--|--|---|
| <b>SNAPSHOT</b>     | The writing is often very brief, disjointed, or disjointed and flawed by repeated basic errors. The student needs ongoing support. | The writing presents loosely connected events or ideas, with some detail parts may be hard to follow or flawed by frequent errors. | The writing is a complete, easy-to-follow story or poem with some interesting detail.  | The writing is an engaging story or poem with some originality.   |
| <b>MEANING</b>      | • may not have a "story problem" or purpose<br>• few details   | • often based on another selection<br>• some details   | • some individuality; considers reader's reaction<br>• some supporting details add "colour"  | • some originality and creative development; tries to make an impact<br>• supporting details add "colour"   |
| <b>STYLE</b>        | • basic, simple sentences often long and stilted, little variety   | • generally simple language; some description<br>• repeats simple and compound sentences (some may run on)                         | • clear, some "story language" and description<br>• some variety in sentences  | • clear, varied, and often expressive; may experiment with new language<br>• flows smoothly; varied sentences   |
| <b>FORM STORIES</b> | • may be very brief, loosely related events without an introduction<br>• characters are not described; no clear dialogue           | • includes beginning, middle, and end; often loses focus and ends abruptly<br>• characters are identified; may include dialogue    | • develops logically sequenced events from a "story problem" to a reasonable solution<br>• characters have some individuality; often includes dialogue | • develops smoothly from an engaging opening; tries to create suspense or interest; reaches a satisfying conclusion<br>• characters have personality; dialogue often sounds natural |
| <b>POEMS</b>        | • needs a frame or template<br>• may be one-word responses   | • attempts a poetic form, but often writes in sentences<br>• attempts some descriptive language                                    | • attempts to use a poetic form; may lapse in places<br>• some descriptive language  | • uses a poetic form<br>• includes some descriptive and figurative language   |
| <b>CONVENTIONS</b>  | • frequent basic errors<br>• affect meaning<br>• may be hard to read   | • may include several errors, but these do not interfere with basic meaning<br>• legible   | • may include some errors, but these do not interfere with meaning<br>• legible; clearly presented   | • few errors; these are usually caused by taking risks with newly acquired or complex language<br>• legible; clearly presented  |

Adapted from the BC Performance Standards for Writing.

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# CLASSROOM ASSESSMENT MODEL

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## *Kindergarten*

## KINDERGARTEN: ORAL LANGUAGE

### RESPECTFUL SPEAKING AND LISTENING DURING SHARING TIME

#### PREVIOUS LEARNING EXPERIENCES

The students in this Kindergarten class have been learning how to participate actively during whole-group discussions involving speaking and listening. The teacher and students have established criteria for what their class could look and sound like during speaking and listening activities. Students have been participating in daily sharing sessions since September.

#### CONTEXT

In order to encourage students to interact respectfully with one another, this teacher has explicitly taught what good speaking and listening look and sound like. The teacher's end goal is that students take ownership and responsibility for these behaviours during class sharing time.

In September, the teacher explicitly modelled these behaviours and established observable criteria with the students. Throughout the year, support was gradually withdrawn and the students took ownership of the interactive process during sharing time. At the time of this assessment in late spring, students independently conducted the sharing time while the teacher observed their oral language development using the Kindergarten Emergent Literacy Continuum: Oral Language (see following pages).

#### DESCRIPTION

##### *Before sharing time*

Students reviewed what a good speaker and listener look like, providing examples such as

- the speaker has thought about the what, where, when, and why of what they are sharing
- the listeners give the gift of attention to the speaker, using eye contact with mouth closed
- the speaker uses a clear speaking voice

##### *During sharing time*

Students sat in a circle in the gathering corner. The student who was sharing made a presentation. Other students responded thoughtfully to what had been shared. Responses included personal connections, opinions, and relevant questions. The teacher gathered assessment information by observing both the whole group and a few individuals using the Kindergarten Emergent Literacy Continuum: Oral Language and recorded anecdotal comments.

##### *After sharing time*

The teacher conducted a self-assessment with the whole class, using the criteria already established with the students.

**Criteria for Assessment**

**PRESCRIBED LEARNING OUTCOMES**

- A2 engage in speaking and listening activities to share ideas about pictures, stories, information text, and experiences
- A4 demonstrate being a good listener for a sustained period of time
- A5 demonstrate being a good speaker (including sustaining conversation on a familiar topic)
- A6 use oral language to explain, inquire, and compare

**SELECTED CRITERIA**

The teacher developed assessment criteria from a variety of sources, including

- Kindergarten Emergent Literacy Continuum: Oral Language (see following example)
- Kindergarten Suggested Achievement Indicators (see Student Achievement section)

**Assessment Criteria for this Activity**

The student can

- actively participate in sharing by asking questions, expressing feelings, sharing ideas, and making personal connections
- give ideas that relate to what is being discussed
- begin to use polite social language
- demonstrate acceptable ways of gaining attention
- demonstrate courteous ways of listening and speaking
- listen attentively for short periods of time
- ask appropriate questions and/or give appropriate comments in response to what has been heard
- take turns talking
- begin to use appropriate gestures, tone of voice, and volume
- use complete sentences and appropriate syntax to convey intended meaning
- demonstrate a willingness to use and experiment with language
- use talk to explain what is being shared
- begin to use descriptive words to express own feelings and the feelings of others
- speak clearly enough to be understood by peers

**STUDENT SELF-ASSESSMENT**

- I can tell how I have been a powerful listener.
- I can tell how I have been a powerful speaker.

**ASSESSMENT SAMPLES FOR KINDERGARTEN ORAL LANGUAGE:  
RESPECTFUL SPEAKING AND LISTENING DURING SHARING TIME**

*1. Student-generated criteria for speaking and listening*

| <b>Powerful Listening and Speaking</b>   |  |
|--|--|
| <b>Looks like</b>  | <b>Sounds like</b>   |
| <ul style="list-style-type: none"> <li>• Legs crossed</li> <li>• Look at the person talking</li> <li>• Don't be a space invader</li> <li>• Arms in lap – not all over people</li> <li>• Sitting still</li> <li>• Wait for your turn</li> </ul> | <ul style="list-style-type: none"> <li>• Mouth zipped – quiet</li> <li>• Ears listening</li> <li>• Don't talk to your friend</li> <li>• Listening for a good time to share</li> <li>• Clear, loud voice</li> <li>• Add lots of detail</li> <li>• Ask questions if you want to know more</li> <li>• Ask questions if it doesn't make sense</li> </ul> |

2. Transcript of a Kindergarten sharing time

Student 1: My cat's almost gonna have kittens.  
 Student 2: I wonder what colour the kittens are going to be?  
 [Several students asking questions all at once]  
 Teacher: Let's give [Student 1] a chance to answer [Student 2's] question. Remember, we need to wait for a chance to speak.  
 Student 3 [interrupts]: What are the names going to be?  
 Student 1: I don't know. [Family member's name] can handle it. There's one name – "Pussy."  
 Student 4: I think you should name one of your kittens "Fluffy" if one's very fluffy.  
 Student 5: Do you know how many there's going to be?  
 Student 1: Last time there were three.  
 Student 6: What kind of kittens are they going to be?  
 Student 1: The older ones?  
 Student 6: No, the babies.  
 Student 1: Two black, one stripe. That one was a fat one.  
 Student 7: Huh??  
 Teacher: Boys and girls, [Student 8] is looking at [Student 1] and waiting patiently to talk. Remember that we need to look and listen before we speak. Can we let [Student 8] ask her question?  
 Student 8: Do you know how old your kittens are going to be?  
 Student 1: Uhh...one years old.  
 Student 4: No, when they're just born, I know they're going to be zero.  
 Student 6: They're gonna be one day old.  
 Student 1: They're scared of hard floor.  
 Student 6: What kind of kittens are they?  
 Student 1: The other ones? Two black and...  
 Student 6: No...(nods head)...what kind? Not the colour.  
 Student 1: I don't know.  
 Student 2: [Student 1], how do you know if they don't like the floor or not cause you haven't even had them?  
 Student 1: They're coming in a while [raises voice at the end].

Teacher: During this sharing time I had to provide some scaffolds for the children. On one occasion, several children were speaking at the same time. They needed my support to maintain a respectful conversation, and they will need more practice to become successful at taking turns in a conversation.

Teacher: The conversation was moving quickly. Student 8 was having difficulty getting into the conversation. She clearly needed my support to be able to participate.

Teacher: Student 1 enjoyed sharing about her kittens but was vague in her responses to the other children. She had difficulty expressing herself clearly. She will need further support in this area.

Teacher: Student 6 was able to ignore distractions, stay on topic, and ask thoughtful questions throughout.

### 3. Observations using the Kindergarten Emergent Literacy Continuum: Oral Language\*

The teacher used a highlighter to indicate the most applicable descriptors on the oral language continuum (see following example) for Student 1.

\* **Please note:** The Continuum is not modelled after the BC Performance Standards. It has been developed by BC teachers as a tool for formative assessment that can be used throughout the Kindergarten year. The columns indicate the levels of scaffolding and support (direct, guided, minimal) students need as they progress through the stages toward independence (emerging, beginning, developing, applying) in each aspect of oral language described on the continuum. The columns do NOT correspond to “approaching,” “meeting,” and “exceeding” expectations as used on the Performance Standards. It is hoped that most students will need minimal or no support by the end of the Kindergarten year, but some students may continue to need intervention and focussed support in Grade 1.

A copy of the **Kindergarten Emergent Literacy Continuum: Oral Language** is available at [www.bced.gov.bc.ca/literacy/](http://www.bced.gov.bc.ca/literacy/). Adapted from the work of the Kindergarten teachers of the Qualicum School District.

*Teacher:* Upon reflection I realize that Student 1 is able to take turns in a conversation. She needs support in developing strategies to stay on topic and add detail. I will encourage her to bring a picture or object to help focus her thinking.

3. Teacher's highlighted copy of the Kindergarten Emergent Literacy Continuum: Oral Language

\*See note on previous page

| DRAFT- Kindergarten Emergent Literacy Continuum: Oral Language* |   | Student Name:  |  |
|---|---|--|--|
| Aspect  | Emerging with direct support...   | Beginning with guided support...   | Developing with minimal support...   |
| Level of Support and Snapshot                                   | With direct support may listen to and use language for play and collaborative learning. May not have enough language for conversation to be meaningful. | With guided support listens to and is beginning to use language for play and collaborative learning. Is beginning to participate in conversations. | With minimal support uses conventional language for play and collaborative learning. Is able to contribute to conversations.     |
| <b>SPEAKING AND LISTENING</b>                                   |   |  |  |
| Attending   | With direct support attends to informal oral language interactions  | With guided support attends to and participates in informal language interactions  | Attends to and participates in informal language interactions  |
| Listening   | With direct support listens during activities (e.g., ignoring distractions)   | With guided support listens during activities (e.g., ignoring distractions)  | Listens during activities (e.g., ignoring distractions)  |
| Speaking  | With direct support may speak with adults or peers. May be difficult to understand (e.g., tone of voice, volume, articulation, rate, gesture)           | With guided support speaks with adults and peers (e.g., tone of voice, volume, articulation, rate, gesture)  | Speaks clearly and fluently using appropriate voice and body language (e.g., tone of voice, volume, articulation, rate, gesture) |
| Taking turns in conversation                                    | With direct support may take turns in a conversation  | With guided support takes turns in a conversation  | Takes turns as a thoughtful listener and speaker in a conversation   |
| Staying on topic  | With direct support may sometimes stay on topic in a short conversation   | With guided support stays on topic in a short conversation   | Stays on topic in conversations; responds and extends ideas  |
| <b>KNOWLEDGE OF THE CONTENT AND STRUCTURE OF LANGUAGE</b>       |   |  |  |
| Understanding language activities                               | With direct support may understand classroom language activities (e.g., shared reading, role plays, imaginative play)                                   | With guided support understands and participates in classroom language activities (e.g., shared reading, role plays, imaginative play)             | Understands and actively participates in classroom language activities (e.g., shared reading, role plays, imaginative play)      |
| Understanding vocabulary  | With direct support understands a limited vocabulary  | With guided support understands a basic vocabulary   | Understands an extensive vocabulary  |
| Speaking in sentences   | With direct support may use single words or short phrases modelled by others  | With guided support uses words or phrases modelled by others   | Expresses thoughts and ideas in some detail using a variety of sentences   |
| Understanding and following directions                          | With direct support may follow directions   | With guided support follows directions   | Follows directions   |
| Understanding, asking, and responding to questions              | With direct support may understand the difference between a question and a comment or response  | With guided support understands questions, asks simple questions and may respond on topic  | Asks thoughtful questions, responds on topic, and extends ideas  |
| Sharing personal experiences                                    | With direct support may share personal experiences and feelings   | With guided support shares personal feelings   | Shares personal experiences and feelings with clarity; is beginning to adjust language for audience                              |
| Retelling/ recounting   | With direct support retells something about a story; may recount part of an experience or give one or two simple facts                                  | With guided support retells a simple story, recounts an experience or gives new information; some sequence errors and omissions                    | Retells a story, recounts experiences, or gives information; uses more complex connectors (e.g., if, because, when, before)      |
| Problem solving   | With direct support may use language to problem solve   | With guided support uses language to problem solve   | Without support uses appropriate language to problem solve   |
| <b>KNOWLEDGE OF THE SOUNDS OF LANGUAGE</b>                      |   |  |  |
| Phonological awareness  | With direct support demonstrates emergent skills in a few phonological awareness areas (e.g., awareness of words, syllables, sounds, rhyme)             | With guided support demonstrates emergent skills in a few phonological awareness areas (e.g., awareness of words, syllables, sounds, rhyme)        | Demonstrates emergent skills in most phonological awareness areas (e.g., awareness of words, syllables, sounds, rhyme)           |
| Date Code   |   | Comments   |  |

## KINDERGARTEN: READING AND VIEWING

### SHARED READING

#### PREVIOUS LEARNING EXPERIENCES

Throughout the year, children have been read to on a daily basis. The Kindergarten teacher has provided many opportunities for students to interact with a variety of books. Students have been involved in both directed and independent literacy activities such as creating messages, listening to stories on tape, and looking through favourite books. At the beginning of the day, all students participate in a book time with parents or other adults in the classroom. To build phonemic awareness, students participate in chants, poems, and songs introduced and scaffolded by the teacher.

#### CONTEXT

This teacher believes that children who are authentically engaged in interactions with text will develop a joy of reading. Students in this classroom are developing language that will deepen their reading comprehension and provide vocabulary for them to express their understanding of a book orally. The teacher is introducing them to the strategies used by good readers before, during, and after reading.

#### DESCRIPTION

##### *Before reading*

The teacher selected a book (story, poem, information text) to read aloud to the class. After reading the title aloud, the teacher asked, “What do you think this book is about?” The teacher then showed students the cover and asked

- What do you notice in this picture?
- What connections do you think of when you look at the cover?
- What questions do you have when you look at the book?
- What do you think might happen?

These questions were designed to invite students into the reading process through observing, making connections, and predicting from the book cover before beginning to read.

##### *During reading*

The teacher read the book aloud, stopping periodically to point out features of the print. Students were encouraged to chime in, responding to questions and statements such as

- What do you think will happen next?
- What are you wondering about?
- I wonder...
- What connections or questions do you have here?

##### *After reading*

The teacher engaged students in discussion about the text and about the reading processes they had used, with prompts such as

- Think about our early predictions. How close did we come? What did we find in the book that changed our ideas about what was going to happen?
- What connections did you make between this book and something else that you know about?
- What questions do you have now that we have finished the book?
- What did you think of this book?

**Criteria for Assessment**

**PRESCRIBED LEARNING OUTCOMES**

- B2 respond to literature through a variety of activities (e.g., role playing, art, music, choral reading, talking)
- B4 in discussions, use strategies before reading and viewing to enhance comprehension, including
- accessing prior knowledge
  - predicting
  - making connections
  - asking questions
- B6 engage in discussions and create representations after reading and viewing to reflect on the text to confirm meaning
- B7 demonstrate understanding of concepts about print and concepts about books (e.g., there is a directionality to print; books are for reading)

**SELECTED CRITERIA**

The teacher developed assessment criteria from a variety of sources, including

- Kindergarten Suggested Achievement Indicators (see Student Achievement section)
- Kindergarten Emergent Literacy Continuum: Early Reading and Viewing\*

**Assessment Criteria for this Activity**

The student can

- show enthusiasm for reading
- connect information and events to self and other books
- generate questions to clarify meaning
- identify and recall information from the book
- engage in discussion about the book
- demonstrate an understanding about concepts of print

**STUDENT SELF-ASSESSMENT**

- I can talk about what good readers do.
- I can talk about a book we are reading together.
- I can ask questions to help me understand the story.

\* available at [www.bced.gov.bc.ca/literacy/](http://www.bced.gov.bc.ca/literacy/)

**ASSESSMENT SAMPLES FOR KINDERGARTEN READING AND VIEWING:  
SHARED READING****1. Teacher informal observations during shared reading**

While I introduced and read the book, I observed informally to see how well individual students could

- stay on topic
- make connections to their own lives
- make predictions based on clues in the text
- ask questions to clarify their understanding

*Teacher:* During the introduction to the book, I noticed that students were eager to share their predictions. Two students stood out in my mind. Student 1 talked about a time when he had been in a similar situation with his father, whereas Student 2's connection was not relevant to the topic. I noted that Student 2 needs more direct support to truly understand the book being read, and to make meaningful connections. I will continue to provide opportunities for students to discuss connections and how they help us understand books that we read together.

\* Please note: A **Kindergarten Emergent Literacy Continuum: Early Reading and Viewing** is available at [www.bced.gov.bc.ca/literacy/](http://www.bced.gov.bc.ca/literacy/). Adapted from the work of the Kindergarten teachers of the Qualicum School District.

## KINDERGARTEN: WRITING AND REPRESENTING

### WRITING ON A TOPIC OF CHOICE

#### PREVIOUS LEARNING EXPERIENCES

Students in this class have participated in daily writing experiences throughout the school year. They have been exposed to a variety of genres such as lists, poetry, non-fiction, and stories, and have participated in activities such as writer’s workshop, shared writing, interactive writing, and modelled writing. They have discussed what makes writing powerful.

#### CONTEXT

All students in this class have been encouraged to view themselves as writers. Kindergarten writing has taken many different forms throughout the year as students have moved through the developmental stages of emergent writing. Their work has progressed from pictures through scribbling, using random letters, using letter/sound correspondence and invented spelling, to eventually writing in sentences using their growing sight vocabularies.

#### DESCRIPTION

##### *Before writing*

The teacher prepared the students for writing by initiating a class discussion (e.g., about a book, object, picture). While the students closed their eyes to think about what they might write about, the teacher guided their prewriting ideas using prompts such as

- Are you going to write a story today, or a poem, or a fact book?
- Think about what your idea will be about.
- How can you add the gift of words?

Then, students talked with one another in A/B partners about what they were planning to write. The teacher asked some of the students to share their writing ideas. The class reviewed their criteria for good writing.

##### *During writing*

Students wrote independently while the teacher circulated and observed their writing behaviours. The teacher chose a few students for mini-conferences. While the other children were writing, the teacher offered these students descriptive feedback based on the selected criteria.

**Criteria for Assessment**

**PRESCRIBED LEARNING OUTCOMES**

- C1 create simple messages using a combination of pictures, symbols, letters, and words to convey meaning
- C2 recognize that writing can be “talk written down” and that print carries a constant message
- C3 show an interest in, and a positive attitude toward, writing and representing
- C4 engage in discussions before writing and representing to generate ideas when responding to text and classroom experiences (e.g., observing, listening, using the other senses, drawing, brainstorming, listing, webbing, partner-talk)
- C5 express meaning during writing and representing by using invented spelling and copying existing words/representations
- C6 engage in discussions after writing or representing about the experience of writing or representing and share work with others
- C7 print most of the letters of the alphabet, own name, and a few simple words, and record a prominent sound in a word

**SELECTED CRITERIA**

The teacher developed assessment criteria from a variety of sources, including

- Locally developed Kindergarten Writing Rubric (see following example)\*
- Kindergarten Suggested Achievement Indicators (see Student Achievement section)

**Assessment Criteria for this Activity**

The student can

- write and represent for a variety of purposes
- show an understanding that written words convey meaning
- voice thoughts in writing
- view self as a writer
- begin to put ideas into words
- share ideas for writing during A/B partner-talks
- communicate a complete thought using printing and illustration
- create messages that contain familiar words and/or invented spelling

**STUDENT SELF-ASSESSMENT**

- I can talk about my writing.
- I can describe what I do when I write.

\* Please note: A **Kindergarten Emergent Literacy Continuum:**

**Early Writing and Representing** is available at [www.bced.gov.bc.ca/literacy/](http://www.bced.gov.bc.ca/literacy/).

Adapted from the work of the Kindergarten teachers of the Qualicum School District.

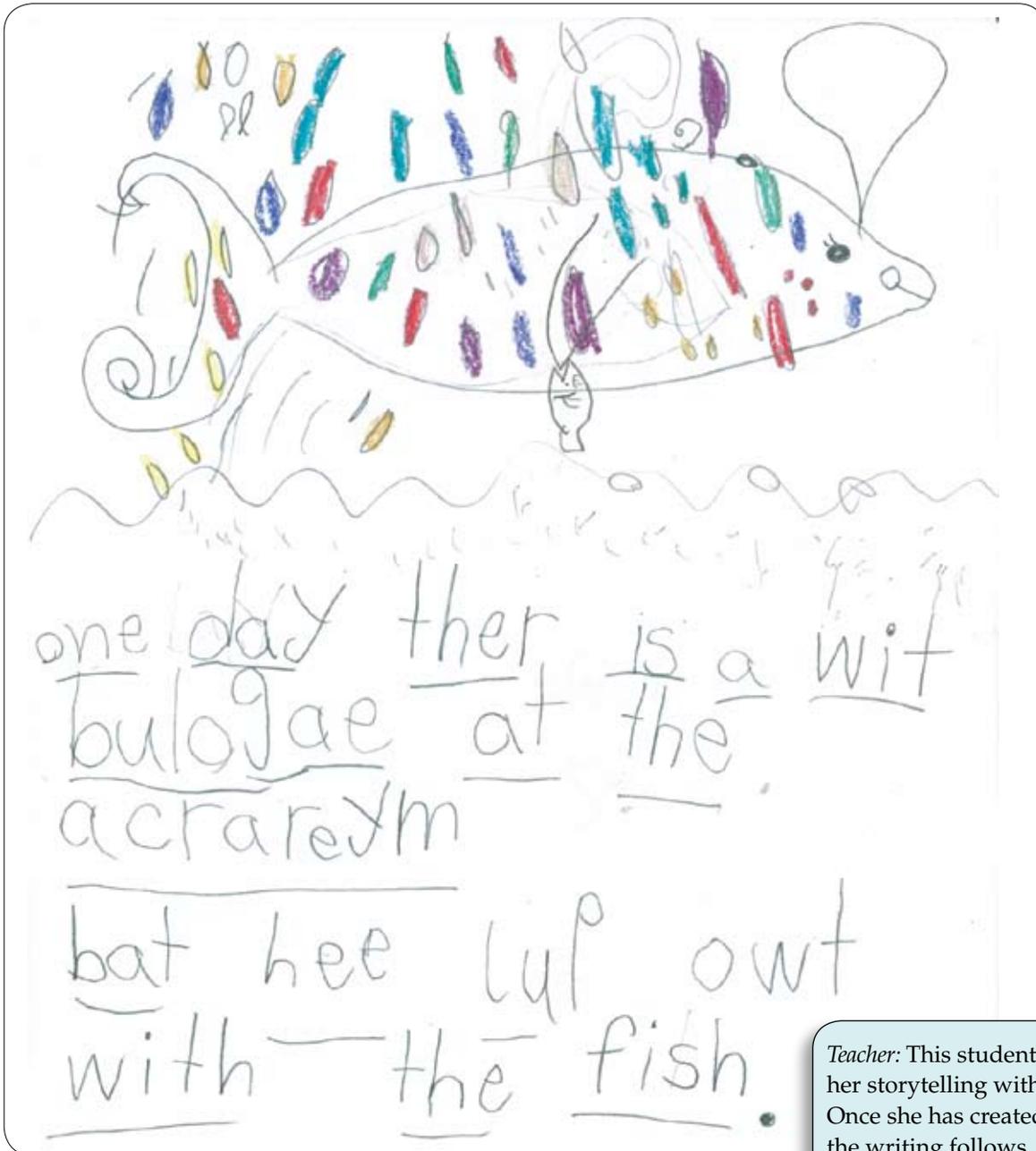
**ASSESSMENT SAMPLES FOR KINDERGARTEN WRITING AND REPRESENTING:  
WRITING ON A TOPIC OF CHOICE**

*1. Student writing sample 1*



*Teacher:* Over the past month, this student has gained confidence in her writing. I have noticed that she is excited to write about things she likes, such as the planets. She has just begun to put spaces between her words and is able to read her stories to me. I observed her stretching the word “glowing,” chunking the sounds the way we have practised in interactive writing. She has begun to add detail to her drawing, following the class criteria of “big, bold, bright, and beautiful.”

2. Student writing sample 2



Student's story:

One day there is a white beluga at the Aquarium but he jump out with the fish.

*Teacher:* This student begins her storytelling with a picture. Once she has created a picture, the writing follows. She has a growing sight vocabulary and is representing most letter sounds when stretching a word. She is confident and excited to share her writing with peers and adults. I think she is ready to focus on vowel sounds in our word work activities.

3. Teacher's highlighted profile for Student 2 using a locally developed Kindergarten Writing Rubric (Vancouver School District)

| Term          | Component | Emerging  | Beginning  | Developing  | Applying   |
|---------------|-----------|---|--|---|--|
| <b>Fall</b>   | Oral      | <ul style="list-style-type: none"> <li>can talk about writing with adult support</li> <li>responds to questions with single words or short phrases</li> </ul> | <ul style="list-style-type: none"> <li>can talk about writing using labels or short phrases</li> </ul>                           | <ul style="list-style-type: none"> <li>can talk about writing using a full sentence</li> </ul>  | <ul style="list-style-type: none"> <li>can talk about writing including two or more connected ideas (e.g., Here is my dad. He is mowing the lawn.)</li> </ul>  |
|               | Visual    | <ul style="list-style-type: none"> <li>draws random scribbles but no recognizable forms</li> </ul>  | <ul style="list-style-type: none"> <li>draws some forms (e.g., circles, stars) but no recognizable picture is evident</li> </ul> | <ul style="list-style-type: none"> <li>draws a recognizable picture that is connected to the story told and/or written</li> </ul>   | <ul style="list-style-type: none"> <li>draws a recognizable picture and includes some details connected to the story (e.g., background landscape, multiple characters)</li> </ul>  |
|               | Textual   | <ul style="list-style-type: none"> <li>writes random scribbles but no recognizable symbols or letters</li> </ul>  | <ul style="list-style-type: none"> <li>writes strings of letters</li> </ul>  | <ul style="list-style-type: none"> <li>writes strings of letters</li> <li>no clear sound-letter correspondence</li> </ul>   | <ul style="list-style-type: none"> <li>writes strings of letters</li> <li>some sounds in words represented by the correct letters</li> </ul>   |
| <b>Winter</b> | Oral      | <ul style="list-style-type: none"> <li>can talk about writing using labels or short phrases</li> </ul>  | <ul style="list-style-type: none"> <li>can talk about writing using a full sentence</li> </ul>                                   | <ul style="list-style-type: none"> <li>can talk about writing using at least two connected ideas</li> </ul>   | <ul style="list-style-type: none"> <li>can talk about writing in more detail (e.g., using more descriptive words, sequencing three or more events, etc.)</li> </ul>  |
|               | Visual    | <ul style="list-style-type: none"> <li>draws random forms but no recognizable picture is evident</li> </ul>   | <ul style="list-style-type: none"> <li>draws a recognizable picture</li> </ul>   | <ul style="list-style-type: none"> <li>draws a picture with some details</li> </ul>   | <ul style="list-style-type: none"> <li>draws a full picture including background</li> <li>picture reflects more than one detail from the story</li> </ul>  |
|               | Textual   | <ul style="list-style-type: none"> <li>writes a mixture of scribbles, symbols, and letters</li> <li>no clear connection to oral story or picture</li> </ul>   | <ul style="list-style-type: none"> <li>writes strings of letters</li> <li>no clear sound-letter correspondence</li> </ul>        | <ul style="list-style-type: none"> <li>writes strings of letters</li> <li>some sounds in words represented by the correct letters</li> <li>writing is mostly connected to oral story and picture</li> </ul> | <ul style="list-style-type: none"> <li>matches at least one sound in most words with an appropriate letter</li> <li>may be starting to put spaces between "words"</li> <li>writing is clearly connected to oral story and picture</li> <li>some high-frequency words may be spelled correctly</li> </ul> |

*continued on next page*

Teacher’s highlighted profile for Student 2 using a locally developed Kindergarten Writing Rubric (Vancouver School District), continued

| Term   | Component | Emerging  | Beginning   | Developing  | Applying  |
|--------|-----------|---|---|---|---|
| Spring | Oral      | <ul style="list-style-type: none"> <li>can talk about writing using a simple sentence</li> </ul>  | <ul style="list-style-type: none"> <li>can talk about writing using at least two connected ideas</li> <li>oral story is connected to drawing and writing</li> </ul>   | <ul style="list-style-type: none"> <li>can talk about writing in more detail (e.g., using more descriptive words, sequencing three or more events, etc.)</li> </ul>   | <ul style="list-style-type: none"> <li>able to tell a short story using descriptive language and clear sequencing of ideas</li> <li>story is directly related to drawing and writing</li> </ul>   |
|        | Visual    | <ul style="list-style-type: none"> <li>draws a recognizable picture</li> <li>picture may not be clearly connected to the story told and/or written</li> </ul> | <ul style="list-style-type: none"> <li>draws a picture with some details</li> <li>picture is clearly related to the story being told and/or written</li> </ul>  | <ul style="list-style-type: none"> <li>draws a full picture including background</li> <li>picture reflects more than one detail from the story</li> </ul>   | <ul style="list-style-type: none"> <li>draws a detailed picture</li> <li>may represent more than one event in the story</li> </ul>  |
|        | Textual   | <ul style="list-style-type: none"> <li>writes strings of letters</li> <li>no clear sound-letter correspondence</li> </ul>                                     | <ul style="list-style-type: none"> <li>writes strings of letters</li> <li>some sounds in words represented by the correct letters</li> <li>writing is mostly connected to oral story and picture</li> </ul> | <ul style="list-style-type: none"> <li>matches at least one sound in most words with an appropriate letter</li> <li>may be starting to put spaces between “words”</li> <li>writing is clearly connected to oral story and picture</li> <li>a few high frequency words may be spelled correctly</li> </ul> | <ul style="list-style-type: none"> <li>matches most sounds in words with appropriate letters</li> <li>puts spaces between letters to mark words</li> <li>some high-frequency words are spelled correctly</li> <li>text can be largely read by others</li> </ul> |

\*Adapted from the version developed by the Vancouver Kindergarten Network, led by S. Maguire. Thanks to Brenda Boylan.

*Teacher:* I am excited to see how this ESL student has developed recently. She is making strong connections between the oral, visual, and textual components of learning to write.



# CLASSROOM ASSESSMENT MODEL

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*Grade 1*

## ENGLISH LANGUAGE ARTS GRADE 1: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide some guidelines for suggested weighting of assessment and evaluation of English Language Arts Grade 1.

| Curriculum Organizers/<br>Suborganizers       | Suggested<br>Weight for<br>Grading | Number<br>of<br>Outcomes | Number of Outcomes<br>by Domain* |     |     |
|---|------------------------------------|--------------------------|----------------------------------|-----|-----|
|   |                                    |                          | K                                | U&A | HMP |
| <b>ORAL LANGUAGE (SPEAKING AND LISTENING)</b> |                                    |                          |                                  |     |     |
| Purposes                                      | 40-60%                             | 3                        |                                  | 3   |     |
| Strategies                                    |                                    | 3                        |                                  | 3   |     |
| Thinking                                      |                                    | 4                        |                                  | 1   | 3   |
| Features                                      |                                    | 2                        |                                  | 2   |     |
| <b>READING AND VIEWING</b>                    |                                    |                          |                                  |     |     |
| Purposes                                      | 20-40%                             | 4                        |                                  | 4   |     |
| Strategies                                    |                                    | 3                        |                                  | 3   |     |
| Thinking                                      |                                    | 3                        |                                  |     | 3   |
| Features                                      |                                    | 2                        | 1                                | 1   |     |
| <b>WRITING AND REPRESENTING</b>               |                                    |                          |                                  |     |     |
| Purposes                                      | 20-40%                             | 3                        |                                  | 3   |     |
| Strategies                                    |                                    | 3                        |                                  | 3   |     |
| Thinking                                      |                                    | 3                        |                                  |     | 3   |
| Features                                      |                                    | 1                        |                                  | 1   |     |
| <b>TOTALS</b>                                 | 100%                               | 34                       |                                  |     |     |

\*The following abbreviations are used to represent the three cognitive levels within the cognitive domain:  
K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes.

## GRADE 1: ORAL LANGUAGE

### BOOK TALKS

#### PREVIOUS LEARNING EXPERIENCES

Throughout the year, children have been given many opportunities to express themselves through oral language in all curricular areas. These experiences have included sharing time, book talks, class discussions, drama, science experiments, and play activities.

#### CONTEXT

This Grade 1 classroom is filled with many types of text, including environmental print, poetry, information texts, and storybooks. Children begin their day with “noisy” reading. Each child chooses a book to read either independently, with a buddy, or with a parent. In order to give the children increased opportunities to develop oral language skills and to learn about books from one another, this teacher has chosen to have book talks after “noisy” reading.

#### DESCRIPTION

##### *Before the book talks*

The teacher invited the children to describe what good speakers and listeners would look and sound like during book talk time. The children suggested the following ideas:

- The speaker is prepared to share the book by giving personal connections or a question or opinions.
- The partners are respectful of each other.
- They face one another and use eye contact.

##### *During the book talks*

The teacher announced that it was book talk time. Students sat in a circle with their books. They were already familiar with the following routine:

- Find a new friend.
- Cross your legs knee to knee.
- Decide who will speak first.
- Show your partner your book.
- Talk to your partner about your book.
- Repeat this process with another partner.

During the partner book talks, the teacher observed one set of partners, using the Grade 1 Rubric for Oral Language (see following example). She also recorded anecdotal comments related to her selected criteria.

##### *After the book talks*

Following the partner activity, the students discussed how well they had met their criteria for being good speakers and listeners during book talk time.

**Criteria for Assessment****PRESCRIBED LEARNING OUTCOMES**

- A1 use speaking and listening to interact with others for the purposes of
- contributing to a class goal
  - exchanging ideas on a topic
  - making connections
  - completing tasks
  - engaging in play
- A2 use speaking to explore, express, and present ideas, information, and feelings, by
- generally staying on topic
  - using descriptive words about people, places, things, and events
  - telling or retelling stories and experiences in a logical sequence
  - sharing connections made
- A3 listen for a variety of purposes and demonstrate comprehension, by
- retelling or restating
  - following two-step instructions
  - asking questions for clarification and understanding
  - sharing connections made

**SELECTED CRITERIA**

The teacher developed assessment criteria from a variety of sources, including

- Grade 1 Rubric for Oral Language (see following example)
- Grade 1 Suggested Achievement Indicators (see Student Achievement section)
- Criteria for good listening and speaking developed by the class

**Assessment Criteria for this Activity**

The student can

- discuss a book by offering ideas, information, and simple inferences
- use conversational language
- discuss personal connections
- ask questions for clarification
- offer opinions
- take turns while speaking and listening
- stay on topic
- demonstrate attentive listening and respond appropriately to partner
- use volume and tone of voice appropriately
- use correct language structures
- show engagement and enthusiasm for speaking and listening

**STUDENT SELF-ASSESSMENT**

- I was a powerful listener.
- I can discuss my book beyond “I like it.”

## ASSESSMENT SAMPLES FOR GRADE 1 ORAL LANGUAGE: BOOK TALKS

### 1. Transcript of a student-to-student book talk

Following is a transcription of a conversation between two students during their book talk. Student 1 is reading *Somewhere*, by Jane Baskwill. (1996). New York: Mondo Publishing.

- Student 1:* I want to share the book, “Somewhere,” because it is my favourite. I love the rainbow raindrops and you sing the poem in the book.
- Student 1:* Reads the book to her partner.
- Student 2:* Stops Student 1 on page 3 and says,  
Look, this is the same as the front cover.
- Student 1:* After reading the book, Student 1 shares her favourite part.  
My favourite part is the rabbit because he is so cute and I can visualize him bouncing through the meadow.
- Student 2:* I liked the rabbit in the meadow too because once I found a rabbit in the park.
- Student 2:* Gives a compliment to Student 1 by saying,  
You read the book very well and I liked when you read this part because the words are so different.
- Student 1:* Thank you.
- Student 2:* Shares her book with Student 1.

*Teacher:* Student 2 is a powerful listener, and thoughtful in her responses to her partner. I would like to encourage both students to ask more questions.

2. Teacher’s highlighted copy of Grade 1 Rubric for Oral Language

GRADE 1 RUBRIC FOR ORAL LANGUAGE

| Aspect  | Not Yet Within Expectations   | Meets Expectations (Minimal Level)   | Fully Meets Expectations   | Exceeds Expectations  |
|---|---|--|--|---|
| <b>STRATEGIES</b> <ul style="list-style-type: none"> <li>uses simple, basic social conventions to show respect for others</li> <li>focuses on the speaker</li> <li>does not interrupt</li> <li>asks questions to clarify or extend meaning</li> </ul> | <ul style="list-style-type: none"> <li>uses some polite language, with teacher support</li> <li>maintains a “listening” posture for a short duration, with teacher support</li> <li>takes turns, with teacher support</li> <li>asks questions related to the topic, with teacher support</li> </ul> | <ul style="list-style-type: none"> <li>sometimes uses polite language</li> <li>sometimes maintains a “listening” posture for a short duration</li> <li>sometimes takes turns</li> <li>sometimes asks questions related to the topic</li> </ul> | <ul style="list-style-type: none"> <li>uses polite language</li> <li>frequently maintains a “listening” posture</li> <li>takes turns</li> <li>asks questions related to the topic</li> </ul> | <ul style="list-style-type: none"> <li>uses polite language consistently</li> <li>consistently maintains a “listening” posture</li> <li>takes turns consistently</li> <li>asks questions related to the topic and beyond</li> </ul> |
| <b>EXCHANGING IDEAS/ INFORMATION</b> <ul style="list-style-type: none"> <li>shares ideas in class discussions</li> </ul>  | <ul style="list-style-type: none"> <li>responds to ideas related to the topic, with teacher support</li> </ul>  | <ul style="list-style-type: none"> <li>offers ideas directly or indirectly related to the topic</li> </ul>   | <ul style="list-style-type: none"> <li>offers ideas that are generally related to the topic</li> </ul>   | <ul style="list-style-type: none"> <li>offers ideas that are related to the topic; may introduce a related question or speculation</li> </ul>   |
| <b>LISTENING</b> <ul style="list-style-type: none"> <li>recalls and uses information or ideas from the story or from classmates’ contributions</li> </ul>   | <ul style="list-style-type: none"> <li>recalls some information or ideas heard, with teacher support</li> </ul>   | <ul style="list-style-type: none"> <li>recalls a few facts or ideas heard, with occasional teacher support</li> </ul>  | <ul style="list-style-type: none"> <li>recalls main facts and ideas from the story and from classmates; makes personal connections</li> </ul>  | <ul style="list-style-type: none"> <li>recalls most facts and ideas from the story and from classmates; offers connections to other information or experiences</li> </ul>   |
| <b>REFLECTION</b> <ul style="list-style-type: none"> <li>talks about oral activities</li> </ul>   | <ul style="list-style-type: none"> <li>responds to simple questions about own behaviour; with teacher support</li> </ul>  | <ul style="list-style-type: none"> <li>responds to simple questions about own behaviour; with occasional teacher support</li> </ul>  | <ul style="list-style-type: none"> <li>responds to questions about own behaviour; may describe a simple accomplishment or contribution</li> </ul>  | <ul style="list-style-type: none"> <li>responds to questions about own behaviour; describes successes and achievements</li> </ul>   |

Teacher: My highlights show that this student is meeting and beginning to exceed expectations for oral language in Grade 1.

## GRADE 1: READING AND VIEWING

### IDENTIFYING STRATEGIC THINKING IN READING

#### PREVIOUS LEARNING EXPERIENCES

The students in this class have participated regularly in guided reading lessons and have been taught a variety of strategies for decoding and comprehension.

#### CONTEXT

In order to make guided reading lessons as effective as possible, this teacher has used running records for individual student assessment on a regular basis. A running record is an ongoing assessment tool that allows a teacher to observe and interpret a student's individual reading behaviours, including the cueing systems and strategic thinking being used while working through a text. For this assessment, the teacher has selected unfamiliar text at the student's instructional level: that is, a book that the student should be able to read with approximately 90% accuracy. This was determined on the basis of a previous assessment.

#### DESCRIPTION

##### *Before reading*

The teacher and the student looked at the book cover and discussed the title. The teacher gave a short synopsis of the text and asked the student to make predictions and build connections before reading the text. The teacher also asked the student what strategies she or he might use to problem solve challenging words, and recorded the student's responses.

##### *During reading*

As the student read the text, the teacher used a running record form to record the student's reading behaviours (see following sample). When the student encountered a difficult word, the teacher waited three seconds to allow time for the student to use reading strategies independently, so as not to disturb the flow of reading. If the student was unable to problem solve after three seconds, the teacher gave the word and the student moved on. The teacher did not give any prompts.

