

Curriculum Planning & Assessment Resource

English Language Arts and Literature
Grade 4



The Consortium

Alberta Professional Learning Consortium



Curriculum Planning & Assessment Resource

English Language Arts and Literature (ELAL)

Grade 4

About This Document

This resource is created to assist teachers with planning and using the ELAL curriculum (2023). It is designed to give teachers a place to start when planning lessons.

The document is designed around the following information:

- There is only one Learning Outcome for each Organizing Idea in the ELAL curriculum.
- Alberta Education has stated clearly: The Learning Outcome is what is to be assessed and reported on BY the end of the School Year.
- Each Learning Outcome is divided into a number of Understandings. Each understanding has a number of statements in the Knowledge and Skills & Procedures columns that further describes how the LO can be taught based on the Understanding.
- The Understandings in the ELAL curriculum break down the Learning Outcome. So teachers can see how the Learning Outcome can be taught by the end of the year.
- When teachers are planning they are required to use all of the KUSPs (knowledge, Understandings, Skills & Procedures).

Users of this guide will find that each section of the document is centered around one “understanding” at a time. The suggestions for teaching are then directly related to the Learning Outcome based on the Understanding.

The developers of this document have also created a preamble describing Phonological Awareness. The reason for this added information is so teachers know the importance of teaching phonological awareness and phonemic awareness and how foundational it is for students to have these skills when learning to decode, read and write.

The intent of these ELAL rubrics is for formative assessment. They are for teachers to use with the Understanding they are teaching at the time, ensuring the Learning Outcome for that Organizing Idea is mastered by the students by the end of the year. These rubrics can be used more than once to show improvements made by the students. Student progress can be shown in using the ‘Year Long’ rubric where progress is shown by term.

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Organizing Idea: Text Forms and Structures

Organizing Idea: Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.			
Guiding Question: How can text organization influence communication?			
Learning Outcome: Students examine how the form and structure of texts can support the communication of ideas and information.			
Understanding: Text form or structure can support the enjoyment and communication of ideas and information for a variety of purposes.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Texts can be communicated for a variety of purposes, including to</p> <ul style="list-style-type: none"> inform persuade provide enjoyment <p>Texts read for enjoyment can inspire, fascinate, or expand understandings.</p> <p>A genre is a category of text that has a specific content or style and includes fiction and non-fiction.</p> <p>Literary forms of fiction and non-fiction texts include</p> <ul style="list-style-type: none"> novels journal entries media <p>Media texts can be digital or non-digital and can combine sounds, words, images, and graphics.</p> <p>Narrative texts can be fiction or non-fiction and can follow a structure, including</p> <ul style="list-style-type: none"> beginning problem events solution ending 	<p>Confirm the author's or text creator's purpose based on information in the text.</p> <p>Explain how personal preferences for texts inspire, fascinate, or expand understandings.</p> <p>Examine a variety of literary forms used to communicate ideas and information.</p> <p>Examine the structure of a variety of narrative texts.</p> <p>Determine how the structure of texts can support the organization and communication of ideas or information.</p>	<p>For Students</p> <ul style="list-style-type: none"> genre Purposes of writing: persuade, Inform, entertain novels Media Journal entry Graphics/Images Problem Events Solution Preferences Narrative Text Text Structure <p>For Teachers</p> <ul style="list-style-type: none"> Literary forms Media texts Text Structure 	<ul style="list-style-type: none"> Discussion of the purpose of reading prior to ANY reading tasks, "What is the author's purpose for the text and our purpose for reading it (ie, inform, persuade, and/or entertain)?" Dig in deeper either via the author's website (such as Mo Willems or Gordon Korman), note at the end of the book, etc. to confirm purpose. In small groups, students discuss posters, cartoons, advertisements and comic strips. They label the structures in their chosen text. They explain how the text communicates ideas and information. They explain their personal preference for the text chosen. After watching a play, school performance, reading a book, or any other texts, students talk about what was appealing or meaningful (ie the purpose of the text) After viewing group presentations on geographic regions of Alberta, students identify similarities and differences in the presentations; e.g., use of images, charts. They explain how the structure of the presentation (and the chosen text features/ visual supports) helped organize and communicate the ideas and information. Students examine a variety of text forms and list the characteristics in a table or Venn Diagram. Students create a timeline or story mountain/plot diagram to depict the main events from a picture book or chapter book. Students categorize events as beginning, problem, events, solution, or ending. Periodically throughout the year, have students complete Text Recap Assignment After independent reading time, ask students to complete an exit slip asking about book's impact (personal preference). The impact may be demonstrated through the connections they have made while reading. Use Pixar Short or other short films to determine their narrative structure. Compare with narrative structures in other texts you are reading - novel (read alouds), picture books, etc Students can complete reader response writing assignments (paragraph) related to how the text form or structure can support the enjoyment and communication of ideas and information for a variety of purposes. A sample writing prompt might be <i>Explain how the ways the writing and ideas are organized by the author helps them INFORM us as readers. How does this also make it enjoyable to read?</i>

Resources	What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • Pixar Short Films Collection Volume 1 (2007) - Available on Audio Cine Films (if available in your district) - Variety of genres, structure elements, digital media • Pixar Short Films Collection Volume 2 (2012) -Available on Audio Cine Films (if available in your district) - Variety of genres, structure elements, digital media • Learning A-Z (subscription based) (website) • EPIC (subscription based) (website) • Malala's Magic Pencil by Malala Yousafzai (2017) - "inspiring, expand understanding" • Odder by Katherine Applegate • Diary of a Wimpy Kid by Jeff Kinney (2007) - journal entry • Stuck by Oliver Jeffers (2012) - Structure • Good Families Don't by Robert Munsch (1990) <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • Stephanie's PonyTail by Robert Munsch (1992) • Non-Fiction Books for 9 Year Olds (website) • 15 Anchor Charts to Teacher Author's Purpose (website) • Cooking Blogs (Digital) Vs. Cook Books (Non-digital) media exploration • Organizing Idea Overview: Text Forms and Structures ELAL 4-6 APLC Resource • Teaching Genre Article with embedded resources (blog) • Revisiting Read Alouds: Instructional Strategies that Encourage Students' Engagement with Text - Grade 1 focus, but applies to all grades (website) • Exploring Media in ELAL 4 APLC Resource 	<p>Grade 4 ELAL Observation and Conversation Tracker</p> <p>Exit Slip (personal preference explained)</p> <p>Text Recap Assignment</p> <p>Text Forms and Structures All Understandings</p> <p>Text Forms and Structures Year Long</p> <p>Text Forms and Structures Understanding 1</p>

OI: Text Forms and Structures - Learning Outcome: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.			
Understanding: Text features can organize and enhance information in the main body of a text.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
Text features can be digital or non-digital, including <ul style="list-style-type: none"> images and graphics indexes 	Examine a variety of text features that provide important information in a text. Include a variety of text features to organize, clarify, or enhance information.	For Students <ul style="list-style-type: none"> Text features <ul style="list-style-type: none"> Images graphics Indexes Review: table of contents, maps, headings, captions, title, chart, graphs Digital Non-digital For Teachers <ul style="list-style-type: none"> Text Features 	<ul style="list-style-type: none"> When reading non-fiction text, talking about the purpose of different text features and other media on the page - Ex. "What is the purpose of a caption?" Discuss how the title of a text or the headings within a text can help organize, clarify, or enhance information. Brainstorm alternative text titles and/or headings keeping in mind the purpose of the title/heading. Go through the process of how to use an index in a common nonfiction resource (i.e. textbooks) Demonstrating how to use the search function to search within a trusted resource. Identify ways to read and interpret a search result Connect to Research KUSP (Writing OI) - students need to include text features in their research findings sharing (reports, presentations, visual representations). Model how to use various text features to find information
Resources			What do we assess? How do we assess?
Classroom Resources <ul style="list-style-type: none"> Online Encyclopedias like Kiddle or Britannica Kids (subscription) Other subject text books Nonfiction Informational Texts and Picture Books Nonfiction Text Features What are Text Features? 		Resources for Deeper Understanding (Teacher Resources) <ul style="list-style-type: none"> Organizing Idea Overview: Text Forms and Structures ELAL 4-6 APLC Resource 	Grade 4 ELAL Observation and Conversation Tracker Rubric for Research KUSP that includes Text Features S&P Text Forms and Structures All Understandings Text Forms and Structures Year Long Text Forms and Structures Understanding 2

OI: Text Forms and Structures - Learning Outcome: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.			
Understanding: Fictional texts can open minds to new possibilities and ideas.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Fictional texts can be categorized by sub-genres, including traditional literature and fantasy.</p> <p>A fantasy is a fictional text that contains elements that are highly unreal.</p> <p>Fictional texts can have structures that include main plots with subplots and flashbacks.</p> <p>A flashback interrupts the story plot to take an audience back in time to past events in a character's life.</p> <p>Elements of fiction include major and minor characters and point of view.</p> <p>A minor character is a character in a story who is not the main focus and is less developed.</p> <p>Fictional texts include characters who can be known by what they say, think, or do.</p> <p>Point of view is the way an author or text creator chooses to tell or narrate a story and includes first person.</p> <p>First person is where the author, text creator, or narrator relates information from their own point of view, often using the word.</p>	<p>Differentiate between a variety of fiction sub-genres, considering content, characters, time, or place.</p> <p>Examine fictional text structures that include main plots with subplots or flashbacks.</p> <p>Examine elements within a variety of fictional texts, including point of view.</p> <p>Determine if characters in fictional texts are major or minor.</p> <p>Create imaginative representations or dramatizations of fictional texts that depict point of view.</p> <p>Examine the narrator's point of view in texts.</p>	<p><u>For Students</u></p> <ul style="list-style-type: none"> • Genre • Fantasy • Plots/Subplot • Flashback • Major/minor characters • Point of view • First person Perspective • Characteristics • Traits • Elements • Focus • Narrator • Author • Text Creator • First Person • Imaginative Dramatizations • Imaginative Representations <p><u>For Teachers</u></p> <ul style="list-style-type: none"> • Point of View (narration) versus perspective (thoughts and beliefs). Can sometimes be used interchangeably but this often leads to confusion. • Subgenre • Traditional Literature • Author vs. Narrator • Dramatizations vs. Representations 	<ul style="list-style-type: none"> • Review the difference between fiction and nonfiction. Continue this learning with the introduction/review of subgenres, noting that sometimes texts can be categorized in more than one subgenre category. • Discuss point of view. Present a number of texts to students that are good examples of 'point of view'. For each, have students discuss the character and their point of view. • Read a text (in groups, large group, etc.) and dramatize the story as a presentation/skit to show characters' perspectives • Read a text (in groups, large group, etc.) and dramatize from a different character's point of view/perspective <ul style="list-style-type: none"> ○ This could be a brief monologue, a few sentences, fake "acceptance" speech, a scene retold, a puppet show, series of tableaux, etc. • After reading a text, students are asked to take on the perspective of one of the other characters (main character, narrator, or minor character) and represent it through collage, emojis, word cloud, etc. It might be easiest to do this during a particular event in the text, rather than the entire story. • After completing either of the previous two activities, have students write a reader response paragraph where they explain the choices they made in their dramatization or representation. What did they infer about the characters to help them dramatize or represent the perspectives? What choices did they make to show that perspective (non-verbal language, volume, word choice, colour, design layout, etc)? • Exposure to story books and other mentor texts of both traditional literature and fantasy • Identify characteristics that make a text fantasy when reading using a T-Chart or Venn Diagram • Exposure to story books and other mentor texts that feature flashbacks. • Identify subplot in a mentor text and discuss the development and purpose of a subplot. • Identify characteristics of a flashback when reading • Discussion of characters in fiction reading - determine characteristics of major or minor characters • Identify characteristics and differences between Major & Minor Characters using a T-Chart or Venn Diagram • Exposure to texts through shared, guided and independent reading and read-alouds, written both in first and third person • Identify the characteristics and differences between first and third person perspectives using a T-Chart or Venn Diagram • Dramatizations, Writing, drawings of Stories, Parts of stories from various points of view • Identify Character Traits (what characters think, say and do) of major characters. • Identify the characteristics and differences between fantasy and traditional literature on a T-Chart or Venn Diagram • Extend to Writing OI - use first person narration in their narrative writing