##### *After reading*

The teacher asked clarifying questions (going beyond the literal) to verify the student's understanding of the text, and recorded the student's responses. The teacher also drew the student's attention to areas where strategic thinking had been used to self-monitor, self-correct, and problem solve. The student explained what she or he was thinking at those times. The teacher and student then discussed what the student's next reading goal would be.

### Criteria for Assessment

#### PRESCRIBED LEARNING OUTCOMES

- B1 read and demonstrate comprehension of grade-appropriate literary texts (e.g., stories, legends, poems)
- B6 use some comprehension and word-decoding strategies during reading and viewing to construct, monitor, and confirm meaning, including
- predicting and making connections
  - visualizing
  - figuring out unknown words
  - self-monitoring and self-correcting
  - retelling
- B7 use strategies after reading and viewing to confirm and extend meaning, including
- rereading or “re-viewing”
  - discussing with others
  - retelling
  - sketching
  - writing a response
- B12 recognize and fluently identify all alphabetic letters and their associated sounds, and recognize word patterns and some high-frequency words

#### SELECTED CRITERIA

The teacher developed assessment criteria from a variety of sources, including

- Running record sheet used to track student’s use of three cueing systems: makes sense, sounds right, looks right (see following sample)
- Quick Scale: Grade 1 Reading Literature (see following example)
- Grade 1 Suggested Achievement Indicators (see Student Achievement section)

#### Assessment Criteria for this Activity

The student can

- use cueing systems while reading
- use a variety of reading strategies such as
  - chunking words (looking for words within words and common word patterns, e.g., “ing”)
  - rereading for meaning
  - looking for picture clues
  - getting the mouth ready for the first sound
  - Asking “Does that make sense?”
  - Asking “Does it sound right?”
  - Asking “Does it look right?”
- use a growing vocabulary of sight words
- read with fluency, expression, and a sense of phrasing
- retell main ideas
- make basic inferences
- make predictions, build connections, and ask questions

#### STUDENT SELF-ASSESSMENT

- I can talk about myself as a reader and the strategies I use while reading.
- I can self-correct when something does not make sense.
- I can set a reading goal with my teacher.

**ASSESSMENT SAMPLES FOR GRADE 1 READING AND VIEWING:  
IDENTIFYING STRATEGIC THINKING**

**1. Running Record of Reading Behaviour\***

Following the reading activity with this student, the teacher analysed the running record to determine what cueing systems the child was using and where errors were occurring. The teacher looked for patterns showing which cueing systems the student used most and where support and instruction were needed.

Teacher: I notice that the student has begun to use a variety of strategies to problem solve text.

**RUNNING RECORD SHEET**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ D. of B. \_\_\_\_\_ Age: \_\_\_ yrs \_\_\_ mths  
 School: \_\_\_\_\_ Recorder: \_\_\_\_\_

| Text Titles         | Running words<br>Error | Error rate   | Accuracy    | Self-correction rate |
|---------------------|------------------------|--------------|-------------|----------------------|
| Easy _____          | _____                  | 1: _____     | _____ %     | 1: _____             |
| Instructional _____ | $\frac{91}{7}$         | 1: <u>13</u> | <u>92</u> % | 1: _____             |
| Hard _____          | _____                  | 1: _____     | _____ %     | 1: _____             |

Directional movement \_\_\_\_\_

Analysis of Errors and Self-corrections  
 Information used or neglected [Meaning(M) Structural Information (S) Visual Information (V)]

Easy \_\_\_\_\_

Instructional Appeared to use multiple sources of information at many errors.  
Evidence of searching for and using visual information (P.4)

Hard \_\_\_\_\_

Cross-checking on information (Note that this behaviour changes over time)  
Cross checked structure with visual information (P.6)  
or structure and meaning with visual info (P.8.4) Analysis of Errors and Self-corrections (See Observation Survey pages 30-32)

| Page |   |                    |                             | E | SC | Information Used |           |
|------|---|--------------------|-----------------------------|---|----|------------------|-----------|
|      |   |                    |                             |   |    | E<br>MSV         | SC<br>MSV |
| 2    | √ | √                  | at<br>after                 | 1 |    | MSV              |           |
| 4    | √ | √                  | √ up the stairs<br>upstairs | 1 |    | MSV              |           |
|      | √ | √                  | √ sleeping   SC<br>asleep   |   | 1  | MSV              | MSV       |
| 6    | √ | √                  | √                           |   |    |                  |           |
|      | √ | √                  | √                           |   |    |                  |           |
|      | √ | are   SC<br>is   R | √                           |   | 1  | MSV              | MSV       |

\* Form adapted from Mary Clay. (2002). *An Observation Survey of Early Literacy Achievement*. 2nd ed. Portsmouth, NH: Heinemann.

Running Record of Reading Behaviour, page 2

|      |   | Analysis of Errors and Self-corrections<br>(See <i>Observation Survey</i> pages 30-32) |    |                |           | Information Used |  |
|------|---|--|----|----------------|-----------|------------------|--|
| Page |   | E  | SC | E<br>MSV       | SC<br>MSV |                  |  |
| 8    | <p>√      √      <u>woke</u>      √</p> <p>wakes</p> <p>he   SC      √      √</p> <p>and</p> <p>√      √      √      √      √</p> <p>Here   SC</p> <p>He        √      √<sub>R</sub>      √      √      √</p> | 1  |    | <del>MSV</del> |           |                  |  |
|      |   |  | 1  | MSV            | MSV       |                  |  |
|      |   |  | 1  | MSV            | MSV       |                  |  |
| 10   | <p>√</p> <p>√</p> <p>√      √      √      √      √      √</p> <p><u>some</u></p> <p>bread      √      <u>-</u>      √      √</p> <p>hungry</p> <p>√      √</p>  | 2  |    | MSV            |           |                  |  |
| 12   | <p>√      √      <u>came</u>      √</p> <p>comes</p> <p>√      √</p> <p>√      <u>went</u>      √      √</p> <p>goes</p>  | 1  |    | MSV            |           |                  |  |
|      |   |  | 1  | MSV            |           |                  |  |
| 14   | <p>√      √      √      <u>home</u>   SC</p> <p>safe  </p> <p>√      √      √      √</p> <p>√      √      √      √</p>  |  | 1  | MSV            | MSV       |                  |  |
| 16   | <p>√      √      √      √</p> <p>√      √      √</p>  |  |    |                |           |                  |  |

2. Teacher’s highlighted copy of the Quick Scale for Grade 1 Reading Literature

The teacher used the comprehension strand of the Quick Scale to assess the student’s oral responses to the questions asked after reading the text.

QUICK SCALE: GRADE 1 READING LITERATURE

| Aspect  | Not Yet Within Expectations  | Meets Expectations (Minimal Level)  | Fully Meets Expectations   | Exceeds Expectations   |
|---|--|---|--|--|
| <b>SNAPSHOT</b>   | <i>The student may engage in reading-like behaviour, but relies on an adult or peer to read stories or other selections.</i>   | <i>The student reads short, simple illustrated selections, with some support; may be able to reread familiar selections independently.</i>  | <i>The student reads short, simple illustrated selections; rereads familiar selections independently.</i>  | <i>The student reads a variety of short, simple materials independently; often chooses to read; needs little support.</i>  |
| <b>STRATEGIES</b><br><ul style="list-style-type: none"> <li>• phonics</li> <li>• predict and confirm meaning</li> <li>• letter and word recognition</li> <li>• print conventions</li> </ul> | <ul style="list-style-type: none"> <li>• often seeks support</li> <li>• may identify most letters; beginning to match initial consonant sounds and letters in familiar words</li> <li>• knows how books work (e.g., front-to-back sequence, left-to-right print)</li> <li>• beginning to match printed words with words read orally</li> <li>• recognizes that books tell stories</li> </ul> | <ul style="list-style-type: none"> <li>• often hesitant with new selections</li> <li>• identifies all letters; tries to use phonics to sound out words</li> <li>• uses illustrations and prior knowledge to predict and confirm meaning if prompted</li> <li>• recognizes some common sight words (e.g., in, on, the, at)</li> <li>• knows some basic print conventions (e.g., question marks)</li> </ul> | <ul style="list-style-type: none"> <li>• usually confident; uses various strategies to figure out meaning</li> <li>• uses phonics to sound out new words</li> <li>• uses illustrations and prior knowledge to predict and confirm meaning</li> <li>• recognizes many common sight words (e.g., family, they)</li> <li>• uses basic print conventions (e.g., question marks, exclamation marks) to support meaning</li> </ul> | <ul style="list-style-type: none"> <li>• increasingly confident and self-reliant</li> <li>• uses phonics and word families to identify new words</li> <li>• uses prior knowledge and various clues to predict and confirm meaning</li> <li>• recognizes an increasing number of sight words</li> <li>• uses print conventions effectively</li> </ul> |
| <b>COMPREHENSION</b><br><ul style="list-style-type: none"> <li>• predict</li> <li>• retell</li> <li>• locate details</li> <li>• make inferences</li> </ul>                                  | <ul style="list-style-type: none"> <li>• predictions are often guesses</li> <li>• may use picture clues to retell some events</li> <li>• uses illustrations to provide details</li> <li>• after supported rereading, identifies some characters and events</li> </ul>  | <ul style="list-style-type: none"> <li>• makes reasonable predictions when prompted</li> <li>• retells some key events or ideas; identifies main characters</li> <li>• locates some details; may need clues or support</li> <li>• focusses on literal meaning</li> </ul>  | <ul style="list-style-type: none"> <li>• predicts story events</li> <li>• retells most key events or ideas in sequence; identifies main characters</li> <li>• locates some specific, relevant details</li> <li>• makes simple inferences to describe the characters’ intentions</li> </ul>   | <ul style="list-style-type: none"> <li>• predicts story events; shows some insight</li> <li>• completely retells a selection</li> <li>• independently locates specific, relevant details</li> <li>• makes inferences about characters; may be able to identify the message in a story</li> </ul>   |
| <b>RESPONSE</b><br><ul style="list-style-type: none"> <li>• personal connections</li> <li>• opinions</li> </ul>   | <ul style="list-style-type: none"> <li>• has difficulty making personal connections</li> <li>• expresses like or dislike for a story</li> </ul>  | <ul style="list-style-type: none"> <li>• can make a simple connection to self after teacher-led discussion</li> <li>• expresses like or dislike for a story and tries to tell why</li> </ul>  | <ul style="list-style-type: none"> <li>• can compare a story to own experiences if given a simple frame to complete</li> <li>• expresses like or dislike for a story; can give a reason</li> </ul>   | <ul style="list-style-type: none"> <li>• makes obvious connections to own experiences or to other selections</li> <li>• offers simple opinions; gives some reasons</li> </ul>  |

Adapted from the BC Performance Standards for Reading

### *3. Student's self-assessment*

The teacher's notes showed that the child was aware of using some reading strategies, and was able to set a goal for improvement with support from the teacher.

*Teacher:* In a past reading conference we celebrated how the student knows what sounds right. Our next reading goal is to make sure that everything makes sense.

## GRADE 1: WRITING AND REPRESENTING

### STORY WRITING

#### PREVIOUS LEARNING EXPERIENCES

Students have participated regularly in writer's workshops where they have written and shared stories with partners and participated in student-teacher conferences. They have participated in discussions about powerful writing, including the elements of story writing. This class frequently listens to stories, talks about story events, and illustrates events from the beginning, middle, and end of stories. Students talk about how authors make stories interesting for readers by creating story problems and adding details. Together with the teacher, the children have generated a student-friendly rubric using the Grade 1 Performance Standards for Writing Stories and Poems.

#### CONTEXT

This teacher believes that as students become more proficient at writing stories, they need scaffolds to help them understand and develop the elements of a story. Students are given frequent opportunities to reflect on their writing using criteria that they can easily understand and utilize.

#### DESCRIPTION

##### *Before writing*

The teacher warmed up the writers by reading a story. After listening to the story, students closed their eyes and thought about what they were going to write about, while the teacher guided their thinking with questions such as

- What is your story going to be about?
- Where will the story take place?
- Who will your characters be?
- What is the problem?
- What will the solution be?

The teacher asked some children to share their writing ideas. The class then discussed the rubric for good story writing that they had generated previously.

##### *During writing*

While the students were writing quietly, the teacher moved from one to another to observe their writing behaviours. The teacher chose a few students for individual conferences, and these students were given specific descriptive feedback.

##### *After writing*

Students shared their writing with a partner, and gave one another descriptive feedback. Each student then completed a self-assessment (see following student-friendly rubric), and set a goal for future story writing.

**Criteria for Assessment**

**PRESCRIBED LEARNING OUTCOMES**

- C3 create imaginative writing and representations, often modelled on those they have read, heard, or viewed, featuring
- ideas represented through sentences and images that generally connect to a topic
  - developing sentence fluency by using simple sentences, dialogue, phrases, and poetic language
  - developing word choice by attempting to use new and descriptive words
  - developing voice by showing some evidence of individuality
  - an organization that generally follows a form presented or modelled by the teacher; stories include a beginning, middle, and end
- C5 use strategies during writing and representing to express thoughts in written and visual form (e.g., looking at picture books and student writing samples as models)
- C7 use writing and representing to express personal responses and likes or dislikes about experiences or texts
- C10 use some features and conventions of language to express meaning in their writing and representing, including
- complete simple sentences
  - “s” to form plural of familiar words
  - capital letters at the beginning of people’s names and of sentences, and capitalize the pronoun “I”
  - a period to mark the end of a sentence
  - words from their oral language vocabulary as well as less familiar words from class-displayed lists
  - knowledge of consonant and short vowel sounds to spell phonically regular one-syllable words
  - spelling phonically irregular high-frequency words from memory
  - attempting to spell unknown words through phonic knowledge and skills and visual memory
  - legible printing from left to right of all uppercase and lowercase letters
  - appropriate spacing between letters and between words

**SELECTED CRITERIA**

The teacher developed assessment criteria from a variety of sources, including

- Student-friendly rubric developed with the students using the language of the BC Performance Standards for Writing (see following sample)
- Quick Scale: Grade 1 Writing Stories and Poems (see following example)

**Assessment Criteria for this Activity**

The student can

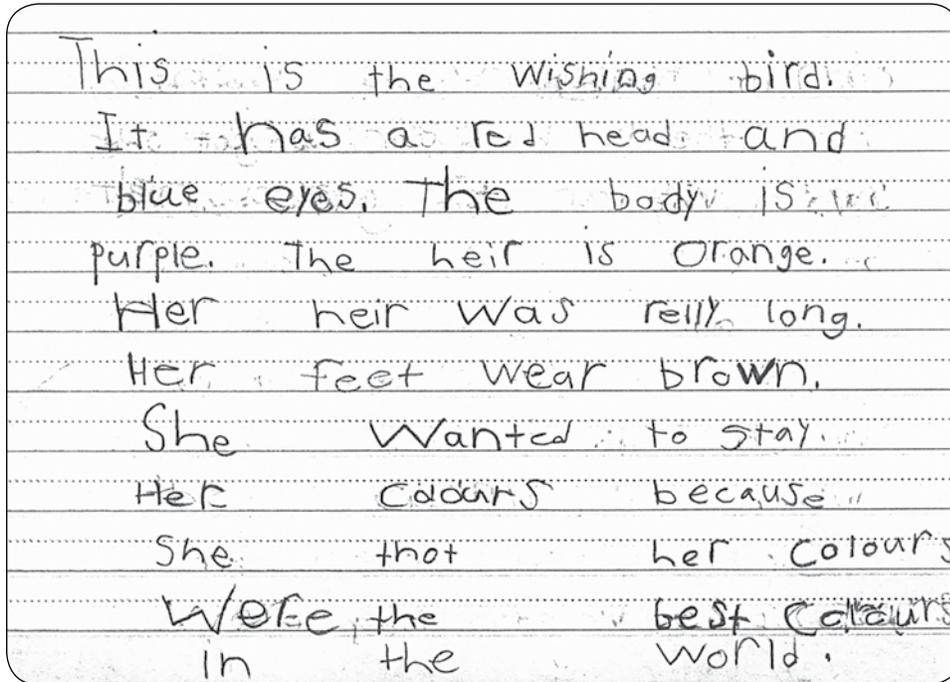
- create imaginative stories that
  - generally make sense and focus around a central idea
  - show some individuality
  - include characters and action
  - include a problem and solution
  - use description and story language
  - show logical sequencing
  - use basic conventions of writing
- produce writing that can stand alone
- contribute to class discussions about the self-assessment rubric
- talk to peers to develop ideas

**STUDENT SELF-ASSESSMENT**

- I can evaluate my writing using a rubric.
- I can set a writing goal.

## ASSESSMENT SAMPLES FOR GRADE 1: STORY WRITING

### 1. Student writing sample



*This is an unedited transcript of the student's complete story. Only the first page is shown above.*

This is the wishing bird. It has a red head and blue eyes. The body is purple. The hair is orange. Her hair was really long. Her feet wear brown. She wanted to stay. Her colours because she that her colours were the best colours in the world. All of her friends wanted to be like her. But she said when I wanted to be so many colours I got so tired I almost fell asleep. Because when we used all that magic she got really tired. Then after when her friends heard what happened to her they didn't want to change colours any more. So they went to the park to play. Wishing bird and her friends wanted to go on the teeter totter. But when they went to the teeter totter it was gone. Wishing bird said how did it go away it was here the last time I was here. So instead of just staying there and staring they decided to go to wishing birds house to ask wishing birds Mom to see if she knew. When they got there they asked her Mom she said they had to paint it a new colour.

THE END

*Teacher:* In conference with this student, I complimented her on the risks she took when writing this piece. I noticed that the student's voice had come through. The student and I discussed how she had "juiced up" her writing by adding descriptive words.

2. Student-friendly rubric based on Quick Scale for Grade 1 Writing Stories

**Performance Scale: Grade 1 - Writing Stories**

|                    | <b>Not Yet Within Expectations</b>  | <b>Minimally Meets Expectations</b>   | <b>Fully Meets Expectations</b>  | <b>Exceeds Expectations</b>   |
|--------------------|---|---|--|---|
| <b>Meaning</b>     | I sometimes forget what I wrote.  | My story only has a little, easy problem.   | My story has a problem and a solution.   | My story problem has lots of details and things happening to make you remember it.                            |
| <b>Style</b>       | I copy sentences from the board to do my story.   | I write my favourite words.   | I have some different kinds of sentences.<br><br>I have good 'story language.'                           | I have lots of different kinds of sentences.<br><br>My characters talk to each other.                         |
| <b>Form</b>        | I drew a picture and put some letters.  | My story doesn't really have an ending.<br><br>I only tell my characters' names.                  | My story has a beginning, middle, and end.<br><br>My friends and my teacher can read my writing.         | My story has a beginning, middle, and end.<br><br>My story has characters, a setting, and lots of details.    |
| <b>Conventions</b> | I left out some letters and sounds in my words.<br><br>I forgot to use my capitals and periods. | I try to 'stretch out' the words to spell them.<br><br>I use capitals and periods only sometimes. | I spell the word wall words the right way.<br><br>I use upper case for names, places, and new sentences. | Almost all of my spelling is right.<br><br>I use upper case and punctuation marks (! "" ?) whenever I should. |

*Teacher:* After reviewing this self-assessment using the student-friendly rubric, I asked the student why she rated herself as minimally meeting expectations. She said this was because she didn't have an ending. We decided this would be the student's goal and I sent her off to find powerful endings in familiar stories.

3. Teacher’s highlighted copy of Quick Scale for Grade 1 Writing Stories and Poems

QUICK SCALE: GRADE 1 WRITING STORIES AND POEMS

| Aspect   | Not Yet Within Expectations   | Meets Expectations (Minimal Level)   | Fully Meets Expectations  | Exceeds Expectations   |
|--|---|--|---|--|
| <b>SNAPSHOT</b>  | <i>The story may consist of a string of letters or be dictated for someone else to write down. The student needs a great deal of help.</i>                                | <i>The story is recognizable as conventional writing and has some elements of a story. The student often needs some help.</i>                                    | <i>The story is readable and makes sense. The student is able to write independently with occasional help.</i>                                      | <i>The story has some description and detail. The student is able to write independently.</i>  |
| <b>MEANING</b><br>• ideas and information<br>• details   | • may be able to “read” own writing, but meaning often changes each time  | • often retells another story<br>• recognizable story situation<br>• little development, few details   | • some individuality<br>• begins with characters and situation<br>• has a problem and solution; few details   | • some individuality<br>• begins with characters and situation<br>• has a problem and related solution; details add “colour”   |
| <b>STYLE</b><br>• clarity and variety of language<br>• description   | • simple words<br>• when “reading” or dictating, may be one long, rambling sentence or a series of short, stilted sentences   | • conversational<br>• repeats simple patterns, favourite words   | • mostly conversational; includes some description and some “story language”<br>• repeats simple patterns; some simple description                  | • takes risks, experiments; shows awareness of the effects of interesting language<br>• often has dialogue, description  |
| <b>FORM</b><br>• beginning, middle, end<br>• sequence  | • usually a drawing with a string of letters or one or two dictated sentences   | • may be very brief<br>• string of loosely related events – mostly “middle”<br>• uses “and” to connect ideas<br>• drawing may tell much of the story             | • includes beginning, middle, and end<br>• most events are in logical sequence<br>• repeats the same connecting words<br>• writing can stand alone  | • includes beginning, middle, and end<br>• events are in logical sequence<br>• uses a variety of connecting words<br>• writing can stand alone   |
| <b>CONVENTIONS</b><br>• capitals and small letters<br>• spelling<br>• use of phonics<br>• punctuation<br>• spacing<br>• legibility | • strings of capital letters<br>• may use correct initial consonant<br>• not yet able to use phonics<br>• no punctuation<br>• may be copied or dictated to another person | • mostly capital letters<br>• some words spelled conventionally<br>• many words spelled phonetically<br>• may experiment with punctuation<br>• parts are legible | • both capitals and small letters<br>• spells many familiar words correctly<br>• uses phonics to spell new words<br>• some punctuation<br>• legible | • uses both capitals and small letters<br>• most familiar words spelled conventionally<br>• phonics and word patterns used to solve spelling problems<br>• generally written in sentences; uses punctuation<br>• legible |

Adapted from the BC Performance Standards for Writing





# CLASSROOM ASSESSMENT MODEL

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*Grade 2*

## ENGLISH LANGUAGE ARTS GRADE 2: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide some guidelines for suggested weighting of assessment and evaluation of English Language Arts Grade 2.

| Curriculum Organizers/<br>Suborganizers       | Suggested<br>Weight for<br>Grading | Number<br>of<br>Outcomes | Number of Outcomes<br>by Domain* |     |     |
|---|------------------------------------|--------------------------|----------------------------------|-----|-----|
|   |                                    |                          | K                                | U&A | HMP |
| <b>ORAL LANGUAGE (SPEAKING AND LISTENING)</b> |                                    |                          |                                  |     |     |
| Purposes                                      | 40-60%                             | 3                        |                                  | 3   |     |
| Strategies                                    |                                    | 3                        |                                  | 3   |     |
| Thinking                                      |                                    | 4                        |                                  | 1   | 3   |
| Features                                      |                                    | 2                        |                                  | 2   |     |
| <b>READING AND VIEWING</b>                    |                                    |                          |                                  |     |     |
| Purposes                                      | 20-40%                             | 4                        |                                  | 4   |     |
| Strategies                                    |                                    | 3                        |                                  | 3   |     |
| Thinking                                      |                                    | 3                        |                                  |     | 3   |
| Features                                      |                                    | 2                        |                                  | 2   |     |
| <b>WRITING AND REPRESENTING</b>               |                                    |                          |                                  |     |     |
| Purposes                                      | 20-40%                             | 3                        |                                  | 3   |     |
| Strategies                                    |                                    | 3                        |                                  | 3   |     |
| Thinking                                      |                                    | 3                        |                                  |     | 3   |
| Features                                      |                                    | 1                        |                                  | 1   |     |
| <b>TOTALS</b>                                 | <b>100%</b>                        | <b>34</b>                |                                  |     |     |

\*The following abbreviations are used to represent the three cognitive levels within the cognitive domain:  
K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes.

**GRADE 2: ORAL LANGUAGE**  
**RESPONDING TO LITERATURE THROUGH CONVERSATION AND ROLE PLAY**

**PREVIOUS LEARNING EXPERIENCES**

Students have participated in language experiences such as shared reading, guided imagery, pair/share conversations, and listening and responding to stories and poetry. They have performed readers’ theatre, short role plays, and dramatizations.

**CONTEXT**

Students in this class have participated regularly in a variety of literature response activities.

**DESCRIPTION**

The teacher repeated the following activity several times using different books. Each time, the teacher assessed several different children using the criteria identified on the following pages.

*Before reading*

The teacher began by modelling strategies for listening and exchanging ideas in groups. Students worked in structured pairs to practise each strategy.

The teacher then organized the students into groups of three or four. Each group was given a T-chart with headings that suited the story the teacher was going to read aloud. Here are several examples of books used as the activity was repeated.

**Sample T-chart for *Alexander and the Terrible, No-Good, Very Bad Day*, by Judith Viorst**

| Things that make a good day | Things that make a bad day |
|-----------------------------|----------------------------|
|                             |                            |

**Sample T-chart for *Ira Sleeps Over*, by Bernard Weber**

| Things that make you feel afraid | Things that make you feel peaceful |
|----------------------------------|------------------------------------|
|                                  |                                    |

**Sample T-chart for *Chrysanthemum*, by Kevin Henkes**

| Things that make you feel happy | Things that make you feel upset or sad |
|---------------------------------|--|
|                                 |  |

While students were working on the T-chart in small groups, the teacher observed and assessed three students using the selected criteria listed in the following “Criteria for Assessment.”

When the T-charts were completed, students shared their ideas. The teacher then read the title of the selected story, and asked students to make predictions about the book. The teacher led the class through a picture walk of the book, encouraging students to read the illustrations and make predictions about the story.

### *During reading*

The students listened while the teacher read the story aloud. The story was read again. During the second reading, students chanted and read sections of the story chorally with the teacher, emphasizing the repetitive patterns and expressing feelings with their voices.

### *After reading*

The teacher organized students in small groups to role play and act out events in the book, paying special attention to the characters' feelings. Each group was assigned a section of the book. While students worked on their role plays in small groups, the teacher observed the children again using the selected criteria, and made anecdotal notes for assessment purposes.

Following the role plays, the class discussed their interactions during the group work and role play activities. Students were then asked to complete an individual self-assessment on a sheet designed by the teacher (see following sample).

**Criteria for Assessment****PRESCRIBED LEARNING OUTCOMES**

- A1 use speaking and listening to interact with others for the purposes of
- contributing to a class goal
  - exchanging ideas on a topic
  - making connections
  - completing tasks
  - engaging in play
- A2 use speaking to explore, express, and present ideas, information, and feelings, by
- staying on topic in a focussed discussion
  - recounting experiences in a logical sequence
  - retelling stories, including characters, setting, and plot
  - reporting on a topic with a few supporting facts and details
  - sharing connections made
- A4 use strategies when interacting with others, including
- accessing prior knowledge
  - making and sharing connections
  - asking questions for clarification and understanding
  - taking turns as speaker and listener
- A6 use strategies when listening to make and clarify meaning, including
- making a prediction
  - focussing on the speaker
  - asking questions
  - recalling main ideas

*continued on next page*

*continued***Criteria for Assessment****SELECTED CRITERIA**

The teacher developed assessment criteria from a variety of sources, including

- Grade 2 Rubric for Oral Language (see following example)
- Grade 2 Suggested Achievement Indicators (see Student Achievement section)

**Assessment Criteria for this Activity**

The student can

- share connections between own and others' ideas and experiences
- use conversational language, including specific words, to describe feelings
- describe feelings, including some detail
- generally stay on topic during conversation
- make personal connections to shared ideas
- take turns as speaker and listener
- balance roles of self as speaker and listener
- use polite language to co-operate with others
- maintain a listening posture
- participate in recreating parts of a story, including some detail
- respond to the impact of humorous possibilities in language
- speak with expression
- talk about parts of an activity that worked well

**STUDENT SELF-ASSESSMENT**

- I can discuss what worked well for my group in the oral activity.
- I can say what I saw and heard that told me how well the activity was going.
- I can explain what I am proud of in my oral language skills.
- I can set a goal to improve my oral language skills.

**ASSESSMENT SAMPLES FOR GRADE 2 ORAL LANGUAGE:  
RESPONDING TO LITERATURE THROUGH CONVERSATION AND ROLE PLAY**

*1. Sample student T-chart completed co-operatively by six students*

| Things that make a good day   | Things that make a bad day   |
|---|--|
| <ul style="list-style-type: none"> <li>- My baseball team wins</li> <li>- I am lucky, because I could play computer every day</li> <li>- Seeing somebody from your family</li> <li>- Having a good friend</li> <li>- Having a nice teacher</li> <li>- Having a good baby</li> <li>- Play hockey</li> <li>- Having a birthday</li> <li>- Having a pet</li> <li>- Having a nice mom and dad</li> <li>- Having a house</li> <li>- Having a new car</li> <li>- Getting a cow</li> </ul> | <ul style="list-style-type: none"> <li>- Making us cry</li> <li>- Falling in the mud</li> <li>- Having a bully</li> <li>- Having a toothache</li> <li>- Forgetting my lunch</li> <li>- Hurting myself</li> <li>- Being late for school</li> <li>- Getting a black eye</li> <li>- Being bored</li> <li>- My baseball team lose</li> </ul> |

*Teacher:* Students worked well in small groups and were on task most of the time. Students did need occasional reminders to speak in a quiet voice and to wait for their turn to speak. This activity was somewhat noisy but it was “good” noise. All the students seemed confident in sharing their ideas in the small group. I liked the fact that each child had a chance to talk. With guided practice, students have shown improvement in their co-operative skills.

*2. Summary of teacher observations and anecdotal notes*

The teacher noted that with explicit instruction and practice over time, the students had improved their attentive listening skills and increased their understanding of story elements and character. After multiple readings of a story, they were more actively engaged in recreating story events through role play.

*Teacher:* Students were able to retell the story during role play and showed satisfaction with their performances. I decided to add an oral sequencing activity after the role play for continued assessment. I photocopied pictures from parts of the story, and gave these out to groups with glue and a large paper. Students were instructed to put the pictures in order and glue them onto the paper.

### 3. Sample student self-assessments

Circle the answer that best suits you now.

#### Student 1

|   |                      |                                   |                                  |
|---|----------------------|-----------------------------------|----------------------------------|
| I listened...   | Some of the time     | Most of the time                  | All of the time                  |
| I worked well with my group                               | Some of the time     | Most of the time                  | All of the time                  |
| I can explain what I am proud of about my speaking skills | I am not yet able to | I can explain some of the reasons | I am able to explain confidently |

#### Student 2

|   |                      |                                   |                                  |
|---|----------------------|-----------------------------------|----------------------------------|
| I listened...   | Some of the time     | Most of the time                  | All of the time                  |
| I worked well with my group                               | Some of the time     | Most of the time                  | All of the time                  |
| I can explain what I am proud of about my speaking skills | I am not yet able to | I can explain some of the reasons | I am able to explain confidently |

#### Student 3

|   |                      |                                   |                                  |
|---|----------------------|-----------------------------------|----------------------------------|
| I listened...   | Some of the time     | Most of the time                  | All of the time                  |
| I worked well with my group                               | Some of the time     | Most of the time                  | All of the time                  |
| I can explain what I am proud of about my speaking skills | I am not yet able to | I can explain some of the reasons | I am able to explain confidently |

*Teacher:* Students have become increasingly able to assess how their group worked together as well as their own contributions to the group.

### 4. Teacher's highlighted observations of group work during a follow-up sequencing activity

The teacher decided to add an oral sequencing activity after the role play for continued assessment. She photocopied pictures from parts of the story, and gave these out to groups with glue and a large

paper. Students were instructed to put the pictures in order and glue them on the paper. She observed their oral interactions using the Grade 2 Rubric for Oral Language (see next page).

Teacher’s highlighted copy of the Grade 2 Rubric for Oral Language

GRADE 2 RUBRIC FOR ORAL LANGUAGE

| Aspect   | Not Yet Within Expectations   | Meets Expectations (Minimal Level)   | Fully Meets Expectations  | Exceeds Expectations   |
|--|---|--|---|--|
| <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>uses polite language to co-operate with others</li> <li>maintains a listening posture and shows respect for the contribution of others</li> <li>takes turns; does not interrupt the speaker</li> <li>listens to make connections</li> <li>asks questions to clarify understanding</li> </ul> | <ul style="list-style-type: none"> <li>uses some polite language, with teacher support</li> <li>maintains a “listening” posture for a limited duration</li> <li>takes turns, with teacher support</li> <li>identifies some clues to help make connections, with teacher support</li> <li>asks questions to check understanding, with teacher support</li> </ul> | <ul style="list-style-type: none"> <li>occasionally uses polite language</li> <li>sometimes maintains a “listening” posture</li> <li>frequently takes turns</li> <li>identifies clues to help make connections</li> <li>asks questions to check understanding</li> </ul> | <ul style="list-style-type: none"> <li>uses polite language to co-operate with others</li> <li>maintains a “listening” posture and shows respect for the contribution of others</li> <li>takes turns</li> <li>identifies clues to help make connections</li> <li>asks questions to clarify understanding</li> </ul> | <ul style="list-style-type: none"> <li>uses polite language consistently to facilitate interactions</li> <li>maintains a “listening” posture and responds appropriately</li> <li>takes turns and encourages the participation of others</li> <li>identifies significant clues to help make connections</li> <li>asks questions to clarify or extend understanding</li> </ul> |
| <p><b>EXCHANGING IDEAS/ INFORMATION</b></p> <ul style="list-style-type: none"> <li>shows awareness of the impact and humorous possibilities in language</li> <li>speaks with expression</li> <li>participates in recreating a section of the story with some detail</li> </ul>   | <ul style="list-style-type: none"> <li>responds to humorous language, with teacher support</li> <li>speaks clearly, with teacher support</li> <li>participates in recreating part of the story, with teacher support</li> </ul>   | <ul style="list-style-type: none"> <li>responds to some humorous language</li> <li>sometimes speaks with appropriate expression</li> <li>participates in recreating part of the story; tends to follow others’ lead</li> </ul>   | <ul style="list-style-type: none"> <li>responds to the impact and humorous possibilities in language</li> <li>speaks with expression</li> <li>participates in recreating part of the story; contributes some detail</li> </ul>  | <ul style="list-style-type: none"> <li>responds creatively to the impact and humorous possibilities in language</li> <li>consistently speaks with expression and fluency</li> <li>participates in recreating part of the story; contributes details (may offer support to others)</li> </ul>   |
| <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>makes reasonable predictions</li> <li>expresses simple opinions</li> </ul>  | <ul style="list-style-type: none"> <li>makes some predictions</li> <li>expresses simple opinions</li> </ul>   | <ul style="list-style-type: none"> <li>makes predictions; may be unrealistic or extremely obvious</li> <li>expresses simple opinions</li> </ul>  | <ul style="list-style-type: none"> <li>makes reasonable predictions</li> <li>expresses simple opinions</li> </ul>   | <ul style="list-style-type: none"> <li>makes reasonable predictions that go beyond the obvious</li> <li>expresses simple opinions; may give reasons</li> </ul>   |
| <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>talks about parts of an activity that worked well</li> </ul>   | <ul style="list-style-type: none"> <li>responds to simple questions about group activities, with teacher support</li> </ul>   | <ul style="list-style-type: none"> <li>responds to simple questions about group activities</li> </ul>  | <ul style="list-style-type: none"> <li>responds to questions about group activities; describes what went well</li> </ul>  | <ul style="list-style-type: none"> <li>responds to questions about group activities; describes what went well and what needed improvement</li> </ul>   |

Teacher: I found that this activity didn’t give me the same co-operative results as the role plays. Certain children took over and glued the pictures without talking about the order. I need to try this with a similar story to see if all the students are participating in the discussion.

## GRADE 2: READING AND VIEWING

### RETELLING MAIN STORY EVENTS IN SEQUENCE

#### PREVIOUS LEARNING EXPERIENCES

The students had participated in reading conferences and had listened to and read several *Frog and Toad* stories, as well as many books on friendship. The students had worked on retelling main story events, both orally as a whole class, and then in pairs to create story necklaces. Following these activities, the teacher had read another *Frog and Toad* story to the class, and students worked independently to retell the main story events. Some emphasis was placed on sequential language: first, then, next, finally.

#### CONTEXT

This teacher provides reading instruction to both the whole class and small groups of children. She has introduced reading strategies and different kinds of text. She listens to students read on a regular basis and tracks their improvements using tools such as a running record template, anecdotal notes, and the BC Performance Standards for Reading Quick Scale.

#### DESCRIPTION

##### *Before reading*

The teacher asked students what they liked about *Frog and Toad* stories. She posed the question “What kind of friends are Frog and Toad?” Students worked in pairs to discuss the friendship qualities of Frog and Toad. Then they met as a whole group to create a list of those qualities.

##### *During reading*

Students chose from a variety of *Frog and Toad* stories available in their classroom, and read their choices independently. Those who needed support in reading worked with the teacher. The teacher listened to individual students read, recording their accuracy and noting the reading strategies they used.

##### *After reading*

The teacher provided a template for the students and asked them to draw four pictures of the main events from the beginning (first), middle (next, then), and end (finally). Students completed a written retelling of the story using this template. After the retellings, the teacher met with selected students and invited them to talk independently about the reading strategies they used to help them be successful readers. The teacher posed comprehension and response questions, and asked students to relate their personal experiences to the text, to make inferences about character and events, and to make connections between the text, other *Frog and Toad* stories, and/or other friendship stories they had read.

## Criteria for Assessment

**PRESCRIBED LEARNING OUTCOMES**

- B1 read fluently and demonstrate comprehension of grade-appropriate literary texts (e.g., stories, legends, poems)
- B5 use strategies before reading and viewing, including
- accessing prior knowledge to make connections
  - making predictions
  - asking questions
  - setting a purpose
- B6 use strategies during reading and viewing to construct, monitor, and confirm meaning, including
- predicting and making connections
  - visualizing
  - figuring out unknown words
  - self-monitoring and self-correcting
  - retelling and beginning to summarize
- B7 use strategies after reading and viewing to confirm and extend meaning, including
- rereading or “re-viewing”
  - discussing with others
  - retelling and beginning to summarize
  - sketching
  - writing a response
- B8 respond to selections they read or view, by
- expressing an opinion supported with reasons
  - making text-to-self, text-to-text, and text-to-world connections
- B9 read and view to expand knowledge, by
- predicting and connecting
  - comparing and inferring
  - inquiring and generalizing
- B10 reflect on and assess their reading and viewing, by
- referring to class-generated criteria
  - setting a goal for improvement
  - making a simple plan to work on their goal
- B11 recognize and derive meaning from the structures and features of texts, including
- concepts about print and concepts about books
  - elements of stories (e.g., character, setting, problem, solution)
  - ‘text features’
  - the vocabulary associated with texts (e.g., pictures, headings, table of contents, key facts)

*continued on next page*

continued

### Criteria for Assessment

#### SELECTED CRITERIA

The teacher developed assessment criteria from a variety of sources, including

- Quick Scale: Grade 2 Reading Literature (see following example)
- Grade 2 Suggested Achievement Indicators (see Student Achievement section)

#### Assessment Criteria for this Activity

The student can

- approach the task confidently
- check to make sure the selection is making sense
- use prior knowledge, picture clues, and knowledge about the story to make obvious predictions
- combine phonics, word structures, and context clues to figure out new words
- recognize an increasing variety of sight words
- generally respond to comprehension questions or tasks accurately and completely
- accurately identify main and supporting characters
- retell main events in correct sequence
- include some details in answers and explanations
- make basic inferences about characters (how they feel, why they act as they do) and events
- make concrete connections to own experiences or other stories when asked (e.g., identify obvious similarities with a character)
- express simple opinions about stories or characters and provide simple reasons, usually related to the topic (e.g., "I liked it because I like dogs.")

#### STUDENT SELF-ASSESSMENT\*

A good reader and viewer

- accesses prior knowledge
- makes connections between what is being read and what is already known
- self-monitors, recognizes when text is not making sense
- uses strategies to overcome problems (e.g., encountering an unknown word)
- interprets both literal and inferential meaning
- asks questions
- makes predictions
- uses sensory images (i.e., makes a mental picture)
- distinguishes the main ideas and their supporting details
- synthesizes and extends meaning
- evaluates the text
- sets goals and self-evaluates

\* These student self-assessment criteria are taken from the primary chart of criteria for good readers and viewers, shown in the Grade 2 Key Elements section of this IRP. The teacher has posted the criteria in the classroom and discussed them frequently with students. Students have had many opportunities to put each of the criteria in their own words and give examples.

ASSESSMENT SAMPLES FOR GRADE 2 READING AND VIEWING:  
RETELLING MAIN STORY EVENTS IN SEQUENCE

1. Student sample 1

Reading Instruction that Makes Sense

|                            |                      |
|----------------------------|----------------------|
| Title/Theme <u>The Hat</u> | Name _____           |
| Author <u>Arnold Lobel</u> | Date <u>06-05-25</u> |

First on Toad's birthday Frog gave Toad a hat and the hat was big it even covered his eyes. Frog said "I'm sorry Toad I should have given you another present it's okay Frog I still like it." Then Frog and Toad went for a walk and then Toad tripped over a rock and fell in to a hole Toad said "Frog I'm sorry I will not be able to wear your present."

Next Frog just got an idea Toad said Frog, "here is what you must do tonight when you go to bed you must think of some very big thoughts."

Finally Toad went back to his house and thought about some big thoughts and then he fell asleep and then Frog poured some water on the hat and the hat grew smaller. Then in the morning Toad put the hat on his head and it was just the right size then Frog and Toad went for a walk.

*Teacher:* This student had no difficulty completing the task. He approached his work eagerly, and his story retelling was detailed and accurate. During the reading conference, he volunteered how the story reminded him of a present he had received from his grandmother. The present was even more special because he had not seen her for a long time. He said that Toad didn't want to give the hat back to Frog because Frog was his best friend – an example of strong text-to-self and text-to-world connections. He also said he thought Frog snuck into Toad's house and shrank the hat because he wanted his friend to have a hat he could wear and not bump into things and hurt himself, showing he is able to make inferences and express opinions.

2. Student sample 2

| Reading Instruction that Makes Sense   |                      |
|--|----------------------|
| Title/Theme <u>The Hat</u>   | Name _____           |
| Author <u>Arnold Lobel</u>   | Date <u>06-05-20</u> |
| <p>On Toad's Birthday + frog got him a Hat. The Hat was so Big on Toad, frog said he would bring him another one. But Toad said it is just fine how it is.</p>                             | <p>first.</p>        |
| <p>next.</p> <p>frog and Toad went for a walk. Then Toad bumped in to a tree. frog said to Toad to go home and think of Big thoughts. so if you think of Big thoughts your head grows.</p> | <p>next.</p>         |
| <p>Then when Toad was sleeping frog came and put hot water and he let it Drie it Shink and Shrink and Shrink.</p>  | <p>then</p>          |
| <p>Toad woke up and put the Hat on his Head. it fit perfectly.</p> <p>The End.</p>   | <p>finally.</p>      |

Teacher: On her own this student was able to retell the main events of the story with some relevant details. During the reading conference I noted that she tracked the text with her finger. She is a fluent oral reader with lots of expression in her voice. When asked, she was able to say she liked the story because it was funny when Toad bumped into the tree.

3. Teacher’s highlighted copy of the Grade 2 Rubric for Reading Literature

QUICK SCALE: GRADE 2 READING LITERATURE

| Aspect  | Not Yet Within Expectations  | Meets Expectations (Minimal Level)   | Fully Meets Expectations  | Exceeds Expectations   |
|---|--|--|---|--|
| <p><b>SNAPSHOT</b><br/> <i>Note: the snapshot can be used alone as a holistic scale in some situations.</i></p>   | <p><i>The student needs one-to-one support to read short, simple stories and to attempt comprehension activities.</i></p>  | <p><i>The student reads a variety of short, simple stories with understanding if given some support. Work is partially accurate.</i></p>   | <p><i>The student reads a variety of short, simple stories independently and with understanding. Work is generally accurate.</i></p>  | <p><i>The student reads an increasing variety of simple stories independently and with understanding. Work is clear, accurate, complete.</i></p>   |
| <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>oral reading</li> <li>comprehension strategies</li> <li>predictions</li> <li>word skills</li> <li>sight vocabulary</li> </ul>       | <ul style="list-style-type: none"> <li>uncomfortable reading orally; reads words rather than sentences; may lose place</li> <li>often needs intensive, sustained support</li> <li>predictions are often guesses</li> <li>may try to use phonics; often waits to be given the word or strategy</li> <li>recognizes some common sight words (e.g., the, at, want, they, little)</li> </ul> | <ul style="list-style-type: none"> <li>reads slowly, with little expression; often stops to self-correct or get help</li> <li>looks for support with new selections</li> <li>if prompted, uses prior knowledge and picture clues to make simple, obvious predictions</li> <li>relies on phonics to figure out new words; if given support, can use word structure, context</li> <li>recognizes common sight words</li> </ul> | <ul style="list-style-type: none"> <li>confident in most oral reading activities</li> <li>checks to make sure the selection is making sense</li> <li>uses prior knowledge, picture clues, and knowledge about “story” to make obvious predictions</li> <li>combines phonics, word structure, context clues</li> <li>recognizes increasing variety of sight words</li> </ul> | <ul style="list-style-type: none"> <li>oral reading is fluent, confident, expressive</li> <li>checks to make sure the selection is making sense; self-corrects efficiently</li> <li>uses prior knowledge, picture clues, and knowledge about “story” to make logical and sometimes insightful predictions</li> <li>successfully combines phonics, word structure, and context clues</li> <li>recognizes a wide range of sight words</li> </ul> |
| <p><b>COMPREHENSION</b></p> <ul style="list-style-type: none"> <li>accuracy, completeness</li> <li>characters</li> <li>events</li> <li>retell; explain relationships</li> <li>inferences</li> </ul> | <ul style="list-style-type: none"> <li>unable to attempt questions or tasks alone; work is incomplete, may be inaccurate or vague even with help</li> <li>may identify the main character(s)</li> <li>needs support to retell the story; may invent material based on the illustrations</li> <li>recalls few details</li> <li>unable to make inferences</li> </ul>                       | <ul style="list-style-type: none"> <li>responses to questions or tasks include some accurate information; parts are inaccurate or incomplete</li> <li>identifies main character</li> <li>often focusses on one event; may miss big picture</li> <li>provides a few accurate details; may invent some</li> <li>focusses on literal meaning; has difficulty making basic inferences</li> </ul>                                 | <ul style="list-style-type: none"> <li>responses to questions or tasks are accurate and complete</li> <li>accurately identifies main and supporting characters</li> <li>retells main events in correct sequence</li> <li>includes some details</li> <li>makes basic inferences about characters (feelings, motivation) and events</li> </ul>                                | <ul style="list-style-type: none"> <li>responses to questions or tasks are accurate, clear, and thorough</li> <li>accurately describes main and supporting characters</li> <li>provides a detailed, accurate retelling</li> <li>uses relevant details</li> <li>makes inferences about characters, events</li> <li>may offer insight into author’s purpose, message</li> </ul>  |
| <p><b>RESPONSE AND ANALYSIS</b></p> <ul style="list-style-type: none"> <li>connections to experiences and other selections</li> <li>opinions</li> </ul>   | <ul style="list-style-type: none"> <li>often unable to make connections; limited reading or listening experiences to draw on</li> <li>opinions are often unrelated to story</li> </ul>   | <ul style="list-style-type: none"> <li>with teacher support, makes simple, concrete connections to own experiences, other stories</li> <li>expresses simple opinions about stories or characters</li> </ul>  | <ul style="list-style-type: none"> <li>if asked, makes concrete connections to own experiences, other stories</li> <li>expresses simple opinions about stories or characters, and provides simplistic reasons</li> </ul>  | <ul style="list-style-type: none"> <li>may make several direct, concrete connections to own experiences, other stories</li> <li>expresses simple opinions or judgments with some supports</li> </ul>   |

Adapted from the BC Performance Standards for Reading

## GRADE 2: WRITING AND REPRESENTING

### WRITING A PROCEDURE

#### PREVIOUS LEARNING EXPERIENCES

The students have had many opportunities to write for different purposes and using a variety of forms. They have written both non-fiction and fiction stories, and completed short poems and simple research projects. Students have planted seeds and written directions together as a class. The teacher has specifically talked about sequencing words while writing directions with the class, asking them: “What did you do **first**? What did you do **next**? **Then** what did you do? What came **after** that? **Finally**, what was the last step?”

#### CONTEXT

The students have participated in some form of writing on a daily basis. They have brainstormed as a group. They have worked in pairs on giving instructions to a partner, first orally and then in written form, revising their instructions where necessary.

#### DESCRIPTION

##### *Before writing*

Students gathered with the teacher to review “sequencing language.” The teacher wrote the words on chart paper to provide a reference during writing. Then the teacher showed students a self-assessment sheet and asked if they understood and agreed with the criteria. The teacher also reviewed some spelling strategies, including how to stretch out a word and put down the sounds, and where they might find words they needed. Students then chose what they wanted to give instructions about, using a “How to do...” list previously brainstormed by the class, or their own idea. The teacher reminded students to make pictures in their heads of the instructions as they worked on them. Students were given some time to think about the details, and were then placed with partners to share their instructions orally.

##### *During writing*

The teacher provided students with several formats for writing. Each student chose a format and began to draw and write the instructions for their selected activity. Next they reread their work to see if their instructions made sense. They then traded papers with a partner, and read one another’s work to see if the directions made sense. Students helped one another make the directions clearer, and completed revisions.

##### *After writing*

Students completed a self-assessment sheet based on the student self-assessment criteria (see following example).

### Criteria for Assessment

#### PRESCRIBED LEARNING OUTCOMES

- C2 create informational writing and representations about non-complex topics and procedures, featuring
- ideas beginning to be developed through the use of relevant details
  - sentence fluency using some variety of sentence length and an emerging variety in pattern
  - developing word choice by using some content-specific vocabulary and details
  - developing voice by showing how they think and feel about a topic
  - an organization that includes a beginning that signals a topic and ideas that are generally logically sequenced
- C5 use strategies during writing and representing to express thoughts, including
- referring to class-generated criteria
  - referring to word banks
  - examining models of literature/visuals
  - revising and editing
- C7 use writing and representing to express personal responses and opinions about experiences or texts
- C10 use some features and conventions of language to express meaning in their writing and representing, including
- complete simple sentences, and begin to use compound sentences
  - some paragraph divisions
  - generally correct noun-pronoun and subject-verb agreement
  - past and present tenses
  - capital letters at the beginning of proper nouns and sentences
  - periods, question marks, or exclamation marks at the end of sentences
  - commas to separate items in a series
  - words from their oral vocabulary, personal word list, and class lists
  - spelling words of more than one syllable, high-frequency irregular words, and regular plurals by applying phonic knowledge and skills and visual memory
  - attempting to spell unfamiliar words by applying phonic knowledge and skills and visual memory
  - conventional Canadian spelling of common words
  - letters printed legibly, consistent in shape and size, with appropriate spacing between letters and words

*continued on next page*

*continued***Criteria for Assessment****SELECTED CRITERIA**

The teacher selected assessment criteria from a variety of sources, including

- Quick Scale: Grade 2 Writing to Communicate Ideas and Information (see following example)
- Grade 2 Suggested Achievement Indicators (see Student Achievement section)

**Assessment Criteria for this Activity**

The student can

- provide complete and accurate information
- include required basic parts needed for understanding instructions
- provide logically sequenced instructions
- repeat a few simple connecting words
- include some specific relevant details
- show some awareness of form – instructions look like instructions (may omit key feature such as numbering)
- include simple descriptive language; some attempts to be specific or exact
- show growing control of sentence structure; sentences are separated with punctuation and capitals
- show some variety in sentence length
- write in generally complete sentences
- include a title or opening sentence that signals the topic
- spell most common words correctly; errors do not obscure meaning
- use most pronouns and verb forms correctly

**STUDENT SELF-ASSESSMENT**

- I can use sequencing words to indicate steps or order for the procedure.
- I can describe all steps necessary to complete the procedure.
- I can reread my work to make sure steps are complete.
- I can provide pictures that illustrate each step in the procedure.
- I can share my work with a partner in a responsible way.
- I can accept suggestions from my partner if improvements are needed.
- I can provide helpful suggestions to my partner for possible improvements.

**ASSESSMENT SAMPLES FOR GRADE 2:  
WRITING A PROCEDURE**

*1. Sample formats for writing instructions*

|         |   |   |   |
|---------|---|---|---|
| 1       | 2 | 3 | 4 |
| First   |   |   |   |
| _____   |   |   |   |
| _____   |   |   |   |
| _____   |   |   |   |
| Then    |   |   |   |
| _____   |   |   |   |
| _____   |   |   |   |
| _____   |   |   |   |
| Next    |   |   |   |
| _____   |   |   |   |
| _____   |   |   |   |
| _____   |   |   |   |
| Finally |   |   |   |
| _____   |   |   |   |
| _____   |   |   |   |

*Teacher:* When the students first started working on this genre, they left out steps. After both oral and written practice, they demonstrated significant improvement. Having structured papers for them to choose from made it easier for them to write a clear procedure.

|   |                                  |
|---|----------------------------------|
| 1 | _____<br>_____<br>_____<br>_____ |
| 2 | _____<br>_____<br>_____<br>_____ |
| 3 | _____<br>_____<br>_____<br>_____ |
| 4 | _____<br>_____<br>_____<br>_____ |

|                                  |                                  |
|----------------------------------|----------------------------------|
| 1                                | 2                                |
| _____<br>_____<br>_____<br>_____ | _____<br>_____<br>_____<br>_____ |
| 3                                | 4                                |
| _____<br>_____<br>_____          | _____<br>_____<br>_____          |

2. Student writing sample 1

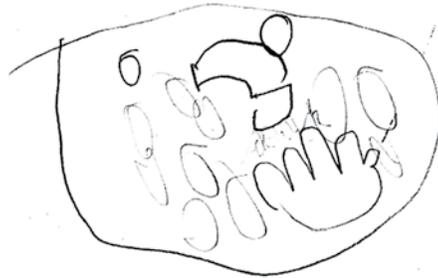
Sandeep 24, 05, 06 How to Plant seeds

|   |   |   |   |
|---|---|---|---|
| 1   | 3   | 5   | 7   |
|  |  |  |  |
| 2   | 4   | 6   | 8   |
|  |  |  |  |

First you get a cup, a spoon some soil. Then you scooped 3/4 full of soil. put your finger to make a hole and put the seeds in it. then you put some water in the cup. then put tape on it and write your name. finally you put your cup in front of the window.

*Teacher:* This is an ESL student's first piece of writing in this genre. We did the steps together, and reviewed the directions orally a few times. He had all the steps, and drew the boxes on top and numbered them on his own.

## 3. Student writing sample 2



First you go into the washroom. then get some soap in you hands then put a drop of water. after that rub your hands and sing row row row your boat after you finish the song. get all the soap of your hand with water



Next wipe your hands <sup>with a towel</sup> finally go out the washroom.

*Teacher:* In this second piece by the same student, I found the instructions clear and easy to follow. This time he chose his own topic. He used expressive language, and his sense of voice and creativity were evident in his addition of singing a favourite song while hand washing. He has also used sequencing words effectively. His printing could be neater and he needs to add a title. I will draw this to his attention.

4. Teacher’s highlighted copy of the Grade 2 Rubric for Writing to Communicate Ideas and Information

QUICK SCALE: GRADE 2 WRITING TO COMMUNICATE IDEAS AND INFORMATION

| Aspect   | Not Yet Within Expectations   | Meets Expectations (Minimal Level)  | Fully Meets Expectations   | Exceeds Expectations   |
|--|---|---|--|--|
| <b>SNAPSHOT</b>  | <i>The writing is hard to understand. Student is unable to provide clear written information without intensive, ongoing help. Writing is hard to follow.</i>  | <i>The writing offers some accurate information (usually from class discussion); parts are illogical or inaccurate and may be difficult to follow.</i>  | <i>The writing is clear, mostly in the student’s own words; provides accurate information on simple topics and procedures. Includes some detail.</i>   | <i>The writing is purposeful; provides accurate information with some specific detail on simple topics and procedures. Shows a sense of control.</i>   |
| <b>MEANING</b><br>• ideas and information<br>• use of detail   | <ul style="list-style-type: none"> <li>little or no accurate information (unless copied)</li> <li>often very short; omits required parts</li> <li>little logical detail or description</li> </ul>   | <ul style="list-style-type: none"> <li>some accurate information, usually from discussions and guidance</li> <li>has some required parts</li> <li>some details; often irrelevant or repetitious</li> </ul>  | <ul style="list-style-type: none"> <li>accurate basic information, often based on discussions and guidance</li> <li>generally includes all required parts; these are often very basic</li> <li>some specific, relevant details</li> </ul>  | <ul style="list-style-type: none"> <li>accurate, logical information; may add parts not discussed in class</li> <li>includes all required parts; often extra detail</li> <li>relevant explanations, examples, or details</li> </ul>  |
| <b>STYLE</b><br>• clarity, variety, and impact of language   | <ul style="list-style-type: none"> <li>language is often unclear; may make errors in word choice</li> <li>relies on short sentence frames that have been provided</li> </ul>  | <ul style="list-style-type: none"> <li>simple, basic language; often repetitive</li> <li>tends to rely on short, simple sentences or one or more long, rambling sentences</li> </ul>  | <ul style="list-style-type: none"> <li>conversational language; may include some description (often vague and repetitive)</li> <li>some variety in sentence length</li> </ul>  | <ul style="list-style-type: none"> <li>simple descriptive language; some attempts to be specific or exact</li> <li>beginning to show some control and variety in sentences</li> </ul>  |
| <b>FORM</b><br>• required features<br>• beginning<br>• sequence<br>• connecting words<br>• visual features | <ul style="list-style-type: none"> <li>does not resemble the intended form</li> <li>topic often unclear</li> <li>sequence is illogical</li> <li>few, if any, connecting words</li> <li>visual features are omitted, inaccurate, or unrelated to the topic</li> </ul>  | <ul style="list-style-type: none"> <li>includes some required features, but may have difficulty with the form (e.g., recipe may be a paragraph)</li> <li>begins in the middle</li> <li>rambles; little sequence</li> <li>seldom uses connecting words</li> <li>visual features may be incomplete</li> </ul> | <ul style="list-style-type: none"> <li>some awareness of form (e.g., instructions look like instructions); may omit key features</li> <li>title signals the topic</li> <li>logical sequence; may lapse in places</li> <li>repeats a few simple connecting words</li> <li>visual features are relevant; may be unclear</li> </ul>                         | <ul style="list-style-type: none"> <li>tries to use basic conventions of form (e.g., instructions look like instructions)</li> <li>a title signals the topic; usually has a conclusion</li> <li>logical sequence</li> <li>variety of connecting words</li> <li>visual features are clear and relevant</li> </ul>   |
| <b>CONVENTIONS</b><br>• complete sentences<br>• spelling<br>• capitals<br>• punctuation<br>• grammar       | <ul style="list-style-type: none"> <li>repeated serious errors make the writing difficult to read</li> <li>not written in sentences</li> <li>may omit letters and sounds</li> <li>often omits punctuation and capital letters or uses them inconsistently</li> <li>frequent errors in pronouns and verbs</li> </ul> | <ul style="list-style-type: none"> <li>frequent errors may interfere with meaning in places</li> <li>some complete sentences</li> <li>frequent spelling errors (but all sounds are represented)</li> <li>inconsistent use of capitals and punctuation</li> <li>some errors in pronouns and verbs</li> </ul> | <ul style="list-style-type: none"> <li>several errors, but these do not obscure meaning</li> <li>most sentences are complete</li> <li>most common words are spelled correctly</li> <li>occasional errors in end punctuation; uses capital letters for names, places, first word in sentence</li> <li>most pronouns and verb forms are correct</li> </ul> | <ul style="list-style-type: none"> <li>may include errors (particularly in more complex language); these do not affect meaning</li> <li>written in complete sentences</li> <li>most spelling is correct</li> <li>uses capital letters and end punctuation correctly</li> <li>uses correct pronouns and verb forms; may make occasional errors</li> </ul> |

Adapted from the BC Performance Standards for Writing



# CLASSROOM ASSESSMENT MODEL

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*Grade 3*

## ENGLISH LANGUAGE ARTS GRADE 3: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide some guidelines for suggested weighting of assessment and evaluation of English Language Arts Grade 3.

| Curriculum Organizers/<br>Suborganizers       | Suggested<br>Weight for<br>Grading | Number<br>of<br>Outcomes | Number of Outcomes<br>by Domain* |     |     |
|---|------------------------------------|--------------------------|----------------------------------|-----|-----|
|   |                                    |                          | K                                | U&A | HMP |
| <b>ORAL LANGUAGE (SPEAKING AND LISTENING)</b> |                                    |                          |                                  |     |     |
| Purposes                                      | 40-60%                             | 3                        |                                  | 3   |     |
| Strategies                                    |                                    | 3                        |                                  | 3   |     |
| Thinking                                      |                                    | 4                        |                                  | 1   | 3   |
| Features                                      |                                    | 2                        |                                  | 2   |     |
| <b>READING AND VIEWING</b>                    |                                    |                          |                                  |     |     |
| Purposes                                      | 20-40%                             | 4                        |                                  | 4   |     |
| Strategies                                    |                                    | 3                        |                                  | 3   |     |
| Thinking                                      |                                    | 3                        |                                  |     | 3   |
| Features                                      |                                    | 1                        |                                  | 1   |     |
| <b>WRITING AND REPRESENTING</b>               |                                    |                          |                                  |     |     |
| Purposes                                      | 20-40%                             | 3                        |                                  | 3   |     |
| Strategies                                    |                                    | 3                        |                                  | 3   |     |
| Thinking                                      |                                    | 3                        |                                  |     | 3   |
| Features                                      |                                    | 1                        |                                  | 1   |     |
| <b>TOTALS</b>                                 | 100%                               | 33                       |                                  |     |     |

\*The following abbreviations are used to represent the three cognitive levels within the cognitive domain:  
K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes.

## GRADE 3: ORAL LANGUAGE

### GENERATING SOLUTIONS TO PLAYGROUND PROBLEMS

#### PREVIOUS LEARNING EXPERIENCES

Students have participated in class meetings and structured small groups. They are experienced in taking group roles such as recorder, questioner, and encourager.

#### CONTEXT

Students in this class have had some difficulties solving playground problems independently. They are avid soccer players, and spend every recess and lunch on the soccer field. Students regularly return to class with hurt bodies and feelings, and a list of problems and complaints. The teacher developed the following process to deal with the problems and complaints.

#### DESCRIPTION

To begin, the teacher asked students to describe ways to interact effectively in groups. As part of the process, the class developed criteria for effective oral communication, such as looking at the speaker, asking questions, and taking turns (see rubric in the following Student Sample section).

Students brainstormed the problems they had experienced in soccer games, while the teacher listed the problems on a chart. Then the teacher explained the task students would do in small groups: choose a problem from the list, decide on one or more good solutions, record ideas on a problem solution T-chart, and prepare to share

with the rest of the class, giving the problem, the solution(s), and an explanation of why the solution(s) would be good one(s) to use. The teacher organized the students into groups of three and assigned a recorder, a questioner, and an encourager.

Groups discussed the soccer problems, recorded solutions, and decided how to present their problems and solutions. The students were given time to rehearse their presentations. As students were interacting, the teacher observed and assessed the oral communication strategies they used, making anecdotal notes using the selected criteria listed on the following page. The teacher also used the Rubric for Oral Language (see following example) to summarize the patterns of student communication behaviours within the class.

As groups described and explained the effectiveness of their solution(s), the teacher encouraged the class to ask questions such as

- How do you think the solution will help?
- Is this solution safe?
- Will it work?
- Can we do it?
- How will that solution affect the game?

After the presentations, groups reconvened to write a summary of the problem and their solution(s).

At the end of the activity, students completed the self-assessment rating scale on their oral communication skills.

**Criteria for Assessment****PRESCRIBED LEARNING OUTCOMES**

- A1 use speaking and listening to interact with others for the purposes of
- contributing to a class goal
  - sharing ideas and opinions
  - making connections
  - solving problems
  - completing tasks
- A4 use a variety of strategies when interacting with others, including
- accessing prior knowledge
  - making and sharing connections
  - asking questions for clarification and understanding
  - taking turns as speaker and listener
- A6 use a variety of strategies when listening to make and clarify meaning, including
- accessing prior knowledge
  - making predictions about content before listening
  - focussing on speaker
  - listening for specifics
  - asking questions
  - recalling and summarizing
  - visualizing
  - monitoring comprehension
- A11 use the features of oral language to convey and derive meaning, including
- text structure
  - sentence lengths and types
  - transitions
  - syntax (i.e., grammar and usage)
  - enunciation
  - receptive listening posture

*continued on next page*

continued

### Criteria for Assessment

#### SELECTED CRITERIA

The teacher developed assessment criteria from a variety of sources, including

- Grade 3 Rubric for Oral Language (see following example)
- Grade 3 Suggested Achievement Indicators (see Student Achievement section)
- Student-generated criteria from class discussions

#### Assessment Criteria for this Activity

The student can

- engage in small group and whole-class discussion to solve a problem
- share ideas, opinions, and feelings relevant to class activities and discussions
- balance the roles of self as speaker and listener
- recognize when information is not making sense
- ask questions to clarify
- compare own predictions and opinions with those of others
- explain a simple problem or issue
- in structured situations (e.g., role play, A/B partners, classroom discussions), suggest ways to use language to resolve problems
- with teacher support, consider the impact of various choices

#### STUDENT SELF-ASSESSMENT

Students generated the following list of criteria as part of this activity. The teacher then created a self-assessment rating scale for students to complete at the end of the activity.

- I kept my eyes on the speaker.
- My body was facing the speaker.
- I asked questions when I didn't understand.
- I repeated what was said so that I could understand it better.
- I waited my turn to speak without interrupting.
- I encouraged others to share their ideas.
- I complimented other people's ideas.
- I shared my ideas in a clear voice.
- I set a goal to improve my communications skills.
- I suggested ways to help make the group work better.

**ASSESSMENT SAMPLES FOR GRADE 3 ORAL LANGUAGE:  
GENERATING SOLUTIONS**

*1. Student sample self-assessment for communication skills*

**Student Self-Assessment for Communication Skills**

| Criteria:  |  |  |  |
|--|---|--|---|
| I kept my eyes on the speaker.                                 | ✓   |  |   |
| My body was facing the speaker.                                | ✓   |  |   |
| I asked questions when I didn't understand.                    |   | ✓  |   |
| I repeated what was said so that I could understand it better. |   |  | ✓   |
| I waited my turn to speak without interrupting.                |   | ✓  |   |
| I encouraged others to share their ideas.                      | ✓   |  |   |
| I complimented other people's ideas.                           |   | ✓  |   |
| I shared my ideas in a clear voice.                            | ✓   |  |   |

**Goal Setting:**

One thing I could do to improve my communications skills is look at  
the speaker and don't get  
distracted.

One thing I could do to help make the group work better is complement  
peoples good ideas.

*Teacher:* At the start of the lesson I wanted students to generate a list of criteria for effective oral communication. By using their criteria on a self-assessment worksheet, I am encouraging them to participate in the assessment process and take responsibility for improving their own behaviours.

I realize I need to teach students how to paraphrase ideas expressed by their peers, in order for them to learn how to clarify ideas and check for understanding. It would also help students remain engaged in the conversation.

2. Teacher’s highlighted copy of Grade 3 Rubric for Oral Language

GRADE 3 RUBRIC FOR ORAL LANGUAGE

| Aspect  | Not Yet Within Expectations   | Meets Expectations (Minimal Level)   | Fully Meets Expectations   | Exceeds Expectations   |
|---|---|--|--|--|
| <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>uses polite language to encourage interaction with others</li> <li>focuses on the speaker, maintaining a “listening” posture without interrupting</li> <li>when offering ideas, speaks and positions self so others can see and hear</li> <li>asks questions to find out others’ ideas</li> </ul> | <ul style="list-style-type: none"> <li>uses polite language, with teacher support</li> <li>focuses on speaker, sometimes maintaining a “listening” posture</li> <li>speaks and positions self so others can see and hear, with teacher support</li> <li>asks questions to find out others’ ideas, with teacher support</li> </ul> | <ul style="list-style-type: none"> <li>uses polite language voluntarily</li> <li>focuses on speaker, maintaining a “listening” posture</li> <li>speaks and positions self so others can see and hear</li> <li>asks some questions to find out others’ ideas</li> </ul> | <ul style="list-style-type: none"> <li>uses polite language voluntarily to encourage interaction with others</li> <li>focuses on speaker, maintaining a “listening” posture without interrupting</li> <li>speaks and positions self so others can see and hear to show awareness of audience</li> <li>asks relevant questions to find out others’ ideas</li> </ul> | <ul style="list-style-type: none"> <li>voluntarily shows respect to others</li> <li>consistently focuses on speaker, maintaining a “listening” posture without interrupting, and responds appropriately</li> <li>speaks and positions self so others can see and hear, adjusting to audience’s needs</li> <li>asks relevant questions to find out others’ ideas and respond accordingly</li> </ul> |
| <p><b>EXCHANGING IDEAS/ INFORMATION</b></p> <ul style="list-style-type: none"> <li>offers ideas related to the problem</li> <li>asks questions to find out and clarify others’ views</li> <li>shares opinions and gives reasons</li> <li>shares in completing tasks</li> </ul>  | <ul style="list-style-type: none"> <li>offers ideas related to the problem, with teacher support</li> <li>asks questions to clarify others’ views, with teacher support</li> <li>gives opinions, with teacher support</li> <li>contributes to shared tasks, with teacher support</li> </ul>                                       | <ul style="list-style-type: none"> <li>offers ideas related to the problem, directly or indirectly</li> <li>asks questions</li> <li>shares opinions</li> <li>contributes somewhat to shared tasks</li> </ul>   | <ul style="list-style-type: none"> <li>offers ideas related to the problem</li> <li>asks questions to find out and clarify others’ views</li> <li>shares opinions and gives reasons</li> <li>contributes willingly to shared tasks</li> </ul>  | <ul style="list-style-type: none"> <li>offers constructive ideas related to the problem</li> <li>asks questions to find out, clarify, and extend others’ views</li> <li>shares opinions and gives reasons; may consider more than one point of view</li> <li>contributes willingly to shared tasks; may help others</li> </ul>   |
| <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>recalls key ideas</li> <li>contributes accurate information to create a shared summary of other presentations</li> </ul>   | <ul style="list-style-type: none"> <li>recalls some key ideas, with teacher support</li> <li>contributes information to a shared summary, with teacher support</li> </ul>   | <ul style="list-style-type: none"> <li>recalls some key ideas</li> <li>contributes limited information to a shared summary</li> </ul>  | <ul style="list-style-type: none"> <li>recalls key ideas</li> <li>contributes accurate information to create a shared summary</li> </ul>   | <ul style="list-style-type: none"> <li>recalls key ideas; may be able to provide extensive detail</li> <li>contributes accurate information to create a shared summary; may take leadership</li> </ul>   |
| <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>given a frame, describes own behaviour and identifies a simple goal</li> </ul>  | <ul style="list-style-type: none"> <li>identifies a simple goal appropriately, with teacher support</li> </ul>  | <ul style="list-style-type: none"> <li>describes own behaviour and identifies a goal</li> </ul>  | <ul style="list-style-type: none"> <li>describes own behaviour and identifies a reasonable goal</li> </ul>   | <ul style="list-style-type: none"> <li>describes own behaviour and identifies a goal with adequate detail</li> </ul>   |

## GRADE 3: READING AND VIEWING

### GATHERING AND ORGANIZING FACTS FROM INFORMATIONAL TEXT

#### PREVIOUS LEARNING EXPERIENCES

Students have had opportunities to use a range of written and visual resources to find information about a variety of topics. Students were familiar with graphic organizers such as the K-W-L chart, as well as the inquiry approach to research (i.e., starting with questions you want to find the answers to, in order to guide your research). Prior to starting this research project, the teacher brainstormed with students to identify criteria for effective informational reading strategies (e.g., rereading, skimming, or reading ahead to locate information; using graphophonics, meaning, and syntax in combination to decode unfamiliar words). The teacher and students generated a list of Canadian animals that would be appropriate topics for an animal research study, and the teacher modelled how to narrow down a topic (e.g., bears to grizzly bears).

#### CONTEXT

The teacher capitalized on students' interest in animals to develop a unit on reading and viewing informational texts. To become familiar with the range of resources they might use, students explored pictures, videos, picture books, the Internet (e.g., "Enchanted Learning"), and other reference materials about Canadian animals provided by the teacher.

#### DESCRIPTION

##### *Before reading*

The teacher introduced students to the text features found in informational text (e.g., titles, headings, captions). The teacher reviewed the strategies and approaches needed to read and view informational text and discussed how they are different from the strategies and approaches used when reading literature. The teacher modelled how to choose four questions that a student might be most interested in learning about their particular animal, using the "Wonder" section of the K-W-L chart, and how to set up the questions on a fact-gathering graphic organizer (see following sample).

##### *During reading*

Students chose the Canadian animal they wished to learn more about, and then did a K-W-L to record what they already knew and what they wondered about the animal. Next, students worked in guided reading groups to read and find the answers to their questions, using articles or books at their instructional levels. Students located and recorded main ideas and relevant details under their four questions of inquiry. The teacher reminded the students to write only key words or phrases.

While they were reading, the teacher conducted running records with several individual students, noting the strategies they were using to figure out unfamiliar words (phonics, word structure, context clues), and whether they were rereading when it did not make sense.

This teacher also used the Grade 3 Reading Information Quick Scale when conferencing with students. During the conference, the teacher asked questions based on the Quick Scale to help students assess their reading, and highlighted the appropriate sections on the Quick Scale according to students' responses. The following questions were asked during these conferences:

- What reading strategies did you use when you came to a word you didn't know?
- What reading strategies did you use when something didn't make sense?
- What was the most interesting or surprising thing you read?
- Did the information from the reading answer any of the questions you were wondering about?
- What do you still need to find out?

##### *After reading*

Students used their facts to write a paragraph for each of their questions, with a topic sentence, supporting details, and a closing sentence. Students were invited to include a labelled diagram to enhance their work.

## Criteria for Assessment

## PRESCRIBED LEARNING OUTCOMES

- B2 read fluently and demonstrate comprehension of grade-appropriate information texts, such as
- non-fiction books
  - textbooks and other instructional materials
  - materials that contain simple diagrams, charts, or maps
  - reports and articles from children’s magazines
  - reference materials
  - web sites designed for children
  - instructions and procedures
- B4 view and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters)
- B5 use a variety of strategies before reading and viewing, including
- accessing prior knowledge to make connections
  - setting a purpose
  - making predictions
  - asking questions
  - previewing texts
- B6 use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning, including
- predicting
  - making connections
  - visualizing
  - asking and answering questions
  - using ‘text features’
  - self-monitoring and self-correcting
  - figuring out unknown words
  - reading selectively
  - summarizing
- B7 use a variety of strategies after reading and viewing to confirm and extend meaning, including
- self-monitoring and self-correcting
  - generating and responding to questions
  - generating a response
  - visualizing
  - retelling and summarizing
  - using ‘text features’ to locate information
  - using graphic organizers to record information
- B8 respond to selections they read or view, by
- expressing an opinion with some supporting evidence
  - making text-to-self, text-to-text, and text-to-world connections
  - giving reasons for choosing to read or view particular texts
- B9 read and view to extend thinking, by
- predicting
  - developing connections and explanations
  - distinguishing between fact and fiction
  - drawing conclusions
- B11 recognize and derive meaning from the structures and features of texts, including
- form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive)
  - literary elements (e.g., plot, conflict, theme, character, setting)
  - literary devices (e.g., imagery, simile, rhyme, rhythm, alliteration)
  - ‘text features’ (e.g., headings, diagrams, columns, sidebars)

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continued

**Criteria for Assessment**

**SELECTED CRITERIA**

The teacher developed assessment criteria from a variety of sources, including

- Quick Scale: Grade 3 Reading Information (see following example)
- Grade 3 Suggested Achievement Indicators (from Student Achievement section)

**Assessment Criteria for this Activity**

The student can

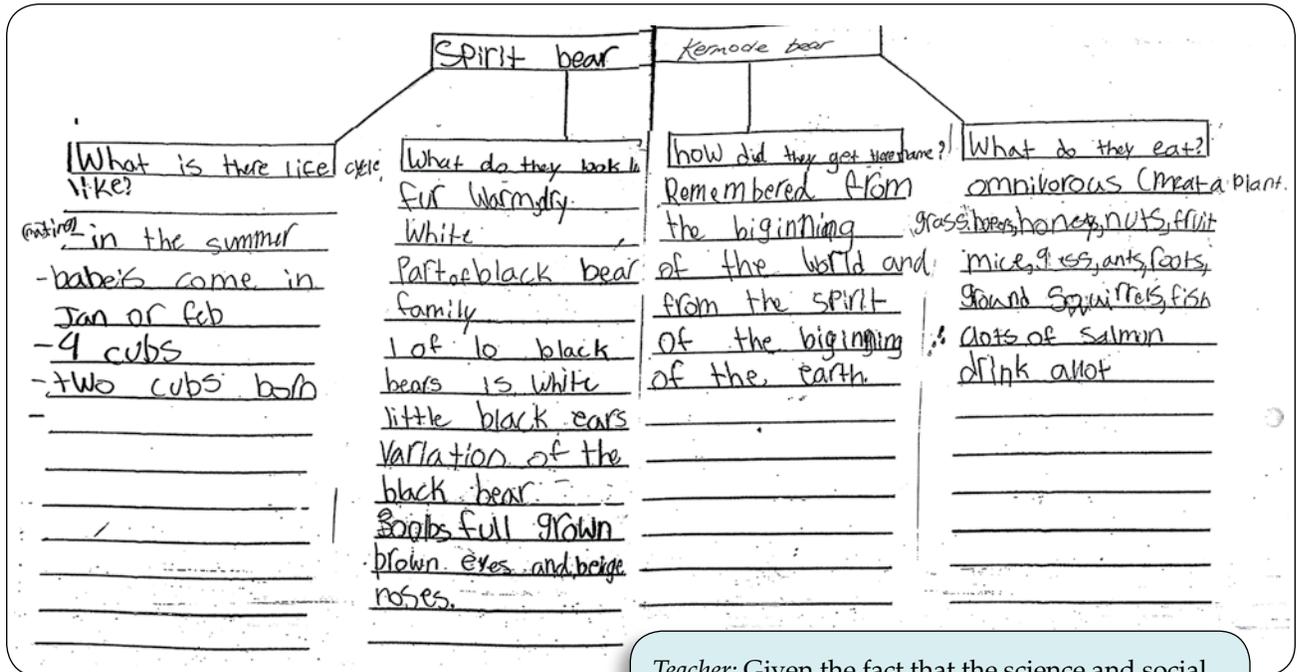
- use a variety of both print and electronic reference sources
- accurately identify or summarize main topics addressed in a selection
- create logical categories and sort information with some prompting
- identify relevant details in response to questions or activities
- use relevant details in answers and explanations
- use prior knowledge and preview to generate prereading questions
- point out 'text features' in simple information text and suggest what purpose they serve
- use appropriate 'text features' (e.g., headings, captions, illustrations) to find information and figure out unfamiliar words
- reread and skim to find specific details
- use graphophonics, meaning, and syntax in combination to decode unfamiliar words
- use graphic organizers to support comprehension
- use graphic organizers to record information

**STUDENT SELF-ASSESSMENT**

- I can offer reactions and opinions with some supporting reasons or explanation.
- I can identify the strategies used before and during reading to make meaning and figure out words.

ASSESSMENT SAMPLES FOR GRADE 3 READING AND VIEWING:  
GATHERING AND ORGANIZING FACTS FROM INFORMATIONAL TEXT

1. Student sample of fact-gathering organizer



Teacher: Given the fact that the science and social studies curricula deal with animal life cycles and Canadian geography, I chose Canadian animals as the focus for research. I chose the inquiry approach to research because it is student-driven and student-centred, giving them choice in what they research. This research project has allowed me to integrate the language arts into other curriculum areas.

## 2. Transcript of student writing from an organizer

Spirit Bears got their name from something very special.  
Spirit Bears were remembered from the beginning of the earth.  
When the eagle started the earth it was all white but it was turning green. So the eagle wanted something to remind him so he made the Spirit Bear. I think the Spirit Bear is very special.

Spirit bears have very cozy fur.  
Spirit bears have warm, dry and white fur. When they are full-grown they are about 300 pounds. They grow a lot and gain more weight when they grow. They also have webbed paws, beige noses and brown eyes. Spirit bears are very different looking than humans.

Why do Spirit bears have babies? They have babies because they are close to extinction! They usually mate in the summer and their babies usually get born in January or February. There is an estimate of 4 babies but 2 are born in the first year and the other 2 are born later. I hope spirit bears don't go extinct.

Did you know that Spirit bears are omnivorous?  
Spirit bears are omnivorous (they eat meat and plants).  
Some plants they eat are: grass, roots, fruit, grasshoppers, honey, ants, and nuts. Some meats that they eat are: lots of salmon, mice, fish, and ground squirrels. And they drink a lot! I think that I don't want to be a spirit bear because I don't like what they eat.

*Teacher:* While conferencing with students I noticed that most of them were able to use phonics and word structure to sound out unfamiliar words. However, many students needed support to reread using context clues when passages did not make sense. If students improve their ability to use context clues and reread to check for understanding, their comprehension of text should improve. I will focus on this during reading instruction.

I also noticed that many students had difficulty comparing and making connections between different sources of information. As a result, I am going to try using a Venn diagram to compare two sources of information on the same question of inquiry, e.g., "What do Spirit Bears eat?" This should help students see ways that two pieces of text can contain similarities and differences.