Resources	What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • Tales of a Fourth Grade Nothing by Judy Blume (1972) - First Person Perspective/ Point of View, major & minor characters • Voice in the Park by Anthony Brown • Diary of a Wimpy Kid by Jeff Kinney (2007) - First Person Perspective/ Point of View, major & minor characters • Hello, Universe Erin Kelly • Wonder by RJ Palacii • Nobody Loves a Goblin by Ben Hatke (2016) - Fantasy, perspective, major & minor characters • The Wild Robot by Peter Brown (2020) - Fantasy, Major & minor characters • Picture Books to Teach Flashback (website) • The True Story of the Three Little Pigs by John Scieszka (1996) - Point of view <ul style="list-style-type: none"> • Picture books to Teach Perspectives (blog) • Fantasy Bookshelf APLC Resource • Sample Character Traits • Perspective Bookshelf APLC Resource <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • Organizing Idea Overview: Text Forms and Structures ELAL 4-6 APLC Resource • What is Point of View in Writing? Article (website) • Drama Strategies to use in the classroom (website) • Genre Explained: Traditional Literature and Fantasy 	<p>Grade 4 ELAL Observation and Conversation Tracker</p> <p>Perspective Dramatization Single Point Rubric</p> <p>Perspective Representation Single Point Rubric</p> <p>Text Forms and Structures All Understandings</p> <p>Text Forms and Structures Year Long</p> <p>Text Forms and Structures Understanding 3</p>

OI: Text Forms and Structures - Learning Outcome: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.

Understanding: Non-fiction texts can open minds to new possibilities and ideas.

Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Non-fiction texts include</p> <ul style="list-style-type: none"> • autobiographies • procedural texts • land <p>Procedural texts include recipes or instruction manuals.</p> <p>Non-fiction texts can have structures that include</p> <ul style="list-style-type: none"> • introduction • main idea or topic • supporting details • conclusion • compare and contrast <p>Non-fiction texts can share opinions regarding information.</p>	<p>Investigate ways that non-fiction texts can be organized to support sharing of information.</p> <p>Discuss a variety of facts and opinions expressed in non-fiction texts.</p>	<p><u>For Students</u></p> <ul style="list-style-type: none"> • Autobiographies • Procedural texts (recipes, instruction manuals) • Introductions • Main idea • Supporting Details • Conclusion • Topic • Compare/contrast • Fact • Opinion • Land as text • Non-Fiction <p><u>For Teachers</u></p>	<ul style="list-style-type: none"> - When reading non-fiction text, talking about the purpose of different text structures - Ex. "Why is this personal story shared here?" - For Q & A text structure, start by reading all or part of a high-interest book with a simple Q&A text structure, such as <i>What Do You Do with a Tail Like This?</i> <ul style="list-style-type: none"> - Next, divide the class into small groups and encourage the teams to discuss the following questions: <ul style="list-style-type: none"> - How do the authors use questions and answers to organize the information they want to share with readers? - Why do you think the authors structured their text in this way? Do you see any advantages? - Invite a few student volunteers to share their team's thoughts. - https://www.newsinlevels.com/ - Comparing text structures <ul style="list-style-type: none"> - Q & A, Problem=Solution, compare contrast <p>LAND</p> <p>Go out to the outdoor classroom (if your school has it) or a designated area on the playground to experience reading in the environment (What do you hear? What do you feel? What do you smell?) Indigenous ways of knowing.</p> <ul style="list-style-type: none"> - What do the observations tell us about that location? <p>Find a spot somewhere outside near the school and make regular observations/discussions about the land and how it changes over the course of the year</p> <ul style="list-style-type: none"> • How do you know it is Fall? Why are the birds flying in formation? • How do you know that a storm is coming? <p>Explore a portion of the playground or view pictures or videos of a particular location (riverbank, forest, lawn, cultivated field, etc.) to discuss what information can be gathered from the land about what might have happened in that area. What do students notice? What do they wonder?</p> <ul style="list-style-type: none"> - For example, look at a river bank. What might have caused some rocks to be smooth and others rough? What might have caused trees to be in the river? - For example, look at the playground. If snow is on the ground, explore the shape of the drifts - natural or not? Can students identify the main direction of the wind? Can they explain the impact of temperatures over the last few days? If snow piles (or forts) have been made, is there anything in the piles other than snow? What prediction can students make about the information the land will be able to tell when the snow melts in the spring? <p>PROCEDURAL TEXT</p> <ul style="list-style-type: none"> - Model how to read a procedural text (Ex: recipe), pointing out cues such as transition words, ordinal numbers, and digits in the text which support organization and help with reading ease. Teacher demonstrates a procedure and creates an accompanying text with the help of the class. Students then are asked to create their own procedural text of something they know well or have an interest in, using the elements modelled to students. (ex: ingredient list, list with specific order, steps/rules in a game). Alternatively, you can ask students to build a craft of some kind and then write the instructions for how someone else might make the craft. Classmates then follow the provided instructions and see how closely their craft matches the original. - Connect procedural text to media and examine recipe blogs. Compare to old recipe books. What is the same? What is different? Extend to writing and have students write their own recipe blog post using a favourite recipe from home. - Students engage with multiple non-fiction texts. Connect to Comprehension OI as you read these texts. <ul style="list-style-type: none"> - At the teacher table during literacy centers. While discussing, students make predictions based on their own thinking and on information in the text. Teachers model how to alter or confirm our predictions based on the text. Allow students time to alter or confirm their predictions, by providing evidence from the text.

			<ul style="list-style-type: none"> - Engage all students with fact vs opinion with youtube video to establish definitions and characteristics of fact and opinion. Students work in partners to create examples and nonexamples of each to contribute to a class-built Frayer model anchor chart in the class. Students then engage in fact-opinion statement sorts to solidify their understanding and use criteria from the Frayer model to justify their decision. - Reviews characteristics of biography (from grade 3), and introduces autobiography with its defining characteristics. Using a mentor autobiography text such as <i>Malala's Magic Pencil</i>. Students participate by identifying how they know it is an autobiography and incidents of fact and opinion. Use Think-Pair-Share strategy to encourage all students to process and contribute. <p>Compare and contrast (think Venn diagram) autobiography and memoir with your students (autobiography is the whole life story; memoir is a memory or portion of the life story) as finding autobiographies written for a Grade 4 audience can be challenging. From there you can explore memoir as a text form where you might imagine or research what the other parts of the author's life was (outside of the memory from the text).</p>
Resources			What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • <i>Malala's Magic Pencil</i> by Malala Yousafzai (2017) - Autobiography • Non-Fiction Books for 9 Year Olds (website) • Memoir/Autobiography Bookshelf APLC Resource • 20 Great Expository Non-Fiction Read Alouds • Nonfiction Text Features • What are Text Features? • The Land is Our Storybook - Picture book series featuring First Nations in the NWT Available via Strong Nations 	<ul style="list-style-type: none"> • Opinion picture books Bookshelf APLC Resource to start the conversation about fact VS opinion <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • Organizing Idea Overview: Text Forms and Structures ELAL 4-6 APLC Resource • FNMI Learning from CARC • 5 Kinds of Non-Fiction - Melissa Stewart (website) <ul style="list-style-type: none"> ○ Check out the BOOKS tab and the EDUCATOR tab! • Reading the Land: An Essential Skill for the Land Steward (website) 	<p>Grade 4 ELAL Observation and Conversation Tracker</p> <p>Text Forms and Structures All Understandings</p> <p>Text Forms and Structures Year Long</p> <p>Text Forms and Structures Understanding 4</p>	

<p>OI: Text Forms and Structures - Learning Outcome: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.</p>				
<p>Understanding: Poetry engages the imagination and can encourage individuals to connect with other people, places, ideas, or emotions.</p>				
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars	
<p>Poetry includes figurative language to create a desired effect.</p> <p>Poetic structures include</p> <ul style="list-style-type: none"> • verse • free verse • concrete <p>Verse is text structured with a rhythm and typically has a rhyme.</p> <p>Free verse is a type of poetry that does not rhyme or have a regular rhythm.</p> <p>A concrete poem creates an image with words or symbols that matches the topic of the poem.</p>	<p>Investigate figurative language used in imaginative ways.</p> <p>Examine how a variety of poetic structures contribute to creative expression of ideas.</p> <p>Experiment with creating verse, free verse, or concrete poetry.</p>	<p><u>For Students</u></p> <ul style="list-style-type: none"> • Poetry • Poem • Figurative language (see Vocabulary OI) • Verse/Free verse/Concrete poems • Rhythm/Rhyme • Personification • Idiom • Symbols <p><u>For Teachers</u></p> <ul style="list-style-type: none"> • Poetic Structure • Figurative Language 	<ul style="list-style-type: none"> • When presenting a poem from a selection, such as <i>Garbage Delight</i> or <i>Jelly Belly</i>, or a story, such as <i>Piggie Pie</i> or <i>Amelia Bedelia</i>, students focus on the arrangement or repetition of words to engage the imagination and/or make connections • Quick regular (weekly,daily) discussion of various verse, free verse and concrete poems to compare and contrast characteristics of each. • Regular writing of different types of poems, then students select their best examples of each to “publish” in a classroom anthology or poster presentation project (pair with a student created visual) • Explore how the structure of poetry is different from prose, and how the structure influences how a reader interacts with the information. How does the shorter line length, the rhyme and rhythm, or the shape of a poem guide visualization and help the reader make connections? • Create imaginative writing or poems that use personification or a collection of idioms • Share poetry throughout the year as mentor texts for specific writer’s craft moves, discussion of what makes the poem enjoyable (or not), or as a springboard into word study. • As you explore several examples of concrete poetry, have the students discuss how the structure contributes to the creative expression of ideas? How would this be different for the reader if it was a paragraph? A poem with a different structure (left aligned on the page for example)? 	
Resources			What do we assess? How do we assess?	
<p><u>Classroom Resources</u></p> <ul style="list-style-type: none"> • Dr. Seuss Books - Verse • 50 Best Poetry Books for Children (blog) • <i>Wet Cement: A Mix of Concrete Poems</i> by Bob Raczka • <i>I'm Just No Good at Rhyming: And Other Nonsense...</i> Chris Harris, 2017. • Poetry in ELAL 4 APLC Resource • Idiom Poems by Kenn Nesbitt (Website) • Novels in Verse Bookshelf APLC Resource • <i>What My Teacher Likes to Say</i> By Denise Brennan-Nelson (idioms) - EPIC! Book <p><u>Resources for Deeper Understanding (Teacher Resources)</u></p> <ul style="list-style-type: none"> • Organizing Idea Overview: Text Forms and Structures ELAL 4-6 APLC Resource 			<p>Please note, verse isn't really a 'type' of poetry. <i>Verse</i> can be used as a synonym for <i>poetry</i> or in some cases, <i>stanza</i>. Others use verse to describe poetry that isn't 'serious' (when compared to other poems). The curriculum defines it as 'text structured with a rhythm and typically has a rhyme'. To explore verse in their classes, teachers may want to use a novel in verse as a read aloud. See the above bookshelf resource for text suggestions.</p> <ul style="list-style-type: none"> • Free Verse Poems (Website) • Concrete Poetry (blog) • Learn about Formal Vs. Free Verse Poetry (Website) • <i>Powerful Poetry</i> by Adrienne Gear • Ken Nesbitt Poetry for Kids (Website) • Imagination Soup - poetry resources (Website) • We Are Teachers - list of poetry websites (Website) • Figurative Language Book List APLC Resource 	<p>ELAL 4 Poetry Single Point Rubric Text Forms and Structures All Understandings Text Forms and Structures Year Long Text Forms and Structures Understanding 5</p>

Organizing Idea: Oral Language

Organizing Idea: Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.				
Guiding Question: In what ways can listening and speaking skills clarify intent and build relationships?				
Learning Outcome: Students examine and demonstrate how listening and speaking support connections and clarify understandings.				
Understanding: Oral traditions can connect the speaker and listener in experiences of the past or present that help prepare for the future.				
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars	
<p>Oral traditions can support connections to</p> <ul style="list-style-type: none"> people the community the natural world the constructed world <p>Stories presented in oral traditions can reflect connections to spirit, land, universe, time, and people.</p> <p>Protocols for sharing information may vary by source, context, community, or culture.</p>	<p>Describe personal connections to spirit, land, universe, time, or people revealed through oral traditions.</p> <p>Discuss protocols used to share oral traditions.</p>	<p>For Students</p> <ul style="list-style-type: none"> Oral Traditions Natural world Constructed world Community Protocols Spirit Land Universe Context Culture Personal Connections <p>For Teachers</p> <ul style="list-style-type: none"> Protocols 	<ul style="list-style-type: none"> Sharing stories that your family passes down Share Indigenous stories that show connections to spirit, land, universe, time, and people. Invite Elders and/or Knowledge Keepers to share stories Presenting a tradition (familial or otherwise) to the class Oral Language Lesson: Our Symbols, Our Story Discussion of Protocols when an Elder or other important person will be present Discussion of protocols for story telling (who can tell the story, when the story can be shared, etc.). Dr. Jo-Ann Archibald shares a basic protocol (in this video) people can use when they are sharing Indigenous stories: Identify the storyteller; Identify the Nation and culture the story derives from; Provide cultural context when necessary to support understanding of the story. Have students complete a Head & Heart Connections Reflection Use sentence frames as part of a classroom discussion: When this happened in the story _____, it made me think about _____ because... 	
Resources			What do we assess? How do we assess?	
<p>Classroom Resources</p> <ul style="list-style-type: none"> <i>Lesson of Wolf</i> By Rachel Qitsualik-Tinsley <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> Learning to Know Oral Traditions ~ Walking Together Check out the Web Links as well as all other content on this page. 			<ul style="list-style-type: none"> Empowering the Spirit: Sharing Through Story Division II Book List (Empowering the Spirit) Braiding SweetGrass For Young Adults By Robin Wall Kimmerer & Monique Gray Smith Using Oral Storytelling with Middle Schoolers (blog) Mendoonak the Storm Maker (video example) Conversations with local Knowledge Keepers, Elders, or Indigenous Support Workers in your school district 	<ul style="list-style-type: none"> Grade 4 ELAL Observation and Conversation Tracker Head & Heart Connections Reflection Oral Language All Understandings Oral Language Year Long Oral Language Understanding 1

OI: Oral Language - Learning Outcome: Students examine and demonstrate how listening and speaking support connections and clarify understandings			
Understanding: Listening and speaking skills can be applied and adapted to support respectful interactions.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Respectful interactions include behaviours that consider the contributions, feelings, points of view, and needs of participants.</p> <p>Phrasing and pausing work together to</p> <ul style="list-style-type: none"> • support flow of thought and speech • support meaning • create emphasis <p>Projection is the directing and supporting of the voice toward an intended target.</p> <p>Projection is a combination of breath, clarity, and intentionality.</p>	<p>Contribute respectfully to a variety of interactions that involve listening and speaking.</p> <p>Identify opinions or points of view shared in conversations or texts that are listened to.</p> <p>Select appropriate volume, intonation, phrasing, and pausing to create a desired effect when speaking or presenting.</p> <p>Project voice appropriately for the audience and situation.</p>	<p>For Students</p> <ul style="list-style-type: none"> • Respectful Interactions • Contributions • Points of View • Participants • Phrase • Pause • Flow (in terms of language) • Emphasis • Projection • (Appropriate) Volume • (Appropriate) Intonation • Breath • Clarity • Intentionality • Listening Vs. Speaking • Opinions • Audience • Situation 	<ul style="list-style-type: none"> • When students are preparing a presentation of any kind (book talk, readers' theatre, sharing a word study, their thinking in math, objects that they have collected/created, comprehension of a text, opinions, sharing of a completed text (poetry writing, research, excerpt from a narrative), etc) evaluate for volume, intonation, phrasing, pausing, and/or projection. Consider developing a class rubric or criteria to evaluate or reflect on their presentation. • Regular discussion about points of view present following shared reading activities • Model what good speaking and listening looks like and sounds like in read alouds to set clear expectations • Students engage in readers' theatre • Provide many opportunities to share thinking and learning in small and whole group activities • Pose a Question of the Day (like Would you rather...?) in your morning message to encourage conversation • Students listen to a selection of Indigenous Literature, such as <i>How Chipmunk Got His Stripes</i>, presented in two mediums: video and read aloud. Use conversation guides to guide a discussion of their preferred way of listening to the story and to explore opinions and points of view identified in the text. • Explicitly plan for conversation time in your day (and teach the skills) • Provide sentence stems to encourage and deepen conversations • Anchor chart for Active Listening • Anchor Chart for Presenting skills: volume, pausing, phrasing, eye contact and body language etc. • Practice listening skills with paired paraphrasing conversations (and making personal connections)
Resources			What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • Division II Book List (Empowering the Spirit) Possible choice: <i>How Chipmunk Got His Stripes</i> by Joseph Bruchac and James Bruchac. • Slide Deck Active Listening • Point of View and Oral Language - Edmonton Catholic Curriculum Crate 		<p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • Drama Strategies to use in the classroom (Website) • Common Cooperative Learning Structures (Website) • Continually Learning - 10 cooperative learning structures (Website) • Your Dictionary - 71 questions to use to start the day (Website) • Oral Language APLC Resources 	
			<p>Grade 4 ELAL Observation and Conversation Tracker</p> <p>Active Listening Student Self Assessment</p> <p>Teacher Assessment - Listening and Speaking</p> <p>Oral Language All Understandings</p> <p>Oral Language Year Long</p> <p>Oral Language Understanding 2</p>

<p>OI: Oral Language - Learning Outcome: Students examine and demonstrate how listening and speaking support connections and clarify understandings.</p>			
<p>Understanding: Listening involves playing an active role in understanding the speaker and supports collaboration.</p>			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Listening includes restating key points or ideas and making personal connections.</p> <p>Listening to texts can expand vocabulary, understandings, and personal views.</p>	<p>Demonstrate active listening when engaging in collaborative work.</p> <p>Use a variety of listening strategies to support understanding.</p>	<p>For Students</p> <ul style="list-style-type: none"> • Restate • Key Points • Personal Connections • Vocabulary • Understandings • Personal Views • Active Listening • Collaborative Work 	<ul style="list-style-type: none"> • Oral Language - Active Listening Activities • Regular discussion & response after listening to read alouds. Vary targeted questions/prompts to get students to make connections, identify key points, vocabulary, or share personal views. • Anchor chart for Active Listening • Practice listening skills with paired paraphrasing conversations (and making personal connections) • Explicitly plan for conversation time in your day (and teach the skills) • Provide sentence stems to encourage and deepen conversations • What is your body doing when you are listening? Poster • Engage in a Socratic Discussion with whole class or small group.
Resources			What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • A variety of read alouds <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • 10 Steps to Effective Listening (Website) • Talking in Class • 100 Sentence Stems • Discussion Skills Sentence Starters • Debate/Oracy Sentence Stems • Sentence Stems • Harvard Project Zero Use these thinking routines in your classroom to promote quality conversation. 			<ul style="list-style-type: none"> • Grade 4 ELAL Observation and Conversation Tracker • Active Listening Student Self Assessment • Teacher Assessment - Listening and Speaking • Oral Language All Understandings • Oral Language Year Long • Oral Language Understanding 3

<p>OI: Oral Language - Learning Outcome: Students examine and demonstrate how listening and speaking support connections and clarify understandings.</p>			
<p>Understanding: Communication can be enhanced through adjusting verbal and non-verbal language.</p>			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>A combination of verbal and non-verbal language can be used to enhance clarity or create effects when communicating.</p>	<p>Adjust verbal and non-verbal language to enhance clarity or create effects when communicating.</p>	<p>For Students</p> <ul style="list-style-type: none"> ● Verbal/Non-verbal ● Clarity ● Effects ● Eye contact ● Body language 	<ul style="list-style-type: none"> ● Teacher may start out the lesson by introducing nonverbal language by 'pointing', 'gesturing', facial expressions etc., and have students try to 'read' what is being communicated. Have a discussion on how 'non verbal' communication contributes to language and communication. ● Students choose specific non-verbal language to enhance communication (in a speech, presentation, etc.) ● Short Dramatic activities that require <ul style="list-style-type: none"> ○ Students to act to convey meaning, rather than talk, to increase student understanding of what non-verbal communication looks like ○ Students give a verbal presentation about a simple topic and design it to have an assigned flaw (too long, short, loud, quiet, far away, close, expressionless, passionate) to contrast and then have a discussion about how to "fix" that skill. ● Readers' Theatre
<p style="text-align: center;">Resources</p>			<p>What do we assess? How do we assess?</p>
<p>Classroom Resources</p> <ul style="list-style-type: none"> ● Tableaux (freeze frames) ● Charades ● Watch a video clip featuring a variety of people/characters – ask students to 'be a social spy' while they watch <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> ● Drama Strategies to use in the classroom (Website) ● Types of Non-Verbal Communication (Website) ● Drama Resource - website - some free resources <ul style="list-style-type: none"> ○ Drama Resource - strategies (Website) ● Common Cooperative Learning Structures (Website) ● Continually Learning - 10 cooperative learning structures (Website) 			<ul style="list-style-type: none"> Grade 4 ELAL Observation and Conversation Tracker Readers' Theatre Guide to Success Readers' Theatre Peer Observation Oral Language All Understandings Oral Language Year Long Oral Language Understanding 4