3. Teacher’s highlighted copy of the Grade 3 Quick Scale for Reading Information

QUICK SCALE: GRADE 3 READING INFORMATION

| Aspect  | Not Yet Within Expectations  | Meets Expectations (Minimal Level)  | Fully Meets Expectations   | Exceeds Expectations  |
|---|--|---|--|---|
| <b>SNAPSHOT</b>   | <i>The student may be able to read and recall brief, simple information passages and procedures that are strongly supported by illustrations. Often needs one-to-one help.</i>   | <i>The student is able to read simple and direct information passages and procedures, and complete basic comprehension tasks with some support. Work often lacks detail.</i>  | <i>The student is able to read simple and direct information passages and procedures, and complete related tasks independently. Work is accurate and complete.</i>   | <i>The student is able to read information and procedures with some complex ideas and language, and complete related tasks independently. Work often exceeds basic requirements.</i>  |
| <b>STRATEGIES</b><br>• adjust for purpose<br>• word skills<br>• comprehension strategies  | <ul style="list-style-type: none"> <li>relies on sounding-out; has difficulty using context clues</li> <li>does not use text features to make sense of the selection</li> <li>may attempt to recall or guess rather than reread for details</li> </ul>                       | <ul style="list-style-type: none"> <li>uses phonics and context clues with support</li> <li>needs help to use text features (e.g., headings, diagrams)</li> <li>rereads to find details; may be inefficient</li> </ul>  | <ul style="list-style-type: none"> <li>uses phonics, word structure, and context clues</li> <li>uses text features (e.g., headings, diagrams); may need prompting</li> <li>rereads and skims for details</li> </ul>                              | <ul style="list-style-type: none"> <li>combines phonics, word structure, and context clues efficiently</li> <li>uses text features (e.g., headings, diagrams)</li> <li>rereads and skims for details; efficient</li> </ul>  |
| <b>COMPREHENSION</b><br>• accuracy and completeness<br>• main ideas<br>• details<br>• note-making, information organization<br>• inferences | <ul style="list-style-type: none"> <li>responses to questions or tasks are often incomplete; may be inaccurate</li> <li>identifies topic</li> <li>may recall some relevant details if prompted</li> <li>needs support to locate, record, and organize information</li> </ul> | <ul style="list-style-type: none"> <li>responses to questions or tasks are generally accurate, but may be vague or lack detail</li> <li>identifies most main ideas</li> <li>gives some relevant details</li> <li>records information without much organization</li> </ul> | <ul style="list-style-type: none"> <li>responses to questions or tasks are accurate, clear, and complete</li> <li>identifies main ideas</li> <li>gives relevant details</li> <li>organizes information; may create logical categories</li> </ul> | <ul style="list-style-type: none"> <li>responses to questions or tasks are accurate, clear, and thorough; may include inferences</li> <li>identifies main ideas; concise</li> <li>gives specific, relevant details</li> <li>organizes information; can create logical categories</li> </ul> |
| <b>ANALYSIS</b><br>• connections to other information   | <ul style="list-style-type: none"> <li>unable to tell how new information is like or unlike other information about the topic</li> </ul>   | <ul style="list-style-type: none"> <li>with support, tells some ways new information is like or unlike other information about the topic</li> </ul>   | <ul style="list-style-type: none"> <li>tells some ways new information is like or unlike other information about the topic</li> </ul>  | <ul style="list-style-type: none"> <li>tells some ways new information is like or unlike other information; may question new information</li> </ul>   |

Adapted from the BC Performance Standards for Reading

## GRADE 3: WRITING AND REPRESENTING

### COMPOSING A POEM

#### PREVIOUS LEARNING EXPERIENCES

Students have frequently read, listened to, and written poetry. The teacher has presented a series of lessons on different kinds of poetry and their features, and students have written many different types of poems. Students have used magnifying glasses previously. They have had experiences drafting, revising, and editing their work. They have also used visual organizers to record sensory words/pictures.

#### CONTEXT

Students were engaged in a hands-on class activity to develop sensory vocabulary to use in describing images about pussy willows. They followed a poetic form modelled by the teacher that takes information from a graphic organizer and arranges descriptive sentences and comparisons on the page.

#### DESCRIPTION

##### *Before writing*

Students used magnifying glasses to examine a stalk of pussy willow. The teacher provided the following prompts:

- What does the pussy willow look like?
- Close your eyes and stroke the pussy willow. What does it feel like?
- It is as soft as...
- It is as gentle as...

- If you were a very tiny creature, what could the pussy willow be used for?
- What else could a pussy willow be used for?

Students recorded their ideas on the graphic organizer and drew pictures of the images that came to mind. They met in groups of three and discussed their thoughts and ideas and the images they had drawn. The class reviewed what they had learned about descriptive language and creating images. The teacher reminded the students that poems do not have to rhyme. She also reviewed Prescribed Learning Outcome C3 (see following Prescribed Learning Outcomes) with the class to set criteria for an effectively written poem.

##### *During writing*

Students wrote poems titled “What is a Pussy Willow?” following the poetic form provided by the teacher. They read their first draft to a partner. In response, partners made one positive comment, asked a question about the ideas or word choice in the poem, and made one suggestion to improve the poem. Students incorporated the suggestions as they completed their draft. Next, students revised their draft a second time after considering the following question: “When revising your poem, what descriptive word could you add or change to make a stronger picture or image?” Students revised their work using criteria developed with the teacher (PLO C3).

|   |  |
|---|--|
| Looks like (size, shape, colour, comparison, e.g., as tiny as...) | How could a very tiny creature use this? |
| Feels like (as soft as...)  | What else could it be used for?          |

*After writing*

Students shared their work in a poetry celebration such as a Poetry Café. (In a Poetry Café, lights are dimmed, and students share their poems. The

audience snaps their fingers in appreciation rather than clapping.) They then completed the following self-assessment.

| Criteria:   | Yes | Sometimes | No |
|---|-----|-----------|----|
| I created strong images or pictures with my words.  |     |           |    |
| I used powerful describing words.   |     |           |    |
| I made interesting, original comparisons (e.g., “as soft as...”).                         |     |           |    |
| I used the suggestion(s) given to me from my classmate and teacher to improve my poem.    |     |           |    |
| My printing was neat and legible.   |     |           |    |
| I put a space between my words and consistently formed my letters properly on the lines.  |     |           |    |
| I spelled familiar and frequently used words correctly.                                   |     |           |    |
| I put a capital at the beginning of every line and used commas and periods appropriately. |     |           |    |

The most powerful line in my poem is \_\_\_\_\_  
 \_\_\_\_\_  
 because \_\_\_\_\_  
 \_\_\_\_\_

**Criteria for Assessment****PRESCRIBED LEARNING OUTCOMES**

- C3 create a variety of imaginative writing and representations following patterns modelled from literature, featuring
- ideas developed through interesting sensory detail
  - sentence fluency developed through experimenting with some smooth patterns, and phrasing that is beginning to sound natural
  - experimentation with word choice by using new, unusual words and varied descriptive and sensory language
  - an emerging voice demonstrating a developing writing style
  - an organization that develops logically from an engaging opening through to a satisfying ending
- C6 use a variety of strategies after writing and representing to improve their work, including
- checking their work against established criteria
  - revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization)
  - editing for conventions (e.g., capitals, punctuation, spelling)
- C7 use writing and representing to express personal responses and opinions about experiences and texts
- C10 use the features and conventions of language to express meaning in their writing and representing, including
- complete simple and compound sentences
  - various sentence types (e.g., declarative, interrogative, imperative, exclamatory)
  - paragraphs, with some accuracy
  - correct subject-verb agreement
  - past and present tenses
  - noun and pronoun agreement
  - capitalization in titles of books and stories
  - punctuation at the end of sentences
  - apostrophes to form common contractions and to show possession
  - commas in a series, dates, addresses, and locations
  - new words from their oral language and reading experiences
  - spelling phonically regular, three-syllable words, by applying phonic knowledge and skills and visual memory
  - conventional Canadian spelling of familiar words, and spelling of unfamiliar words by applying generalizations to assist
  - strategies for correctly spelling frequently misspelled words
  - legible print, and begin to show proper alignment, shape, and slant of cursive writing
  - spacing words and sentences consistently on a line and page

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continued

### Criteria for Assessment

#### SELECTED CRITERIA

The teacher developed assessment criteria from a variety of sources, including

- Quick Scale: Grade 3 Writing Stories and Poems (following this sample)
- Grade 3 Suggested Achievement Indicators (from Student Achievement section)

#### Assessment Criteria for this Activity

The student can

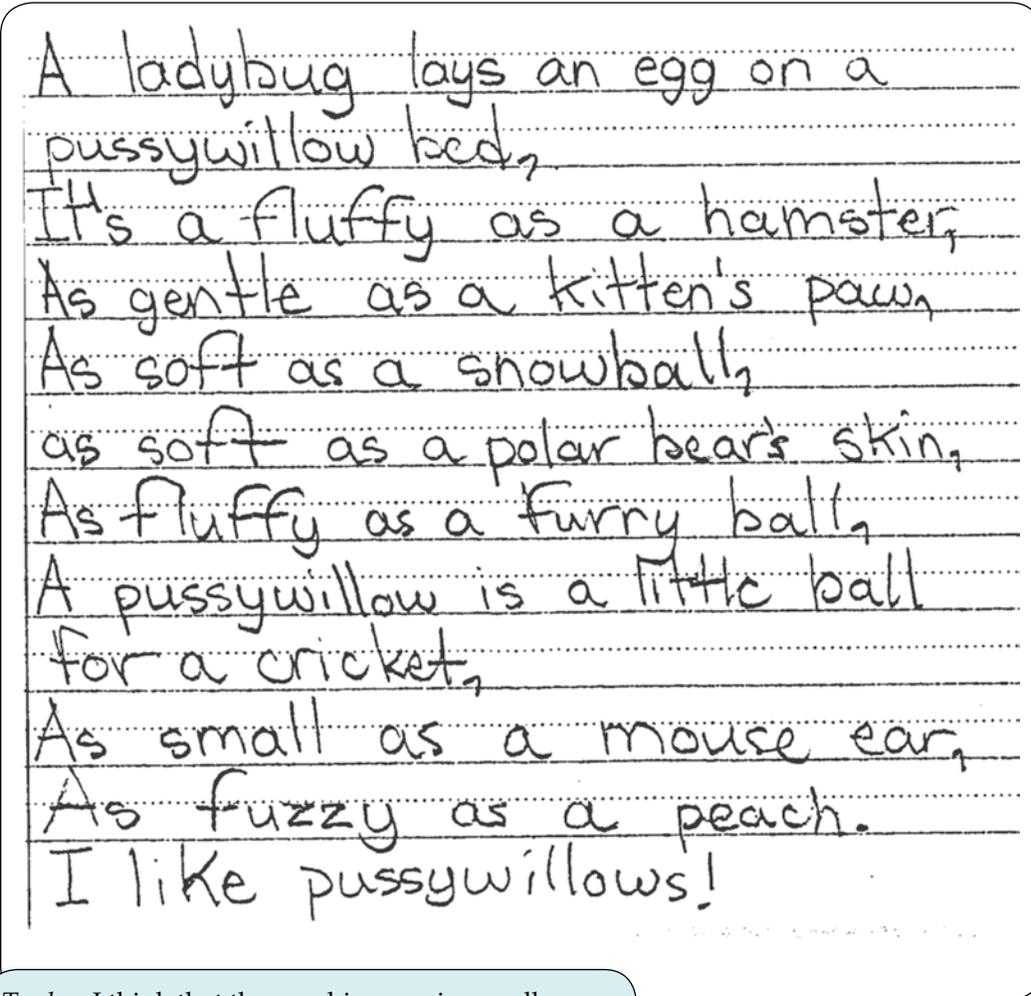
- enhance descriptions through sensory details
- develop a topic that shows imagination and may be original
- show a sense of audience and attempt to make an impact
- use some figurative language to create descriptive images (i.e., includes similes, metaphors)
- show emerging individuality in writing style
- attempt to follow a poetic form
- use conventional spelling for familiar and frequently used words

#### STUDENT SELF-ASSESSMENT

- I created strong images or pictures with my words.
- I used powerful describing words.
- I made interesting, original comparisons (e.g., “as soft as...”).
- I used the suggestion(s) given to me from my classmate and teacher to improve my poem.
- My printing was neat and legible.
- I put a space between my words and consistently formed my letters properly on the lines.
- I spelled familiar and frequently used words correctly.
- I put a capital at the beginning of every line and used commas and periods appropriately.

ASSESSMENT SAMPLES FOR GRADE 3 WRITING AND REPRESENTING:  
COMPOSING A POEM

## 1. Student writing sample



*Teacher:* I think that the graphic organizer really helped to elicit and organize students' thoughts. As I circulated the room I was able to give feedback and support, as well as share exemplary examples of students' work with the class.

*Teacher:* I focussed mainly on the "meaning," "poems," and "conventions" aspects of the writing rubric when assessing the children's poems. I found that most students were able to meet or fully meet expectations using a structured poetic format.

I am wondering if students would be able to write a free form poem with less structure provided, and still fully meet expectations. I might try this activity using a different artifact (e.g., an acorn top) as a focal point, without providing modelling and guidance.

2. Teacher assessment of student writing using the Quick Scale for Grade 3 Writing Stories and Poems

QUICK SCALE: GRADE 3 WRITING STORIES AND POEMS

| Aspect  | Not Yet Within Expectations  | Meets Expectations (Minimal Level)  | Fully Meets Expectations   | Exceeds Expectations  |
|---|--|---|--|---|
| <b>SNAPSHOT</b>   | <i>The writing is often very brief, disjointed, or illogical, and flawed by repeated basic errors. The student needs ongoing support.</i>  | <i>The writing presents loosely connected events or ideas, with some detail; parts may be hard to follow or flawed by frequent errors.</i>  | <i>The writing is a complete, easy-to-follow story or poem with some interesting detail.</i>   | <i>The writing is an engaging story or poem with some originality.</i>  |
| <b>MEANING</b><br>• ideas and information<br>• use of detail  | <ul style="list-style-type: none"> <li>• may not have a “story problem” or purpose</li> <li>• few details</li> </ul>   | <ul style="list-style-type: none"> <li>• often based on another selection</li> <li>• some details</li> </ul>  | <ul style="list-style-type: none"> <li>• some individuality; considers reader’s reaction</li> <li>• some supporting details add “colour”</li> </ul>  | <ul style="list-style-type: none"> <li>• some originality and creative development; tries to make an impact</li> <li>• supporting details add “colour”</li> </ul>   |
| <b>STYLE</b><br>• clarity, variety, and impact of language  | <ul style="list-style-type: none"> <li>• basic, simple sentences often long and rambling or short and stilted; little variety</li> </ul>   | <ul style="list-style-type: none"> <li>• generally simple language; some description</li> <li>• repeats simple and compound sentences (some may run on)</li> </ul>                      | <ul style="list-style-type: none"> <li>• clear; some “story language” and description</li> <li>• some variety in sentences</li> </ul>  | <ul style="list-style-type: none"> <li>• clear, varied, and often expressive; may experiment with new language</li> <li>• flows smoothly; varied sentences</li> </ul>   |
| <b>FORM STORIES</b><br>• beginning, middle, end<br>• sequence<br>• characters<br>• dialogue<br>• connecting words             | <ul style="list-style-type: none"> <li>• may be very brief; loosely related events without an introduction</li> <li>• characters are not described; no clear dialogue</li> </ul> | <ul style="list-style-type: none"> <li>• includes beginning, middle, and end; often loses focus and ends abruptly</li> <li>• characters are identified; may include dialogue</li> </ul> | <ul style="list-style-type: none"> <li>• develops logically sequenced events from a “story problem” to a reasonable solution</li> <li>• characters have some individuality; often includes dialogue</li> </ul> | <ul style="list-style-type: none"> <li>• develops smoothly from an engaging opening; tries to create suspense or interest; reaches a satisfying conclusion</li> <li>• characters have personality; dialogue often sounds natural</li> </ul> |
| <b>POEMS</b><br>• poetic form<br>• descriptive language   | <ul style="list-style-type: none"> <li>• needs a frame or template</li> <li>• may be one-word responses</li> </ul>   | <ul style="list-style-type: none"> <li>• attempts a poetic form, but often writes in sentences</li> <li>• attempts some descriptive language</li> </ul>                                 | <ul style="list-style-type: none"> <li>• attempts to use a poetic form; may lapse in places</li> <li>• some descriptive language</li> </ul>  | <ul style="list-style-type: none"> <li>• uses a poetic form</li> <li>• includes some descriptive and figurative language</li> </ul>   |
| <b>CONVENTIONS</b><br>• complete sentences<br>• spelling<br>• capitals<br>• end of sentence punctuation<br>• correct pronouns | <ul style="list-style-type: none"> <li>• frequent basic errors affect meaning</li> <li>• may be hard to read</li> </ul>  | <ul style="list-style-type: none"> <li>• may include several errors, but these do not interfere with basic meaning</li> <li>• legible</li> </ul>  | <ul style="list-style-type: none"> <li>• may include some errors, but these do not interfere with meaning</li> <li>• legible; clearly presented</li> </ul>   | <ul style="list-style-type: none"> <li>• few errors; these are usually caused by taking risks with newly acquired or complex language</li> <li>• legible; care in presentation</li> </ul>   |

Adapted from the BC Performance Standards for Writing





# CLASSROOM ASSESSMENT MODEL

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*Grade 4*

## ENGLISH LANGUAGE ARTS GRADE 4: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide some guidelines for suggested weighting of assessment and evaluation of English Language Arts Grade 4.

| Curriculum Organizers/<br>Suborganizers       | Suggested<br>Weight for<br>Grading | Number<br>of<br>Outcomes | Number of Outcomes<br>by Domain* |     |     |
|---|------------------------------------|--------------------------|----------------------------------|-----|-----|
|   |                                    |                          | K                                | U&A | HMP |
| <b>ORAL LANGUAGE (SPEAKING AND LISTENING)</b> |                                    |                          |                                  |     |     |
| Purposes                                      | 25-35%                             | 3                        |                                  | 3   |     |
| Strategies                                    |                                    | 3                        |                                  | 3   |     |
| Thinking                                      |                                    | 4                        |                                  | 1   | 3   |
| Features                                      |                                    | 2                        |                                  | 2   |     |
| <b>READING AND VIEWING</b>                    |                                    |                          |                                  |     |     |
| Purposes                                      | 40-50%                             | 4                        |                                  | 4   |     |
| Strategies                                    |                                    | 3                        |                                  | 3   |     |
| Thinking                                      |                                    | 3                        |                                  |     | 3   |
| Features                                      |                                    | 1                        |                                  | 1   |     |
| <b>WRITING AND REPRESENTING</b>               |                                    |                          |                                  |     |     |
| Purposes                                      | 25-35%                             | 4                        |                                  | 3   |     |
| Strategies                                    |                                    | 3                        |                                  | 3   |     |
| Thinking                                      |                                    | 3                        |                                  |     | 3   |
| Features                                      |                                    | 1                        |                                  | 1   |     |
| <b>TOTALS</b>                                 | 100%                               | 34                       |                                  |     |     |

\*The following abbreviations are used to represent the three cognitive levels within the cognitive domain:  
K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes.

## GRADE 4: ORAL LANGUAGE

### ORAL PARTICIPATION IN LITERATURE CIRCLES

#### PREVIOUS LEARNING EXPERIENCES

Students have had practice in or exposure to reading strategies such as making and sharing connections and asking questions. They have also worked on sharing ideas orally and taking turns as speaker and listener. Students have learned how to choose a passage in what they were reading to share with their literature circle group. They have also had practice using literature circle discussion starters (e.g., “I felt...when...because...,” “If I were the author I would change...because...,” “I had the same thing happen to me when...,” etc.) to further discuss the connections they were making during reading.

#### CONTEXT

Students in this class have been working in literature circle groups for several weeks. The teacher has been assessing different students during each literature circle session. In this session, students were in homogeneous groups reading texts at the right level for their group. There were no more than six students in each group. The teacher was interested in assessing the oral language of two specific students. One assessment is included in this example.

#### DESCRIPTION

Before the literature circles, students read a chapter in their books independently, or in partners for those needing extra support. They each chose a passage from the chapter they wanted to share with their group. Students were encouraged to choose a passage that they could connect to, had questions about, found powerful language in, etc. They were expected to share with their group why they had chosen the passage (e.g., “I had a connection to...,” “I’m wondering about...,” “I liked...,” “This is my favourite part...”).

Students then met with their literature circle groups. Student A read his or her selected passage to the group. Each group member said something about the passage that had been shared. Many used discussion starter stems to frame their ideas (e.g., “That part makes me feel...because...”). After all other group members shared their thoughts, Student A explained the reasons he or she chose the selected passage. During these activities, the teacher monitored the group’s interactions and observed two individual students.

**Criteria for Assessment****PRESCRIBED LEARNING OUTCOMES**

- A1 use speaking and listening to interact with others for the purposes of
- contributing to a class goal
  - sharing ideas and opinions
  - improving and deepening comprehension
  - solving problems
  - completing tasks
- A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by
- staying on topic in a focussed discussion
  - recounting experiences in a logical order
  - using an effective introduction and conclusion
  - using details or examples to enhance meaning
  - explaining and supporting a viewpoint
- A3 listen purposefully to understand ideas and information, by
- summarizing main ideas and supporting details
  - generating questions
  - visualizing and sharing
  - identifying opinions or viewpoints
  - ignoring distractions
- A4 select and use strategies when interacting with others, including
- accessing prior knowledge
  - making and sharing connections
  - asking questions for clarification and understanding
  - taking turns as speaker and listener
  - paraphrasing to clarify meaning
- A5 select and use strategies when expressing and presenting ideas, information, and feelings, including
- setting a purpose
  - accessing prior knowledge
  - generating ideas
  - making and sharing connections
  - asking questions to clarify and confirm meaning
  - organizing information
  - practising delivery
  - self-monitoring and self-correcting in response to feedback
- A6 select and use strategies when listening to make and clarify meaning, including
- accessing prior knowledge
  - making predictions about content before listening
  - focussing on the speaker
  - listening for specifics
  - generating questions
  - recalling, summarizing, and synthesizing
  - visualizing
  - monitoring comprehension
- A10 reflect on and assess their speaking and listening, by
- referring to class-generated criteria
  - reflecting on and discussing peer and adult feedback
  - setting goals and creating a plan for improvement
  - taking steps toward achieving goals

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continued

**Criteria for Assessment**

**PRESCRIBED LEARNING OUTCOMES, CONTINUED**

- A11 use the features of oral language to convey and derive meaning, including
- text structure
  - a variety of sentence lengths, structures, and types
  - smooth transitions
  - syntax (i.e., grammar and usage)
  - enunciation
  - nonverbal communication
  - receptive listening posture
- A12 recognize the structures and patterns of language in oral texts, including
- sound devices
  - root words
  - word families
  - structural sequencing cues
  - idiomatic expressions

**SELECTED CRITERIA**

- The teacher developed assessment criteria from a variety of sources, including
- Grade 4 Rubric for Oral Language (see following example)
  - Grade 4 Suggested Achievement Indicators (from Student Achievement section)
  - Criteria for effective participation in literature circles developed by teacher and students

**Assessment Criteria for this Activity**

The student can

- share ideas relevant to class activities
- speak and listen in partners to accomplish a structured task
- contribute to group discussions in response to a variety of texts
- ask questions to clarify when information is not making sense
- express a point of view orally
- build on others' ideas
- identify strengths and areas for improvement

**STUDENT SELF-ASSESSMENT**

- I politely asked questions when I didn't understand what others were saying.
- I practised reading my selected passage and was prepared to share with my group.
- I set a goal for each literature circle meeting.

1. Teacher observation using Grade 4 Rubric for Oral Language

The teacher used the Rubric for Oral Language to assess two students’ oral language during the literature circle discussion. A highlighter was used to indicate the descriptors that applied to each of the two student’s behaviours during the discussion. One student’s assessment is shown here.

*Teacher:* This student was confident when sharing her ideas with the group. She was very prepared for the discussion.

| Aspect  | Not Yet Within Expectations  | Meets Expectations (Minimal Level)   | Fully Meets Expectations  | Exceeds Expectations  |
|---|--|--|---|---|
| <b>STRATEGIES</b> <ul style="list-style-type: none"> <li>focusses on the speaker (e.g., appropriate body language and “listening” posture)</li> <li>when offering ideas, makes connections with listeners (e.g., speaks and positions self so others can see and hear)</li> <li>asks questions to find out others’ ideas</li> </ul>                     | <ul style="list-style-type: none"> <li>sometimes focusses on speaker, with teacher support</li> <li>uses strategies for making connections with listeners, with teacher support</li> <li>sometimes asks questions to find out others’ ideas</li> </ul>   | <ul style="list-style-type: none"> <li>often focusses on speaker</li> <li>uses strategies for making connections with listeners</li> <li>asks questions to find out others’ ideas</li> </ul>   | <ul style="list-style-type: none"> <li>consistently focusses on speaker</li> <li>uses appropriate strategies for making connections with listeners</li> <li>asks relevant questions to find out others’ ideas and make connections</li> </ul>   | <ul style="list-style-type: none"> <li>consistently and effectively focusses on speaker and responds appropriately</li> <li>uses appropriate strategies for making connections with listeners to extend conversation</li> <li>asks questions to find out others’ ideas, makes connections, and extends thinking</li> </ul>  |
| <b>EXCHANGING IDEAS/ INFORMATION</b> <ul style="list-style-type: none"> <li>topic and purpose are clear</li> <li>information is generally accurate and relevant</li> <li>speaks clearly; most parts are audible and easy to understand</li> <li>uses specific content words and phrases correctly</li> <li>orders most information logically</li> </ul> | <ul style="list-style-type: none"> <li>topic and purpose are not clearly stated</li> <li>provides little accurate and relevant information; may be vague</li> <li>sometimes speaks clearly</li> <li>uses few, specific content terms correctly</li> <li>orders some information logically, with teacher support</li> </ul> | <ul style="list-style-type: none"> <li>states topic clearly; purpose may be vague</li> <li>provides some relevant information</li> <li>generally speaks clearly</li> <li>uses a few key content terms correctly</li> <li>generally orders information logically</li> </ul> | <ul style="list-style-type: none"> <li>states topic and purpose clearly</li> <li>provides accurate and relevant information</li> <li>speaks clearly; most parts are audible and easy to understand</li> <li>uses some specific content terms correctly</li> <li>orders information logically</li> </ul> | <ul style="list-style-type: none"> <li>states topic and purpose clearly and effectively</li> <li>consistently provides accurate, specific, and relevant information</li> <li>speaks clearly and fluently; easy to understand</li> <li>uses specific content words and phrases correctly</li> <li>consistently orders information logically and provides a conclusion</li> </ul> |
| <b>LISTENING</b> <ul style="list-style-type: none"> <li>makes connections as listener</li> <li>recalls main facts or ideas in order</li> </ul>  | <ul style="list-style-type: none"> <li>makes connections as listener, with teacher support</li> <li>recalls some facts or details</li> </ul>   | <ul style="list-style-type: none"> <li>makes some connections as listener</li> <li>recalls main facts or ideas, sometimes in sequence</li> </ul>   | <ul style="list-style-type: none"> <li>makes relevant connections as listener</li> <li>recalls main facts or ideas in sequence</li> </ul>   | <ul style="list-style-type: none"> <li>makes insightful connections as listener</li> <li>effectively recalls main facts or events in sequence</li> </ul>  |
| <b>REFLECTION</b> <ul style="list-style-type: none"> <li>contributes to and uses criteria to assess oral activities (what worked well and what didn’t)</li> </ul>   | <ul style="list-style-type: none"> <li>uses criteria to self-assess, with teacher support</li> </ul>   | <ul style="list-style-type: none"> <li>uses criteria to self-assess, with little supporting evidence</li> </ul>  | <ul style="list-style-type: none"> <li>contributes to and uses criteria to self-assess; provides some evidence</li> </ul>   | <ul style="list-style-type: none"> <li>contributes to and uses criteria to self-assess; evidence is thorough and creative</li> </ul>  |

2. Teacher's informal observations while monitoring group interactions

*Teacher:* This group has come a long way. They have taken complete control of their group's functioning, and I am really just a silent observer now. The intensive modelling in the beginning, followed by guided practice, has made a difference in student ownership, motivation, and progress in these literature circle groupings.

3. Sample student self-assessment

The teacher asked students to fill in a self-evaluation form about their participation in literature circles so far, and their goals for the next literature circle.

**Literature Circle Self Assessment**

|   | Always | Usually | Sometimes | Never |
|---|--------|---------|-----------|-------|
| I listened to others when they were sharing their ideas.  | ✓      |         |           |       |
| I shared my ideas about others' passages with them.   | ✓      | ✓       |           |       |
| I politely asked questions when I didn't understand what others were saying and when I didn't understand parts of the book. |        |         | ✓         |       |
| I practiced reading my selected passage and was prepared to share with my group.  | ✓      |         |           |       |

My goal for the next literature circle meeting is ask questions when I don't understand a part of the story

I will achieve my goal by watching others to see if they're asking questions or telling ideas

*Teacher:* This student has accurately assessed her own strengths and weaknesses. She may need guidance or suggestions to help her achieve her goal.

## GRADE 4: READING AND VIEWING

### ASKING QUESTIONS BEFORE, DURING, AND AFTER READING

#### PREVIOUS LEARNING EXPERIENCES

The students have practised reading strategies such as making and sharing connections, asking questions, and making predictions. The teacher has explicitly modelled with a think aloud, using a picture book, to show students the variety of questions that could be asked before, during, and after reading. To do this, the teacher chose a picture book that lent itself to posing a variety of questions before, during, and after reading. (Some useful books are *The Jupiter Stone* by Paul Owen Lewis, *The Philosophers’ Club* by Christopher Phillips, and *The Cinder-Eyed Cats* by Eric Rohmann.) Students have also worked in A/B partners, with shared text, to generate and code questions.

#### CONTEXT

A poster of “A good speaker and listener...” from the Grade 4 Key Elements section of this IRP is on the classroom wall. Students have practised asking questions before, during, and after reading with a variety of texts. They have also learned to categorize their questions as “thick” or “thin.”

| Thin                             | Thick   |
|----------------------------------|---|
| Who?<br>What?<br>When?<br>Where? | Why?<br>How?<br>I wonder...<br>How come...?<br>What about...?<br>Isn't...? shouldn't...?<br>couldn't...? didn't...?<br>wouldn't...?<br>Will...? |

#### DESCRIPTION

##### *Before reading*

The class reviewed the criteria and expectations for asking questions, such as the qualities of a good question and the differences between thin and thick questions. They also reviewed how to code the answers to questions according to where the answers could be found:

- T = in the text
- BK = from background knowledge
- I = by inference
- R = research needed
- SW = still wondering

Students independently selected a picture book from a variety of texts in the classroom to demonstrate the strategies of asking a variety of questions and coding their answers. Students looked at the cover and title of their chosen text, and recorded questions they had before reading.

##### *During reading*

Students independently read, recorded their questions, and coded answers after finishing each page. Throughout the reading time the teacher conferenced with individual students to check engagement and understanding. The teacher stopped the class once during reading to have students share ideas in A/B partners in response to the question, “What happens when you have a question in your mind as you read?” Students continued to read independently, record questions, and code answers until the end of the story.

##### *After reading*

Students finished coding their questions and generated more questions they had after reading the whole text. They then discussed in A/B partners how asking questions before, during, and after reading helped them understand the story they were reading. As a class, they shared ideas they had discussed in partners, and recorded thoughts and ideas on a chart, such as

- I was excited to read on because I wanted to see if my question was answered.
- I paid attention while I was reading because I wanted to know the answers to my questions.
- It gives me a reason to read.

The teacher referred to the Grades 4-5 Reading Comprehension Strategies Rubric (see following example) as she reflected on students’ use of questioning strategies before, during, and after reading.

## Criteria for Assessment

## PRESCRIBED LEARNING OUTCOMES

- B5** select and use strategies before reading and viewing to develop understanding of text, including
- setting a purpose and constructing personal goals
  - accessing prior knowledge to make connections
  - making predictions
  - asking questions
  - previewing texts
- B6** select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including
- predicting
  - making connections
  - visualizing
  - asking and answering questions
  - making inferences and drawing conclusions
  - using ‘text features’
  - self-monitoring and self-correcting
  - figuring out unknown words
  - reading selectively
  - determining the importance of ideas/events
  - visually representing texts
  - summarizing and synthesizing
- B7** select and use strategies after reading and viewing to confirm and extend meaning, including
- self-monitoring and self-correcting
  - generating and responding to questions
  - making inferences and drawing conclusions
  - reflecting and responding
  - visualizing
  - using ‘text features’ to locate information
  - using graphic organizers to record information
  - summarizing and synthesizing
- B9** read and view to improve and extend thinking, by
- predicting and explaining
  - visualizing
  - distinguishing between fact and opinion
  - analysing texts to consider alternatives
  - drawing conclusions
  - recognizing alternative viewpoints
  - summarizing and synthesizing
- B10** reflect on and assess their reading and viewing, by
- referring to class-generated criteria
  - setting goals and creating a plan for improvement
  - taking steps toward achieving goals
- B11** explain how structures and features of text work to develop meaning, including
- form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive)
  - ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars)
  - literary elements (e.g., character, setting, problem, plot, climax, conflict, theme, conclusion)
  - non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea)
  - literary devices (e.g., imagery, sensory detail, simile, metaphor)
  - idiomatic expressions

*continued on next page*

*continued*

**Criteria for Assessment**

**SELECTED CRITERIA**

The teacher developed assessment criteria from a variety of sources, including

- Coding sheet for asking a variety of questions
- Locally developed Grades 4-5 Reading Comprehension Strategies Rubric (see following example)
- Quick Scale: Grade 4 Reading Literature (see following example)
- Grade 4 Suggested Achievement Indicators (see Student Achievement section)

**Assessment Criteria for this Activity**

The student can

- share ideas relevant to questioning in A/B partners
- speak and listen in partners and in whole class discussions
- generate and respond to comprehension activities
- use illustrations and titles to ask a variety of questions before reading
- ask a variety of questions during reading
- ask and respond to a variety of questions following reading
- reflect on, interpret, and evaluate reading

**STUDENT SELF-ASSESSMENT**

- I ask questions before, during, and after reading.
- I ask a variety of different questions (thin and thick).
- I can code each of my questions.
- I can explain how asking questions helped me to understand what I was reading.
- I can model what a good speaker/listener does when sharing ideas in A/B partners.

ASSESSMENT SAMPLES FOR GRADE 4 READING AND VIEWING:  
ASKING QUESTIONS

1. Student record sheet for asking and coding questions

Following the reading activity with this student, the teacher analysed the student record sheet to determine what cueing systems the child was using and where errors were occurring. The teacher looked for patterns showing which cueing systems the student used most and where support and instruction were needed.

| Asking Questions  |                  |                               |                  |                         |                          |
|---|------------------|-------------------------------|------------------|-------------------------|--------------------------|
| The Jupiter Stone By Paul Owen Lewis  |                  |                               |                  |                         |                          |
| Questions   | T<br>Text        | BK<br>Background<br>Knowledge | I<br>Inferred    | R<br>Research<br>Needed | SW<br>Still<br>Wondering |
| <b>Before Reading:</b><br>What is a Jupiter Stone?<br>Will the story be about space<br>and maybe a stone falling from<br>Space?<br>Where did the stone come from?   | ✓                |                               | ✓<br>✓           |                         | ✓                        |
| <b>During Reading:</b><br>What did the stone see as it fell<br>from space?<br>Why did the environment change so<br>much?<br>What did the child do with the<br>stone?<br>Why did he write a letter?<br>How did the stone get back to<br>space?<br>What planets did the stone see?<br>Who picked up the stone the 2 <sup>nd</sup> time?<br>Where did the stone land the 2 <sup>nd</sup> time? | ✓<br>✓<br>✓<br>✓ |                               | ✓<br>✓<br>✓<br>✓ |                         | ✓<br>✓                   |
| <b>After Reading:</b><br>Was the stone really from Jupiter?<br>What will the boy do with the<br>stone?<br>How long ago was the stone picked<br>up?  |                  |                               |                  |                         | ✓<br>✓<br>✓              |

Teacher: This student was able to ask a variety of questions before, during, and after reading.

2. Teacher's highlighted copy of a locally developed rubric for Grades 4-5 reading comprehension strategies

|   | <b>Emergent</b>   | <b>Beginning</b>   | <b>Developing</b>   | <b>Well-developed</b>  |
|---|---|--|---|--|
| <b>Making connections (Prior Knowledge)</b> | Makes no connections between text and background knowledge  | Makes simple connections but cannot explain them, or the connections are irrelevant to the text  | Relates background knowledge/experience to text and expands the interpretations of text by using schema; may discuss schema related to author, text structure   | Explains how schema enriches interpretation of text and begins to make connections beyond life experience and immediate text   |
| <b>Questioning</b>                          | Asks only literal questions   | Asks questions only to clarify meaning   | Asks questions to deepen the meaning of text; may explain how the questions enhance comprehension (metacognition)   | Uses questions to challenge the text (author's purpose, theme, or point of view)   |
| <b>Visualizing (Sensory Imagery)</b>        | Cannot describe sensory images  | Describes some visual or other sensory images; may be tied directly to text or description of the picture in the text  | Describes own mental images, usually visual; images are somewhat elaborated from the literal text or existing picture   | Creates and describes multi-sensory images that extend and enrich the text, and can explain how those images enhance comprehension   |
| <b>Determining Importance</b>               | Guesses randomly or inaccurately attempts to identify important elements  | Identifies some elements as more important to text meaning   | Identifies words, characters, and/or events as more important to overall meaning and makes some attempt to explain reasoning                                    | Identifies at least one key concept, idea, or theme as important to overall text meaning and clearly explains why  |
| <b>Monitoring Comprehension</b>             | Little or no conscious awareness of reading process   | Identifies difficulties; comprehension breakdown is often at word level; little or no sense of the need to solve the problem; main strategy is to sound it out | Identifies problems at word, sentence, or schema level; can articulate and use a strategy to fix comprehension breakdown, usually at the word or sentence level | Uses more than one strategy to build meaning when comprehension breaks down; can articulate which strategies are most appropriate for a given text   |
| <b>Inferring</b>                            | Attempts to make predictions or draw conclusions, without using the text or by using the text inappropriately to defend the statement | Draws conclusions or makes predictions that are consistent with the text or schema   | Draws conclusions and/or makes predictions and can explain the source of the conclusion or prediction   | Develops predictions, interpretations, and/or conclusions about the text that include connections between the text and the reader's background knowledge or ideas and beliefs                              |
| <b>Synthesizing</b>                         | Stops occasionally or at the end of the text and identifies some text elements  | Stops periodically to identify text events and may incorporate schema into interpretation  | Stops frequently to reflect on text meaning; uses own schema and story elements to enhance meaning; may identify key themes                                     | Stops frequently to reflect on text meaning; relates to the story or genre in a personal way; can identify key themes; may articulate how this process has created new meaning upon completion of the text |

*Teacher:* I noticed that all students needed support to differentiate between inferred answers and answers found directly in the text. I will do follow-up lessons on making inferences to help students code their responses to questions more confidently. I will also review different question beginnings with students, to create more variety in their questions.

QUICK SCALE: GRADE 4 READING LITERATURE

| Aspect  | Not Yet Within Expectations  | Meets Expectations (Minimal Level)   | Fully Meets Expectations   | Exceeds Expectations  |
|---|--|--|--|---|
| <p><b>SNAPSHOT</b><br/> <i>Note: the snapshot can be used alone as a holistic scale in some situations.</i></p>   | <p><i>With support, the student may be able to read and understand brief, simple stories and poems. Often needs one-to-one help. Work is often inaccurate or incomplete; tends to rely on guessing.</i></p>  | <p><i>The student is able to read, understand, and respond to simple and direct stories, novels, and poetry but may need some support. Work is generally accurate but often provides little detail or support. Parts may be incomplete or confusing.</i></p>                                       | <p><i>The student is able to independently read, understand, and respond to simple and direct stories, novels, and poems. Provides support when prompted. Work is generally accurate and complete.</i></p>   | <p><i>The student is able to independently read, understand, and respond to straightforward stories, novels, and poetry with some complex language and ideas. Works efficiently, provides details and support; may exceed requirement.</i></p>  |
| <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>comprehension strategies</li> <li>word skills</li> <li>predictions</li> <li>locating detail</li> </ul>                | <ul style="list-style-type: none"> <li>few strategies for correcting</li> <li>tries to sound out new words; may give up quickly</li> <li>predictions are often illogical guesses</li> <li>often guesses instead of looking at selection</li> </ul>         | <ul style="list-style-type: none"> <li>with support, may adjust strategies</li> <li>needs prompting to use word strategies; often begins by asking for help</li> <li>makes simple, obvious predictions</li> <li>may have difficulty locating some specific details</li> </ul>                      | <ul style="list-style-type: none"> <li>beginning to adjust strategies</li> <li>uses a variety of word strategies; may need prompting</li> <li>makes logical predictions</li> <li>rereads and skims to find specific details</li> </ul>   | <ul style="list-style-type: none"> <li>adjusts strategies effectively</li> <li>uses a variety of word strategies; usually efficient and successful</li> <li>makes logical and often insightful predictions</li> <li>rereads and skims for specific details; becoming efficient</li> </ul>   |
| <p><b>COMPREHENSION</b></p> <ul style="list-style-type: none"> <li>accuracy, use of detail and support</li> <li>characters</li> <li>sequence of events</li> <li>inferences</li> </ul> | <ul style="list-style-type: none"> <li>work is often incomplete, inaccurate; may give up</li> <li>may identify the main character(s) and some events</li> <li>difficulty recounting events in sequence</li> <li>often unable to make inferences</li> </ul> | <ul style="list-style-type: none"> <li>most work is accurate and based on the selection; little detail or support</li> <li>accurately identifies most main characters</li> <li>retells most main events in sequence</li> <li>some simple, obvious inferences about characters' feelings</li> </ul> | <ul style="list-style-type: none"> <li>work is accurate, complete; provides some detail and support</li> <li>accurately describes main characters in some detail</li> <li>retells main events in the correct sequence</li> <li>some logical inferences about characters' feelings</li> </ul> | <ul style="list-style-type: none"> <li>work is clear, accurate, detailed; provides support</li> <li>accurately describes main characters and their relationships in detail</li> <li>retells accurately, making relationships among events clear</li> <li>logical inferences about characters' feelings and motivations</li> </ul> |
| <p><b>RESPONSE AND ANALYSIS</b></p> <ul style="list-style-type: none"> <li>connection to experiences and other selections</li> <li>opinions</li> </ul>                                | <ul style="list-style-type: none"> <li>with specific prompts and support, may be able to make concrete and obvious personal connections</li> <li>may offer simple reactions or opinions</li> </ul>   | <ul style="list-style-type: none"> <li>makes concrete and obvious connections; may need prompting</li> <li>offers simple reactions or opinions with minimal support</li> </ul>   | <ul style="list-style-type: none"> <li>makes some connections; may involve inferences</li> <li>offers reactions and opinions with some support</li> </ul>  | <ul style="list-style-type: none"> <li>makes and explains connections that require some inferences or insights</li> <li>offers reactions and opinions with some specific support</li> </ul>   |

Adapted from the BC Performance Standards for Reading

## GRADE 4: WRITING AND REPRESENTING

### USE OF VOICE

#### PREVIOUS LEARNING EXPERIENCES

Students have been working on the traits of voice and word choice for several weeks. They have demonstrated an understanding of voice by writing passionately about their siblings after reading Judy Blume’s *The Pain and the Great One*. They have also used voice to write “A Day in the Life of…” stories, taking on the voice of a classroom object. Students have also read various writing samples and have worked collaboratively to assess them using the Student Rubric for Voice from *WriteTraits Classroom Kit: Teacher’s Guide, Grade 4*, by Vicki Spandel and Jeff Hicks, copyright © 2002, by Great Source Education Group (distributed in Canada by Nelson, a division of Thomson Learning).