<p>OI: Oral Language - Learning Outcome: Students examine and demonstrate how listening and speaking support connections and clarify understandings.</p>			
<p>Understanding: Presentations can be prepared and delivered to engage, inform, persuade, or entertain an audience.</p>			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Presentations can be prepared by</p> <ul style="list-style-type: none"> developing a plan using notes and speaking cards using visual aids selecting digital or non-digital tools <p>Speaking cards can be jot notes or cue cards that contain key points to support speakers.</p> <p>Visual aids can be digital or non-digital, such as</p> <ul style="list-style-type: none"> objects images diagrams text <p>Presentation delivery includes</p> <ul style="list-style-type: none"> clear enunciation appropriate tone and pace correct grammar appropriate word choice <p>Communication choices and styles differ from speaker to speaker.</p>	<p>Plan ideas and details in a logical manner, including introductions and conclusions.</p> <p>Present information that engages, informs, persuades, or entertains an audience.</p> <p>Share a verse from memory, demonstrating emphasis, pausing, and phrasing that enhance the presentation.</p> <p>Integrate visual aids to enhance communication.</p> <p>Vary word choice to appeal to an audience.</p> <p>Participate in presentations as a respectful audience member.</p>	<p>For Students</p> <ul style="list-style-type: none"> Digital Vs. Non Digital Presentations Speaking Cards/Cue Cards/Jot Notes Visual Aids Enunciation Tone Pace Grammar Word Choice Diagrams Images Text <ul style="list-style-type: none"> Presentation Delivery Speaker Communication Style Introductions and Conclusions Logical Manner inform/ persuade/ entertain Phrasing Emphasis Pausing Verse Audience <p>For Teachers</p>	<ul style="list-style-type: none"> TUSC is a structure for incorporating regular student presentations into your classroom routines. Oral Language - Totally Unbelievable Speakers Club (TUSC) Below is the outline of an oral language activity where students teach the class one of their skills or talents. Today, I'm the Teacher (and Scoring Guide) Shoebox Artifact Project used as part of a personal history piece in Social Studies <p>- Model expressive oral presentation of poetry or prose, drawing attention to how the use of punctuation, phrasing, and body language can influence the meaning. Using short texts (2-3 sentences), student partners will use the same techniques modeled by the teacher and provide feedback to one another. After practice and refinement, students will share a verse from memory as a presentation.</p> <ul style="list-style-type: none"> - Students engage in a planning process to generate ideas, organize thoughts into a logical order, and revise to ensure their text purpose is met. They rehearse parts of their text, focussing on fluency, expression, and volume. Possible activities: <ul style="list-style-type: none"> Have students work in groups to create a short play (perhaps a puppet show) for which they can memorize their parts. Students work in groups and “give voice” to a short silent animated video such as this one found on Youtube: Kindness and Joy . Students will provide peer feedback to refine word choices and to enhance their oral presentation techniques. Connect to <i>Writing OI</i> so students research the topic they will be presenting Connect to other subject areas where you might be doing research and/or require a presentation (science research/ scientific method, SS investigation, wellness, etc) Invite students to teach about a skill or topic of interest Read and share poetry throughout the year to build comfort with punctuation and phrasing Delivering morning announcements MC school assemblies and events Dramatizing of children's books Interviewing - interview family members or peers with a set of questions
<p>Resources</p>			<p>What do we assess? How do we assess?</p>
<p>Classroom Resources</p> <ul style="list-style-type: none"> Kid TED Talks (Website) How to Write a Presentation for Kids (Website) 			<p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> 6 Ways to Make Presentation Tasks Work in Your Classroom Improve Student Presentations: Teach Them How to be Effective
			<p>Presentation Single Point Rubric ELAL 4</p> <p>Share a Verse Single Point Rubric ELAL 4</p> <p>Oral Language All Understandings</p> <p>Oral Language Year Long</p> <p>Oral Language Understanding 5</p>

Organizing Idea: Vocabulary

Organizing Idea: Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.				
Guiding Question: How can building vocabulary and understanding morphology strengthen communication?				
Learning Outcome: Students expand vocabulary and analyze morphemes to communicate in multiple contexts.				
Understanding: An extensive and varied vocabulary enhances effective communication in a variety of contexts.				
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars	
<p>Figurative language includes personification, analogy, and idiom.</p> <p>Personification is when animals or objects are given qualities or abilities that a human can have.</p> <p>An analogy compares two things that are mostly different but have some things in common.</p> <p>An idiom is a phrase that means something different than the literal meaning of the words within it.</p>	<p>Communicate clearly and accurately using precise alternatives for commonly used words.</p> <p>Record information about words in a variety of ways.</p> <p>Apply tier 2 words in a variety of literacy contexts.</p> <p>Use tier 3 words to describe subject content.</p> <p>Confirm word meanings, spellings, or word choices using a variety of digital or non-digital resources.</p> <p>Integrate knowledge of word study across multiple literacy contexts.</p> <p>Use analogies to compare words or clarify word meanings.</p> <p>Analyze the meanings of words or phrases expressed figuratively.</p>	<p>For Students</p> <ul style="list-style-type: none"> ● Personification ● Analogy ● Idiom ● Qualities/Abilities ● Phrases ● Information ● Digital Vs. Non-Digital <p>For Teachers</p> <ul style="list-style-type: none"> ● Tier 2 Words ● Tier 3 Words ● Figurative Language ● Precise Alternatives ● Literacy Context 	<ul style="list-style-type: none"> ● Connect figurative language to exploration of poetry (Text Forms & Structures OI) ● Students keep a word study journal/ notebook ● Focus on Tier 2 and 3 words in instruction and provide opportunities for students to include them in conversations and writing. Encourage them to add them to their word study notebook. ● Have a weekly word bank with one to five tier 2 words that you want students to include in their written responses and conversations ● Tune into great word choice in read alouds. Keep a running record of these words in your classroom. Students can use the list for their writing or independent word study. ● Select texts that can act as mentor texts for figurative language in their writing (see book list below) ● Incorporate analogy activities to help expand vocabulary and encourage students to see connections. This could be added to word study/exploration. Offer the word you are studying as part of an analogy for students to complete. Example - quick:slow :: _____:_____ ● An Introduction to Figurative Language ● Idiom of the Day/ Week ● Include personification in writing activities/ story writing. ● Students learn and actively use a thesaurus, dictionary (Digitally or non-digitally) 	
Resources			What do we assess? How do we assess?	
<p>Classroom Resources</p> <ul style="list-style-type: none"> ● Academic Vocabulary Eli Johnson ● Personification Award Winning Personification Teaching Vi... ● What is Personification? ● Analogies Lesson for Kids ● Analogy Lesson ● Idioms for Kids ● Idioms for Kids What Is an Idiom, and What Do They Mean? <p>Figurative Language Book Lists 18 Picture Book Personification Examples</p>		<p>Mentor Texts for Teaching Figurative Language (includes personification and idioms)</p> <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> ● Bringing Words To Life - Beck, McKeown, Kucan ● We Are Teachers - 60 Idioms To Teach Kids and Use in "Idiom of the Day" Lessons ● Read Write Org - sample lesson plan for teaching synonyms for commonly used words ● Building Vocabulary From EAL Toolkit (slides - Key Strategies to Build Vocabulary - are linked here) ● Choosing Words to Teach (Reading Rockets) 		<p>Grade 4 ELAL Observation and Conversation Tracker</p> <ul style="list-style-type: none"> ● Look for students' use of figurative language in their own writing ● Look/listen for Tier 2/Tier 3 words in their communication ● Students demonstrate understanding of how to use dictionary, thesaurus, or word origin resource <p>Vocabulary All Understandings Vocabulary Year Long Vocabulary Understanding 1</p>

OI: Vocabulary - Learning Outcome: Students expand vocabulary and analyze morphemes to communicate in multiple contexts.

Understanding: Morphology involves examining words and parts of words and how they are related to each other to enhance communication.

Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars																			
<p>Suffixes, including the following, change the meaning of words when added to the ending of a base</p> <ul style="list-style-type: none"> • <y> • <ish> • <able/ible> • <ful> • <ant/ent> <p>The English language is made up of words derived from many origins, including other languages, technology, place names, trademarked products, and social practices.</p>	<p>Examine morphemes in words to determine meaning.</p> <p>Analyze the meaning of affixes and how they influence the meaning of bases.</p> <p>Predict meanings of unfamiliar words using morphological cues.</p> <p>Analyze word origins for meaning and spelling.</p>	<p>For Students</p> <ul style="list-style-type: none"> • morphology • prefix • Suffix • Affix • Base • Word origins • morpheme 	<ul style="list-style-type: none"> • Personal word study notebooks/ journals • Use word sums to illustrate the morphemes in the word <div data-bbox="2408 443 2781 645" style="border: 1px solid black; padding: 5px;"> <p><i>daisy</i>ⁱ + es → daisies</p> <p><i>loaf</i>^v + es → loaves</p> </div> <ul style="list-style-type: none"> • Use word matrices to capture word families after they have been explored as a class <div data-bbox="2424 705 2766 907" style="border: 1px solid black; padding: 5px;"> <table border="1"> <tr> <td></td> <td>able</td> <td>y</td> </tr> <tr> <td rowspan="3" style="text-align: center; vertical-align: middle;"> favour "praise, support, partiality" </td> <td>ed</td> <td></td> </tr> <tr> <td>ing</td> <td></td> </tr> <tr> <td>s</td> <td></td> </tr> <tr> <td></td> <td>ite</td> <td>ism</td> </tr> <tr> <td>dis</td> <td></td> <td>s</td> </tr> <tr> <td>un</td> <td></td> <td></td> </tr> </table> </div> <ul style="list-style-type: none"> • Word/Sound/Morpheme Wall that includes identified affixes (and conventions on how to use them) • Personal Word Bank/Dictionary with sections for each suffix. Notebooks could also include a section where students can paste a matrix and build word sums (ie words in the word family) from it. • Have students make word matrices after they have investigated a word family • Invite students to share/present their discoveries from their independent word study 		able	y	favour "praise, support, partiality"	ed		ing		s			ite	ism	dis		s	un		
	able	y																				
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Resources	What do we assess? How do we assess?
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<p>Classroom Resources</p> <ul style="list-style-type: none"> • <i>Morpheme Magic</i> • <i>Words their Way</i> • Tools for Word Study • https://www.etymonline.com/ (Online word etymology - word origins/meaning) • <i>Oxford School Dictionary of Word Origins</i> by John Ayto • Engage with the Page (picture books and ways you can use them for word study) • The Morphology Project • High Frequency Word Project • Can Do Kids Academy • Morpheme Matrices • Science Root words 	<p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • Getting Started with Morphology APLC Resource • Mini Matrix Maker • <i>Beneath the Surface of Words</i> by Sue Scibetta Hegland • A Quick Morphology Review (and Morphology Mondays) - APLC • Affixes • Consider this alternative to 'spelling tests' to check for transfer of morphology concepts (blog) • <ish> lesson APLC resource • Morphemes Matter: A Framework for Instruction (IDA Article) • Morphology Matters: Building Vocabulary Through Word Parts • Word Works Kingston (Pete Bowers) • The Real Spelling Toolbox (subscription required) • Linguist Educator Exchange (Gina Cooke) • Learning About Spelling (Sue Hegland's blog) • Mary Beth Steven's Classroom Blog 	<p>Morphology Teacher Assessment ELAL 4</p> <p>Morphology Student Self Assessment ELAL 4</p> <p>Vocabulary All Understandings</p> <p>Vocabulary Year Long</p> <p>Vocabulary Understanding 2</p>
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Organizing Idea: Fluency

Organizing Idea: Fluency: Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.				
Guiding Question: How does fluency support comprehension and proficient reading?				
Learning Outcome: Students enhance fluency to refine comprehension and proficient reading.				
Understanding: Reading with fluency allows readers to focus more attention on understanding text and supports proficient reading.				
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars	
Proficient reading involves the ability to read with accuracy, automaticity, and prosody with a focus on meaning.	Demonstrate comprehension of text through appropriate stress on words, pausing, phrasing, intonation, and use of punctuation. Read dialogue with phrasing and expression to reflect understandings of characters and events.	For Students <ul style="list-style-type: none"> ● Proficient Reading ● Accuracy ● Automaticity ● Prosody ● Phrasing ● Intonation <ul style="list-style-type: none"> ● Punctuation ● Dialogue ● Expression ● Characters ● Events For Teachers	<ul style="list-style-type: none"> ● Fluency/Oral Language: Reader's Theatre (includes links to scripts) ● Consistent modeling of fluent reading through in class activities (ie. novel studies, read alouds, Lit circles, class discussions, think/pair/share) ● Reading "Buddies"/ Daily 5 Read to Someone - One student reads while the other listens, the listener paraphrases what they heard ("I just heard you read that..."), then they swap (up to 4- 5 minutes per reader). " Elbow to Elbow, Knee to Knee. Book in the middle so we both can see." ● Have students choose a piece of dialogue from a book. Have them practice reading that dialogue. They can then present it to a partner or the class. To make it more challenging, the other students could try to guess the book the dialogue was from. ● Character Dialogue Exchange - between two characters (from a book or useChat GP) and give different groups of students different roles.Descriptive Writing about how the conversations went. ● Choral reading and rereading - could be tied to poetry (Text Forms and Structures OI) where as the class is learning a particular poem, the class shares the reading through Choral Reading . ● Give students examples of how punctuation influences expression and pausing. For example: <ul style="list-style-type: none"> ○ "Let's eat Grandma." ○ "Let's eat, Grandma." 	
Resources			What do we assess? How do we assess?	
Classroom Resources <ul style="list-style-type: none"> ● Readers' Theatre Scripts <ul style="list-style-type: none"> ○ http://www.thebestclass.org/rtscripts.html ○ http://www.aaronshep.com/rt/RTE.html ● Whisper Phones 			Resources for Deeper Understanding (Teacher Resources) <ul style="list-style-type: none"> ● <i>The Megabook of Fluency</i> - Raskinski & Cheesman Smith ● <i>The CAFE Book</i> by Gail Boushey - list of strategies and explanations for fluency can be found here. ● Using Readers' Theatre Improves Fluency and Comprehension (article) ● Reading Rockets - readers theater ● How to Improve Prosody During Reading (blog) ● Slides Teaching Dialogue 	Grade 4 ELAL Observation and Conversation Tracker Listen to students read a text excerpt, paying close attention to their stress on words, pausing, phrasing, intonation, and use of punctuation to show they comprehend what they are reading. Fluency All Understandings Fluency Year Long

Organizing Idea: Comprehension

Organizing Idea: Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.			
Guiding Question: How do comprehension processes and strategies enhance understandings of texts?			
Learning Outcome: Students investigate strategies and connections that support text comprehension.			
Understanding: Comprehension processes and strategies can be purposefully applied to broaden understandings of texts.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>A variety of reading processes and strategies support comprehension of longer and more complex texts through independent practice.</p>	<p>Independently read and demonstrate comprehension of a variety of texts that increase in length or complexity.</p> <p>Apply comprehension processes and strategies when interacting with texts.</p>	<p>For Students</p> <ul style="list-style-type: none"> ● Reading Processes ● Reading Strategies ● Comprehension ● Independent Practice ● Texts ● Complexity <p>For Teachers</p>	<ul style="list-style-type: none"> ● When discussing with students how we ‘read for meaning’, have students read the same paragraph and discuss: <ul style="list-style-type: none"> ○ What happened? ○ How did you know? ○ Did you picture things in your mind? ○ Were you able to connect to something that was read? ○ (lead students to the awareness that they are “doing something” beyond reading the words). ● Through literature circle roles, students demonstrate reading comprehension skills (Summarizer, Visualizer, Connector) ● Reading conferences with students during independent reading time (self selected texts). Start conversations with “Tell me what you are reading.” ● Literate Discussion Prompts ● Matchbook summaries -- Students summarize content, highlight key words, etc.
Resources			What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> ● Literature Circles Jobs/Roles <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> ● Real Reading Starts with Metacognition (blog post) ● Comprehension Strategy Scope and Sequence K-6 ● ELAL and Social Studies Comprehension- Edmonton Catholic Curriculum Crate 			<p>Grade 4 ELAL Observation and Conversation Tracker</p> <p>During your read aloud novel, ask students to fold a page into quarters. In each quarter ask them to show a different strategy: infer character feelings, make a prediction, questions you have, words that catch your attention, sketch of the ‘movie’ you see in your mind while you listen, key events, connections they make. Done over time, this is a quick way for you to capture some of the reading strategies they may be using when reading independently.</p> <p>Comprehension All Understandings</p> <p>Comprehension Year Long</p> <p>Comprehension Understanding 1</p>

OI: Comprehension - Learning Outcome: Students investigate strategies and connections that support text comprehension.			
Understanding: Comprehension is enhanced when relevant connections are made to information within and between texts.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
Connections that support comprehension of text include <ul style="list-style-type: none"> text to self text to text text to world 	Examine connections between texts and self, between a text and other texts, and between texts and the world. Compare or contrast aspects of texts within an individual text or between multiple texts. Reflect on personal connections to a text that best support understandings.	For Students <ul style="list-style-type: none"> (Personal) Connections Comprehension Text to Self Text to Text Text to World Text 	<ul style="list-style-type: none"> A sample lesson focusing on <i>making connections</i>: I am Enough Read Aloud Through literature circle roles, students demonstrate reading comprehension skills (Summarizer, Visualizer, Connector). This can also be done with Book Clubs Personal Responses (Journal) Providing guidelines for students in how to respond. For eg: Have you experienced anything like this? Has there been another story or text that this reminded you of? What did this make you feel? Consistent modeling through in class activities (ie. novel studies, read alouds, lit circles, class discussions, think/pair/share) Artifacts to convey personal history (Paper bag book reports, shoe box artifact collection) Venn Diagrams, T Charts, and other graphic organizers to compare & contrast aspects of texts
Resources			What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> Making Text to Self Connections (Kindergarten and First Grade) Making Text to World Connections (Kindergarten and First Grade) - The videos are short and convey the idea - don't worry about the K-1 in the descriptions I Can Make Text to Text Connections PBS - Blue Ribbon Readers - Making Reading Connections (Game) <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> Childrens Library Lady - book list for making connections Read, Write, Think - Making Connections The Classroom Nook - blog post about making connections Literacy in Focus - Making Connections 			<p>Grade 4 ELAL Observation and Conversation Tracker</p> <p>During your read aloud novel, ask students to fold a page into quarters. In each quarter ask them to show a different strategy: infer character feelings, make a prediction, questions you have, words that catch your attention, sketch of the 'movie' you see in your mind while you listen, key events, connections they make. Done over time, this is a quick way for you to capture some of the reading strategies they may be using when reading independently.</p> <p>Comprehension All Understandings</p> <p>Comprehension Year Long</p> <p>Comprehension Understanding 2</p>

OI: Comprehension - Learning Outcome: Students investigate strategies and connections that support text comprehension.			
Understanding: Comprehension and making predictions have a reciprocal relationship when understanding texts.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
Significant information that is synthesized to make predictions includes <ul style="list-style-type: none"> background knowledge personal experience specific clues from a text anticipation of logical outcomes or events 	Revise or confirm predictions based on new or additional information in texts. Examine how making, modifying, or confirming predictions supports text comprehension.	For Students <ul style="list-style-type: none"> synthesize prediction revision Confirmation Background knowledge Personal Experience For Teachers <ul style="list-style-type: none"> Text Clues Anticipation Texts Logical Outcomes Events Comprehension 	<ul style="list-style-type: none"> My Day is Ruined Read Aloud – This lesson focuses on synthesizing. Discuss the difference between questioning and predicting, as well as open ended questions vs. closed questions Constantly make predictions when doing novel studies, read alouds and any other reading. Remember to ask “why?” when predictions are made and to revisit and reflect on predictions. Through literature circle roles, students demonstrate reading comprehension skills (Summarizer, Visualizer, Connector) Entries in reading journals related to making, revising, and confirming predictions KWL charts at the beginning of read alouds - looking at the cover, making predictions then going back while reading and adding or adjusting predictions
Resources			What do we assess? How do we assess?
Classroom Resources <ul style="list-style-type: none"> How To Teach Students to Make Predictions While They Read #2 Prereading: How to Make Predictions (Foundations of Reading Comprehension) Picture Books for Making Predictions When Reading Once Upon a Picture - THE PREDICTION COLLECTION Resources for Deeper Understanding (Teacher Resources) <ul style="list-style-type: none"> Creative Classroom Core - Making Predictions (blog) Reading Rockets - Making Predictions Children's Library Lady - Making Predictions (blog) <ul style="list-style-type: none"> Children's Library Lady - book list (blog) 			Grade 4 ELAL Observation and Conversation Tracker During your read aloud novel, ask students to fold a page into quarters. In each quarter ask them to show a different strategy: infer character feelings, make a prediction, questions you have, words that catch your attention, sketch of the ‘movie’ you see in your mind while you listen, key events, connections they make. Done over time, this is a quick way for you to capture some of the reading strategies they may be using when reading independently. Comprehension All Understandings Comprehension Year Long Comprehension Understanding 3

<p>OI: Comprehension - Learning Outcome: Students investigate strategies and connections that support text comprehension.</p>											
<p>Understanding: Comprehension involves inferencing and relying on multiple critical thinking skills when engaging with texts.</p>											
<p>Knowledge</p>	<p>Skills and Procedures</p>	<p>Vocabulary/Concepts to Teach</p>	<p>Strategies and Exemplars</p>								
<p>Inferencing involves multiple critical thinking skills, including</p> <ul style="list-style-type: none"> considering cause and effect relationships answering personal wonderings combining information from various sources to draw conclusions reading between the lines to discover the author's meaning 	<p>Infer cause and effect relationships in texts.</p> <p>Make inferences in texts that reach beyond personal experiences.</p> <p>Combine information from various sources to draw conclusions.</p> <p>Infer ideas that are not explicitly stated in texts.</p>	<p>For Students</p> <ul style="list-style-type: none"> inference cause and effect connections conclusions author's purpose Critical Thinking Skills Wonderings Sources Author's Meaning Personal Experiences 	<p>Cause and effect: Read fiction or non-fiction texts that contain the cause/effect text structure. Provide students with graphic organizers with either a t-chart or boxes have cause on one side and effect on the other. Have students write a sentence or paragraph summary of the cause/effect relationships in the text. Sentence stems could include "If...then..." or "...happened and the result was..." or "Since...as a result..." or "Because...occured, this led to..."</p> <p>Personal wonderings & inferences: Use a thinking routine like "See, Think, Wonder" where students reflect on a text. What are you seeing or noticing about the text you've read, watched, experienced? What do you think about it? Does it remind you of anything else that you've experienced? What does it make you wonder? What further questions do you have? Does the author help to answer those questions or address the wonderings? What information does the author provide to help you infer (make a good guess) what they mean?</p> <p>Making connections and drawing conclusions: Read two short stories, picture books, or poems or watch two film clips or shorts with similar themes. On whiteboards, in reading journals, or on a vertical surface, have students reflect on the following questions:</p> <ul style="list-style-type: none"> What was the problem in each of the texts? How did the characters feel in each of the texts? What are some things the characters have in common? What are some ways the characters are different? What is something you could learn from both of these texts? <p>For further personal connections, have students do a journal entry where they explain connections they've made to the book they are reading or a text you've read aloud. Connections such as: text to text, text to self, or text to world. They could do a double entry journal where they draw a line down the center of the page. On one side, they list what they notice from the text. On the other side, they make connections to what they've read and draw conclusions about author's purpose.</p> <p>Reading between the lines: Read a book with no words. How is the author communicating, even if it's not being explicitly stated? Have students brainstorm what the author is saying for each of the pages - push them to support why they think that way. What clues does the author give?</p> <p>Inference activity from Kyleene Beers. Students create a chart with the following headings. Teacher can provide the questions. Students fill in the rest of the chart.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Question</th> <th style="width: 25%;">It Says</th> <th style="width: 25%;">I Say</th> <th style="width: 25%;">And So</th> </tr> </thead> <tbody> <tr> <td>E.g Why did Goldilock break the chair?</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Question	It Says	I Say	And So	E.g Why did Goldilock break the chair?			
Question	It Says	I Say	And So								
E.g Why did Goldilock break the chair?											