#### CONTEXT

The teacher is asking students to write fairy tales from a different perspective than the familiar ones (e.g., *The Three Little Pigs* from the wolf’s perspective). The teacher will then assess the students’ fairy tales for their use of voice, to decide whether this trait needs further teaching to the whole class, small groups, or individuals. The teacher wants to move more actively into studying the trait of word choice, and is making sure that students are ready for this transition.

#### DESCRIPTION

##### *Before writing*

Students listened to *The True Story of the Three Little Pigs* (or other fairy tales written from a different perspective, such as *The Stinky Cheese Man and Other Fairly Stupid Tales*). Then the class brainstormed a list of fairy tales they knew well and the perspectives they are normally told from. With this information they created a class chart.

| Fairy Tale             | Usual Perspective     |
|------------------------|-----------------------|
| Cinderella             | Cinderella            |
| The Three Little Pigs  | The Three Little Pigs |
| Jack and the Beanstalk | Jack                  |
| Snow White             | Snow White            |

Students chose a fairy tale they knew very well without having to reread it. They filled in the following planning sheet and shared their ideas with a partner. The teacher modelled using the planning sheet with student help, using *The True Story of the Three Little Pigs*.

Name \_\_\_\_\_

**Fairy Tale Fix-Up Planning Sheet**

You have just found out that someone has purposely changed all the fairy tales to make himself/herself look good. It is your job to tell the 'REAL' story from a different character's perspective. Use what you learned from *The True Story of the Three Little Pigs* to help you.

| Name of Fairy Tale |                            |
|--------------------|----------------------------|
| Usual Perspective  | Your Perspective           |
| Events             | Point of View About Events |
|                    |                            |

***During writing***

Students were reminded that the teacher would assess their writing using the rubric for voice posted on the classroom wall. They were asked to refer to the voice rubric as they wrote their stories. After about ten minutes of writing time, the teacher invited students who had written strong examples of voice to read their beginnings aloud to the class. This helped those who were having trouble getting started by providing examples. It also gave the teacher another opportunity to focus student attention on the criteria for voice. Students were then given time to finish writing uninterrupted. No time limit was given, as the teacher wanted an example of students' best work. The teacher conferenced with individual students during the writing process.

***After writing***

Once again, the class went over the rubric for voice. Students self-assessed their work using the rubric, and the teacher used the same rubric with a different coloured highlighter to assess the students' writing. Papers were also given two stars and a wish by other students (i.e., two positive things in the writing and one constructive comment about what the writer could work on.) The teacher then looked at the trends in the class to decide whether further teaching of the concept was necessary.

### Criteria for Assessment

#### PRESCRIBED LEARNING OUTCOMES

- C1 write clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring
- clearly developed ideas using effective supporting details and explanations
  - sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity
  - experimentation with word choice by using new, different, more precise and powerful words
  - an authentic voice demonstrating a developing writing style
  - an organization that is meaningful, logical, and effective, and showcases a central idea or theme
- C3 write a variety of imaginative writing modelled from literature, featuring
- well-developed ideas through the use of supporting details, especially interesting sensory detail
  - sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity
  - effective word choice by experimenting with new, more powerful and varied words, especially descriptive words
  - a voice demonstrating some sense of individuality
  - an organization that develops smoothly with a logical sequence, beginning with an engaging opening through to a satisfying ending

#### SELECTED CRITERIA

The teacher developed assessment criteria from a variety of sources, including

- *WriteTraits Classroom Kit: Teacher's Guide Grade 4: Student Rubric for Voice* (see following example)
- Quick Scale: Grade 4 Writing Stories (see following example)
- Grade 4 Suggested Achievement Indicators (see Student Achievement section)

#### Assessment Criteria for this Activity

The student can

- develop a recognizable writing style with an authentic voice
- use dialogue to personalize character and advance the plot
- demonstrate some sense of individuality in his or her writing

#### STUDENT SELF-ASSESSMENT

In my writing sample...

- the language brings the topic to life
- the reader wants to read it out loud or talk about it with others
- I am aware of the purpose and audience
- my character's personality leaps off the page
- the writing makes the reader feel something
- the character seems believable
- my character speaks right to the reader

**ASSESSMENT SAMPLES FOR GRADE 4 WRITING AND REPRESENTING:  
USE OF VOICE**

*1. Student writing sample*

**The Cookie Crime Retold**

“Smarties are red, gumdrops are blue. I did not eat the Gingerbread Man and that’s true.”

If you didn’t find out who I am from that little poem above then I’ll give you a hint. I brush my fur every morning and I’m a fine gentleman... Did you figure it out yet? I’m the fox. Some of you have heard the story of the Gingerbread Man and how I ate him, but I didn’t eat that darling Gingerbread Man. I’m actually a fine fox and I’ll let you in on a little secret on how it really happened.

Once upon a time...or let’s start with something a little more dramatic. On a stormy night, I was running for my life; running for home. Now you might want to know who I was running from. I’ll tell you. It was the witch a.k.a Grandma. She has special sugar that makes dessert come to life. I wanted some sugar to make a friend like the Gingerbread with it.

The next morning I went to their house again and saw the gingerbread man on their windowsill cooling off with all his candy on him. I crept up to talk to him.

“Hey ginger boy. Those gumdrops look good...I mean I’ll help you get out of here at the price of being my friend”.

“OK but first can you cool me off so I can move. I’m really sizzling over here.”

“Fine I said” and I cooled him off...

“I will hide in the bushes hidden from site while you run on the road, we’ll meet each other at the river and I will swim with you on my head. OK?”

“Alright” said the gingerbread man.

“Ready set go” I said and we began to run. The grandma and grandpa were close behind. After five minutes of running we came up to a cow and a horse. They said, “Look, it’s a gingerbread man and it’s alive, let’s catch it and eat it”.

*Teacher:* This student clearly draws the reader in by using effective dialogue and by posing a question to engage the reader.

The writer speaks right to the reader by addressing him or her repetitively as ‘you’ in this story.

The strength of the voice weakens as the story progresses, and the reader is less motivated to read it aloud.

2. Peer assessment sample

|   |   |  |
|---|---|--|
|  | I like how you made me laugh with your poem and fur brushing.         | I liked it<br>I liked it<br>I liked it |
|  | I wanted to read your story because you asked me questions.           |  |
|  | I wish you had included more funny riddles like the one at the start. |  |

## 3. Student self-assessment sample using Student Rubric for Voice

**Student Rubric for Voice**

- 6**
- This is *me*. It's my voice. *as the fox*
  - I think the reader will *definitely* want to share this paper aloud with someone.
  - I love my topic, and my enthusiasm and energy come through.
  - The voice of this piece is perfect for my purpose.

- 5**
- The voice sounds mostly like me.
  - The reader might want to share this paper aloud.
  - I like my topic, so a lot of energy comes through.
  - The voice is just right for my purpose.

- 4**
- This paper sounds like me in parts.
  - The reader might share some moments here and there.
  - I like my topic pretty well. The writing has some energy.
  - The voice seems OK for my purpose.

- 3**
- I am not sure whether this paper sounds like me or not.
  - I don't think it's quite ready to share aloud yet.
  - This was an OK topic, but I could not get too excited about it.
  - I do not know if the voice fits my purpose.

- 2**
- I do not think this sounds much like me.
  - This paper is NOT ready to share aloud.
  - I did not like my topic. I could not get excited about it.
  - I don't have much voice, and I am not sure what my purpose is.

- 1**
- I do not hear *any* voice in this writing.
  - I would not share this paper aloud for anything.
  - I do not like my topic one bit, it was boring.
  - I do not know what my purpose for writing this is.

*Teacher:* Students were very motivated to write and were extremely eager to share their introductions aloud. All students were successful. The extensive focus on voice and explicit teaching of the criteria helped all students become successful in demonstrating a sense of voice in this activity.

*WriteTraits Classroom Kit: Teacher's Guide, Grade 4* (p. 41), by Vicki Spandel & Jeff Hicks.  
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4. Teacher’s highlighted copy of the Grade 4 Rubric for Writing Stories

QUICK SCALE: GRADE 4 WRITING STORIES

| Aspect   | Not Yet Within Expectations   | Meets Expectations (Minimal Level)  | Fully Meets Expectations   | Exceeds Expectations  |
|--|---|---|--|---|
| <b>SNAPSHOT</b>  | <i>The story is often very brief, disjointed, or illogical and is flawed by repeated basic errors. The student needs ongoing support.</i>   | <i>The story offers loosely connected events with little development; parts may be confusing or flawed by frequent errors.</i>  | <i>The story is complete and easy to follow, with some interesting detail. Shows growing control of written language; few errors.</i>  | <i>The story is engaging, with some originality and development. Language is varied and effective.</i>  |
| <b>MEANING</b><br>• ideas<br>• use of detail<br>• awareness of audience  | <ul style="list-style-type: none"> <li>point of story may be unclear</li> <li>reveals few details; development may be illogical</li> <li>shows little awareness of audience</li> </ul>  | <ul style="list-style-type: none"> <li>relies on ideas discussed in class or from another story</li> <li>some detail; some may be irrelevant</li> <li>some awareness of audience; sometimes tries to create “shock value”</li> </ul>  | <ul style="list-style-type: none"> <li>concrete, direct story; draws on ideas from other sources, but has some individuality</li> <li>some relevant supporting details</li> <li>appears to consider the reader’s reaction in choosing content</li> </ul>   | <ul style="list-style-type: none"> <li>some sense of individuality or originality, although events and images may be predictable</li> <li>effective supporting details add colour</li> <li>tries to engage the reader, create reactions</li> </ul>  |
| <b>STYLE</b><br>• clarity, variety, and impact of language   | <ul style="list-style-type: none"> <li>basic language; often errors in word choice</li> <li>poorly constructed sentences; little variety</li> </ul>   | <ul style="list-style-type: none"> <li>generally simple language; little variety</li> <li>simple and compound sentences; little variety</li> </ul>  | <ul style="list-style-type: none"> <li>clear, direct language with some variety</li> <li>some variety in sentences</li> </ul>  | <ul style="list-style-type: none"> <li>language is varied; often experiments</li> <li>flows smoothly; varies sentences, sometimes to create a special effect</li> </ul>   |
| <b>FORM</b><br>• beginning<br>• development<br>• characters<br>• dialogue (where appropriate)<br>• paragraphing, transitions<br>• ending | <ul style="list-style-type: none"> <li>beginning may be confusing</li> <li>some action and events; often illogical, very brief</li> <li>names characters</li> <li>if dialogue is included, it is confusing</li> <li>disjointed; often one paragraph with few connecting words</li> <li>ending omitted or illogical</li> </ul> | <ul style="list-style-type: none"> <li>begins with a problem</li> <li>some development; sequence may be hard to follow in places</li> <li>names and identifies main characters</li> <li>often includes dialogue; may be ineffective</li> <li>some paragraphing; tends to repeat simple connecting words; may omit them in places</li> <li>ending may be abrupt</li> </ul> | <ul style="list-style-type: none"> <li>beginning introduces the situation</li> <li>develops a logically sequenced event</li> <li>describes appearance and feelings of some characters</li> <li>clear dialogue</li> <li>uses paragraphs and a variety of connecting words</li> <li>conclusion may be abrupt or hard to believe</li> </ul> | <ul style="list-style-type: none"> <li>beginning engages interest in the problem</li> <li>story seems to develop naturally, with a logical sequence</li> <li>characters often show personality and feelings in actions and words</li> <li>clear, natural dialogue</li> <li>logical paragraphing, smooth transitions</li> <li>ending resolves the problem</li> </ul> |
| <b>CONVENTIONS</b><br>• complete sentences<br>• spelling<br>• capitals<br>• punctuation<br>• grammar/ usage                              | <ul style="list-style-type: none"> <li>frequent, repeated errors make the writing difficult to understand</li> <li>many incomplete or run-on sentences</li> </ul>   | <ul style="list-style-type: none"> <li>includes several errors; may make parts hard to follow</li> <li>some incomplete or run-on sentences</li> </ul>   | <ul style="list-style-type: none"> <li>some errors, but these do not affect meaning</li> <li>most sentences are complete; few run-on sentences</li> </ul>  | <ul style="list-style-type: none"> <li>few errors; these are usually caused by taking risks</li> <li>complete sentences; may include some errors in long sentences</li> </ul>   |

Adapted from the BC Performance Standards for Writing



# CLASSROOM ASSESSMENT MODEL

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*Grade 5*

## ENGLISH LANGUAGE ARTS GRADE 5: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide some guidelines for suggested weighting of assessment and evaluation of English Language Arts Grade 5.

| Curriculum Organizers/<br>Suborganizers       | Suggested<br>Weight for<br>Grading | Number<br>of<br>Outcomes | Number of Outcomes<br>by Domain* |     |     |
|---|------------------------------------|--------------------------|----------------------------------|-----|-----|
|   |                                    |                          | K                                | U&A | HMP |
| <b>ORAL LANGUAGE (SPEAKING AND LISTENING)</b> |                                    |                          |                                  |     |     |
| Purposes                                      | 25-35%                             | 3                        |                                  | 3   |     |
| Strategies                                    |                                    | 3                        |                                  | 3   |     |
| Thinking                                      |                                    | 4                        |                                  | 1   | 3   |
| Features                                      |                                    | 2                        |                                  | 2   |     |
| <b>READING AND VIEWING</b>                    |                                    |                          |                                  |     |     |
| Purposes                                      | 40-50%                             | 4                        |                                  | 4   |     |
| Strategies                                    |                                    | 3                        |                                  | 3   |     |
| Thinking                                      |                                    | 3                        |                                  |     | 3   |
| Features                                      |                                    | 1                        |                                  | 1   |     |
| <b>WRITING AND REPRESENTING</b>               |                                    |                          |                                  |     |     |
| Purposes                                      | 25-35%                             | 4                        |                                  | 4   |     |
| Strategies                                    |                                    | 3                        |                                  | 3   |     |
| Thinking                                      |                                    | 3                        |                                  |     | 3   |
| Features                                      |                                    | 1                        |                                  | 1   |     |
| <b>TOTALS</b>                                 | <b>100%</b>                        | <b>34</b>                |                                  |     |     |

\*The following abbreviations are used to represent the three cognitive levels within the cognitive domain:  
K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes.

## GRADE 5: ORAL LANGUAGE

### DRAMATIZING LITERATURE

#### PREVIOUS LEARNING EXPERIENCES

These students have had experiences in reading and presenting poetry to others. The teacher had previously read aloud the novel *Iqbal*, by Francesco D’Adamo. More recently, students have been independently reading one of six other novels and getting together twice a week in literature circle groups to talk about their reading. Their discussions have included responses to different events, the author’s choice of powerful language, and connections, questions, and images they have had while reading.

#### CONTEXT

This sequence of lessons provides students with opportunities to deepen their understanding of the novels they are reading and to practise their speaking and listening skills. They provide numerous opportunities for developing oral language strategies in both small and large groups.

#### DESCRIPTION

The teacher used a selection (i.e., three pages) from the novel *Iqbal* to model how to select an effective passage for creating a dramatization that

- is personally meaningful
- contains dialogue
- creates a picture in the reader’s mind

The teacher encouraged students to look for passages while they were reading that could be used for their group’s dramatization, and to select the best one. The teacher also suggested that they write their reasons for selecting the passage on sticky notes.

As a class, students brainstormed what it means to co-operate with others in a group. They were asked questions such as

- What does co-operation look like? sound like? feel like?
- What makes a good listener?
- How can you make sure each group member shares ideas?
- What could you say if your group doesn’t like the idea someone offers?

The teacher summarized students’ ideas on chart paper and put them in view of the groups as they worked. The teacher reviewed how to share passage choices and reasons for their selection. The class discussed how group members could show that they were listening to each person’s ideas. The teacher also explained how students would be marked on their ability to work in a group and share ideas.

Students gathered in their literature circle groups and each member explained why the passage they had selected would make an effective dramatization. Then the group decided on one passage to use for their dramatization.

Students worked in their groups to reread the passage and discuss the main events. They took turns illustrating the sequence of events on a graphic organizer, using labels and captions. The teacher again explained the importance of listening to group suggestions, questions, and ideas while sketching the main events. As students worked, the teacher pointed out examples of excellent listening skills and examples of powerful suggestions, questions, and ideas that were generated in different groups. Using the graphic organizer and highlighted dialogue from the text, students then decided on their speaking parts and practised the scene.

After some time for practice, the class set criteria for their dramatizations and discussed the qualities of an effective presentation, for example, a loud, clear voice, eye contact with the audience, and facing the audience. While students continued to practise in groups, the teacher circulated, asking each group to comment on how their dramatizations were meeting the criteria. Students also gave feedback to individual presenters based on the criteria, and performers were invited to use this feedback to adjust their performance.

Each group then performed their dramatization for the class. Following the presentations, each group completed a peer assessment and a self-assessment on their ability to work in a small group and on their performance skills.

## Criteria for Assessment

## PRESCRIBED LEARNING OUTCOMES

- A1 use speaking and listening to interact with others for the purposes of
- contributing to a class goal
  - sharing and explaining ideas, viewpoints, and opinions (e.g., debating)
  - improving and deepening comprehension
  - solving problems
  - completing tasks
- A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by
- staying on topic in a focussed discussion
  - recounting experiences in a logical order
  - using an effective introduction and conclusion
  - using effective details, evidence, or examples to enhance meaning
  - explaining and supporting a viewpoint
- A3 listen purposefully to understand ideas and information, by
- summarizing and synthesizing main ideas and supporting details
  - generating questions
  - visualizing and sharing
  - making inferences and drawing conclusions
  - interpreting the speaker’s verbal and nonverbal messages
  - ignoring distractions
- A4 select and use strategies when interacting with others, including
- accessing prior knowledge
  - making and sharing connections
  - asking questions for clarification and understanding
  - taking turns as speaker and listener
  - paraphrasing to clarify meaning
- A5 select and use strategies when expressing and presenting ideas, information, and feelings, including
- setting a purpose
  - accessing prior knowledge
  - generating ideas
  - making and sharing connections
  - asking questions to clarify and confirm meaning
  - organizing information
  - practising delivery
  - self-monitoring and self-correcting in response to feedback
- A6 select and use strategies when listening to make and clarify meaning, including
- accessing prior knowledge
  - making predictions about content before listening
  - focussing on the speaker
  - listening for specifics
  - generating questions
  - recalling, summarizing, and synthesizing
  - drawing inferences and conclusions
  - distinguishing between fact and opinion
  - visualizing
  - monitoring comprehension

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### Criteria for Assessment

#### PRESCRIBED LEARNING OUTCOMES, CONTINUED

- A10 reflect on and assess their speaking and listening, by
- referring to class-generated criteria
  - considering and incorporating peer and adult feedback
  - setting goals and creating a plan for improvement
  - taking steps toward achieving goals

#### SELECTED CRITERIA

The teacher developed assessment criteria from a variety of sources, including

- Grade 5 Rubric for Oral Language (see following example)
- Grade 5 Suggested Achievement Indicators (from Student Achievement section)

#### Assessment Criteria for this Activity

The student can

- give opinions and attempt to persuade others about why a particular passage should be selected to dramatize
- support opinions with reasons or evidence
- retell main events in order
- ask questions to clarify ideas and to extend discussions
- restate or paraphrase others' ideas to check for understanding
- speak clearly and expressively while presenting
- adjust volume and tone of voice appropriate to intended audience (small group, whole class discussion, performance)

#### STUDENT SELF-ASSESSMENT

- I can complete a self-assessment on the established criteria.
- I can honestly identify strengths.
- I can set a goal for improvement.

ASSESSMENT SAMPLES FOR GRADE 5 ORAL LANGUAGE:  
 DRAMATIZING LITERATURE

1. Sample student dramatization planning sheet

**The Breadwinner**

**Dramatization Planning Sheet** Pg 76-82  
 Take turns sketching the significant events from your passage. Remember you may use captions and labels.

**Panel 1:** Taliban man with vest, Parvana, Mat. Caption: "The Taliban is about to hand Parvana the letter."

**Panel 2:** Parvana, Taliban man, letter, Mat. Caption: "Parvana is reading the letter to the Taliban. The Taliban is crying because the letter is sad."

**Panel 3:** Taliban guard, Parvana. Caption: "The Taliban is giving Parvana her pay for reading the letter."

**Panel 4:** Parvana. Thought bubble: "Do Taliban's actually cry?" Caption: "Parvana's waiting for her next customer and thinking about the Taliban too."

**Panel 5:** Parvana, Taliban guard, \$35. Caption: "Parvana bargained and made a sale on the shalwar kameez."

**Panel 6:** Parvana, \$60, Money in Parvana's Pocket. Caption: "Parvana is running home happy she has made money and she is hoping her father will come back!"

*Teacher:* Students of all levels were engaged and included in all activities. The group needed teacher support to decide on which passage to use for the dramatization.

2. Sample teacher and peer assessment with student self-assessment

**Teacher and Peer Assessment (left mark-teacher, right mark-peer)**

**Group Work:**

|   | Needs Work |   | Satisfactory |   | Very Good |   | Excellent |   |
|---|------------|---|--------------|---|-----------|---|-----------|---|
| -Provided evidence for their passage choice                 | 1          | 1 | 2            | 2 | 3         | 3 | 4         | 4 |
| -Listened to group ideas while sketching significant events | 1          | 1 | 2            | 2 | 3         | 3 | 4         | 4 |
| -Built on others' ideas                                     | 1          | 1 | 2            | 2 | 3         | 3 | 4         | 4 |

**Dramatization:**

|  | Needs Work |   | Satisfactory |   | Very Good |   | Excellent |   |
|--|------------|---|--------------|---|-----------|---|-----------|---|
| -Demonstrated good presentation skills                 | 1          | 1 | 2            | 2 | 3         | 3 | 4         | 4 |
| -Seemed to adjust presentation in response to feedback | 1          | 1 | 2            | 2 | 3         | 3 | 4         | 4 |

**Student Self-Assessment:**

I helped my group members by writing down everything the narrator said, trying to make my group practice, and bringing in props and suggested the passage.

The best part of my performance was when I was bargaining I remembered all my lines and so did Sunny, so that part went well. I also was excellent when I read the letter to the Taliban because I didn't make any mistakes.

Next time I perform a dramatization, I will speak louder and look at the audience (give eye contact). I will also get my group to practice more so that we know our skit even better.

*Teacher:* This student was able to realistically identify how she would improve her performance next time by speaking louder, looking at the audience, and giving eye contact.

I noticed how this student was able to take feedback from her peers and improve on her final performance.

3. Teacher's highlighted copy of Grade 5 Rubric for Oral Language

GRADE 5: RUBRIC FOR ORAL LANGUAGE

| Aspect   | Not Yet Within Expectations  | Meets Expectations (Minimal Level)   | Fully Meets Expectations   | Exceeds Expectations   |
|--|--|--|--|--|
| <b>STRATEGIES</b> <ul style="list-style-type: none"> <li>adjusts volume and tone of voice</li> <li>asks questions to clarify ideas and extend discussion</li> <li>restates or paraphrases others' ideas to check for understanding or to extend conversation</li> </ul>                        | <ul style="list-style-type: none"> <li>adjusts volume and tone of voice, with teacher support</li> <li>asks questions to clarify ideas, with teacher support</li> <li>restates others' ideas, with teacher support</li> </ul>                            | <ul style="list-style-type: none"> <li>sometimes adjusts volume and tone of voice</li> <li>occasionally asks questions to clarify ideas and extend discussion</li> <li>restates main features of others' ideas</li> </ul>  | <ul style="list-style-type: none"> <li>adjusts volume and tone of voice</li> <li>asks questions to clarify ideas and extend discussion</li> <li>restates or paraphrases others' ideas to check for understanding or to extend conversation</li> </ul>      | <ul style="list-style-type: none"> <li>consistently and effectively adjusts volume and tone of voice</li> <li>effectively asks questions to clarify ideas and extend discussion</li> <li>succinctly restates others' ideas and may use to transition or to extend conversation or debate</li> </ul>                                    |
| <b>EXCHANGING IDEAS/ INFORMATION</b> <ul style="list-style-type: none"> <li>includes appropriate information and detail</li> <li>experiments with impact of language and gesture</li> <li>speaks clearly and expressively</li> <li>offers opinions and provides reasonable evidence</li> </ul> | <ul style="list-style-type: none"> <li>includes minimal information and detail</li> <li>uses simple, conversational language</li> <li>speaks clearly and expressively, with teacher support</li> <li>offers some opinions, with weak evidence</li> </ul> | <ul style="list-style-type: none"> <li>includes some appropriate information and detail</li> <li>uses some language variety in expressions and descriptions</li> <li>speaks clearly and shows some expression</li> <li>offers opinions, with limited evidence</li> </ul> | <ul style="list-style-type: none"> <li>includes appropriate information and detail</li> <li>experiments with impact of language and gestures</li> <li>speaks clearly and expressively</li> <li>offers opinions and provides reasonable evidence</li> </ul> | <ul style="list-style-type: none"> <li>includes accurate information and engaging detail</li> <li>creates an impact with colourful language and interesting gestures</li> <li>speaks clearly and expressively, using effective vocabulary and sentence structure</li> <li>offers creative opinions with supporting evidence</li> </ul> |
| <b>LISTENING</b> <ul style="list-style-type: none"> <li>recalls main events in order</li> <li>makes reasonable predictions</li> </ul>  | <ul style="list-style-type: none"> <li>recalls some events</li> <li>makes some predictions and connections, with teacher support</li> </ul>  | <ul style="list-style-type: none"> <li>recalls most main events in order</li> <li>makes some reasonable predictions and connections</li> </ul>   | <ul style="list-style-type: none"> <li>recalls main events in order and provides detail</li> <li>consistently makes reasonable predictions and connections</li> </ul>  | <ul style="list-style-type: none"> <li>recalls main events in order; includes extensive detail</li> <li>makes insightful predictions and effective connections and may use to extend conversation or debate</li> </ul>   |
| <b>REFLECTION</b> <ul style="list-style-type: none"> <li>identifies speaking skills and strengths</li> </ul>   | <ul style="list-style-type: none"> <li>identifies skills or strengths, with teacher support</li> </ul>   | <ul style="list-style-type: none"> <li>identifies some skills and strengths</li> </ul>   | <ul style="list-style-type: none"> <li>identifies speakers' skills and strengths</li> </ul>  | <ul style="list-style-type: none"> <li>realistically identifies skills and strengths and reflects on ways to improve</li> </ul>  |

*Teacher:* This student was able to demonstrate what good listeners do while working in a group. This student has excellent presentation skills – eye contact, voice, expression!

## GRADE 5: READING AND VIEWING

### MAKING CONNECTIONS

#### PREVIOUS LEARNING EXPERIENCES

Students have practised reading strategies such as asking questions, accessing background knowledge, making predictions, and reflecting on and responding personally to text.

#### CONTEXT

In recent learning experiences, the teacher has modelled different types of connections (text-to-self, text-to-text, text-to-world) with a variety of texts. Students are familiar with the graphic organizer used in this lesson. The teacher has chosen a picture book where students should be able to make connections successfully. (Some useful books are *Gleam and Glow*, by Eve Bunting; *Sadako*, by Eleanor Coerr; *Ida and the Wool Smugglers*, by Sue Ann Alderson.) Students have previously worked in A/B partners to share and respond to texts and to discuss connections.

#### DESCRIPTION

##### *Before reading*

The teacher introduced the activity and reviewed the importance of making personal connections to text. Students independently selected a picture book from a variety of texts to demonstrate that he or she could make connections before, during, and after reading. They looked over the cover of the chosen text and began making connections in their heads.

##### *During reading*

Students read independently and made connections throughout. The teacher conferenced with individual students to discuss personal connections and engagement throughout the text, and to check for understanding. The teacher used prompts such as

- Tell me about one of your connections.
- How does your connection help you understand the story better?
- Has anything like this ever happened to you?
- Have you ever felt like this character did?

The teacher stopped the class during reading to have students share their ideas about the following question in A/B partners.

- What happens when you make personal connections as you read?

Students continued to read independently and make connections throughout their books.

##### *After reading*

Following reading, students met again in A/B partners to discuss connections they had made and to reflect on and share the stories they had read. To conclude the activity, they each completed a graphic organizer to summarize their learning. The teacher reviewed the students' organizers and evaluated them on the Grades 4-5 Reading Comprehension Strategies Rubric (see following example).

**Criteria for Assessment****PRESCRIBED LEARNING OUTCOMES**

- B1 read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, including
- stories from various Aboriginal and other cultures
  - literature from Canada and other countries
  - stories from a variety of genres (e.g., myths, fantasy)
  - poems that make use of literary devices
- B2 read fluently and demonstrate comprehension of grade-appropriate information texts, including
- non-fiction books
  - textbooks and other instructional materials
  - visual or graphic materials
  - reports and articles from magazines
  - newspapers
  - reference material
  - appropriate web sites
  - instructions and procedures
- B5 select and use strategies before reading and viewing to develop understanding of text, including
- setting a purpose and considering personal reading goals
  - accessing prior knowledge to make connections
  - making predictions
  - asking questions
  - previewing texts
- B6 select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including
- predicting
  - making connections
  - visualizing
  - asking and answering questions
  - making inferences and drawing conclusions
  - using ‘text features’
  - self-monitoring and self-correcting
  - figuring out unknown words
  - reading selectively
  - determining the importance of ideas/events
  - summarizing and synthesizing
- B7 select and use strategies after reading and viewing to confirm and extend meaning, including
- self-monitoring and self-correcting
  - generating and responding to questions
  - making inferences and drawing conclusions
  - reflecting and responding
  - visualizing
  - using ‘text features’ to locate information
  - using graphic organizers to record information
  - summarizing and synthesizing

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**Criteria for Assessment**

**PRESCRIBED LEARNING OUTCOMES, CONTINUED**

- B11 explain how structures and features of text work to develop meaning, including
- form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive)
  - ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, pull-quotes)
  - literary elements (e.g., character, setting, problem, plot, climax, conflict, theme, conclusion, resolution)
  - non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea)
  - literary devices (e.g., imagery, sensory detail, simile, metaphor)
  - idiomatic expressions

**SELECTED CRITERIA**

- The teacher developed assessment criteria from a variety of sources, including
- Locally developed Grades 4-5 Reading Comprehension Strategies Rubric (see following example)
  - Grade 5 Suggested Achievement Indicators (see Student Achievement section)
  - Student-generated criteria for making effective connections

**Assessment Criteria for this Activity**

The student can

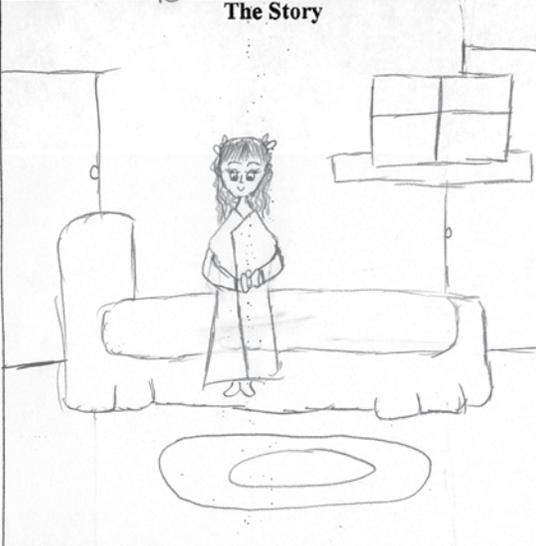
- make connections during reading
- make logical connections to self
- generate and respond to comprehension activities
- share ideas relevant to making connections in A/B partners
- identify own strengths as a reader with reference to using strategies for making connections
- reflect on reading

**STUDENT SELF-ASSESSMENT**

- Did I make personal connections before, during, and after reading?
- Can I explain how making connections helped me to better understand what I was reading?
- Did I model what a good speaker/listener does when sharing ideas in A/B partners?

ASSESSMENT SAMPLES FOR GRADE 5 READING AND VIEWING:  
MAKING CONNECTIONS

1. Sample student organizer for making connections

|  |  |
|--|--|
| <p><b>The Story</b></p>   | <p><b>My Life</b></p>  |
| <p>I connected to:     <u>a character</u>     a feeling     an event     other</p> <p>(circle one)</p>   |  |
| <p><b>In the story</b> there is a girl named Sadako who gets leukemia from the Atom bomb in Japan. So she tries to make one thousand paper cranes so the gods will grant her wish to make her well again.</p>                                      |  |
| <p><b>This reminds me of</b> how my great grandmother first taught me how to make a paper crane and explained why they are so important to Japanese culture. In the fall my class made one thousand paper cranes and mailed them to Hiroshima.</p> |  |
| <p><b>My connection helped me with my reading because</b><br/>I am from Japan, I was able to relate to the story better.<br/>Especially when they talked about kimonos and some of the names my family also shares</p>                             |  |

*Teacher:* The picture part of the graphic organizer is used mostly to get students thinking. It did not form a part of my assessment.

The student was able to explain how her connections helped her relate to the story.

2. Teacher's highlighted copy of locally developed rubric for Grades 4-5 reading comprehension strategies

GRADES 4-5 READING COMPREHENSION STRATEGIES RUBRIC

|   | <b>Emergent</b>   | <b>Beginning</b>   | <b>Developing</b>   | <b>Well-developed</b>  |
|---|---|--|---|--|
| <b>Making connections (Prior Knowledge)</b> | Makes no connections between text and background knowledge  | Makes simple connections but cannot explain them, or the connections are irrelevant to the text  | Relates background knowledge/experience to text and expands the interpretations of text by using schema; may discuss schema related to author, text structure   | Explains how schema enriches interpretation of text and begins to make connections beyond life experience and immediate text   |
| <b>Questioning</b>                          | Asks only literal questions   | Asks questions only to clarify meaning   | Asks questions to deepen the meaning of text; may explain how the questions enhance comprehension (metacognition)   | Uses questions to challenge the text (author's purpose, theme, or point of view)   |
| <b>Visualizing (Sensory Imagery)</b>        | Cannot describe sensory images  | Describes some visual or other sensory images; may be tied directly to text or description of the picture in the text  | Describes own mental images, usually visual; images are somewhat elaborated from the literal text or existing picture   | Creates and describes multi-sensory images that extend and enrich the text, and can explain how those images enhance comprehension   |
| <b>Determining Importance</b>               | Guesses randomly or inaccurately; attempts to identify important elements   | Identifies some elements as more important to text meaning   | Identifies words, characters, and/or events as more important to overall meaning and makes some attempt to explain reasoning                                    | Identifies at least one key concept, idea, or theme as important to overall text meaning, and clearly explains why   |
| <b>Monitoring Comprehension</b>             | Little or no conscious awareness of reading process   | Identifies difficulties; comprehension breakdown is often at word level; little or no sense of the need to solve the problem; main strategy is to sound it out | Identifies problems at word, sentence, or schema level; can articulate and use a strategy to fix comprehension breakdown, usually at the word or sentence level | Uses more than one strategy to build meaning when comprehension breaks down; can articulate which strategies are most appropriate for a given text   |
| <b>Inferring</b>                            | Attempts to make predictions or draw conclusions, without using the text or by using the text inappropriately to defend the statement | Draws conclusions or makes predictions that are consistent with the text or schema   | Draws conclusions and/or makes predictions and can explain the source of the conclusion or prediction   | Develops predictions, interpretations, and/or conclusions about the text that include connections between the text and the reader's background knowledge or ideas and beliefs                              |
| <b>Synthesizing</b>                         | Stops occasionally or at the end of the text and identifies some text elements  | Stops periodically to identify text events and may incorporate schema into interpretation  | Stops frequently to reflect on text meaning; uses own schema and story elements to enhance meaning; may identify key themes                                     | Stops frequently to reflect on text meaning; relates to the story or genre in a personal way; can identify key themes; may articulate how this process has created new meaning upon completion of the text |

*Teacher:* This student was able to make a personal connection to the character because of the culture they share. She was also able to elaborate on her connection and give specific examples.

## GRADE 5: WRITING AND REPRESENTING

### WRITING A PERSUASIVE LETTER

#### PREVIOUS LEARNING EXPERIENCES

Students have had experience with debating, and with writing powerful leads and conclusions. They have practised using transition words and have been exposed to a variety of persuasive texts during teacher read aloud, and had experience in giving peer feedback.

#### CONTEXT

This sequence of lessons focussed on organization of ideas in writing persuasive text. Students were learning how to provide supporting evidence in letters that powerfully persuade a reader to take their position, and how to put their supporting evidence into paragraph form. They were expected to revise their writing using criteria and feedback generated during the lessons.

#### DESCRIPTION

##### *Before writing*

As a whole class, students brainstormed various issues that pose a question.

The teacher helped by giving examples of possible issues (e.g., “Which is better – soccer or hockey?” “Are kids playing video games too much?” “Should the school day be shorter?”). Each student then selected an issue that was personally important.

Students took turns sharing their issues in pairs. The listener asked clarifying questions to explore the other person’s point of view, and to help them adopt a position and develop supporting evidence.

Students wrote three supporting reasons for their position on a graphic organizer, and selected two of their best reasons to develop further.

#### Sample Graphic Organizer: Persuasion \*

|  |
|--|
| What is my position or viewpoint on this issue?  |
| Who is the audience?   |
| What is my supporting evidence?  |
| What is my supporting evidence?  |
| What is my supporting evidence?  |
| How can I summarize or restate my position or viewpoint on this issue to persuade my audience? |

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***During writing***

The teacher modelled how to transfer the supporting evidence from the graphic organizer into paragraphs that stay on the topic. Then students drafted their letters with an appropriate audience in mind, using the supporting reasons from their organizers. The teacher highlighted effective writing using a few student drafts that demonstrated powerful organization and meaning (from “Form” aspect of the Grade 5 BC Performance Standards for Writing). Students were asked what they noticed about how these student samples used effective paragraphing.

The class set criteria for writing a persuasive letter, based on what they had learned so far. They then reread their drafts and checked to see if their work met the criteria. Students worked in pairs to give

“PQS” feedback (Praise, Questions, Suggestions) to one another on their writing. Each student then decided whether to write a second draft incorporating the feedback, or to start a new letter on a different issue.

***After writing***

Students completed a *Student Rubric for Organization* from *WriteTraits Classroom Kit: Teacher’s Guide, Grade 5*, by Vicki Spandel and Jeff Hicks, copyright © 2002 by Great Source Education Group (distributed in Canada by Nelson, a division of Thomson Learning). They then read over their work and selected a small piece they felt would effectively persuade an audience to their position. They were invited to share their writing with the rest of the class.

## Criteria for Assessment

## PRESCRIBED LEARNING OUTCOMES

- C2 write a variety of clear, focussed informational writing for a range of purposes and audiences, featuring
- clearly developed ideas by using interesting supporting details and explanations
  - sentence fluency through clear, well-constructed sentences that demonstrate a variety of sentence lengths and patterns, with an increasingly fluid style
  - effective word choice through the use of new words, words selected for specificity, and powerful adverbs and verbs
  - a voice demonstrating an appreciation of, and interest in, the topic
  - an organization that includes a purposeful introduction, followed by a well-developed and logical sequence of details, with a conclusion that summarizes the details
- C5 select and use strategies before writing and representing, including
- setting a purpose
  - identifying an audience, genre, and form
  - analysing examples of successful writing and representing in different forms and genres to identify key criteria
  - developing class-generated criteria based on analysis of the form of writing or representing
  - generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics
- C6 select and use strategies during writing and representing to express and refine thoughts, including
- referring to class-generated criteria
  - analysing models of literature
  - accessing multiple sources of information
  - consulting reference materials
  - considering and applying feedback to revise ideas, organization, voice, word choice, and sentence fluency
  - ongoing revising and editing
- C7 select and use strategies after writing and representing to improve their work, including
- checking their work against established criteria
  - revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization)
  - editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)
- C10 reflect on and assess their writing and representing, by
- referring to class-generated criteria
  - setting goals and creating a plan for improvement
  - taking steps toward achieving goals
- C11 use the features and conventions of language to express meaning in their writing and representing, including
- complete simple and compound sentences and begin to use complex sentences
  - effective paragraphing
  - past, present, and future tenses
  - capitalization in titles, headings, and subheadings
  - passages of dialogue indicated with quotation marks and paragraphs
  - appropriate uses of apostrophes
  - conventional Canadian spelling for familiar and frequently used words
  - spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, word walls, thesaurus)
  - legible writing with alignment, shape, and slant

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continued

### Criteria for Assessment

#### SELECTED CRITERIA

The teacher developed assessment criteria from a variety of sources, including

- *WriteTraits Classroom Kit: Teacher's Guide, Grade 5: Rubric for Organization* (see following example)
- Quick Scale: Grade 5 Writing to Communicate Ideas (see following example)
- Grade 5 Suggested Achievement Indicators (see Student Achievement section)

#### Assessment Criteria for this Activity

The student can

- focus writing around a clear purpose
- include an introduction that makes the purpose or task clear
- provide a clear, consistent viewpoint
- develop arguments that are well supported with details, examples, and reasons
- show logical organization and effective use of paragraphs
- use a variety of connecting words (e.g., first, second, then, in conclusion)
- refer to class-generated criteria and consider feedback from conferences while writing and revising

#### STUDENT SELF-ASSESSMENT

- My introduction makes the purpose of the letter clear.
- The conclusion sums up my position.
- The argument sounds convincing.
- I have given reasons to support my viewpoint.
- I referred to the criteria when revising my work.
- I have organized my letter into paragraphs with effective transition words.
- I can explain the specific features of my letter that are effective.
- I used my graphic organizer to stay focussed on my points.
- I checked back to good models of persuasive writing when I got stuck.
- I added additional points suggested by others to make my argument stronger.