Resources	What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> ● Cause & Effect suggested texts: <ul style="list-style-type: none"> ○ <i>Stuck</i> by Oliver Jeffers ○ <i>The Leaf Thief</i> by Alice Hemming ○ <i>The Case of the Vanishing Little Brown Bats</i> by Sandra Markle ○ <i>Six Dots: A Story of Young Louis Braille</i> by Jen Bryant ○ <i>Be a Good Ancestor</i> by Leona Prince and Gabrielle Prince ● Making Connections suggested texts: <ul style="list-style-type: none"> ○ <i>The Vanishing Lake</i> by Paddy Donnelly ○ <i>Last Stop on Market Street</i> by Matt de la Peña ○ <i>Kate, Who Tamed the Wind</i> by Liz Garton Scanlon ○ <i>We are Water Protectors</i> by Carole Lindstrom <ul style="list-style-type: none"> ● Inference/Reading Between the Lines suggested texts: <ul style="list-style-type: none"> ○ <i>Flood</i> by Alvaro F. Villa ○ <i>Fossil</i> by Bill Thomson ○ <i>Tuesday</i> by David Wiesner ● Once Upon a Picture - Inference Collection ● Making Inferences Graphic Organizer <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> ● <i>The Reading Strategies Book 2.0</i> by Jennifer Serravallo ● <i>When Kids Can't Read - What Teachers Can Do</i> by Kylee Beers ● Childrens Library Lady - book list for inferencing (blog) ● Childrens Library Lady - book list for cause and effect (blog) ● Childrens Library Lady - book list for sequencing (blog) ● Childrens Library Lady - book list for author's purpose (blog) 	<p>Grade 4 ELAL Observation and Conversation Tracker</p> <p>During your read aloud novel, ask students to fold a page into quarters. In each quarter ask them to show a different strategy: infer character feelings, make a prediction, questions you have, words that catch your attention, sketch of the 'movie' you see in your mind while you listen, key events, connections they make. Done over time, this is a quick way for you to capture some of the reading strategies they may be using when reading independently.</p> <p>Comprehension All Understandings</p> <p>Comprehension Year Long</p> <p>Comprehension Understanding 4</p>

OI: Comprehension - Learning Outcome: Students investigate strategies and connections that support text comprehension.			
Understanding: Comprehension is enhanced when information is synthesized and summarized.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Summarizing information involves determining key ideas and specific details, logically ordering ideas, and paraphrasing.</p> <p>Synthesizing can create new understandings through a combination of background knowledge and new information from a text.</p>	<p>Synthesize a variety of information when creating summaries of texts.</p> <p>Create personal responses to a variety of literature, informational texts, or other texts by synthesizing information.</p>	<p>For Students</p> <ul style="list-style-type: none"> Summarize Synthesis personal response Key Ideas Paraphrasing Text Literature <p>For Teachers</p>	<p>Summarizing: review with students what summarizing is. Have them do some simple summarizing activities similar to: “Somebody, Wanted, So, But, Then.”</p> <ul style="list-style-type: none"> Discuss key ideas, details, ordering and any paraphrasing that may have been done or could be done to create this summary. <p>6 Sticky Note Retell: Students are given 6 sticky notes and they can only write one word on each note. Students retell (summarize) the story in 6 words.</p> <p>Cross Curricular Connections: In other subject areas such as Social Studies, have students partner read given text and highlight main ideas and supporting details (use different color highlighters)</p> <p>Synthesizing: Reading graphic novels require a synthesis of information - pictures and texts synthesize together to create meaning. Do book clubs with students reading a variety of graphic novels. Give them thinking prompts that focus students to attend to how the illustrations and text work together:</p> <ul style="list-style-type: none"> What do you notice about the image in this panel or frame? What do you see? What is the author trying to communicate with colour, shadow, action, facial expressions, etc. What do you notice about the text in this panel or frame? How does the image and the text work together to give information? What information is the author and illustrator communicating? What do you think about that message? Does it remind you of something else you’ve experienced or read? <p>Personal response: Personal responses can take a variety of forms: reading journals, book trailers, book recommendations, posters, book jackets, written responses, speeches, book club conversations, etc.</p> <p>Push students to personalize the synthesizing work by doing a thinking routine like <i>Connect, Extend, Challenge</i>. Connect: How did what you read connect to something you already know or have experienced? Extend: How did the text extend your understanding and teach you something new? Or how are you able to consider a different perspective because of the text? Challenge: What new questions do you have now? How can you find out that information? Another thinking routine for personal response is: “I used to think... Now I think...” - challenging them to respond in a minimum of a paragraph. This allows them to reflect on the information presented in the text, synthesize the information, and make a personal connection.</p> <p>Personal responses using student choice such as Student Podcast, Dioramas, Shadow Plays, Poster Advertisement, Collages, Cereal Box Book Reports, etc.</p>

Resources	What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • Graphic novel suggestions: <ul style="list-style-type: none"> ○ <i>Twins</i> by Varian Johnson and Shannon Wright ○ <i>Simon and Chester</i> by Cale Atkinson ○ <i>Bird and Squirrel</i> by James Burks ○ <i>Pashmina</i> by Nidhi Chanani ○ <i>Bone Series</i> by Jeff Smith (also has fantasy) ○ <i>Amulet Series</i> by Kazu Kibuishi ○ <i>Smile</i> by Raina Telgemeier • It Says - I Say - And So... (inferences, connections, synthesizing) <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • Synthesis vs Summary (video) • <i>The Reading Strategies Book 2.0</i> by Jennifer Serravallo • <i>The Thinking Classroom</i> by Alice Vigers • <i>Text Structures from Picture Books</i> By Stephen Brinseño and Kayla Briseño <ul style="list-style-type: none"> ○ includes a great collection of reader response prompts to use with students Grade 2-8 	<p>Single Point Rubric Reader Response Comprehension All Understandings Comprehension Year Long Comprehension Understanding 5</p>

OI: Comprehension - Learning Outcome: Students investigate strategies and connections that support text comprehension.

Understanding: The reading comprehension process involves checking for understanding, problem solving, and metacognition.

Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Strategic reading and questioning occur before, during, and after reading.</p> <p>Problem solving can occur at the word, sentence, and whole-passage level.</p> <p>Reading comprehension skills that address challenges include</p> <ul style="list-style-type: none"> • appropriate text selection • rereading parts of the text • reading ahead • visualizing • questioning • word solving <p>Metacognition is an awareness of thoughts and how one thinks and involves</p> <ul style="list-style-type: none"> • connecting thinking and learning • identifying problems • considering options • reflecting on strategies and skills • adjusting thinking based on information or experience 	<p>Apply self-monitoring skills to self-correct when comprehension breaks down during reading.</p> <p>Evaluate skills that can be implemented to repair and strengthen reading comprehension.</p> <p>Apply metacognitive strategies that are personally effective when reading.</p>	<p>For Students</p> <ul style="list-style-type: none"> • Strategic Reading • Questioning • Problem Solving • Passage • Text • Text Selection • Word Solution • Problems • Options • Connections • Strategies • Skills • Self-Monitoring skills • Self Correction • Comprehension <p>For Teachers</p> <ul style="list-style-type: none"> • Metacognition 	<ul style="list-style-type: none"> • Model Questioning before, during and after during a read aloud with students. Emphasis BEFORE, DURING and AFTER while discussing and using questioning during the read aloud. <ul style="list-style-type: none"> ○ Ask questions to yourself to try and make meaning of the most important details in the text. <ul style="list-style-type: none"> ■ What seems to be the important pieces in this text? ■ What are the details that I can recall? ■ What comes to mind when I read this? ■ What did the author mean by this? ■ How is _____ similar to _____? ■ I wonder _____? ■ What if _____? • Model problem solving during read alouds. “I wonder what will happen next” or I’m not sure what that means - I will..... <ul style="list-style-type: none"> ○ Reread the sentence. ○ Go back and reread the paragraph ○ Talk to someone ○ Etc <p>Discuss with students what Metacognition is. Metacognition activity: Read a story to students or a short paragraph and ask students:</p> <ul style="list-style-type: none"> • What do you notice is going on while you are reading? • Are you visualizing what you are reading? • Do you notice when you don’t understand something? • What do you do if you are not sure what the word is? <p>Through literature circle roles, students demonstrate reading comprehension skills (Summarizer, Visualizer, Connector)</p> <ul style="list-style-type: none"> • The Invisible Boy Read Aloud – a sample lesson focusing on metacognitive strategies • Student self-evaluation checklist • When a student reads a section that they do not understand, they put a sticky note on the side of the page to come back to for further discussion. • Reading Bookmark that included emojis for students to record how they feel while reading a book

Resources	What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • What Can I Work on as a Reader? Student reflection tool for reading goals. • A Reading Strategy Checklist • Reading Strategies Infographic <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • Appropriate text selection - Daily 5 IPICK • <i>The CAFE Book</i> by Gail Boushey - list of strategies and explanations can be found here. • CESD Literacy Framework - Meta Cognitive Skills • Visualizing and Verbalizing® Language Comprehension and Thinking • How To Teach Students to Ask Questions When They Read (blog) • Childrens Library Lady - book list for questioning (blog) 	<p>Grade 4 ELAL Observation and Conversation Tracker</p> <p>During your read aloud novel, ask students to fold a page into quarters. In each quarter ask them to show a different strategy: infer character feelings, make a prediction, questions you have, words that catch your attention, sketch of the ‘movie’ you see in your mind while you listen, key events, connections they make. Done over time, this is a quick way for you to capture some of the reading strategies they may be using.</p> <p>Comprehension All Understandings</p> <p>Comprehension Year Long</p> <p>Comprehension Understanding 6</p>

Organizing Idea: Writing

Organizing Idea: Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author’s craft.			
Guiding Question: How can development of writing processes and expression support effective communication?			
Learning Outcome: Students construct and organize text to share perspectives and develop creative expression.			
Understanding: Writing is a vehicle for communication, creativity, and connection.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Writing processes used to organize and enhance messages include</p> <ul style="list-style-type: none"> planning drafting revising Editing publishing <p>Methods and tools that support planning include lists and visualizing.</p> <p>Interest can be created by varying sentence beginnings and length.</p> <p>Paragraphs include a topic sentence, supporting details, and a concluding sentence.</p> <p>A topic sentence describes what the paragraph is going to be about.</p> <p>A concluding sentence brings closure to a paragraph by identifying main ideas without adding new information.</p> <p>Fluent writing is smooth, natural, and easy to read</p>	<p>Create written texts for a variety of audiences and purposes.</p> <p>Create written texts using a variety of text forms and structures.</p> <p>Develop creative expression through the use of organizational processes, methods, and tools.</p> <p>Share perspectives on a topic in a clear and focused manner.</p> <p>Develop creative expression through a range of sentence beginnings, lengths, and types.</p> <p>Develop a logical order by grouping ideas into paragraphs.</p> <p>Write paragraphs with topic and concluding sentences.</p> <p>Reread written texts to identify what could be added or deleted to enhance creative expression.</p> <p>Revise texts to enhance clarity or fluency.</p>	<p>For Students</p> <ul style="list-style-type: none"> Writing Processes (Plan, Draft, Revision, edit, publication) Methods Tools Lists Visualizations Sentence Beginnings Sentence Length Paragraph Supporting Details Topic & Concluding Sentences Closure Fluent Writing Inflection Writing Clarity & Fluency Written Texts Audience Purpose Text Form & Structures Creative Expression Perspectives Logical Order Images/Charts/Graphs 	<p>Spend plenty of time planning writing. Not every piece of writing needs to be published. It’s okay to plan writing that doesn’t go anywhere beyond that.</p> <p>Model how a writer might move from their planning to the draft.</p> <p>Copy of Picture Prompts for Writing</p> <p>Revise in focused pieces. Use mentor texts to help students see craft moves in action. If students use a craft move that you have studied, have them tag it for you as many of the moves are conventions ‘rule breakers’.</p> <p>Model revision and teach them to think about their writing as writers who want to improve their messaging for the reader.</p> <ul style="list-style-type: none"> Does the sentence at the beginning of the paragraph tell us what is going to be written about in that paragraph? Are there any words that I might change out to make my writing more interesting? Are my paragraphs in a logical order? <p>Teach/review the grammar, spelling, and punctuation expectations for this grade. Expand the student editing checklist as they learn new conventions concepts.</p> <p>Story Writing in sections with a revision model (Draft , revise, edit, publish)</p> <ul style="list-style-type: none"> Fantasy Story Planning Templates(Done in stages over the course of the year) <p>Paragraph writing using the Hamburger method (beginning,detail,detail, detail, conclusion) - can do regularly on a variety of topics</p> <p>Daily Language work to practice editing/revising - can focus on improving sentence variety</p> <p>Regular Journal entries/ personal responses on a variety of chosen topics - provide specific time to edit</p> <p>Writing with picture prompts</p> <ul style="list-style-type: none"> Picture Prompts for Writing Teaching the writing process slide deck Teaching story beginnings

<p>aloud with inflection, which helps bring out meaning.</p> <p>Revising includes adding or removing words or sentences to enhance writing clarity or fluency.</p> <p>Publishing can involve consideration and selection of a variety of text features to enhance and finalize written work.</p>	<p>Edit writing for spelling, punctuation, and grammar.</p> <p>Incorporate images, charts, graphs, or other text features when publishing selected pieces to support a purpose or connect with an audience.</p>		<p>Persuasive/Opinion Writing Lesson</p> <ul style="list-style-type: none"> • Persuasive Writing Lesson • Opinion Writing Rubric • Opinion Writing Pages
<p style="text-align: center;">Resources</p>			<p style="text-align: center;">What do we assess? How do we assess?</p>
<p>Classroom Resources</p> <ul style="list-style-type: none"> • Topic Sentence Lesson For Kids (Video) • How to Write a Paragraph for Kids: Teaching Lesson in English • Super Easy Storytelling • Nonfiction Text Features • What are Text Features? • Informational Writing for Kids - Episode 3: Making a Plan • How to Write an Imaginative Narrative for Kids Episode 3: Planning Y... • How to Write for Your Audience - Writing Video For Kids • Class Cookbook - lesson and template <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • What is a paragraph? Information and Video • More time 2 Teach - How to write a paragraph (blog) • Conclusion sentences in paragraph writing (blog) • Rockin Resources - How to teach paragraph writing (blog) • Teaching without Frills YouTube Channel - MANY videos related to the writing process 			<ul style="list-style-type: none"> • Rockin Resources - styles of writing (good chart) • Different ways to start sentences • Writing for Fluency: Activities for the classroom • <i>6 +1 Traits of Writing</i> by Ruth Culham • <i>Patterns of Power</i> by Jeff Anderson (conventions in writing) • <i>Powerful Writing Structures</i> by Adreinne Gear • Keys to Literacy Free Resources • The Writing Revolution - free sign in, some paid content • <i>The Writing Revolution</i> by Judith Hochman and Natalie Wexler • Read Write Think - sample lesson plan for revision • <i>First Steps in Literacy: Writing Resource Book</i> (2013) • <i>Creating Inclusive Writing Environments in the K-12 Classroom</i> (Stockman, 2021) • <i>Micro Mentor Texts: Using Short Passages From Great Books to Teach Writer's Craft</i> (Kittle, 2022) • <i>A Teacher's Guide to Mentor Texts K-5</i> (Anderson, 2022) • <i>Write From The Start: Writer's Workshop for the Primary Grades</i> (Bright, 2002)

OI: Writing - Learning Outcome: Students construct and organize text to share perspectives and develop creative expression.			
Understanding: Creative thinking involves intentional application of skills and processes to enhance the expression of ideas and emotions.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Creative thinking processes involve</p> <ul style="list-style-type: none"> reviewing, revising, and enhancing ideas considering the processes of other creators constructing drafts or models applying feedback to improve the creative product <p>Writing is a craft that involves creative expression of ideas through</p> <ul style="list-style-type: none"> organization word choice presentation <p>Word choice can reflect the author's voice or style through careful selection and presentation of details.</p> <p>Words selected to enhance written texts include figurative language.</p> <p>Dialogue can be used to add variety to written texts, advance the plot, or reveal a character's thoughts or feelings.</p>	<p>Apply creative thinking processes to enhance the expression of ideas or emotions.</p> <p>Relate how connections between audience, purpose, and text form can influence creative expression.</p> <p>Examine how effective writing provides insight into the creative expression of ideas and emotions.</p> <p>Experiment with ideas and word choice to create beginnings that catch the audience's attention.</p> <p>Experiment with sensory detail or figurative language to add interest and keep audiences engaged.</p> <p>Communicate personal voice or the voice of characters in narratives through dialogue.</p> <p>Generate effects in creative expression through punctuation.</p> <p>Create thoughtful conclusions that tie up events or leave readers wondering.</p> <p>Select a variety of presentation forms or text features to critically share perspectives.</p>	<p>For Students</p> <ul style="list-style-type: none"> Creative Thinking Processes (Revision, draft, model) Creative Product/Expression Feedback Organization Word Choice Presentation Author's Style/Voice Dialogue Plot Emotions Audience Purpose Insight Sensory Detail Personal Voice Narratives Punctuation Thoughtful Conclusion (Critical) Perspectives Presentation Forms/Text Features <p>For Teachers</p> <ul style="list-style-type: none"> Figurative Language 	<ul style="list-style-type: none"> Working on word choice → revise using adjectives, adverbs, prepositions, figurative language, dialogue. Adding conclusions to written work - both large projects and daily writing Story Writing in sections with a revision model (plan, draft , revise, edit, publish) Fantasy Story Planning Templates(Done in stages over the course of the year) Discussion of Dialogue and its purpose - What do you do? How much should you have? (set limits) Learning how to add adjectives to add sensory detail Using picture prompts to work on story writing Consider the following prompts to guide conversation: <ul style="list-style-type: none"> Why did the author choose to use _____? (italics/bold letters/this format/etc.) How did the author create the mood in the text? What did the author mean when_____? What did the author do to make the book interesting? What is your opinion of this book? Who do you think the author intended as an audience? Why do you think the author had the character _____? Did that make the story more interesting? Help students see the connection between the craft of writing they examine in texts and their own writing. What revisions might they make? How can they enhance their own writing? Coined by Adrienne Gear, triple scoop words help students visualize the difference between simple and delicious word choice. Have students use a thesaurus to select triple school words for each of the simple words you provide. Use paint swatches to help student explore synonyms and quality word choice Review mentor texts that demonstrate good word choice, particularly to create interesting beginnings Students are not required to write an entire narrative. Consider having them write a dialogue vignette instead. Teaching hooks for paragraph writing - starting with a question, dialogue, sound, action, or personal experience

Resources	What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> Sensory Word List - Link to the list is in this article <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> <i>How Do I Get Them To Write?</i> - Karen Filewych <i>Freewriting With Purpose</i> - Karen Filewych <i>Micro Mentor Texts: Using Short Passages From Great Books to Teach Writer's Craft</i> (Kittle, 2022) <i>A Teacher's Guide to Mentor Texts K-5</i> (Anderson, 2022) Writing Power: Teaching Writing Strategies that Engage Thinking (Adrienne Gear, 2011) <ul style="list-style-type: none"> Nonfiction Writing Power: Teaching information writing with intent and purpose (Adrienne Gear, 2014) Powerful Writing Structures: Brain pocket strategies for supporting a year-long writing program (Adrienne Gear, 2020) Empowering Writers Creative Story Writing For Grades 3-6 – Brainstorming Ideas (blog) 20 Fun ways to get kids writing (blog) Children's Library Lady - book list for author's purpose (blog) Teaching Dialogue in Writing Dialogue Vignettes APLC Resource (including planner for students) 	<p>Single Pt Writing Rubric</p> <p>Creative Thinking Process Student Reflection</p> <p>Writing All Understandings</p> <p>Writing Year Long</p> <p>Writing Understanding 2</p>

OI: Writing - Learning Outcome: Students construct and organize text to share perspectives and develop creative expression.

Understanding: Research processes involve investigating materials or information to uncover facts and support problem solving.

Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Questioning can help focus research topics and processes.</p> <p>Methods and tools can be used to organize information, including</p> <ul style="list-style-type: none"> • note taking • graphic organizers • lists <p>Research findings can be shared in a variety of digital or non-digital forms, including</p> <ul style="list-style-type: none"> • reports • presentations • visual representations <p>Ethical use of information includes</p> <ul style="list-style-type: none"> • asking permission to use, share, or store information • acknowledging the ownership of information used to inform writing (citing) • fair and accurate representation of individuals or information 	<p>Access information from a variety of sources to critically answer questions or expand knowledge.</p> <p>Demonstrate how information can be ethically shared using a variety of methods or tools.</p> <p>Use information ethically to create text for an intended audience.</p> <p>Choose and cite appropriate sources of information to inform research.</p>	<p>For Students</p> <ul style="list-style-type: none"> • Citation • Research topics & processes • Methods/Tools • Graphic Organizers/Notes/Lists • Research Findings • Digital Vs. Non-Digital (Reports, Presentations, Visual Representations) • Permission • Ownership • Sources • Audience <p>For Teachers</p> <ul style="list-style-type: none"> • Ethical Information 	<p>Review with students about Questioning and how research often begins with asking a good question and then research is required to find the answer.</p> <ul style="list-style-type: none"> • Cross curricular connection - scientific method, STEM activity • Cross curricular connection - news article writing <p>Graphic Organizers - teach students how to find information on their research question and how to organize the information they are accessing in their graphic organizer.</p> <ul style="list-style-type: none"> • Discuss the importance of having more than one source <p>Teach students how to start pulling their information together into paragraphs. Model how we move from the graphic organizer to paragraphs.</p> <ul style="list-style-type: none"> • Student Research on a shared topic (i.e. animals) using both digital and non-digital trusted resources • Discussion of information & trusted resources vs. misinformation (i.e. Facts about the Planet vs. Flat Earth “Theory”) • Discussion of why Citation is important - What is a resource and what do we use them for? What does it mean to source? Why is it important to credit our sources? What is a citation? How do we cite? How do we know what to cite and when? What is plagiarism? How do we avoid plagiarism? • Student Research on a shared topic (i.e. animals) using both digital and non-digital trusted resources - walk students through how to make their first citation of their own information for both a digital and non-digital tool each. <ul style="list-style-type: none"> ◦ Planets Project & Slide Show Template