## ASSESSMENT SAMPLES FOR GRADE 5 WRITING AND REPRESENTING: WRITING A PERSUASIVE LETTER

### 1. Student writing sample

*Teacher:* The student clearly states her issue in the introduction of her letter and restates it in the conclusion. Paragraphs are organized into a logical sequence using appropriate sequencing words.

Draft #2

Dear Smokers,

A lot of people think that smoking is cool and that they would be more popular or have more friends, if they smoke. However, smoking is not good for your body. You won't be as healthy as people who don't smoke. Also, it isn't cool if you smoke. I, a student who learned about anti-smoking in grade 5 have two strong reasons why you should stop smoking.

Firstly, you'll look older than you really are. Your face will get wrinkled and will also be tired. However if you do not smoke you will look young and you wouldn't be as tired. Your eyes would be wide and bright, ready to begin a new day. All set to explore.

Secondly, if you smoke, you'll expect to have more disease and illness. Like cancer and asthma attacks. You will also have throat irritation and cough more than normal people. Your body wouldn't be as healthy. You'll feel your heart beat faster because less oxygen is reaching the cells. On the other hand, non-smokers will have a healthy body and do fun activities. They won't have as much of a chance of having a disease or illness.

In conclusion I strongly suggest you to stop smoking. I can't think of a reason why you shouldn't stop smoking. Can you? Overall if you are smoking, please stop.

2. Student Rubric for Organization

**Student Rubric for Organization**

|          |  |
|----------|--|
| <b>6</b> | <ul style="list-style-type: none"> <li>• My paper is easy to follow. It's like having a road map.</li> <li>• I stick with one topic. I never wander.</li> <li>• I chose an organizational pattern that fits my topic, purpose, and audience very well.</li> <li>• My lead will grab the reader's attention.</li> <li>• My conclusion sounds just right.</li> </ul>   |
| <b>5</b> | <ul style="list-style-type: none"> <li>• My paper is easy to follow. The reader never feels lost.</li> <li>• I stick with one topic – <i>almost</i> all the time.</li> <li>• My organizational pattern fits my topic, purpose, and audience.</li> <li>• My lead is very good. I worked on it.</li> <li>• My conclusion is good, too.</li> </ul>  |
| <b>4</b> | <ul style="list-style-type: none"> <li>• My paper is pretty easy to follow. I don't think the reader will get lost.</li> <li>• I might have wandered a little from my main topic.</li> <li>• I have an organizational pattern. I think it fits my purpose. I followed it most of the time.</li> <li>• My lead works.</li> <li>• My conclusion works, too.</li> </ul>   |
| <b>3</b> | <ul style="list-style-type: none"> <li>• My paper is a little hard to follow. The reader will have to read <i>slowly</i>.</li> <li>• I wandered from my main topic now and then.</li> <li>• I tried to follow an organizational pattern. It might not go with my purpose.</li> <li>• I have a lead, but I do not like it much.</li> <li>• I have a conclusion, but I do not think it is very effective.</li> </ul> |
| <b>2</b> | <ul style="list-style-type: none"> <li>• My paper is hard to follow.</li> <li>• I wrote about too many things. I forgot what my main idea was.</li> <li>• I do not think there is a pattern here.</li> <li>• I think I forgot to write a lead. The paper just starts.</li> <li>• I don't have a strong conclusion. The paper just stops.</li> </ul>  |
| <b>1</b> | <ul style="list-style-type: none"> <li>• This is just a bunch of ideas. No one could follow it.</li> <li>• This doesn't make any sense. I don't even <i>have</i> a main topic yet.</li> <li>• I don't have a pattern. Nothing goes with anything else.</li> <li>• There is no lead or conclusion.</li> </ul>   |

*WriteTraits Classroom Kit, Grade 5*, (p. 23), by Vicki Spandel & Jeff Hicks. Copyright © 2002 by Great Source Education Group, a division of Houghton Mifflin Company. All rights reserved. Reprinted with permission.

*Teacher:* The student is learning to discriminate between “good” and “great” leads. She has also used an effective organizational pattern of comparing those who smoke and those who don't. I think I'll ask if she would share this with the class.

*Teacher:* Explicit modelling of how to transfer the supporting evidence from the graphic organizer helped students write well organized paragraphs. I noticed how many of the students could have caught the interest of their readers more effectively if they had used a powerful lead such as posing a question or using a sound effect. A review lesson on powerful leads would be a good idea.

3. Teacher’s highlighted copy of the Quick Scale for Grade 5 Writing to Communicate Ideas and Information

QUICK SCALE: GRADE 5 WRITING TO COMMUNICATE IDEAS AND INFORMATION

| Aspect  | Not Yet Within Expectations   | Meets Expectations (Minimal Level)  | Fully Meets Expectations   | Exceeds Expectations   |
|---|---|---|--|--|
| <b>SNAPSHOT</b>   | <i>The writing offers loosely connected ideas; often very brief and hard to follow.</i>   | <i>The writing consists of connected ideas that address most requirements of the task; parts may be vague, hard to follow, or flawed by errors.</i>   | <i>The writing is easy to follow, with relevant ideas or information that accomplish the purpose or task.</i>  | <i>The writing offers clear, complete, and concise information and ideas that effectively accomplish the purpose or task.</i>  |
| <p><i>Teacher: This student was very effective at giving specific examples to support her point of view.</i></p>                                    |   |   |  |  |
| <b>MEANING</b><br>• ideas and information<br>• use of detail  | <ul style="list-style-type: none"> <li>• little sense of purpose or focus</li> <li>• some information may be inaccurate or copied</li> <li>• details are often vague or irrelevant</li> </ul>   | <ul style="list-style-type: none"> <li>• some sense of purpose; focus may wander</li> <li>• generally accurate</li> <li>• limited detail; some may be irrelevant, inaccurate, or copied</li> </ul>  | <ul style="list-style-type: none"> <li>• focussed around a clear purpose</li> <li>• generally concrete, accurate, complete; written in own words</li> <li>• some specific examples, details</li> </ul>   | <ul style="list-style-type: none"> <li>• focussed; fully accomplishes the purpose</li> <li>• accurate and complete</li> <li>• specific examples or details make the information clear</li> </ul>   |
| <b>STYLE</b><br>• clarity, variety, and impact of language  | <ul style="list-style-type: none"> <li>• simple language; may be inappropriate or incorrect in places</li> <li>• poorly constructed sentences; little variety</li> </ul>  | <ul style="list-style-type: none"> <li>• simple language; may be somewhat vague and repetitive</li> <li>• repeats a few basic sentence structures</li> </ul>  | <ul style="list-style-type: none"> <li>• language is clear, with some variety; may try to use technical words</li> <li>• uses a variety of sentence lengths and patterns</li> </ul>  | <ul style="list-style-type: none"> <li>• language is clear, varied; often tries to use precise or technical words</li> <li>• flows smoothly; variety in sentences</li> </ul>   |
| <b>FORM</b><br>• text features<br>• opening, ending<br>• organization and sequence<br>• paragraphs  | <ul style="list-style-type: none"> <li>• required text features and graphics (e.g., titles, headings, diagrams) are often missing or ineffective</li> <li>• may be all “middle,” with no introduction or conclusion</li> <li>• little organization or logical sequence</li> </ul> | <ul style="list-style-type: none"> <li>• some required text features and graphics (e.g., titles, headings, diagrams) may be missing or ineffective</li> <li>• introduction may be vague; may not have a conclusion</li> <li>• some organization; sequence is logical</li> </ul> | <ul style="list-style-type: none"> <li>• text features and graphics (e.g., titles, headings, diagrams) are generally clear and correctly used</li> <li>• clear introduction; provides conclusion</li> <li>• well organized; logical sequence and paragraphing</li> </ul> | <ul style="list-style-type: none"> <li>• text features and graphics (e.g., titles, headings, diagrams) are effective</li> <li>• introduction catches interest; conclusion sums up the information</li> <li>• well organized; clear, logical sequence and paragraphing</li> </ul> |
| <b>CONVENTIONS</b><br>• complete sentences<br>• spelling<br>• capitals<br>• punctuation<br>• grammar (e.g., use of pronouns, agreement, verb tense) | <ul style="list-style-type: none"> <li>• repeated errors in basic sentence structure, spelling, punctuation, or grammar often make the writing hard to understand</li> <li>• may be hard to read</li> </ul>   | <ul style="list-style-type: none"> <li>• some errors in sentence structure, spelling, punctuation, or grammar; errors may make parts hard to follow</li> <li>• legible</li> </ul>   | <ul style="list-style-type: none"> <li>• few errors in basic sentence structure, spelling, punctuation, and grammar; errors do not interfere with meaning</li> <li>• legible, neat; shows care</li> </ul>  | <ul style="list-style-type: none"> <li>• correct basic sentence structure, grammar, spelling, and punctuation; may include some errors in complex structures</li> <li>• presentation shows care; may include special features</li> </ul>   |

Adapted from the BC Performance Standards for Writing



# CLASSROOM ASSESSMENT MODEL

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*Grade 6*

## ENGLISH LANGUAGE ARTS GRADE 6: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide some guidelines for suggested weighting of assessment and evaluation of English Language Arts Grade 6.

| Curriculum Organizers/<br>Suborganizers       | Suggested<br>Weight for<br>Grading | Number<br>of<br>Outcomes | Number of Outcomes<br>by Domain* |     |     |
|---|------------------------------------|--------------------------|----------------------------------|-----|-----|
|   |                                    |                          | K                                | U&A | HMP |
| <b>ORAL LANGUAGE (SPEAKING AND LISTENING)</b> |                                    |                          |                                  |     |     |
| Purposes                                      | 20-30%                             | 3                        |                                  | 3   |     |
| Strategies                                    |                                    | 3                        |                                  | 3   |     |
| Thinking                                      |                                    | 4                        |                                  | 1   | 3   |
| Features                                      |                                    | 2                        |                                  | 2   |     |
| <b>READING AND VIEWING</b>                    |                                    |                          |                                  |     |     |
| Purposes                                      | 35-50%                             | 4                        |                                  | 4   |     |
| Strategies                                    |                                    | 3                        |                                  | 3   |     |
| Thinking                                      |                                    | 3                        |                                  |     | 3   |
| Features                                      |                                    | 1                        |                                  | 1   |     |
| <b>WRITING AND REPRESENTING</b>               |                                    |                          |                                  |     |     |
| Purposes                                      | 30-45%                             | 4                        |                                  | 4   |     |
| Strategies                                    |                                    | 3                        |                                  | 3   |     |
| Thinking                                      |                                    | 3                        |                                  |     | 3   |
| Features                                      |                                    | 1                        |                                  | 1   |     |
| <b>TOTALS</b>                                 | 100%                               | 34                       |                                  |     |     |

\*The following abbreviations are used to represent the three cognitive levels within the cognitive domain:  
K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes.

## GRADE 6: ORAL LANGUAGE

### ORAL DISCUSSION AND PRESENTATION – HEROES AND IDOLS

#### PREVIOUS LEARNING EXPERIENCES

Students have practised strategies for outlining arguments, points of view, paraphrasing, and asking clarifying questions.

#### CONTEXT

The teacher designed a unit, rich in oral language activities, that focussed on a topic of general interest: heroes, superheroes, and idols.

The teacher reviewed the skills of effective interaction and communication that had been taught, modelled, and practised during the year (e.g., appropriate ways to include and support others and to respond to others' feelings, using body language and words). The class also reviewed how to adjust voice and tone for various contexts. The teacher reminded students about good listening skills, including asking clarifying questions and paraphrasing the speaker's ideas.

#### DESCRIPTION

The teacher wrote the following on the chalkboard:

"I believe there is a hero inside each of us!"

Students responded to the statement. Then students discussed the following questions:

- What is the difference between a hero and an idol?
- What makes a hero? What makes an idol?
- What does the type of hero or idol tell you about people's values?
- Should sports figures be considered heroes or idols?
- What are some roles that superheroes play?
- What are your criteria for selecting a hero or an idol?

Students worked in pairs to talk about their views on heroes, superheroes, and idols. Then the pairs joined together, forming groups of four. The members of each group asked one another clarifying questions to sustain and extend the interactions. Each group summarized its perspectives and reported these to the larger group.

Following the initial discussion, students explored the idea of fictional superheroes. Students individually completed a chart outlining the qualities of familiar superheroes. They discussed their ideas and compared the qualities of superheroes with those of heroes and idols.

Students further refined their thinking by talking about people they admired as heroes and idols and by discussing the qualities that made them so. Based on this discussion, students developed a set of criteria as to what makes a hero or idol. They also generated questions they hoped each presentation would address.

Students then worked individually to develop oral presentations on a person they considered their personal hero or idol. Each student developed an outline of key ideas, including a timeline of the person's life, his or her admirable qualities, and why this person deserved to be a hero or idol. Based on these outlines, students developed their presentations.

Following each presentation, students asked the speaker questions to clarify meaning. For each presentation, students also noted the viewpoints and key ideas expressed. After the presentations, students reflected individually on their own participation and presentation, using a self-assessment sheet developed by the teacher.

**Criteria for Assessment****PRESCRIBED LEARNING OUTCOMES**

- A1 use speaking and listening to interact with others for the purposes of
- contributing to group success
  - discussing and comparing ideas and opinions (e.g., debating)
  - improving and deepening comprehension
  - discussing concerns and resolving problems
  - completing a variety of tasks
- A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by
- using prior knowledge and/or other sources of evidence
  - staying on topic in focussed discussions
  - presenting in a clear, focussed, organized, and effective manner
  - explaining and effectively supporting a viewpoint
- A4 select and use strategies when interacting with others, including
- accessing prior knowledge
  - making and sharing connections
  - asking questions for clarification and understanding
  - taking turns as speaker and listener
  - paraphrasing to clarify meaning
- A5 select and use strategies when expressing and presenting ideas, information, and feelings, including
- setting a purpose
  - accessing prior knowledge
  - generating ideas
  - making and sharing connections
  - asking questions to clarify and confirm meaning
  - organizing information
  - practising delivery
  - self-monitoring and self-correcting in response to feedback
- A6 select and use strategies when listening to make and clarify meaning, including
- accessing prior knowledge
  - making predictions about content before listening
  - focussing on the speaker
  - listening for specifics
  - generating questions
  - recalling, summarizing, and synthesizing
  - drawing inferences and conclusions
  - distinguishing between fact and opinion
  - visualizing
  - monitoring comprehension

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### Criteria for Assessment

#### SELECTED CRITERIA

The teacher developed assessment criteria from a variety of sources, including

- Grade 6 Rubric for Oral Language (see following example)
- Grade 6 Suggested Achievement Indicators (see Student Achievement section)
- Classroom discussion about appropriate criteria for an oral presentation

#### Assessment Criteria for this Activity

The student can

- use a range of appropriate words and expressions for responding to requests and supporting others
- use nonverbal cues to support others
- focus on speaker; maintain a listening posture
- check with others to ensure that own ideas or viewpoints are understood and supported
- ask relevant questions to sustain and extend interactions
- build on others' ideas
- approach oral language activities with confidence
- express a clear purpose
- keep generally focussed in a presentation
- provide substantive and relevant ideas
- provide information logically
- show awareness of listeners and audience
- present interesting and clear material
- speak clearly, and is easy to hear and understand
- use appropriate pacing
- present visual aids at appropriate times

#### STUDENT SELF-ASSESSMENT

- I contributed relevant ideas to the discussions.
- I used appropriate behaviours to show that I was listening well.
- I included interesting ideas.
- I made an effort to appeal to the audience (e.g., with humour, personal examples).
- I paraphrased the speaker's ideas.
- I asked questions that extended the discussion.
- I set a goal for improvement.

**ASSESSMENT SAMPLES FOR GRADE 6 ORAL LANGUAGE:  
HEROES AND IDOLS**

*1. Teacher observation of presentations and interactions*

During the presentations and student responses, the teacher referred to the list of selected criteria to record anecdotal observations for each student on a class list. For one student, the teacher noted an overall lack of confidence, both in presenting and in speaking during discussions. It was difficult to judge the student’s overall oral language development because the presentation was delivered in a soft voice and was hard to follow.

*Teacher:* This student may need further support in

- approaching oral language with confidence
- providing information logically
- delivering a generally focussed presentation with a clear purpose
- providing substantive and relevant ideas

I’m not sure whether this student is having difficulty with organizing and expressing her ideas, or if she merely lacks confidence. I need more assessment information.

*2. Sample student self-assessment*

**SELF-ASSESSMENT OF ORAL PARTICIPATION:  
HEROES AND IDOLS**

Did I contribute relevant ideas to the discussion  Yes  Somewhat  No

What behaviours did I exhibit that told others I was listening well?

*I looked at the speaker and I asked a question.*

Did my presentation contain interesting ideas and appeal to the audience?

Yes  Somewhat  No

Was I able to paraphrase the speaker’s ideas and ask questions that extended the discussion?

Yes  Somewhat  No

What goal(s) do I need to set for myself to improve my ability to discuss and dialogue with others?

*I need to share more ideas in the small group.  
I will try to speak up.*

*Teacher:* This student is able to set a goal that is appropriate to the selected criteria.

### 3. Excerpt of conversation between teacher and student

Following the observations and review of the student's self-assessment, the teacher initiated a conversation to gain a deeper understanding of the student's oral language development. The conversation was part of a further activity in which students talked about people they admired and discussed the qualities that made them heroes or idols.

T: What are the characteristics that a hero has to have? What makes them different from other people?

S: There shouldn't be much of a difference. You can become a hero in your own school, the world, and in your family. You can run for breast cancer. You can become a hero but not famously but you can be other people's hero or your own hero or your grandma's hero. A hero to me is someone who has a goal and achieves that goal and that is inspirational to everybody else because they were determined.

T: Are there any people that you know that you would consider a hero?

S: I consider my uncle a hero.

T: Why is he a hero?

S: He is a hero to me because he got through some really rough times when his family wasn't accepting him for who he is because he is a dancer. And his dad wanted him to play hockey. He wasn't accepted by a lot of people in our family, or his friends. And he still got through that period of time and he is now dancing on Broadway. He's still trying to help me and it really inspires me how he got through all that and came to be himself.

T: What do you think are the characteristics that made him stick with it when everybody else thought that dancing was not a good thing for him to do?

S: One was determination. I know that he believes in himself. Probably not to care what other people think but just to go do what you love doing.

*Teacher:* Based on the combination of presentation, student conference and self-assessment, I believe this student fully meets expectations on the Grade 6 Rubric for Oral Language. In a more personal conversation, the student was able to provide substantive and relevant ideas, make logical connections, and speak clearly and with confidence. She needs further support to develop confidence when speaking in front of a larger audience.

4. Individual student profile based on observations, student self-assessment, and individual conference

QUICK SCALE: GRADE 6 ORAL LANGUAGE

| Aspect  | Not Yet Within Expectations   | Meets Expectations (Minimal Level)  | Fully Meets Expectations  | Exceeds Expectations   |
|---|---|---|---|--|
| <b>STRATEGIES</b> <ul style="list-style-type: none"> <li>confirms that own ideas are understood</li> <li>asks questions to sustain and extend interactions</li> <li>builds on others' ideas</li> </ul>  | <ul style="list-style-type: none"> <li>repeats own ideas</li> <li>asks relevant questions, with teacher support</li> <li>builds on others' ideas, with teacher support</li> </ul>   | <ul style="list-style-type: none"> <li>restates own ideas to solicit understanding from others</li> <li>asks relevant questions</li> <li>occasionally builds on others' ideas</li> </ul>  | <ul style="list-style-type: none"> <li>confirms that own ideas are understood</li> <li>asks relevant questions to sustain and extend interactions</li> <li>builds on others' ideas</li> </ul>   | <ul style="list-style-type: none"> <li>confirms own ideas or viewpoints are understood and extends conversation</li> <li>asks a variety of questions to sustain and extend interactions, and find out others' views</li> <li>builds on others' ideas to deepen thinking</li> </ul>   |
| <b>EXCHANGING IDEAS/ INFORMATION</b> <ul style="list-style-type: none"> <li>clear focussed purpose and substantive and relevant ideas</li> <li>awareness of audience</li> <li>clear varied language</li> <li>expresses own views appropriately with supporting reasons</li> <li>appropriate pacing (does not rush)</li> <li>uses visual aids</li> </ul> | <ul style="list-style-type: none"> <li>states purpose and offers few relevant ideas, with teacher support</li> <li>demonstrates awareness of audience, with teacher support</li> <li>uses simple repetitive language</li> <li>sometimes offers own views appropriately, often without reasons</li> <li>uses pacing, with teacher support</li> <li>uses visual aids, with teacher support</li> </ul> | <ul style="list-style-type: none"> <li>states purpose and provides some relevant ideas</li> <li>generally expresses own views appropriately; gives few relevant reasons</li> <li>sometimes demonstrates awareness of audience</li> <li>language tends to be simple and often vague</li> <li>sometimes uses pacing appropriately</li> <li>uses visual aids inconsistently</li> </ul> | <ul style="list-style-type: none"> <li>provides clear, focussed purpose and substantive and relevant ideas</li> <li>expresses own views appropriately, with some relevant reasons</li> <li>shows awareness of audience</li> <li>language is clear, with some variety</li> <li>pacing is appropriate</li> <li>presents visual aids at appropriate times</li> </ul> | <ul style="list-style-type: none"> <li>provides focussed purpose and effective supporting reasons</li> <li>expresses own views effectively, with some convincing reasons</li> <li>makes connections with guidance and adjusts communication accordingly</li> <li>language is clear, varied; some precise language</li> <li>pacing is used artistically and effectively</li> <li>presents visual aids smoothly to enhance presentation</li> </ul> |
| <b>LISTENING</b> <ul style="list-style-type: none"> <li>generates questions to make predictions accurately</li> <li>recalls key ideas and viewpoints</li> </ul>   | <ul style="list-style-type: none"> <li>generates questions to make predictions, with teacher support</li> <li>recalls key ideas and viewpoints, with teacher support</li> </ul>   | <ul style="list-style-type: none"> <li>generates some relevant questions to make predictions</li> <li>recalls some ideas and viewpoints</li> </ul>  | <ul style="list-style-type: none"> <li>generates questions to make predictions</li> <li>accurately recalls key ideas and viewpoints</li> </ul>  | <ul style="list-style-type: none"> <li>generates thoughtful questions to make predictions</li> <li>restates key ideas and viewpoints, explaining speaker's bias, if any</li> </ul>   |
| <b>REFLECTION</b> <ul style="list-style-type: none"> <li>responds critically to self-assessment criteria and makes suggestions for improvement</li> </ul>   | <ul style="list-style-type: none"> <li>responds to self-assessment criteria, with teacher support</li> </ul>  | <ul style="list-style-type: none"> <li>responds to self-assessment criteria</li> </ul>  | <ul style="list-style-type: none"> <li>responds critically to self-assessment criteria and makes suggestions for improvement</li> </ul>   | <ul style="list-style-type: none"> <li>responds critically to self-assessment criteria and develops a plan for improvement</li> </ul>  |

## GRADE 6: READING AND VIEWING

### INDEPENDENT NOVEL STUDY – LITERATURE CIRCLES

#### PREVIOUS LEARNING EXPERIENCES

Students have experienced and practised literature circles and reader response activities, including writing questions related to predictions and key ideas, summary writing, character analysis, and writing a character sketch. Students have also been exposed to types of conflict found in literature, cause and effect, making inferences, and thematic development.

#### CONTEXT

Prior to starting an independent novel study, the teacher used short fiction from anthologies to model reading strategies before, during, and after reading. Students used focus questions to make predictions and identify key ideas in the stories. They received feedback on their use of strategies.

#### DESCRIPTION

##### *Before reading*

Students chose novels from a collection provided by the teacher. Students reading the same novel met in literature circles. Each group analysed the cover image and used the title to consider what the story might be about. Students thumbed through the book and brainstormed possible problems the characters might encounter. Students examined chapter titles to make guesses about content. Ideas were recorded on a chart for later discussion.

##### *During reading*

Students used focus questions in literature circles to explore aspects of the novel. In a conference, students read a section of the text to the teacher. The teacher noted the reading strategies used to identify unknown words and asked questions to explore comprehension.

##### *After reading*

Students developed lists of key words and phrases from the novel, and completed story maps, chapter summaries, character analyses, book cover art, and poetry. They discussed interview questions for the story characters. They completed comprehension and response tasks to demonstrate that they understood the story. Students then met in literature circles to discuss their responses.

**Criteria for Assessment****PRESCRIBED LEARNING OUTCOMES**

- B1** read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring variety in theme and writing techniques, including
- stories from Aboriginal and other cultures
  - literature from Canada and other countries
  - short stories and novels exposing students to unfamiliar contexts
  - short plays that are straightforward in form and content
  - poetry in a variety of forms
- B5** select and use strategies before reading and viewing to develop understanding of text, including
- setting a purpose and considering personal reading goals
  - accessing prior knowledge to make connections
  - making predictions
  - asking questions
  - previewing texts
- B6** select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including
- predicting
  - making connections
  - visualizing
  - asking and answering questions
  - making inferences and drawing conclusions
  - using ‘text features’
  - self-monitoring and self-correcting
  - figuring out unknown words
  - reading selectively
  - determining the importance of ideas/events
  - summarizing and synthesizing
- B7** select and use strategies after reading and viewing to confirm and extend meaning, including
- self-monitoring and self-correcting
  - generating and responding to questions
  - making inferences and drawing conclusions
  - reflecting and responding
  - visualizing
  - using ‘text features’ to locate information
  - using graphic organizers to record information
  - summarizing and synthesizing
- B9** read and view to improve and extend thinking, by
- analysing texts and developing explanations
  - comparing various viewpoints
  - summarizing and synthesizing to create new ideas
- B11** explain how structures and features of text work to develop meaning, including
- form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive)
  - ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlinks, pull-quotes)
  - literary elements (e.g., characterization, mood, viewpoint, foreshadowing, conflict, protagonist, antagonist, theme)
  - non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea)
  - literary devices (e.g., imagery, onomatopoeia, simile, metaphor)
  - idiomatic expressions

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continued

### Criteria for Assessment

#### SELECTED CRITERIA

The teacher developed assessment criteria from a variety of sources, including

- Quick Scale: Grade 6 Reading Literature (see following example)
- Grade 6 Suggested Achievement Indicators (see Student Achievement section)

#### Assessment Criteria for this Activity

The student can

- provide clear, complete, and accurate responses
- include specific references to the selection
- describe setting, main characters, conflict, and events accurately, with details
- offer reactions and opinions about selections, with some logical support
- make and support inferences about characters' feelings, motivations, and point of view
- make logical interpretations of the author's message
- use word form and context clues to identify unknown words
- reread when a passage is not making sense
- adjust reading speed
- use self-correcting strategies

#### STUDENT SELF-ASSESSMENT

- I answered questions and gave supporting details.
- I contributed ideas to the group.
- I identified character traits and key elements in the story.
- I listened to others during discussions.

ASSESSMENT SAMPLES FOR GRADE 6 READING AND VIEWING: LITERATURE CIRCLES

1. Excerpt from a teacher-student conference (during reading)

- T: What do you think of the novel you are reading?  
 S: It's O.K.  
 T: What connections have you made while you were reading?  
 S: It's about war and I know there's lots of wars in the world today.  
 T: How is the level of this novel for you – easy, just right, or challenging?  
 S: Just right. I can understand most of the words.  
 T: What strategies are you using to figure out the unknown words?  
 S: I keep rereading the sentence and see if I can think of another word that would fit.  
 T: If you can't think of another word, what do you do then?  
 S: Sometimes I can figure it out from clues in the book. Sometimes I look it up in a dictionary.  
 T: That's great. You're using some "good reader" strategies to help you understand what you're reading.

*Teacher:* This student fully meets expectations for rereading and using context clues to make sense, as he is able to identify his reading strategies and monitor for unknown words. He rereads when a passage does not make sense, and uses a variety of strategies to identify unknown words.

2. Chapter summary (after reading)

The chapter I picked was Chapter #12. This chapter is about Justin and two other guys. They are coming back from the war and they had to hide from the other army. They went to one of the guys' parents house. One night they were looking for them. So they hid in the barn. It was very cold so they decided to sleep in the potato hole. There was not much room so Justin slept in the barn. When he woke up It had snowed over night. When he went to get the other two up he lifted up the door to the potato hole. When he looked in he say they had suffocated. They looked pale. Justin then returned home.

*Teacher:* This summary fully meets expectations and criteria for responding clearly, completely, and accurately, and for describing setting, characters, conflicts, and events accurately with details.

**3. Comprehension questions: In your opinion, was the war justified? Why or why not?**

I think the war was justified. Because if the farmers didn't do any thing about what was going on. Many more people would have gone to jail. I think it was a smart decision for each side because if the farmers didn't they would soon be in jail. If the people for taxes didn't they would be reported by someone soon. All in all it was a good choice. I would hope that next time something like this goes on it should be dealt with right away. Not just letting it be and then later taking it to war. I am glad that something like that hasn't gone on in a long time.

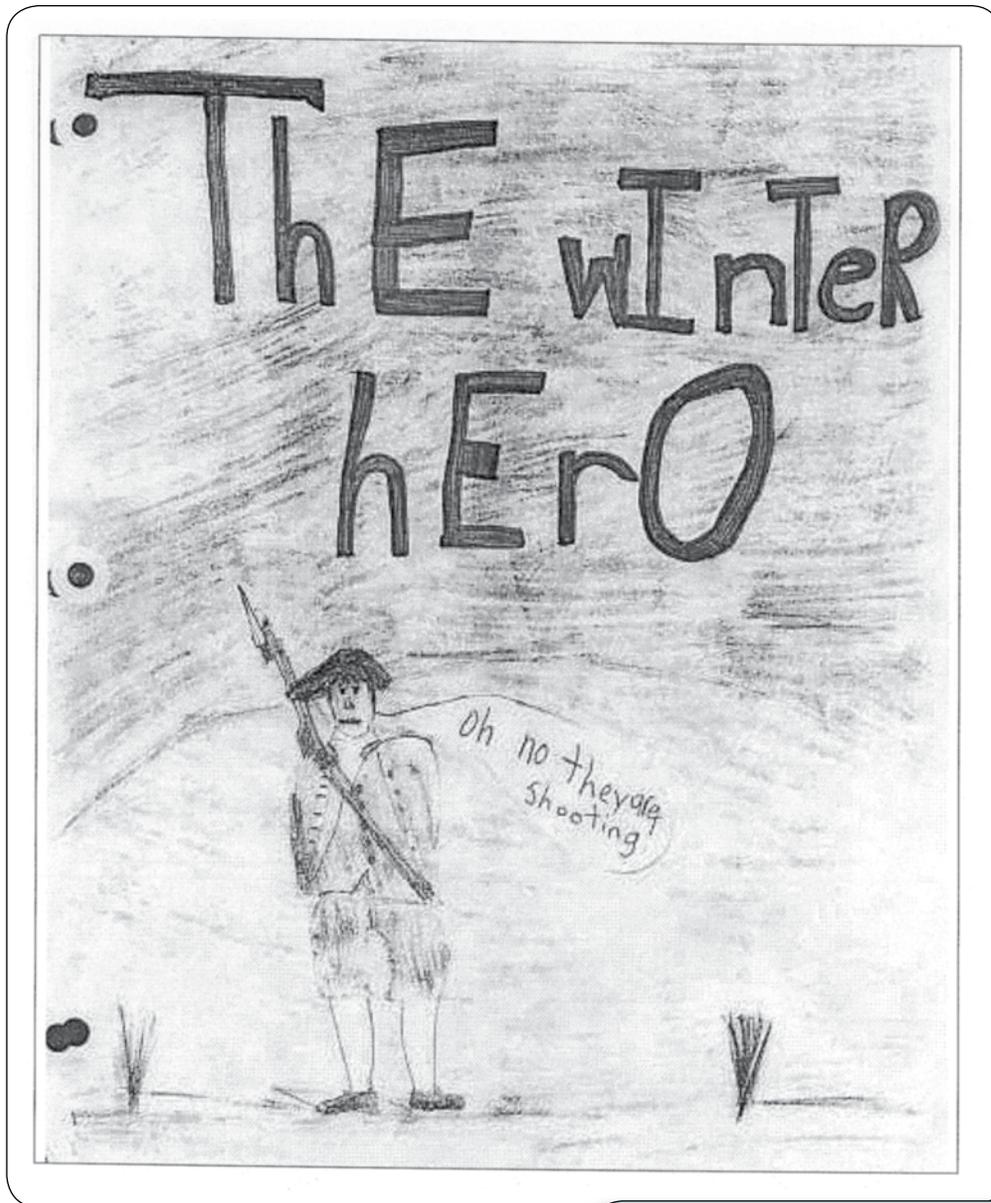
*Teacher:* Overall, I think this response minimally meets expectations. The student offers reactions and opinions, with some logical support. However, the explanation is sometimes vague and incomplete. The student needs help to clarify his written explanation. I will focus on this during our next literature circle mini-lesson.

**4. Poem: *The Potato Hole* (after reading)**

War is sad I'll tell you why  
 The truth of it is many will die  
 Three boys I new their hearts were huge  
 I still remember that night when I was cold and full of fright  
 When I saw that horrible sight  
 Two young men pale and cold  
 They died in a potato hole  
 When I looked up I could see their souls  
 Of those two men pale and cold.

*Teacher:* This poem fully meets expectations as the student is making logical inferences about the characters' feelings and points of view in an expressive and creative form. I will invite the student to share this poem in literature circle.

5. Book cover art (after reading)



*Teacher:* I find it difficult to assess this book cover art for comprehension, as it does not demonstrate a logical interpretation of the author's message. Perhaps the student did not understand the criteria for this response? I will meet with the student to discuss criteria for this activity, and will ask to have the book cover adapted or redone.

6. Individual student profile based on novel study activities

QUICK SCALE: GRADE 6 READING LITERATURE

| Aspect   | Not Yet Within Expectations   | Meets Expectations (Minimal Level)   | Fully Meets Expectations   | Exceeds Expectations   |
|--|---|--|--|--|
| <p><b>SNAPSHOT</b><br/>Note: the snapshot can be used alone as a holistic scale for marking some assignments.</p>  | <p><i>With support, the student may be able to read short, simple, and direct selections with familiar language. Work is often vague, incomplete, or inaccurate. May need one-to-one support to complete task.</i></p>  | <p><i>The student is able to read generally straightforward fiction and poetry and complete most assigned tasks. Work is often inconsistent: parts are accurate and complete; others are vague and incomplete.</i></p>   | <p><i>The student is able to read generally straightforward fiction and complete assigned tasks independently. Work is generally accurate and complete, with specific references to selection.</i></p>   | <p><i>The student is able to read fiction and poetry with some complex language or ideas. Work is thorough, independent, and shows some insight, with specific, well-chosen evidence. May look for challenges.</i></p>   |
| <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>comprehension strategies</li> <li>word skills</li> <li>knowledge of genres</li> <li>locating detail</li> </ul>         | <ul style="list-style-type: none"> <li>often does not check for understanding</li> <li>focuses on sounding out new words; often gives up</li> <li>unaware of the features of various genres</li> <li>often guesses rather than rereading to locate specific details</li> </ul>  | <ul style="list-style-type: none"> <li>checks for understanding; may need help choosing strategies</li> <li>relies on sounding out and context clues</li> <li>needs some direction to use knowledge of story structure and genres</li> <li>inefficient in locating details</li> </ul>  | <ul style="list-style-type: none"> <li>checks for understanding; draws on range of strategies</li> <li>uses range of word skills; may need prompting</li> <li>uses knowledge of story structure and familiar genres to predict, support</li> <li>skims and rereads for details</li> </ul>  | <ul style="list-style-type: none"> <li>checks for understanding; chooses effectively from wide range of strategies</li> <li>uses range of effective word skills; independent</li> <li>uses knowledge of an increasing range of genres to predict, support</li> <li>efficiently skims and rereads for details</li> </ul>  |
| <p><b>COMPREHENSION</b></p> <ul style="list-style-type: none"> <li>accuracy, completeness</li> <li>story elements</li> <li>relationships</li> <li>inferences</li> <li>theme</li> </ul> | <ul style="list-style-type: none"> <li>work is vague, inaccurate, or incomplete</li> <li>identifies some main characters and events</li> <li>may be able to place main events in order; explains some simple cause-effect relationships</li> <li>makes some simple inferences; often illogical because the student has missed literal information</li> <li>unable to interpret theme or author's message</li> </ul> | <ul style="list-style-type: none"> <li>provides accurate information; often vague, sometimes incomplete</li> <li>identifies most main characters, events, and obvious conflicts; gives some details if asked</li> <li>explains some relationships among events</li> <li>makes some simple inferences; little or no support</li> <li>interprets themes or author's messages simplistically</li> </ul> | <ul style="list-style-type: none"> <li>clear, complete, and accurate, with specific references to the selection</li> <li>describes setting, main characters, conflict, and events accurately and in some detail; may use words of the selection</li> <li>explains relationships among events</li> <li>makes some logical inferences with support</li> <li>interprets obvious themes or author's message logically</li> </ul> | <ul style="list-style-type: none"> <li>thorough and precise, with specific detail</li> <li>describes setting, characters, conflict, and events accurately and in own words, with relevant detail and interpretation</li> <li>explains subtle relationships among events; often speculates about other possibilities</li> <li>makes inferences with insight, support</li> <li>interprets theme or author's message logically</li> </ul> |
| <p><b>RESPONSE AND ANALYSIS</b></p> <ul style="list-style-type: none"> <li>connections to experiences and other selections</li> <li>reactions</li> </ul>                               | <ul style="list-style-type: none"> <li>with explicit guidance, may make some simple and obvious connections</li> <li>offers simple, vague, and unsupported reactions and opinions</li> </ul>  | <ul style="list-style-type: none"> <li>makes some concrete and obvious connections</li> <li>offers simple and direct reactions and opinions; gives reasons if provided with a frame or model</li> </ul>  | <ul style="list-style-type: none"> <li>makes logical, relatively direct connections</li> <li>offers reactions and opinions about selections, with some logical support</li> </ul>  | <ul style="list-style-type: none"> <li>makes and supports some insightful connections</li> <li>offers and supports reactions and opinions; may show some complexity</li> </ul>   |

Adapted from the BC Performance Standards for Reading

**GRADE 6: WRITING AND REPRESENTING**  
**RESEARCH REPORT – WATER POLLUTION****PREVIOUS LEARNING EXPERIENCES**

Students have experience in creating an outline, writing focussed questions, accessing information on the Internet, writing a hypothesis, developing criteria for report writing, and considering and incorporating feedback to improve written work.

**CONTEXT**

In a study of the microscopic world, students collected samples of water from their community (e.g., ponds, streams, lakes, ditches, puddles) and examined them under microscopes. Students generated questions about pollution and worked with the librarian to locate information on water pollution.

The teacher introduced students to a unit on writing research reports, reviewed writing strategies, assigned mini-reports, and provided feedback. Students analysed models of research reports and discussed various ways to represent information for different audiences and purposes.

**DESCRIPTION*****Before writing***

Students discussed their observations and made connections among what they saw under the microscope, their prior knowledge, and their hypotheses. Students identified research questions including the relationships among the things they viewed. They considered what else they needed to know, and developed headings. As a class, students developed criteria that outlined qualities they were aiming for in their final research reports. They developed section titles for their individual reports.

***During writing***

Students considered the relevancy, accuracy, and completeness of the information they had gathered. They recorded key ideas in their own words. Students considered the audience for their writing, the form, and the visual features that would help clarify meaning and engage the reader. Students included newly acquired vocabulary, organized their writing in the appropriate categories, and used paragraphing and transitional words and phrases to ensure the writing was clear.

***After writing***

Students reread their work, made changes, and invited peers to provide feedback. They revised and edited their writing according to the criteria and the feedback they received.

## Criteria for Assessment

## PRESCRIBED LEARNING OUTCOMES

- C2 write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring
- clearly developed ideas by using focussed and useful supporting details, analysis, and explanations
  - sentence fluency through clear, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style
  - effective word choice through the use of new vocabulary, words selected for their specificity, and powerful adverbs and verbs
  - a voice demonstrating an appreciation and interest in the topic
  - an organization with an inviting lead that clearly indicates the purpose, and flows smoothly with logically sequenced paragraphs or sections to a satisfying conclusion that summarizes the details
- C5 select and use strategies before writing and representing, including
- setting a purpose
  - identifying an audience, genre, and form
  - analysing examples of successful writing and representing in different forms and genres to identify key criteria
  - developing class-generated criteria
  - generating, selecting, developing, and organizing ideas from personal interest, prompts, texts, and/or research
- C6 select and use strategies during writing and representing to express and refine thoughts, including
- referring to class-generated criteria
  - analysing models of literature
  - accessing multiple sources of information
  - consulting reference materials
  - considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency
  - ongoing revising and editing
- C7 select and use strategies after writing and representing to improve their work, including
- checking their work against established criteria
  - reading aloud and listening for fluency
  - revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization)
  - editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)
- C10 reflect on and assess their writing and representing, by
- referring to class-generated criteria
  - setting goals and creating a plan for improvement
  - taking steps toward achieving goals
- C11 use the features and conventions of language to express meaning in their writing and representing, including
- complete simple, compound, and complex sentences
  - subordinate (i.e., dependent) clauses
  - comparative and superlative forms of adjectives
  - past, present, and future tenses
  - effective paragraphing
  - effective use of punctuation and quotation marks
  - conventional Canadian spelling for familiar and frequently used words
  - spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, thesaurus)
  - legible writing appropriate to context and purpose

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*continued***Criteria for Assessment****SELECTED CRITERIA**

The teacher developed assessment criteria from a variety of sources, including

- Quick Scale: Grade 6 Writing to Communicate Ideas and Information (see following example)
- Grade 6 Suggested Achievement Indicators (see Student Achievement section)
- Classroom discussion about appropriate criteria for an effective research report

**Assessment Criteria for this Activity**

The student can

- maintain a general focus in his or her writing
- provide information that is generally accurate, complete, and written in own words
- provide an introduction that clearly presents purpose
- develop paragraphs that include a main idea and supporting details
- sequence ideas clearly and logically
- provide some relevant details and examples
- develop a logical conclusion
- write in a way that engages the reader
- write using clear language, with some variety and use of specific vocabulary
- use basic sentence punctuation
- spell familiar words correctly
- write legibly and present information neatly
- include required text features (e.g., diagrams, illustrations) that are correctly constructed

**STUDENT SELF-ASSESSMENT**

- My writing is clear, focussed, and organized.
- I considered the audience.
- I included titles and headings.
- My writing sample is complete, accurate, and interesting.
- I included charts or illustrations that help to explain the meaning.

## ASSESSMENT SAMPLES FOR GRADE 6 WRITING AND REPRESENTING: RESEARCH REPORT

### 1. Student's completed report in draft form

#### Introduction

Did you know that acid rain can kill almost everything on our planet? It can affect trees, lakes, streams, animals and plants. I am writing a project on Acid rain. I will tell you the measurements, improvements, when and where it was seen, the affects, and a bit more.

#### What is it?

Acid rain is rain tha contains of acid. The acid conains a whole bunch of chemicals that humans have produced. Take pollution for example. Carburn dioxide is released from our factories. The pollution I carried in clouds for hundreds and thousands of miles. While it is travelling, the pollution transforms into "acid rain." The rain is released and damages our ecosystem. That's one of the reasons more people have bee trying to help make our enviornment a better place, sinse the last ten years.

#### When and where it was seen

Acid rain was first recogized in Europe in the1800's, but first came popular in the 1970's. In 1980, the United States East of Mississippi, and Southeastern Canada recieved the most acid rain. than anywhere else.

#### Measurement

PH stands for " Potential Hydroforgen". Acid rain is measured by PH tests that determine the consentation of hydrogen iron in a liter of fluid.

After acid rain was discovered in Europe scientists measured the rain in North America. The normal rain measures are usually 5.60. Erope and Scandinavia have received 4.3 – 4.5.

The worst North America area is measured at 4.2, which is centered around Lake Erie and Lake Ontario. Nineteen million tons on nitrogen come from factories every year. 5.6 is a safe value of acid rain.

The less amount of acid rain is not a new form of pollution. To reduce the amount of acid rain, you have to reduce pollution, and NOx and 50228. There has been concern about asid rain in many countries, and it has been agreed that there must be a reducement of acid rain.

#### Improvments

In 1990, the governmen started an acid rain program. Acid rain has been doing better since Alkaline neutralizes acid. Ther has not ben many improvements on acid rain.

*Teacher:* The section on Measurement is unclear. Key information is missing or misunderstood. I will need to help the student check sources for this. However, for purposes of assessing writing, scientific accuracy is not the main focus.

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*Student's completed report in draft form, continued*

**Affects**

Acid rain is harmful to almost everything on our planet. It affects trees, plants, animals, and bodys of water. It eats holes in trees leaves because of this, half of the trees in Southwestern Germany are damaged. In Germany it's estimated that it costs 2 billion dollar just to prevent acid rain. This is mostly caused by smoke and gas. Acid rain has also eaten the surface of the statues in Italy, which now gives it a strong [acton] and a strong powerful taste.

It washes away the nutrients needed by plants. It can wash away toxic substances lie aluminum and Mercury. A large area of Europe and North America get lots of acid rain. In Los Angelas, acid rain is mostly caused by automobile emisions. Acid rain is ruining the statue of Liberty. Not many people know, but acid fog is much worse than acid rain.

**Interseting Facts**

Soils in where crops grow is allowed to absorb acid.  
Hot springs are a natural source of gases that produce acid rain.

The first sign of acid rain are, trees begin to welen.  
Because of acid rain, 15,000 lakes in Sweden have been damaged.

Fishery biologists are interested in liming acid lakes to make it more habitable to fish. Acid rain is okay to get on you, just don't get it in you! It can really get to yor respiratory system. It was found tht it was concentrated in the Northeast States of New York and Pennsylvania because of the type of coal they burn. In 1992, the governments of the United States and Canda signed air-quality agreements aimed at reducing despotions of both countries. It accurs when polluted gas becomes trapped in clouds, drifts hundreds or thousands of miles, the it releases acid rain. To prevent less rain, you must put more electric cars on the road, because gas can pollute our air, and put filters on chineys to reduce polluting gas.



*Teacher:* I can see that this student has a clearly stated purpose, is generally accurate in terms of information, and provides relevant details and examples. However, some examples are not expressed clearly or are incomplete.

2. Student's individual profile based on research report

QUICK SCALE: GRADE 6 WRITING TO COMMUNICATE IDEAS AND INFORMATION

| Aspect   | Not Yet Within Expectations  | Meets Expectations (Minimal Level)  | Fully Meets Expectations  | Exceeds Expectations   |
|--|--|---|---|--|
| <b>SNAPSHOT</b>  | <i>The writing presents loosely connected ideas and is often difficult to follow, with serious errors in conventions. May need help to complete the task.</i>  | <i>The writing completes most basic requirements; may be vague and unfocused in places, or omit key information. Some errors.</i>   | <i>The writing is clear and concise; provides well-chosen, specific information and details to effectively accomplish the purpose or task.</i>  | <i>The writing is easy to follow and includes enough accurate, relevant information and detail to accomplish the basic purpose or task. Few errors.</i>  |
| <b>MEANING</b><br>• purpose<br>• ideas and information<br>• use of detail                  | <ul style="list-style-type: none"> <li>• unclear purpose; no focus</li> <li>• some information may be inaccurate or copied</li> <li>• few details; may be irrelevant or repetitive</li> </ul>  | <ul style="list-style-type: none"> <li>• states purpose; focus may wander</li> <li>• generally accurate, but may omit key points</li> <li>• includes details and examples; some may be irrelevant or inaccurate</li> </ul>  | <ul style="list-style-type: none"> <li>• purpose is clear, and writing is generally focussed</li> <li>• generally accurate, complete, in own words</li> <li>• some relevant details and examples</li> </ul>   | <ul style="list-style-type: none"> <li>• focussed around a clear purpose</li> <li>• information is well chosen, thorough, in own words; may use more than one source</li> <li>• specific details or examples</li> </ul>  |
| <b>STYLE</b><br>• clarity, variety, and impact of language                                 | <ul style="list-style-type: none"> <li>• simple, repetitive language; may misuse terms</li> <li>• sentences are often short and repetitive</li> </ul>  | <ul style="list-style-type: none"> <li>• language is simple and often vague</li> <li>• sentence length may be varied; relies on a few basic patterns</li> </ul>   | <ul style="list-style-type: none"> <li>• language is clear; some variety and description</li> <li>• variety of sentence lengths; may vary sentence beginnings, try different conjunctions</li> </ul>  | <ul style="list-style-type: none"> <li>• language is clear and varied; some precise, expressive, or figurative language</li> <li>• flows smoothly, with a variety of sentence lengths and patterns</li> </ul>  |
| <b>FORM</b><br>• text features<br>• opening<br>• organization and sequence<br>• conclusion | <ul style="list-style-type: none"> <li>• text features (e.g., titles, headings, diagrams, illustrations) are omitted or inappropriate</li> <li>• introduction does not identify purpose</li> <li>• disjointed; paragraphing is ineffective or omitted</li> <li>• omits conclusion</li> </ul> | <ul style="list-style-type: none"> <li>• text features (e.g., titles, headings, diagrams, illustrations) are included; may be flawed or not well connected to text</li> <li>• introduction states purpose; may be general</li> <li>• sequence is logical; connections may be unclear or awkward</li> <li>• most paragraphs have a main idea</li> <li>• abrupt or weak conclusion</li> </ul> | <ul style="list-style-type: none"> <li>• required text features (e.g., titles, headings, diagrams, illustrations) are included; correctly constructed (may have minor errors)</li> <li>• introduction clearly presents purpose</li> <li>• sequence is logical; paragraphs or sections are linked</li> <li>• paragraphs have main ideas and some supporting detail</li> <li>• conclusion is logical</li> </ul> | <ul style="list-style-type: none"> <li>• required text features (e.g., titles, headings, diagrams, illustrations) are clear, effective, well-constructed, and connected to the text</li> <li>• introduction effectively establishes purpose and engages the audience</li> <li>• well organized; flows smoothly</li> <li>• paragraphs have main ideas developed with supporting detail</li> <li>• conclusion sums up the information; may attempt to have impact</li> </ul> |
| <b>CONVENTIONS</b><br>• spelling<br>• punctuation<br>• complete sentences<br>• grammar     | <ul style="list-style-type: none"> <li>• frequent errors interfere with meaning</li> </ul>   | <ul style="list-style-type: none"> <li>• some noticeable errors; these may cause the reader to hesitate or reread parts to confirm meaning</li> </ul>   | <ul style="list-style-type: none"> <li>• few errors; these do not interfere with meaning</li> </ul>   | <ul style="list-style-type: none"> <li>• sense of control; few errors; these are usually the result of taking risks to use complex language and structures</li> </ul>  |

Adapted from the BC Performance Standards for Writing





# CLASSROOM ASSESSMENT MODEL

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*Grade 7*

## ENGLISH LANGUAGE ARTS GRADE 7: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide some guidelines for suggested weighting of assessment and evaluation of English Language Arts Grade 7.

| Curriculum Organizers/<br>Suborganizers       | Suggested<br>Weight for<br>Grading | Number<br>of<br>Outcomes | Number of Outcomes<br>by Domain* |     |     |
|---|------------------------------------|--------------------------|----------------------------------|-----|-----|
|   |                                    |                          | K                                | U&A | HMP |
| <b>ORAL LANGUAGE (SPEAKING AND LISTENING)</b> |                                    |                          |                                  |     |     |
| Purposes                                      | 20-30%                             | 3                        |                                  | 3   |     |
| Strategies                                    |                                    | 3                        |                                  | 3   |     |
| Thinking                                      |                                    | 4                        |                                  | 1   | 3   |
| Features                                      |                                    | 2                        |                                  | 2   |     |
| <b>READING AND VIEWING</b>                    |                                    |                          |                                  |     |     |
| Purposes                                      | 35-50%                             | 4                        |                                  | 4   |     |
| Strategies                                    |                                    | 3                        |                                  | 3   |     |
| Thinking                                      |                                    | 3                        |                                  |     | 3   |
| Features                                      |                                    | 1                        |                                  | 1   |     |
| <b>WRITING AND REPRESENTING</b>               |                                    |                          |                                  |     |     |
| Purposes                                      | 30-45%                             | 4                        |                                  | 4   |     |
| Strategies                                    |                                    | 3                        |                                  | 3   |     |
| Thinking                                      |                                    | 3                        |                                  |     | 3   |
| Features                                      |                                    | 1                        |                                  | 1   |     |
| <b>TOTALS</b>                                 | 100%                               | 34                       |                                  |     |     |

\*The following abbreviations are used to represent the three cognitive levels within the cognitive domain:  
K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes.

## GRADE 7: ORAL LANGUAGE

### CLASSROOM DEBATE FOLLOWING PERSUASIVE WRITING

#### PREVIOUS LEARNING EXPERIENCES

Students have had practice in identifying implications of actions and choices, structuring an argument or debate, interviewing skills (e.g., developing focussed questions), and with consensus building.

#### CONTEXT

The class had been working on persuasive essay writing skills. As part of the presentation of their essays, the students presented and defended their positions in the form of a debate.

#### DESCRIPTION

The teacher began by discussing the purpose of a persuasive essay. Three sample essays were provided for the students to work with in small group format. The student groups then took their sample essays and created criteria to help guide them through the process. Once the class was able to agree on all the criteria for the essay, the teacher modelled how to take a topic and create a persuasive essay. Students were then given the choice of two different topics to write about.

Once each student had completed a final draft of the essay, the teacher explained that not everyone would have the same opinion about their selected topic. To share their opinions, students would need to debate the main points expressed in their essays.

Using sample debate prompts, the teacher guided the students through preparing their debate:

1. students first had to identify their own opinions as “for” or “against”
2. based on their opinions on each of the two topics, students met in groups with others sharing the same opinion
3. each group prepared a summary of its position, stating the facts that would persuade the audience to agree
4. the group then prepared a response that considered the alternative group’s position
5. each group elected a speaker
6. each speaker then rehearsed the debate, and using questions from the group was able to expand on any responses that needed development

While students worked on preparing their debate positions, the teacher conducted interviews with each group to discuss their proposals and the oral language strategies they were using while interacting with others.

Before each group presented its position, the teacher reviewed the criteria for oral language using the checklist, and explained that students in the audience would also assess their peers as presenters using a peer assessment checklist.

At the end of the debate, a student panel was invited to ask questions or provide comments. The panel then voted on the most persuasive argument.

Following the debates, all students completed individual self-assessment and reflection activities.

## Criteria for Assessment

## PRESCRIBED LEARNING OUTCOMES

- A1 use speaking and listening to interact with others for the purposes of
- contributing to group success
  - discussing and analysing ideas and opinions (e.g., debating)
  - improving and deepening comprehension
  - discussing concerns and resolving problems
  - negotiating consensus or agreeing to differ
  - completing a variety of tasks
- A3 listen critically to understand and analyse ideas and information, by
- summarizing and synthesizing
  - generating questions
  - visualizing and sharing
  - making inferences and drawing conclusions
  - interpreting the speaker’s verbal and nonverbal messages, purposes, and perspectives
  - analysing and evaluating
  - ignoring distractions
- A4 select and use various strategies when interacting with others, including
- accessing prior knowledge
  - making and sharing connections
  - asking questions for clarification and understanding
  - taking turns as speaker and listener
  - paraphrasing to clarify meaning
- A5 select and use various strategies when expressing and presenting ideas, information, and feelings, including
- setting a purpose
  - accessing prior knowledge
  - generating ideas
  - making and sharing connections
  - asking questions to clarify and confirm meaning
  - organizing information
  - practising delivery
  - self-monitoring and self-correcting in response to feedback
- A6 select and use various strategies when listening to make and clarify meaning, including
- accessing prior knowledge
  - making predictions about content before listening
  - focussing on the speaker
  - listening for specifics
  - generating questions
  - recalling, summarizing, and synthesizing
  - drawing inferences and conclusions
  - distinguishing between fact and opinion
  - visualizing
  - monitoring comprehension
- A7 demonstrate enhanced vocabulary knowledge and usage

*continued on next page*

continued

### Criteria for Assessment

#### SELECTED CRITERIA

The teacher developed assessment criteria from a variety of sources, including

- Grade 7 Rubric for Oral Language (see following example)
- Grade 7 Suggested Achievement Indicators (see Student Achievement section)
- Classroom discussion about appropriate criteria for an oral presentation

#### Assessment Criteria for this Activity

The student can

- make logical connections to prior knowledge and beliefs
- express views appropriately with relevant supporting reasons
- ask relevant questions to sustain and extend interactions
- speculate on what different opinions might be
- paraphrase opinions and views
- contribute to and use criteria to self-assess and set goals
- speak clearly and at a good pace
- listen attentively to the thoughts and opinions of the other speaker
- show awareness of audience and audience attention to the topic
- organize ideas and information around key questions, logical categories, or in sequence

#### STUDENT SELF-ASSESSMENT (could be adapted for peer assessment)

- My presentation was well paced.
- My information was clear.
- My opinion was easy to understand.
- I used good voice and expression.
- I was aware of audience and audience attention.
- I did not interrupt.
- I focussed on the person speaking.
- I responded to opinion with reason and respect.
- I asked questions to clarify.
- I included and supported others.
- I asked questions that sustained and extended discussion.
- I was respectful of others' perspectives and opinions.
- I was able to restate or paraphrase ideas to clarify.
- I was able to set goals to improve my oral language skills.

**ASSESSMENT SAMPLES FOR GRADE 7 ORAL LANGUAGE:  
DEBATE FOLLOWING PERSUASIVE WRITING**

**1. Written summary of a debate, showing group presentations “for” and “against,” and audience questions**

**If the child does the crime, should the parents do the time?**

**Agree:** A lot of crime is done on the weekends and on school holidays. This leads us to believe that school-aged youth are committing the crimes. We question where the parents or guardians of the children are. Why do the youth committing the crimes think that it is alright to vandalize property, steal, become involved in fights or deal drugs? In answer to that, we feel that the parents and guardians are not providing an adequate environment for the children. Somehow it seems parents are no longer responsible for the actions of the children simply because they are busy working or in some case too involved in their own lives to worry about the children. This is wrong. If parents are not teaching their kids that crime is wrong then the parents are also wrong. Parents need to be involved in their children’s lives and set examples for how they should behave. If the child does the crime, the parents are equally responsible and therefore they should do the time.

**Disagree:** If society expects that youth are responsible enough at 13 to be considered a teenager, 16 to drive, 18 to vote and 19 to drink, then wouldn’t it make sense they are making the decisions associated with each of these actions responsibly? If the child is making the choice between right and wrong then they are making a choice to be responsible for that decision, whether it be a good one or having to do the time for a crime. Children as young as 5 are aware of what is right and wrong. A youth who is making the choice to steal from somebody or to vandalize property is capable of knowing that what they are doing is wrong. If the child does the crime, the child should do the time.

**Panel:** What if the child is under the age of 13?

**Agree:** The parents should be involved and be responsible for somebody that young and their actions. Nobody under the age of 13 should be allowed out like that without parent supervision.

**Disagree:** Is this not why we have the law that some children can be charged as adults? There is always an exception to every rule. However, if the child is capable of knowing right from wrong, they need to be responsible.

**Panel:** Not everybody has parents to teach them the good things. What about them?

**Agree:** Everybody learns a sense of right and wrong either from school, TV, books, and things. Just because the parents may not be the best role model the kid still knows the difference.

**Disagree:** Especially these kids need to be taught the lesson. Maybe not by jail but maybe by taking counselling and helping other kids stay out of trouble.

## 2. Sample teacher observation checklist

| Selected Criteria for Teacher Observation |  |
|---|--|
| Student:                                  |  |
| <input checked="" type="checkbox"/>       | makes logical connections to prior knowledge and beliefs   |
| <input checked="" type="checkbox"/>       | expresses views appropriately with relevant supporting reasons   |
| <input type="checkbox"/>                  | asks relevant questions to sustain and extend interactions   |
| <input checked="" type="checkbox"/>       | speculates on what different opinions might be   |
| <input type="checkbox"/>                  | paraphrases opinions and views   |
| <input checked="" type="checkbox"/>       | contributes to and uses criteria to self-assess and set goals  |
| <input checked="" type="checkbox"/>       | speaks clearly and at a good pace  |
| <input checked="" type="checkbox"/>       | is attentive to the thoughts and opinions of the other speaker   |
| <input type="checkbox"/>                  | is aware of audience and audience attention to the topic   |
| <input checked="" type="checkbox"/>       | organizes ideas and information around key questions, logical categories or in sequence                        |
| Comments                                  |  |
|   | <i>Read notes. Didn't ask questions of the "Disagree" group. Needs to ask clarifying questions - practice.</i> |

*Teacher:* These students are really prepared. They are clearly communicating their thinking in an organized way. I can see that we need to do more practice on questioning for clarification. I must remember to model how to develop questions and responses as a way of extending thinking during a debate.

3. *Sample peer assessment*

**Selected Criteria for Peer Assessment**

Presenter: \_\_\_\_\_

- language is clear and understandable
- presentation is a good pace
- ideas are clear and easy to follow
- aware of the audience *read notes*
- able to effectively present the ideas that represent his/her opinion
- demonstrates good listening skills when others are speaking *did not interrupt*
- able to respond to questions logically

*Teacher:* How can I help students use peer feedback to improve their debating skills? Perhaps I could ask them to compare their own self-assessment checklists with the opinions of other students.

4. Sample student self-assessment

**Selected Criteria for Self Assessment and Reflection**

Name: \_\_\_\_\_

**What behaviours do I exhibit that tell others I am a good speaker?** (Check all boxes that apply to you.)

- presentation was well paced
- information was clear
- opinion was easy to understand
- used good voice and expression
- aware of audience and audience attention *hard to read my notes and look at audience*

**What behaviours do I exhibit that tell others I am a good listener?** (Check all boxes that apply to you.)

- did not interrupt
- focused on the person speaking
- responded to opinion with reason and respect
- asked questions to clarify

**What behaviours do I exhibit that tell others I am a good group member?** (Check all boxes that apply to you.)

- included and supported others
- asked questions that sustain and extended discussions
- was respectful of other's perspectives and opinions
- was able to restate or paraphrase ideas to clarify

**What goals do I need to set for myself to improve my oral language skills?**

remember to look at people  
remember to ask questions  
 \_\_\_\_\_  
 \_\_\_\_\_

*Teacher:* This student is able to identify strengths and areas for growth.

5. Individual student profile based on teacher observation and student self-assessment

QUICK SCALE: GRADE 7 ORAL LANGUAGE

| Aspect  | Not Yet Within Expectations   | Meets Expectations (Minimal Level)   | Fully Meets Expectations   | Exceeds Expectations  |
|---|---|--|--|---|
| <b>STRATEGIES</b> <ul style="list-style-type: none"> <li>• makes logical connections to prior knowledge and beliefs</li> <li>• asks relevant questions to sustain and extend interactions</li> </ul>  | <ul style="list-style-type: none"> <li>• makes connections to prior knowledge and beliefs, with teacher support</li> <li>• asks questions to sustain interactions, with teacher support</li> </ul>  | <ul style="list-style-type: none"> <li>• makes some concrete connections to prior knowledge and beliefs</li> <li>• asks some questions to sustain interactions</li> </ul>  | <ul style="list-style-type: none"> <li>• makes logical connections to prior knowledge and beliefs</li> <li>• ask relevant questions to sustain and extend interactions</li> </ul>  | <ul style="list-style-type: none"> <li>• makes insightful connections to prior knowledge and beliefs; may analyse or evaluate</li> <li>• asks a variety of questions to sustain and extend interactions, and find out others' views</li> </ul>  |
| <b>EXCHANGING IDEAS/ INFORMATION</b> <ul style="list-style-type: none"> <li>• expresses views appropriately with relevant supporting reasons</li> <li>• evaluates solutions/ options and explores implications</li> <li>• includes technically accurate and relevant details</li> <li>• speculates</li> </ul> | <ul style="list-style-type: none"> <li>• expresses views</li> <li>• identifies solutions and options, with teacher support</li> <li>• some accurate details, with teacher support</li> <li>• limited speculation, with teacher support</li> </ul> | <ul style="list-style-type: none"> <li>• expresses views appropriately, with some reasons</li> <li>• identifies and sometimes evaluates solutions and options</li> <li>• some accurate, relevant details</li> <li>• limited speculation</li> </ul> | <ul style="list-style-type: none"> <li>• expresses views appropriately with relevant supporting reasons</li> <li>• evaluates solutions or options; explores implications</li> <li>• includes technically accurate, specific, relevant details</li> <li>• speculates</li> </ul> | <ul style="list-style-type: none"> <li>• expresses views effectively, with some convincing reasons</li> <li>• systematically evaluates solutions or options; analyses and considers implications</li> <li>• chooses effective and convincing detail; scientifically accurate, specific, relevant</li> <li>• speculates reasonably and insightfully</li> </ul> |
| <b>LISTENING</b> <ul style="list-style-type: none"> <li>• paraphrases opinions and views</li> </ul>   | <ul style="list-style-type: none"> <li>• paraphrases opinions and views, with teacher support</li> </ul>  | <ul style="list-style-type: none"> <li>• sometimes accurately paraphrases opinions and views</li> </ul>  | <ul style="list-style-type: none"> <li>• paraphrases opinions and views</li> </ul>   | <ul style="list-style-type: none"> <li>• succinctly and effectively paraphrases opinions and views</li> </ul>   |
| <b>REFLECTION</b> <ul style="list-style-type: none"> <li>• contributes to and uses criteria to self-assess and set goals</li> </ul>   | <ul style="list-style-type: none"> <li>• assesses own behaviour; sets a simple goal, with teacher support</li> </ul>  | <ul style="list-style-type: none"> <li>• assesses own behaviour; sets a simple goal</li> </ul>   | <ul style="list-style-type: none"> <li>• contributes to and uses criteria to self-assess and set goals</li> </ul>  | <ul style="list-style-type: none"> <li>• assesses own behaviour; shows insight; sets appropriate goals</li> </ul>   |

*Teacher:* This student is able to make an effective position statement and defend a point of view. He still needs support when responding to others' views.

## GRADE 7: READING AND VIEWING

### NOTE-TAKING AND PICTURE SORT

#### PREVIOUS LEARNING EXPERIENCES

Students have experience in note-taking, putting notes into an outline, co-operative learning skills, discussing ‘text features’, restating in own words, and rephrasing ideas in own words.

#### CONTEXT

Students used a variety of sources in their study of early humans, including the Internet, videos, reference books, and their social studies textbook. The teacher modelled how to use text features such as headings, sidebars, illustrations, and captions to clarify ideas and locate information. The teacher used a variety of resources to guide students’ practice of reading and viewing strategies, including skimming, scanning, rereading, using information from pictures and captions, looking for key sentences or phrases, and reading headings to make logical predictions. The teacher introduced students to several note-taking formats to record information.

#### DESCRIPTION

##### *Before reading*

Students met in small groups to brainstorm what they already knew about early humans. Then, they previewed the text to determine its structure and organization and to decide on a note-taking format to use (e.g., webs, charts).

##### *During reading*

The teacher provided students with an article composed of several sections on early humans, and reminded students how to use conventions such as context clues, word structure, illustrations, and dictionaries to help them identify unknown words. After reading each section, the groups identified unfamiliar words and used the text features and resources to help them unlock their meanings. Then, again in their small groups, students identified the main ideas of each section and recorded what they determined was the important information into the graphic organizer they had chosen.

##### *After reading*

Students created categories to use in gathering information that showed the progression of early humans. They independently reread and “re-viewed” the text, using text features to locate the needed information. In order to demonstrate comprehension gained during their note-taking, students related 12 pictures to their notes. The picture sort and notes combined were then used to assess student understanding based on selected criteria.

**Criteria for Assessment****PRESCRIBED LEARNING OUTCOMES**

- B2** read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language and some complex ideas, including
- non-fiction books
  - textbooks and other instructional materials
  - visual or graphic materials
  - reports and articles
  - reference materials
  - appropriate web sites
  - instructions and procedures
  - advertising and promotional materials
- B4** demonstrate comprehension of visual texts with specialized features and complex ideas (e.g., visual components of media such as magazines, newspapers, web sites, reference books, graphic novels, broadcast media, videos, advertising and promotional materials)
- B6** select and use various strategies during reading and viewing to construct, monitor, and confirm meaning, including
- predicting
  - making connections
  - visualizing
  - asking and answering questions
  - making inferences and drawing conclusions
  - using ‘text features’
  - self-monitoring and self-correcting
  - figuring out unknown words
  - reading selectively
  - determining the importance of ideas/events
  - summarizing and synthesizing
- B7** select and use various strategies after reading and viewing to confirm and extend meaning, including
- self-monitoring and self-correcting
  - generating and responding to questions
  - making inferences and drawing conclusions
  - reflecting and responding
  - visualizing
  - using ‘text features’ to locate information
  - using graphic organizers to record information
  - summarizing and synthesizing
- B11** explain how structures and features of text work to develop meaning, including
- form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive)
  - ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlink, pull-quotes)
  - literary elements (e.g., characterization, mood, viewpoint, foreshadowing, conflict, protagonist, antagonist, theme)
  - non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea)
  - literary devices (e.g., imagery, onomatopoeia, simile, metaphor, symbolism, personification)
  - idiomatic expressions

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*continued***Criteria for Assessment****SELECTED CRITERIA**

The teacher developed assessment criteria from a variety of sources, including

- Quick Scale: Grade 7 Reading Information (see following example)
- Grade 7: Suggested Achievement Indicators (see Student Achievement section)
- Criteria developed in discussion with the class

**Assessment Criteria for this Activity**

The student can

- create notes that are organized, accurate, and complete
- accurately restate main ideas in own words
- locate specific, relevant details to respond to tasks
- use appropriate graphic organizer to record information and show comparisons
- use text features (e.g., headings, diagrams) to locate information
- make accurate and complete responses
- use graphic and visual clues to clarify understanding

**STUDENT SELF-ASSESSMENT**

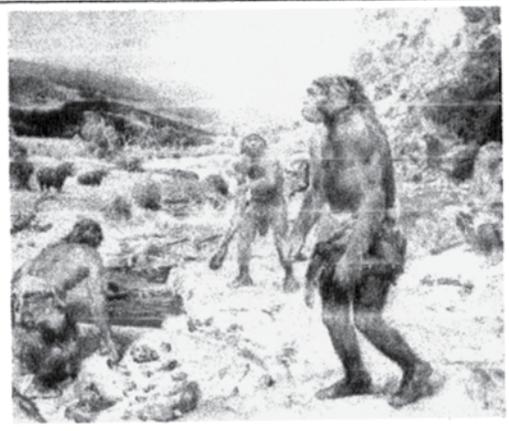
- I contributed ideas about the information and shared the strategies that I found helpful in reading the text.
- I used the text features to help me understand the information.
- I reread the text and adjusted my speed when a passage seemed difficult.
- I chose an appropriate graphic organizer to record the information.
- I was able to compare written notes to visual clues with little difficulty.
- I fully completed the task.

ASSESSMENT SAMPLES FOR GRADE 7 READING AND VIEWING:  
NOTE-TAKING

1. Student sample notes and picture sort 1

|                           | NEANDERTHAL   |
|---------------------------|---|
| WHEN HE LIVED             | Tens of thousands years   |
| TOOLS HE USED (BASICALLY) | <ul style="list-style-type: none"> <li>-Knives</li> <li>-borers</li> <li>-spear sharpeners</li> <li>-all of these things made from chipped rock</li> <li>-used for getting food, providing shelter and protection</li> <li>-fire</li> </ul>       |
| FOOD SUPPLY               | <ul style="list-style-type: none"> <li>-meat, Bear, Deer, Pig</li> <li>-Roots</li> <li>-Berries</li> <li>-Plants they found or possibly grew nearby.</li> </ul>   |
| SHELTER                   | -possibly smoked the current occupant out and took over.  |
| CLOTHING                  | -Scraped fat off animal hides and laced skin through holes in the hide.   |
| APPEARANCE                | <ul style="list-style-type: none"> <li>-5 or 6 centimeters taller than erectus</li> <li>-still had thick eyebrow ridges.</li> <li>-their appearance wouldn't attract much attention if they showed up on Earth today in modern clothes</li> </ul> |
| NOT WORK                  | They did not mention of any sort Neanderthal created but they were the first to bury their dead.  |

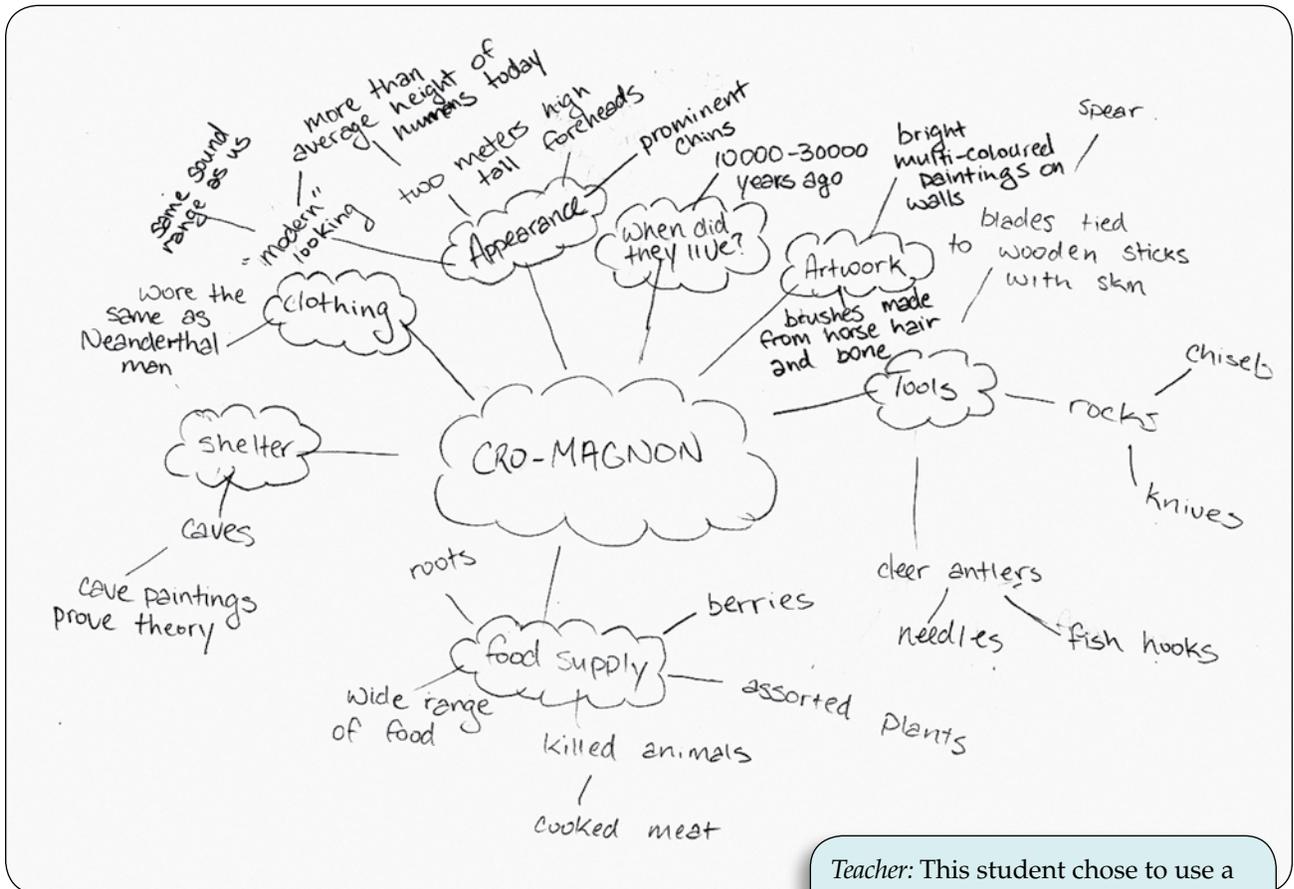
  


*Teacher:* This student was able to use the notes accurately to sort information and match the visual cues.

The student used an appropriate graphic organizer based on the task.

The student met the criteria for note-taking and representing the main ideas for each category. The notes were organized, specific, and were written in the student's own words. The notes and information used visual clues and text features to complete the picture sort accurately. This student understands the information and is now ready to develop the notes into paragraphs.

2. Student sample notes 2



Teacher: This student chose to use a different organizer for note-taking. The web demonstrates the same categories as the chart organizer. The information in each category is clear and covers the main ideas. Based on these notes, I can see that the student has a good understanding of the information. However, it may be more difficult to complete the picture sort in this format. I will conference with the student about how he plans to show the connections between the pictures and the web.

3. Individual student profile (incomplete) based on note-taking activities

QUICK SCALE: GRADE 7 READING INFORMATION

| Aspect   | Not Yet Within Expectations   | Meets Expectations (Minimal Level)   | Fully Meets Expectations   | Exceeds Expectations  |
|--|---|--|--|---|
| <b>SNAPSHOT</b>  | <i>With support, the student may be able to read brief, straightforward information and procedures, but is often unable to complete all parts of an assigned task.</i>  | <i>The student is able to read straightforward information and procedures that include some specialized language and complex ideas; may have difficulty completing longer selections and tasks. Work may lack detail.</i>                              | <i>The student is able to read straightforward information and procedures that include some specialized language and complex ideas. Work is accurate and complete.</i>   | <i>The student is able to read elaborated information and procedures that include specialized language and complex relationships. Work is precise and thorough; often exceeds requirements.</i>   |
| <b>STRATEGIES</b><br>• check understanding<br>• word skills<br>• predictions<br>• text features                | <ul style="list-style-type: none"> <li>• unable to monitor own reading</li> <li>• often “stuck” on new words</li> <li>• has difficulty making predictions</li> <li>• doesn’t use text features</li> </ul>   | <ul style="list-style-type: none"> <li>• needs prompting to adjust strategies</li> <li>• when prompted, analyses word parts in technical words</li> <li>• makes simple predictions</li> <li>• uses text features with support</li> </ul>               | <ul style="list-style-type: none"> <li>• adjusts strategies for the material</li> <li>• uses variety of strategies for technical language</li> <li>• makes logical predictions</li> <li>• uses text features</li> </ul>  | <ul style="list-style-type: none"> <li>• chooses effective strategies for challenging material</li> <li>• figures out technical language</li> <li>• anticipates content and structure</li> <li>• uses text features efficiently</li> </ul>  |
| <b>COMPREHENSION</b><br>• accuracy, completeness<br>• main ideas<br>• details<br>• note-making<br>• inferences | <ul style="list-style-type: none"> <li>• work is often inaccurate, vague, or incomplete</li> <li>• may confuse main and supporting information</li> <li>• locates some details if asked; omits a great deal</li> <li>• needs help to make notes</li> <li>• often unable to make inferences</li> </ul> | <ul style="list-style-type: none"> <li>• work is generally accurate</li> <li>• identifies most main ideas</li> <li>• locates some details; omits some</li> <li>• makes simple notes</li> <li>• some inferences are illogical or unsupported</li> </ul> | <ul style="list-style-type: none"> <li>• work is accurate, clear, and complete</li> <li>• identifies main ideas and restates in own words</li> <li>• locates specific, relevant details</li> <li>• makes accurate, organized notes</li> <li>• supports inferences or interpretations if asked</li> </ul> | <ul style="list-style-type: none"> <li>• work is precise and thorough; may include insights</li> <li>• identifies and restates main ideas; explains how they are connected</li> <li>• locates specific, relevant details</li> <li>• makes accurate, detailed notes in appropriate form</li> <li>• supports inferences with specific evidence</li> </ul> |
| <b>ANALYSIS</b><br>• connection to prior knowledge<br>• evaluation   | <ul style="list-style-type: none"> <li>• has difficulty making connections to prior knowledge</li> </ul>  | <ul style="list-style-type: none"> <li>• offers simple comparisons to prior knowledge and beliefs</li> </ul>   | <ul style="list-style-type: none"> <li>• compares key ideas with prior knowledge and beliefs</li> </ul>  | <ul style="list-style-type: none"> <li>• compares new information with prior knowledge and beliefs; shows insight</li> </ul>  |

Adapted from the BC Performance Standards for Reading

*Teacher: I will complete this profile following a focussed reading conference, as I do not know what strategies the student is using.*

## GRADE 7: WRITING AND REPRESENTING

### WRITING MYTHS

#### PREVIOUS LEARNING EXPERIENCES

Students have had exposure to the genre of myths. They have a clear understanding of the elements of a myth, and they have studied models of good writing. They know the stages of the writing process, understand paragraphing techniques, and are familiar with tools used during the writing process, such as references for word choice and spelling.

#### CONTEXT

Students were studying a unit on mythology. They read and analysed a variety of myths from different cultures. They identified the elements of a myth, such as the physical or natural phenomenon it explained, the magic or mysterious people and events it included, how a character underwent a metamorphosis or change in form, and the lesson or message the ending provided. Students reviewed basic story elements such as setting, character, plot, conflict, and resolution.

#### DESCRIPTION

##### *Before writing*

Students recorded what they had observed about the myths they were reading, including similarities, differences, and key elements. They met in small groups and discussed their favourite myths, identifying features they thought made a good piece of writing. Then the class summarized the important qualities and features, and established criteria for their own writing.

Students worked in small groups to brainstorm and make a web of questions about the natural world that could become the basis of a myth. They used a story map to describe the setting, characters, and story problem for their myths. Each student then met with a partner to discuss their choices and plans for their myths. Partners asked one another clarifying questions and provided feedback.

##### *During writing*

Students drafted their own myths, considering the features and criteria they had identified, and their audience and purpose. They experimented with language and made deliberate choices to incorporate descriptive language, creative ideas, and imaginative images. The teacher reminded them to use paragraphing to help make the writing clear.

##### *After writing*

Students reread their original myths, again considering the features and criteria for powerful myths and good writing. They combined and rearranged sentences to create specific effects. Students read each other's myths and provided further suggestions, such as where to include description and add imaginative images. They consulted the thesaurus for more precise language. They then revised and proofread their stories, including checking their spelling for accuracy.

## Criteria for Assessment

## PRESCRIBED LEARNING OUTCOMES

- C3 write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring
- strategically developed ideas by using interesting sensory detail
  - sentence fluency by using a variety of sentence lengths and patterns, with increasing fluidity
  - effective word choice by using purposeful figurative and sensory language with some sophistication and risk-taking
  - an engaging and authentic voice
  - an organization that includes an enticing opening, followed by a purposeful sequence of well-developed ideas that lead to an imaginative or interesting conclusion
- C5 select and use various strategies before writing and representing, including
- setting a purpose
  - identifying an audience, genre, and form
  - analysing examples of successful writing and representing in different forms and genres to identify key criteria
  - developing class-generated criteria
  - generating, selecting, developing, and organizing ideas from personal interest, prompts, texts, and/or research
- C6 select and use various strategies during writing and representing to express and refine thoughts, including
- referring to class-generated criteria
  - analysing models of literature
  - accessing multiple sources of information
  - consulting reference materials
  - considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency
  - ongoing revising and editing
- C8 use writing and representing to critique, express personal responses and relevant opinions, and respond to experiences and texts
- C11 use the features and conventions of language to express meaning in their writing and representing, including
- complete simple, compound, and complex sentences
  - subordinate and independent clauses
  - correct subject-verb and pronoun agreement in sentences with compound subjects
  - correct and effective use of punctuation
  - conventional Canadian spelling for familiar and frequently used words
  - spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, thesaurus)
  - information taken from secondary sources with source citation
  - legible writing appropriate to context and purpose

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continued

### Criteria for Assessment

#### SELECTED CRITERIA

The teacher developed assessment criteria from a variety of sources, including

- Quick Scale: Grade 7 Literary Writing (see following example)
- Grade 7 Suggested Achievement Indicators (see Student Achievement section)
- Classroom discussion of criteria for writing an effective myth

#### Assessment Criteria for this Activity

The student can

- use charts, webs, and story mapping to plan a myth
- incorporate specific features of a myth
- engage the reader in the story
- show some individuality and originality
- include a strong introduction that introduces the setting, character, and problem
- use supporting details and description to develop events
- use language that is varied
- develop events logically in smoothly flowing sentences
- show deliberate use of sentences that vary in length
- correctly construct most sentences
- revise work based on feedback
- actively proofread work

#### STUDENT SELF-ASSESSMENT

- Did I consider the audience and purpose for the writing?
- Have I considered the elements of a myth and incorporated them?
- Have I incorporated descriptive language?
- Are my ideas imaginative?
- Did I consult the criteria to improve my work?
- Did I incorporate suggestions and feedback?
- What is my goal for my next piece of writing?

**ASSESSMENT SAMPLES FOR GRADE 7 WRITING AND REPRESENTING:  
MYTHS****1. Transcript of a student's written work****THE SWAMP CREATURE**

Deep within the marshy parts of a forest had a swamp where nobody ever dares to go to. It is said that a creature dwells within this swamp always searching for food, food such as humans. One day, a musical wizard named Milo was in the forest travelling to get to the other town. When he reached the swamp, he had to cross a fallen tree to cross over. Just as he was to cross over, he slipped on the wet moss. Suddenly hand from beneath grabbed his foot. Trying his best to escape, Milo saw the creature's face. He took out his guitar and drew it across the creature's face knocking it back into the swamp. Quickly, Milo ran back to his town with a story to tell everyone. After he had described the creature to the town's army leader, a town's historian over-heard and said that the creature that Milo had encountered was Arbaysus. It is said that this creature use to be an ordinary human, but after he recovered from a terrible fire, he couldn't bear his looks any longer so he ran far away into the woods. After a few days had passed, a messenger was sent to the other town to deliver a message for the King. As the messenger reached the fallen tree above the swamp, he cautiously climbed it. Suddenly, the creature Arbaysus came out snatching the ankle of the poor messenger and dragged him into the swamp where the creature feasted. When the town was notified that the messenger had not made it to the other side, they all knew that it was the doing of Arbaysus.

The army gathered all of the men in the town to destroy the creature once and for all. In the army was Milo. Milo was chosen for the army because of his strength. It was unbearable compared to the others. When the time had come, the army slowly proceeded to the swamp in the forest carrying many different weapons with them such as burning torches, axes, spears and whatever they could find to defend themselves. The reason why an army was needed to defeat Arbaysus is because this creature was no ordinary creature. It knows tele-kinetic powers meaning that it can control anything using its mind. When the army had reached the swamp, they surrounded the area. All of the men gasped in horror as they peered into the middle of the swamp. It was the remains of the messenger. All that was left was the hands, a leg, and the rib cage. Just then, they heard something in the bush. So the men got ready, one of them screamed. A spear had been driven through the throat of a soldier. Then from the bushes came Arbaysus. In one hand was a spoon representing tele-kinetic and in the other hand were sharp claws.

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*continued*

In the center of his palm, there was a large nail through it. Then, the attack had begun. All of the men started attacking, but they did not realize the muscle cannot over-power the mind. At the end, everybody on the army had been killed, the only survivor was Milo. Both Milo and Arbaysus glared into each others eyes. Just when Arbaysus' attention was drawn away. Milo quickly grabbed a burning spear and shoved it into the creatures heart. Screaming for its life, the creature perished. Milo then cut off the head of Arbaysus to show the town that Arbaysus is no longer living. A monument was then placed that day by the swamp in memory of those who fought for their lives. All of the bodies of the soldiers had been re-claimed. The only one that nobody could find was the leader's body. A week later, Milo decided to set off to his destination which is of course, the other town. While Milo was walking slowly on the dirt road, he approached the swamp. As he passed by the stone monument, something snached his ankle. Looking down to see what it was, he saw the leader of the soldier. He had become a creature just like Arbaysus. This time, Milo didn't know what to do, he didn't bring his guitar along with him so he thought of something quick. He grabbed the stone monument and smashed it on the head of the creature. Then something funny happened. Milo was blinded by green fog. Coming out of the mist was the army leader. He had returned to himself again. Seemed like the spirit of Arbaysus had gotten into him but when the stone monument had hit his head, it chased away the demon. And so, Milo and the army leader headed to the town. When Milo had arrived, he was knighted by the Queen as well as the army leader for courage. Milo was also offered a brand new guitar, afterwards be became a star and played everywhere across the land. Everything was fine, but nobody ever again mentioned the name of the creature which they called, Arbaysus.

*Teacher:* This student has demonstrated good use of descriptive language. The pacing of the story could be improved with better paragraphing. I will ask this student if I can use the story to model paragraphing in a future lesson.

2. Teacher’s highlighted copy of the Quick Scale for Grade 7 Literary Writing

QUICK SCALE: GRADE 7 LITERARY WRITING

| Aspect  | Not Yet Within Expectations  | Meets Expectations (Minimal Level)   | Fully Meets Expectations  | Exceeds Expectations   |
|---|--|--|---|--|
| <b>SNAPSHOT</b>   | <i>The story consists of loosely connected ideas; often very brief or flawed by serious errors.</i>  | <i>The story is complete and has some detail; quality is often uneven; frequent errors.</i>  | <i>The story is complete and has some engaging features.</i>  | <i>The story is expressive and has emotional impact in places.</i>   |
| <b>MEANING</b><br>• ideas and information<br>• use of detail  | <ul style="list-style-type: none"> <li>• often very simple; sometimes illogical</li> <li>• few details</li> <li>• little sense of audience</li> </ul>  | <ul style="list-style-type: none"> <li>• predictable; may be closely modelled on another work</li> <li>• limited detail</li> <li>• some sense of audience</li> </ul>   | <ul style="list-style-type: none"> <li>• straightforward; some individuality or originality</li> <li>• supporting details and description</li> <li>• sense of audience</li> </ul>   | <ul style="list-style-type: none"> <li>• plausible; some originality, creativity, sense of voice</li> <li>• “shows” through detail and description</li> <li>• clear awareness of audience</li> </ul>   |
| <b>STYLE</b><br>• clarity, variety, and impact of language  | <ul style="list-style-type: none"> <li>• simple language; may be inappropriate in places</li> <li>• simple and compound sentences; often runs on</li> </ul>  | <ul style="list-style-type: none"> <li>• conversational language, with some variety</li> <li>• two or three sentence patterns</li> </ul>   | <ul style="list-style-type: none"> <li>• language is varied; some sensory detail, figurative language</li> <li>• variety of sentences</li> </ul>  | <ul style="list-style-type: none"> <li>• language is varied; sensory detail and figurative language</li> <li>• flows smoothly; variety of sentences</li> </ul>   |
| <b>FORM</b><br>• beginning, middle, end<br>• sequence<br>• setting<br>• characters<br>• dialogue                                      | <ul style="list-style-type: none"> <li>• series of events without problem or resolution</li> <li>• often loses focus; ends abruptly</li> <li>• focusses on action; characters are rarely described</li> <li>• dialogue is often confusing</li> </ul> | <ul style="list-style-type: none"> <li>• beginning, middle, and end</li> <li>• series of related events; focus may wander; ending weak</li> <li>• characters presented through direct description</li> <li>• dialogue may sound unnatural</li> </ul> | <ul style="list-style-type: none"> <li>• beginning establishes problem</li> <li>• events develop logically to a believable ending</li> <li>• characters are described; often stereotypical</li> <li>• appropriate dialogue</li> </ul> | <ul style="list-style-type: none"> <li>• engaging beginning reveals problem</li> <li>• believable events, but often unpredictable; ending may have a twist</li> <li>• characters have individuality</li> <li>• effective dialogue</li> </ul> |
| <b>CONVENTIONS</b><br>• complete sentences<br>• spelling<br>• punctuation<br>• grammar (e.g., agreement, verb tense)<br>• word choice | <ul style="list-style-type: none"> <li>• frequent errors in simple words and structures</li> <li>• no control of sentence structure; often runs on</li> <li>• may be difficult to read</li> </ul>  | <ul style="list-style-type: none"> <li>• some errors in spelling, punctuation, and grammar that do not interfere with meaning</li> <li>• may include some run-on sentences</li> <li>• legible</li> </ul>   | <ul style="list-style-type: none"> <li>• may include errors in complex language, but these do not interfere with meaning</li> <li>• most sentences are correctly constructed</li> <li>• clearly and neatly presented</li> </ul>       | <ul style="list-style-type: none"> <li>• may include occasional errors in complex language, but these do not affect meaning</li> <li>• sentences are correctly constructed</li> <li>• shows care, pride</li> </ul>                           |

Adapted from the BC Performance Standards for Writing

Teacher: I was engaged reading this story. It has a great introduction. Using the Quick Scale criteria, this writing piece shows that the student is moving toward fully meeting expectations in most areas.



# LEARNING RESOURCES

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*English Language Arts K to 7*



This section contains general information on learning resources, and provides a link to the titles, descriptions, and ordering information for the recommended learning resources in the English Language Arts K to 7 Grade Collections.

### ***What Are Recommended Learning Resources?***

Recommended learning resources are resources that have undergone a provincial evaluation process using teacher evaluators and have Minister's Order granting them provincial recommended status. These resources may include print, video, software and CD-ROMs, games and manipulatives, and other multimedia formats. They are generally materials suitable for student use, but may also include information aimed primarily at teachers.

Information about the recommended resources is organized in the format of a Grade Collection. A Grade Collection can be regarded as a "starter set" of basic resources to deliver the curriculum. In many cases, the Grade Collection provides a choice of more than one resource to support curriculum organizers, enabling teachers to select resources that best suit different teaching and learning styles. Teachers may also wish to supplement Grade Collection resources with locally approved materials.

### ***How Can Teachers Choose Learning Resources to Meet Their Classroom Needs?***

Teachers must use either

- provincially recommended resources OR
- resources that have been evaluated through a local, board-approved process

Prior to selecting and purchasing new learning resources, an inventory of resources that are already available should be established through consultation with the school and district resource centres. The ministry also works with school districts to negotiate cost-effective access to various learning resources.

### ***What Are the Criteria Used to Evaluate Learning Resources?***

The Ministry of Education facilitates the evaluation of learning resources that support BC curricula,

and that will be used by teachers and/or students for instructional and assessment purposes.

Evaluation criteria focus on content, instructional design, technical considerations, and social considerations.

Additional information concerning the review and selection of learning resources is available from the ministry publication, *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2002) [www.bced.gov.bc.ca/irp/resdocs/esm\\_guide.pdf](http://www.bced.gov.bc.ca/irp/resdocs/esm_guide.pdf)

### ***What Funding is Available for Purchasing Learning Resources?***

As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Funding for various purposes, including the purchase of learning resources, is provided to school districts. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

### ***What Kinds of Resources Are Found in a Grade Collection?***

The Grade Collection charts list the recommended learning resources by media format, showing links to the curriculum organizers and suborganizers. Each chart is followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information. Most suppliers maintain web sites that are easy to access.

## **ENGLISH LANGUAGE ARTS K TO 7 GRADE COLLECTIONS**

The Grade Collections for English Language Arts K to 7 list the recommended learning resources for these courses. Resources previously recommended for the 1996 version of the curriculum, where still valid, continue to support this updated IRP. The ministry updates the Grade Collections on a regular basis as new resources are developed and evaluated.

Please check the following ministry web site for the most current list of recommended learning resources in the English Language Arts K to 7 Grade Collections: [www.bced.gov.bc.ca/irp\\_resources/lr/resource/gradcoll.htm](http://www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm)





## GLOSSARY

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*English Language Arts K to 7*



This glossary defines bolded terms as used in the Prescribed Learning Outcomes and Student Achievement sections of the English Language Arts K to 7 Integrated Resource Package. In addition, the terms “instructional strategies,” “no-excuses spelling,” and “recursive,” although not specifically used in the learning outcomes or achievement indicators, are defined. The glossary is provided for clarity only, and is not intended to be an exhaustive list of terminology related to the topics in this curriculum.

## A

### **alliteration**

Alliteration is the close repetition of initial consonant sounds, written for a sound effect within a phrase or line of text (e.g., “some smug slug,” “where the cotton blooms and blows”). See **sound devices**.

### **alphabetic principle**

The alphabetic principle is the ability to associate sounds with letters and to use these sounds to form words.

### **antagonist**

The antagonist is the main force acting against the protagonist in a literary work. The antagonist is usually a character, but could also be nature, society, or another such concept. See **protagonist**.

### **anonymous writing samples**

In this document, anonymous writing samples refer to examples of student writing that are considered to be grade-level appropriate overall, although they may contain weaknesses. The writer is never identified. These may be samples collected throughout prior teaching years (consent forms may be appropriate), collected in co-operation with colleagues, found on web sites such as [www.nwrel.org](http://www.nwrel.org), or in professional books on the 6 +1 Traits of Writing, such as *6+1 Traits of Writing: The Complete Guide for the Primary Grades* or *6 + 1 Traits of Writing: A Complete Guide*, both by Ruth Culham, Scholastic Professional Books.

## C

### **characterization**

Characterization is the process of revealing personality traits through how the character is developed in the text (e.g., what the character says and does, what other characters say about the character, what the narrator says, how the character is dressed). *Direct characterization* tells the audience about the personality of the character. In contrast, *indirect characterization* shows things that reveal the personality of a character. It can be helpful to consider these five different methods of indirect characterization:

- |                                    |  |
|------------------------------------|--|
| <b>S</b> <i>Speech</i> –           | What does the character say? How does the character speak?   |
| <b>T</b> <i>Thoughts</i> –         | What is revealed through the character’s private thoughts and feelings?  |
| <b>E</b> <i>Effect on others</i> – | What is revealed through the character’s effect on other people?<br>How do other characters feel or behave in reaction to the character? |
| <b>A</b> <i>Actions</i> –          | What does the character do? How does the character behave?   |
| <b>L</b> <i>Looks</i> –            | What does the character look like? How does the character dress?   |

**choral reading**

Choral reading or choral speaking is a strategy whereby a group reads aloud together or repeats a memorized phrase when prompted. It works best when a teacher selects a segment as a focus for improving fluency. Passages with dialogue or where changes in volume, tone, or voice support the meaning are often the most enjoyable for students. See **fluency**.

**cloze**

Cloze procedure is a technique in which selected words are deleted from a passage of text according to a word-count formula or various other criteria, leaving spaces to be completed with possible words that would make sense. The student then uses context clues to “fill in the blanks.” Cloze activities can be used to test reading comprehension and language mastery levels.

**complex sentence**

A complex sentence expresses a complete thought using one independent clause and at least one subordinate clause. (e.g., While my grandmother eats salad for lunch, I eat spaghetti.)

**compound sentence**

A compound sentence expresses a complete thought using at least two independent clauses joined by a comma plus a co-ordinating conjunction, semi-colon (often with a conjunctive adverb), or colon. Each clause must have its own subject and predicate (e.g., My grandmother eats salad for lunch, but I eat spaghetti. My grandmother eats salad for lunch; however, I prefer spaghetti. My grandmother eats salad for lunch: she is a vegetarian.). See **co-ordinating conjunction**.

**concepts about books**

Concepts about books relate to a student’s understanding about books and how they function, including concepts about meaning, purpose, directionality, title, author, illustrator, and story or information.

**concepts about print**

Concepts about print involve understanding the conventional features of written English:

- the symbolic nature of writing
- the correspondence of oral words to printed words (one-to-one matching)
- the association of letters and sounds
- the distinct features of letters and words
- the correspondence between uppercase and lowercase letters
- left-to-right (with “return sweep”) and top-to-bottom flow
- the use of space to mark word boundaries
- the use of specific signs and symbols for punctuation (e.g., period, exclamation point, question mark)

**conflict**

A conflict is a literary element that refers to the struggle of opposing internal or external forces. *Internal conflict* refers to a struggle within a character (e.g., making a decision) and *external conflict* refers to a character’s struggle with an outside force (e.g., another character, society, nature). See **literary elements**.

**conventions**

Conventions are generally accepted or agreed-upon rules or practices to facilitate meaning-making. Appropriate use of conventions is one of the traits of writing, along with ideas, organization, voice, word choice, sentence fluency, and presentation (a subset of conventions).

In written English, conventions pertaining to aspects of text include

- the order in which one reads or writes (e.g., movement from left to right and top to bottom)
- how letters and words should be formed to facilitate legibility
- sentence construction (e.g., grammar and syntax)
- punctuation
- spelling
- structure and format (e.g., paragraphing, formatting of a business letter or web page)

Oral text also has conventions for language and procedures used (e.g., in formal debates or welcome speeches). Visual text likewise has conventions (e.g., for documentary films, theatrical performance, television news reports, magazine covers). See **text structure, syntax, ideas, organization, voice, word choice, sentence fluency, and presentation.**

**co-ordinate/co-ordinating conjunction**

Co-ordinating conjunctions join two or more words, phrases, or clauses of equal rank: and, but, yet, so, or, for, nor.

**critical literacy**

Critical literacy is the discussion of how power is used in texts by individuals and groups to privilege one group over another.

**cueing systems**

See **graphophonic, semantic, and syntactic cues.**

**D****declarative sentence**

A declarative sentence makes a statement and is followed by a period (e.g., My friend's dog is named Milton.).

**decode/decoding**

Decoding is the process used to recognize words in print. Decoding strategies include using word patterns, and graphophonic, semantic, and syntactic cues. See **graphophonic, semantic, and syntactic cues.**

**diction**

Diction, also known as word choice, refers to choice and arrangement of words within a text. Because words have connotations as well as specified denotations, decisions with respect to diction can affect a writer's or speaker's meaning and affect a reader or listener. Diction is an important aspect of style and includes an awareness of purpose, register, and audience. See **word choice, style, and register.**

## E

**editing**

Editing refers to the process of reviewing one's own or another's work, specifically addressing the conventions of language, such as capitalization, spelling, punctuation, paragraphing, and grammar. The final stage of editing is also called proofreading. See **conventions** and **revision**.

**emergent**

In English Language Arts, an emergent skill or capacity is one that is not fully assimilated into the student's repertoire. It may be in evidence only occasionally, and may require further learning before it is consistently evident. This curriculum document is not using this word to make a distinction between emergent and early stages of development as commonly found in developmental continuums for the early grades.

**environmental print**

In English Language Arts, environmental print refers to words or symbols found in everyday life (e.g., signposts, notices, labels). In schools, environmental print consists of signs, labels, charts, logos, and other print posted in and around the classroom and school. Posting meaningful environmental print around the classroom reinforces the concept that print carries meaning and helps students understand the relationship between objects and their symbolic representation.

**exclamatory sentence**

An exclamatory sentence expresses surprise or strong emotion and is followed by an exclamation mark.

## F

**features**

In the English Language Arts curriculum, features refer to the individual characteristics of a specific piece of text. Features are the most significant aspects of a text or of a writer's style, and what makes it different from other texts. Features can also refer to specific aspects of different genres. See **text**, **genres**, **text features**, and **style**.

**flashback**

A flashback is a scene inserted into the text that flashes back to an earlier time, and provides information from that earlier time. Flashbacks enable the writer and reader to fill in background information outside of a chronological ordering.

**fluency/fluently**

Fluency in reading, writing, and speaking is characterized by smoothness, flow, phrasing, and ease of expression. Fluency should include comprehension.

**foreshadowing**

Foreshadowing is a literary device by which the writer drops subtle hints to the reader about what will happen later as the plot unfolds. See **literary devices**.

**form**

For purposes of the English Language Arts curriculum, form refers to the structure or organization of a text. However, form and content are complementary. Form could be discussed when teaching, for example, a sonnet, business letter, advertisement, or debate. See **text structure**.

## G

**genre**

Genre refers to types or categories of text recognized by form and/or style. Particular genres have recognizable characteristics and features that distinguish them from other genres. Examples of genres include essay, article, documentary, web page, short story, novel, and poem. Each of these broad categories contains more specific categories (e.g., haiku as a subcategory of poetry). Many works cross into multiple genres by borrowing or recombining these conventions. See **form**, **style**, and **features**.

**grade-appropriate**

Students who fully meet expectations are able to read and comprehend texts appropriate for their grade level. In the province of British Columbia, the determination of grade-appropriate levels for texts will be made at the school district level, or in the case of schools operating under the *Independent Schools Act*, by schools or an appropriate regulatory authority having jurisdiction, but not the Ministry of Education. See the “Considerations for Delivery” section of this curriculum for further information about grade-appropriate texts. There is expected to be a range of grade-appropriate texts at each grade level.

**graphic novel**

A graphic novel presents a narrative through a combination of text and art, often in comic-strip form.

**graphic organizer**

A graphic organizer is a visual by which the relationships between and among ideas are portrayed. A graphic organizer (e.g., Venn diagram, T-chart) can serve many purposes, including identifying prior knowledge, connecting main ideas with details, describing stages or steps in a procedure, and comparing and contrasting.

**graphophonics/graphophonic cues**

According to Harris and Hodges (*The Literacy Dictionary*, 1995, International Reading Association), graphophonics is defined as the sound relationship between the orthography (symbols) and phonology (sounds) of a language. Students who have an understanding of sound-symbol relationships can use this knowledge to help them decode words. See **decode**.

## H

**high-frequency words**

High-frequency words are those that recur often in materials that students are reading or are likely to read (e.g., and, the).

**hyperbole**

Hyperbole is a literary device, and is the deliberate use of exaggeration for effect (e.g., “I have been waiting here for ages,” “I have a ton of homework.”). See **literary devices**.

**I****ideas**

Ideas are one of the traits of writing referred to in the English Language Arts curriculum. In the assessment of writing, ideas are the heart of a writer’s message, and include the detail, development, and focus of a piece of writing. See **organization, voice, word choice, sentence fluency, conventions, and presentation**.

**idiomatic expressions**

An idiomatic expression is one whose meaning cannot be deduced from the literal definition and the arrangement of its parts, but refers instead to a figurative meaning that is known only through conventional use. For example, in the expression “that was a piece of cake,” a listener knowing only the literal meaning might not necessarily be able to deduce the expression’s actual meaning.

**imagery**

Imagery in text is the use of sensory detail to evoke a mental picture. See **literary devices**.

**imaginative writing** (also known as literary writing or expressive writing)

Imaginative writing is crafted to create particular effects through the use of powerful language (e.g., sensory detail, imagery, metaphor, simile, etc.). Students create imaginative writing through stories, poems, plays, legends, and passages, for example. As in informational and personal writing, imaginative writing may be impromptu or carefully revised and edited. See **sensory detail, edit, revise, informational writing, personal writing, imagery, metaphor, simile, and literary devices**.

**imperative sentence**

An imperative sentence expresses a command or request and is followed by a period or an exclamation mark. The subject of the sentence is not stated (e.g., “Come here!”).

**impromptu writing**

Impromptu writing is writing done “on the spot” and is not revised, edited, or carefully proofread, although it is usually checked for obvious errors. Impromptu writing may be as informal as a quick write where students can begin to record their thoughts, feelings, and experiences, or as formal as an in-class essay with a specific topic, form, and time limit. In the English Language Arts curriculum, students can create impromptu personal, informational, and imaginative writing that can be used both to generate ideas and to solidify thinking. Impromptu writing may be a beginning step in the writing process or it may be an end result that could be assessed. If assessed, the criteria may include generation of relevant ideas, connections to the topic, prior knowledge, and sustained engagement for an appropriate amount of time. The BC Performance Standards for Writing contain additional assessment rubrics for impromptu writing. See **personal writing, informational writing, imaginative writing, revise, and edit**.

**informational writing** (also known as expository writing)

Informational writing is intended to communicate information (e.g., articles, reports), outline procedures (e.g., instructions), and/or persuade others (e.g., editorials, persuasive letters). As with personal and imaginative writing, informational writing may be impromptu or carefully revised and edited. In the BC Performance Standards for Writing, informational writing is referred to as “Writing to Communicate Ideas and Information.” See **impromptu writing**, **personal writing**, **imaginative writing**, **revise**, and **edit**.

**instructional strategies**

Instructional strategies are used by teachers to help students develop their literacy abilities, skills, and learning strategies. Instructional strategies are sometimes called instructional activities (e.g., K-W-L, sort, predict). There are a wide range of useful instructional strategies for teaching each aspect of English Language Arts: oral language, reading and viewing, and writing and representing.

**interactive writing**

Interactive writing is often described as a method of “sharing the pen,” and is used by the teacher to provide instruction and assistance to students as they are actually writing. It is much like shared writing except that the students do much of the writing themselves. At the upper grades, the teacher can use interactive writing to model for students, or as a way of getting students to share their writing and talk about the writing process with their peers. See **shared writing**.

**interrogative sentence**

An interrogative sentence asks a question and is followed by a question mark.

**J****just-right texts**

Just-right texts are texts that students are motivated to read that are not so challenging that they are solely occupied with figuring out how to decode the words and not so easy that readers are unlikely to learn anything new. “A ‘just-right’ book seems custom-made for the child – that is, the student can confidently read and understand a text he or she finds interesting, with minimal assistance. These are books that make students stretch – but just a little bit...” (Routman, 2003, p. 93). See **decode**.

**L****lead**

A lead (also called a beginning or introduction) refers to the first sentence or first several sentences in a text. The lead establishes the direction the writing will take. A good lead hooks the reader’s attention right from the start. Of the many types of leads used by writers, some examples include questions that relate to the topic (e.g., Have you ever wondered how you would survive if you found yourself alone in the forest? How would you defend yourself against predators? What would you eat? Where would you find water?) or the give-away lead (e.g., One day last summer, Wilfrid, an accountant, turned into a cat. Long whiskers. Smooth tail. Attitude. A Siamese cat).

**literary devices**

Literary devices are the deliberate use of language to create a particular effect. They are focussed and precise devices used to extend, enrich, or qualify the literal meaning of a text. Literary devices include allusion, flashback, foreshadowing, imagery, symbolism, metaphor, and simile as well as sound devices. See **flashback**, **foreshadowing**, **imagery**, **symbolism**, **metaphor**, **simile**, and **sound devices**.

For the purpose of clarity in the English Language Arts curriculum, only the terms literary devices and literary elements are used to discuss facets of text. Although distinctions may be made among literary devices, poetic devices, literary techniques, figures of speech, figurative language, and other terms, many of these have overlapping applications and there is no generally accepted distinction among these terms. See **literary elements**.

**literary elements**

Literary elements are integral components of a piece of literature, and include such things as character, plot, setting, point of view, style, conflict, voice, and theme. Literary elements can be identified, interpreted, and analysed as a way of examining and comparing the foundational structure of works of literature. Some combination of literary elements exists in all fiction, poetry, and drama. See **style**, **conflict**, **voice**, and **theme**.

**literature circles** (also known as book clubs)

Literature circles are small-group discussions about text. Typically, groups of students who are reading the same text meet together over a period of time for discussion. Literature circles offer students motivation through the opportunity to choose from a selection of books and to engage in detailed discussions with their peers.

**M****metacognition/metacognitive strategies**

Metacognition is “thinking about thinking,” which results in students’ individual understanding of their own learning processes. In addition, metacognition involves the awareness and understanding of how one thinks and uses strategies as an effective listener, speaker, reader, viewer, writer, and representer. In the English Language Arts curriculum, the successful use of metacognitive strategies involves reflection, self-assessment, setting goals, and creating a plan for achieving those goals. See **strategies**.

**metaphor**

A metaphor is a direct comparison of one thing to another, which is generally thought of as unrelated. The first thing is not merely “like” or similar to the second, but is wholly identified with it (e.g., the fog crept in on little cat feet). A metaphor may be specific to a single phrase or sentence, or developed over the course of an entire text, becoming an “extended metaphor.” See **literary devices**.

**mood** (sometimes known as atmosphere or tone)

For the purposes of the English Language Arts curriculum, mood refers to the emotional flavour that runs through an entire text. This may include the writer’s attitude toward the subject and/or the audience. Mood may be any of the following: angry, serious, lighthearted, dark, etc.

## N

**no-excuses spelling**

During the primary years, beginning in Grade 1, there should be clearly articulated expectations to spell certain commonly used words (no-excuses spelling words) across all subject areas without any misspelling at any time. At the end of Grade 1, for example, the following 25 commonly used “no-excuses spelling words” are suggested: a, and, are, as, at, be, for, from, had, he/she, his/her, I, in, is, it, of, on, or, that, the, they, to, was, with, you. At the end of Grade 2, the number of “no-excuses spelling words” realistically jumps to 100+. Many educational resource books written by literacy specialists (e.g., Cunningham, Fry, Dolch, Johns, Fountas, Pinnell) have suggested lists of these words.

## O

**onomatopoeia**

Onomatopoeia is a “sound” effect achieved when a word reflects its literal meaning (e.g., hiss, mumble, buzz, crash). See **sound devices**.

**onset**

The onset is the first part of a (generally monosyllabic) word that begins with a consonant. It consists of the entire part of the word before the vowel and may be composed of a single letter or a blend (e.g., ‘s’ in sat; ‘bl’ in black); words that begin with a vowel do not have an onset. See **rime**.

**organization**

Organization is one of the traits of writing referred to in the English Language Arts curriculum. In assessing the organization of a text, the focus is on the internal structure of the piece. Some common organizational structures include comparison and contrast, deduction, development of a theme, or the chronology of an event. See **ideas, voice, word choice, sentence fluency, conventions, and presentation**.

## P

**personal writing**

Personal writing is rooted, both substantively and in terms of voice and tone, in students’ personal experiences, feelings, and responses. The goal of personal writing is to give students the opportunity to sustain writing as a way of discovering what they think, and may be written for an audience of self, peers, parents, or teachers. Personal writing may be revised, edited, and proofread, depending on the grade level, but can also include impromptu writing. See **voice, tone, revision, editing, and impromptu writing**.

**personification**

Personification is an example of a literary device, and refers to the act of giving human qualities to something that is not human (e.g., the weeping willow). See **literary devices**.

**phoneme**

A phoneme is the smallest unit of sound within a word. It may be represented by one or more letters (e.g., t, e, oa, ch).

**phonemic awareness**

Phonemic awareness is a specific aspect of a learner’s phonological awareness. A child’s ability to segment spoken words into phonemes (e.g., c / a / t) and to blend phonemes into words are indicators of a developing phonemic awareness. See **phonological** and **phoneme**.

**phonics/phonics knowledge**

Phonics relates to an understanding of the sound-letter relationships in language, involving matching sounds and symbols. Simply put, phonics is what readers do when they use their understanding of sound-letter relationships to decode words. Phonics is a strategy that can be used by all readers when they come across a word they do not know how to read. See **decode**.

**phonological/phonological awareness**

Phonological refers to the sound, as opposed to the meanings, of oral language. Phonological awareness includes phonemic awareness, plus abilities to hear and create rhyming words and alliteration, segment the flow of speech into separate words, hear syllables as “chunks” in spoken words, and separate spoken words into onsets and rimes. See **alliteration**, **onset**, **rime**, and **phonemic awareness**.

**presentation**

Presentation, a subset of the trait of conventions, is one of the traits of writing described in the English Language Arts curriculum. The trait of presentation deals with how the writing looks to the reader, and includes the appealing use of white space on a page and other ways to help readers access content. Presentation may include graphics such as maps, graphs, and illustrations. More specifically, presentation includes legibility if hand-written, the appropriate use of font and font size if word-processed, appropriate spacing and margins, and consistent use of headings, bullets, and formatting. See **ideas**, **organization**, **voice**, **word choice**, **sentence fluency**, and **conventions**.

**protagonist**

The protagonist is the main character in a story. See **antagonist**.

**publish**

When students publish their work, they make it public by sharing it. Therefore, publishing can be a useful way to motivate students to put the final touches on a piece of writing or a representation. Examples of publishing include handing it in to the teacher, sharing with the intended audience (e.g., sending their letter to the editor of a newspaper), posting on a bulletin board, or including it in a class compilation or newsletter.

**pull-quote**

A pull-quote is a short extract from a text that is repeated in a separate space to attract and capture the reader’s attention, or to give a quick snapshot of what might be contained in the text.

## R

**readers' theatre**

Readers' theatre refers to the presentation of a text, or part of a text, as an alternative way of reading and/or studying literature. It can be as formal or informal as time or context dictates. Readers' theatre does not require the formality of learning lines, or elaborate sets or costumes. Teachers and/or students may adapt stories for readers' theatre through collaborative script writing activities. Readers' theatre, like choral reading, is an effective means to practise fluency, especially when several students read each part together. See **choral reading**.

**recursive/recursively**

In the English Language Arts curriculum, the term recursive is used to mean the revisiting of steps or strategies a number of times during a chronological process. For example, the Strategies suborganizers in the Prescribed Learning Outcomes are divided into "before," "during," and "after," but predicting is a reading strategy that can be used at several different points before, during, and after reading. That is, students may make predictions about a text before reading, and revisit those predictions recursively during and after reading to confirm or revise as they acquire additional information. A similar recursive approach can be used in writing; writers may revise at any stage of the process.

**register**

Register is the choice of language deemed appropriate for a specific context or for a particular audience. In both writing and speaking, register refers both to diction and tone. See **diction**.

**revising/revision**

Revision during writing involves improving the meaning of the piece through considerations such as

- enhancing ideas by adding or deleting details
- improving organization by writing a better lead or ending
- clarifying the organization by reordering the piece
- improving word choice by choosing more precise nouns
- developing sentence fluency by varying sentence lengths/beginnings
- checking for coherence and unity of ideas

See **ideas, organization, word choice, and sentence fluency**.

**rime**

The rime is the portion of a word that follows an onset. It includes the vowel and any ensuing letters/sounds. Generally used with reference to monosyllabic words, the rime often reflects the characteristic pattern of the word's "family" (e.g., the *\_ink* portion of words such as think, drink, link). See **onset**.

## S

**scan/scanning**

Scanning is a strategy used to search for a specific item or fact in a text.

**semantic cues**

Readers use semantic cues as a strategy when they focus on using what is already meaningful to them to help them understand specific words, phrases, or sections of text. Semantic cues include accessing prior knowledge, using context cues, and self-talk ("Does this make sense?").

**sensory detail**

Sensory detail refers to those descriptive details that speak directly from the five senses: sight, sound, smell, touch, taste.

**sentence fluency**

Sentence fluency is one of the traits of writing referred to in the English Language Arts curriculum. In assessing sentence fluency, the focus is on the rhythm and flow of the language. Writing with sentence fluency is free of awkward patterns that slow the reader's progress. See **ideas, voice, word choice, organization, conventions, and presentation**.

**shared reading**

Shared reading is a collaborative language activity. Together, the teacher and the whole class or a small group of students read and reread many types of texts, usually in enlarged print.

**shared writing**

During shared writing, teachers and students share the development of text by composing together. The teacher is the scribe, and models writing skills while recording students' ideas and guiding the students in forming a finished piece of writing.

**simile**

A simile is a figurative comparison of two unrelated things in which the words "like" or "as" are used (e.g., She ran like the wind). See **literary devices**.

**simple sentence**

A simple sentence expresses a complete thought, using one independent clause (e.g., My grandmother eats salad for lunch.).

**skim/skimming**

Skimming is reading quickly to acquire the general idea of the text.

**sound devices**

Sound devices (which for purposes of the English Language Arts curriculum are thought of as a subset of literary devices) refer to words or word combinations that are used primarily for their sound effects or as a way to manipulate sound. Rhyme, rhythm, alliteration, assonance, repetition, and onomatopoeia are all examples of sound devices. See **alliteration, onomatopoeia, and literary devices**.

**strategies/strategy**

Strategies are the ways that learners engage in thinking about reading, writing, and oral language in order to enhance learning and comprehension. Strategies are often referred to as reading strategies or strategic reading (e.g., prediction, making connections, visualizing, etc.). However, learners use strategies in writing and in oral language (e.g., brainstorming) to prepare and refine their ideas. Since these strategies are used to make meaning they are sometimes called 'cognitive learning strategies' to distinguish them from 'instructional strategies'.

**structure**

See **text structure**.

**style**

Style is the sum of those features of a work that reflect the author’s distinctive way of communicating. Style refers to the manner in which something is expressed, in contrast to its message. Some aspects of style include the creative use of literary devices, voice, word choice, and sentence fluency. See **literary devices**, **voice**, **word choice**, and **sentence fluency**.

**subordinate/subordinating conjunction**

A subordinating conjunction joins words, phrases, or clauses of unequal rank, subordinating one of them (e.g., while, because, unless, although, if, since, as, when, until).

**symbol/symbolism**

Different from a sign that holds only one meaning, a symbol is more complex and can mean more than one thing. Symbols stand for something other than their literal selves, but can mean different things depending on the context. Symbols can carry a universal or cultural meaning (e.g., a flag, a trickster), but symbols can also be created in a text by a writer who wants a certain object, or symbol, to mean something more than it is. See **literary devices**.

**syntax**

Syntax refers to word order within a sentence; more specifically, syntax refers to the rules or “patterned relations” that govern the way the words in a sentence come together.

**syntactic cues**

Students use syntactic cues as a strategy when they refer to what they know about the rules and symbols of spoken and written language to help them make sense of the text. For example, students may use syntactic cues such as grammar, word order, and sentence structure to guide and inform their reading.

**T****teacher support**

Teacher support refers to any kind of teaching or assistance that is provided to facilitate a student’s acquisition or demonstration of a skill, and may also include the direct teaching of a lesson focussed on acquiring a specific knowledge or skill. This assistance may include direction, modelling, prompting, or furnishing of “clues.” Teacher support is also provided indirectly through the way the learning environment is organized and managed.

**text/texts**

For purposes of English Language Arts, the term “text” denotes any piece of spoken, written, or visual communication (e.g., a particular speech, essay, poem, story, poster, play, film). A text may combine oral, written, and/or visual components. For the purposes of the English Language Arts curriculum, literary texts are both fiction and non-fiction, and may be prose, drama, or poetry. Literary texts can be oral as well, and include such genres as epic, legend, myth, ballad, other forms of oral poetry, and the folk tale.

**text features**

Text features include diagrams, headings, bold and italicized words, diagrams, drawings, graphics, labels, tables of contents, indices, and glossaries. Studying text features can be helpful in locating information and supporting comprehension. In this curriculum, ‘text features’ refer to physical attributes whereas features of text refer to characteristic qualities.

**text structure**

Text structure is a term that applies to the larger organizing pattern of a verbal or written text, passage, or paragraph/stanza. Chronological order, order of importance, and comparison and contrast are examples of text structures. Text structure is an aid to comprehension, since knowing the structure of a sonnet, for example, gives the reader clues about its content.

**theme**

A theme is the overall meaning of a text or a “truth about life” that emerges indirectly through the writer’s use of literary elements and literary devices. Theme is distinct from topic. For example, whereas the topic of a piece might be “friendship,” the theme of a piece could be “friendship should never be taken for granted.” See **literary elements** and **literary devices**.

**topic sentence**

A topic sentence states the main idea of a paragraph, and is usually situated near or at the beginning of the paragraph. In an essay, each topic sentence should relate directly to the thesis of the essay.

**traits of writing**

See pages 20-23 of “Considerations for Program Delivery.” See also **ideas, organization, word choice, sentence fluency, conventions, and presentation**.

## V

**voice**

Voice is an aspect of style, and refers to the individuality of the writer as perceived by the reader. The student who writes with an individual voice offers an honest and unique style that the reader finds compelling and engaging. It is one of the traits of writing referred to in the English Language Arts curriculum. See also **style, ideas, organization, word choice, sentence fluency, conventions, and presentation**.

## W

**word choice**

Word choice, also known as diction, is one of the traits of writing referred to in the English Language Arts curriculum. Effective word choice is the use of rich and precise language in a way that both communicates and enlightens. See **diction, ideas, organization, voice, sentence fluency, conventions, and presentation**.

**word-decoding strategies**

See **decode**.

**word wall**

A word wall is a systematically organized grouping of words, generally displayed on a wall in the classroom that is used as a reference by a teacher and students and may become a focus for developing vocabulary, spelling, word choice, and other aspects of language in writing.