Resources	What do we assess? How do we assess?
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<p>Classroom Resources</p> <ul style="list-style-type: none"> • Houghton Mifflin Harcourt - free templates • Worksheet Works - graphic organizers • Reading Rockets - graphic organizers • Student Handouts - Graphic Organizers for Educators • Citations for Beginners Vimeo Video • Citing Sources: Why & How to Do It • The Library Patch - citing sources for kids <p style="text-align: center;">Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • Meg Flanagan - Education SOLUTIONS - How to teach citing (blog) • Empowering Writers • <i>The Writing Revolution</i> by Judith Hochman and Natalie Wexler 	<p>Research Single Pt Rubric</p> <p>Writing All Understandings</p> <p>Writing Year Long</p> <p>Writing Understanding 3</p>
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<p>OI: Writing: Learning Outcome: Students construct and organize text to share perspectives and develop creative expression.</p>			
<p>Understanding: Digital or non-digital methods or tools can enhance written works and the artistry of a message.</p>			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Written messages can be created or enhanced using a variety of digital or non-digital methods or tools, such as printing, keyboarding, or cursive handwriting.</p> <p>Messages communicated through cursive handwriting can reflect artistry through consideration of letter formation, size, proportion, and slant.</p> <p>Keyboarding skills can be improved through practice that involves finger reaches, keystroking, and key recognition.</p>	<p>Enhance the artistry of personally written works using selected methods or tools.</p> <p>Use cursive handwriting to write texts with appropriate letter formation, size, proportion, and slant.</p> <p>Apply keyboarding skills to enhance written works.</p>	<p>For Students</p> <ul style="list-style-type: none"> • Digital VS. Non-digital (print, keyboard, cursive) • Messages • Artistry • Cursive Handwriting • Cursive letter formation - size, proportion, slant • Keyboarding Skills • Key stroke • Key Recognition • Methods/Tools 	<ul style="list-style-type: none"> • Write a letter in cursive related to a time in history covered in Social Studies • Cursive - Regular classroom task regularly done in Cursive (i.e. Agenda/Home Message, Jokes) • Prepare a slideshow/ computer presentation tied to a research topic(s) • Practice keyboarding to increase typing speed for ease of writing with technology. • Various writing activities done on the computer to practice writing and editing on the computer.
Resources			What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • Typing.com • http://typing.com - Keyboarding • Dance Mat Typing - Keyboarding • Typing Club - Keyboarding • Type Racer - Keyboarding • MonkeyType • Free Cursive Writing Worksheets (PDF) - SuryasCursive.com • Handwriting without Tears (for purchase) 			<p>Resources</p> <ul style="list-style-type: none"> • Loops and Other Groups: A Kinesthetic Writing System (for purchase) • <i>Cursive Writing for Right and Left Handed Kids</i> by Sherrill Flora <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • The order to teach cursive (not alphabetical) (blog) • Handwriting in a Modern World: Why it Matters & What To Do About It (Van Cleave, 2022)
			<p>Cursive Assessment</p> <p>Writing All Understandings</p> <p>Writing Year Long</p> <p>Writing Understanding 4</p>

Organizing Idea: Conventions

Organizing Idea: Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.				
Guiding Question: How does the knowledge and application of conventions enhance written communication?				
Learning Outcome: Students examine and apply conventions to develop effective written communication.				
Understanding: Capitalization and punctuation can be used to support writing fluency.				
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars	
<p>Capitalization is used for abbreviations.</p> <p>An abbreviation is the shortened form of a word or words (e.g., Rd., St., AB).</p> <p>Punctuation can be used to add clarity, precision, or creativity to messages.</p> <p>A comma can have a variety of uses, including</p> <ul style="list-style-type: none"> • to indicate a pause between parts of a sentence • to separate words in a list or series • to separate a transition word from the words that follow in a sentence 	<p>Capitalize words appropriately in different contexts.</p> <p>Include a variety of punctuation at the end of sentences.</p> <p>Insert commas to indicate a pause between parts of sentences, to separate items in a list, or to follow a transition word.</p> <p>Insert quotation marks to identify the words of a speaker or to bring attention to a word that is used in a special way.</p> <p>Insert apostrophes in place of letters in contractions and to show possession.</p>	<p>For Students</p> <ul style="list-style-type: none"> • Capitalization • Abbreviations • Punctuation • Clarity • Precision • Creativity • Messages • Comma <ul style="list-style-type: none"> • Pause • Transition words • Contexts • Sentences • Quotation marks • Apostrophes • Contractions • Possession <p>For Teachers</p>	<ul style="list-style-type: none"> • Review <i>abbreviation</i> with students and what it is. Show examples of different abbreviations. Have students go on a hunt to find different abbreviations and determine what they are an abbreviation for. <ul style="list-style-type: none"> ○ Cross curricular connection (social) - province abbreviations ○ Cross curricular connection (science) - periodic table of elements • Read the “!” Book to the students for a humorous review of end punctuation. A Read Aloud of this type focuses students on the punctuation and how it is used strategically by authors. It also teaches them to experiment with punctuation in their own writing as well as sentence fluency. • Have students read <i>Yo! Yes?</i> yo you or out loud to a small group. This allows students to use their knowledge of the function of punctuation and how meaning is affected through the strategic use of punctuation. • Using a morning message that is devoid of ANY punctuation is a great way to illustrate to students how essential it is for meaning to be made from text. The lesson objective would be that good writers use punctuation intentionally to add meaning and impact to their writing. • Direct instruction on how to use each, then include as part of checklists or other criteria when completing written work. • Co creation of Anchor charts - appropriate comma use, editing marks, how to use quotations, when to use semicolons, punctuation rules • Editing bookmarks • Explicitly teach how to use toolbars for online applications for writing 	
Resources			What do we assess? How do we assess?	
<p>Classroom Resources</p> <ul style="list-style-type: none"> • Exclamation Point Book (!) - Rosenthal & Lichtenheld • Yo! Yes? By Chris Raschka • Punctuation In English Grammar Ani... • Super Marks: End Punctuation • Nessy Writing Strategy When to use a c... • Nessy Spelling Strategy Apostrophes - ... • Quotation Marks song from Grammarop... • Apostrophe song from Grammaropolis... • Comma song from Grammaropolis - "Cut t... • Sing with Grammarsaurus - Speech Marks/... • When Do You Use a Capital Letter Singal... • Punctuation: Introduction to speech marks... • Punctuation: Using apostrophes to show si... • Abbreviations (People, Places, Measureme... • Canada Post Abbreviations (Includes all forms of Roads, Provinces and States) 			<ul style="list-style-type: none"> • Grammar for Kids: Capitalization • Capitalization Rules for Kids M.I.N.T.S – T... • Editing Checklist for Students APLC Resource <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • <i>Empowering Writers</i> • <i>The Writing Revolution</i> by Judith Hochman and Natalie Wexler 	<ul style="list-style-type: none"> • Grade 4 ELAL Observation and Conversation Tracker • Single Pt Writing Rubric • Conventions All Understandings • Conventions Year Long • Conventions Understanding 1

OI: Conventions - Learning Outcome: Students examine and apply conventions to develop effective written communication.			
Understanding: Grammatical structures can support consistency in communication.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Sentences can describe facts or actions happening in the present (present tense).</p> <p>Sentences can describe what happened in the past (past tense).</p> <p>Sentences can describe what may happen in the future (future tense).</p> <p>The subject of a verb is the person or thing that performs the action.</p> <p>The object of a verb is the person or thing that receives the action.</p> <p>Both subjects and objects can be nouns or pronouns.</p> <p>Pronouns can replace a noun as the subject in a sentence (subjective) (e.g., I, you, he, she, it, we, they).</p> <p>Possessive adjectives come before a noun to show who or what owns it (e.g., my, your, his, her, its, our, their).</p> <p>Adjectives can compare two things (comparative —<er> or “more”).</p> <p>Adjectives can compare three or more things (superlative —<est> or “most”).</p>	<p>Distinguish between a variety of sentence types.</p> <p>Determine if text is in the present, past, or future tense.</p> <p>Identify nouns or pronouns that are the subject of a variety of sentences.</p> <p>Identify nouns or pronouns that are the object of a variety of sentences.</p> <p>Examine possessive adjectives in a variety of sentences.</p> <p>Use adjectives to indicate comparison of two or more things (<er> or <est>).</p> <p>Use conjunctions to connect phrases in sentences.</p> <p>Apply consistent subject-verb agreement in a variety of sentences.</p>	<p>For Students</p> <ul style="list-style-type: none"> • Facts • Present tense • Past tense • Future tense • Pronoun • Verb/noun/pronoun/adjective • Subject/Object Verb • Subject/Object Noun • Subject/Object Pronoun • Possessive Adjectives • Comparative & Superlative Adjectives • Subject-verb agreement • Conjunctions • Phrases 	<ul style="list-style-type: none"> • Direct instruction for all grammar concepts: <ul style="list-style-type: none"> ○ Different forms of sentences. ○ Students determine if a sentence is past tense, or present tense, future tense ○ nouns, pronouns as the subject ○ Nouns, pronouns as the object ○ possessive adjectives in a variety of sentences and how to identify ○ conjunctions - let’s identify them in different sentences ○ subject verb agreement? • Reading the books “Something From Nothing” and “Frederick” are books that can be read aloud with the objective of illustrating the effects of varied sentence length to students. • Daily/regular sentence edit to start the day focused on a specific task with intentional errors- i.e. convert to past,present, future tense, use pronouns, identify subject or object. • Develop Word Matrices that include “-er” and “-est” • Anchor Charts displaying Capitalization and Punctuation Rules • Visuals of Grammar Examples • Anchor Charts of Parts of Speech
Resources			What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • <i>Something From Nothing</i> - Phoebe Gilman • <i>Frederick</i> By Leo Leoni • Turtle Diary - Types of Sentences online games • Personal Pronouns • Verbs Part 3: Simple Verb Tenses (Past, Present, and Future Tense) E... • Past, Present, and Future Verb Tenses • Possessive pronouns English grammar Grade 3 - 4 • Possessive Pronouns English Grammar & Composition Grade 3 Per... • YouTube Video • Grammar Monster - Possessive Adjectives • Comparatives and Superlatives Learn English EasyTeaching <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • SUBJECT vs OBJECT 🤔 What’s the difference? Learn with examples • Comparative and superlative adjectives (suffixes) • Schoolhouse Rock Rufus Xavier Sarsaparilla (Pronouns) • Grammar - Unpack Your Adjectives - Schoolhouse Rock • Helping With Verbs website • Comparative and Superlative Adjectives - Education First • ThoughtCo - Subjects, Verbs, Objects • Example lesson plan from Brain Pop - Possessive Adjectives 			<ul style="list-style-type: none"> • Grade 4 ELAL Observation and Conversation Tracker • Single Pt Writing Rubric • Conventions All Understandings • Conventions Year Long • Conventions Understanding 2

OI: Conventions - Learning Outcome: Students examine and apply conventions to develop effective written communication.			
Understanding: Spelling accuracy can be supported by transferring understandings of word patterns and structures.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
Spelling patterns include <ul style="list-style-type: none"> vowel-vowel-consonant-consonant (VVCC) (e.g., each) vowel-vowel-consonant-silent “e” (VVCe) (e.g., weave) vowel-consonant-consonant-silent “e” (VCCe) (e.g., wedge) vowel-consonant-consonant-consonant (VCCC) (e.g., trench) vowel-vowel-consonant-consonant-silent “e” (VVCCe) (e.g., bounce) vowel-vowel-consonant-consonant-consonant (VVCCC) (e.g., health) 	Identify spelling patterns within and across words. Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words. Spell a variety of prefixes and suffixes accurately in words. Identify words that are not spelled in predictable ways.	For Students <ul style="list-style-type: none"> Vowel Consonant Word patterns prefixes suffixes For Teachers <ul style="list-style-type: none"> Spelling patterns Final single non syllabic “E” 	<ul style="list-style-type: none"> Teach different word patterns and give students lots of opportunity to ‘read’ these words in text and encourage students to use them in their writing. Having a “No Excuse Word Wall” in your classroom is a great way to provide students with a visual that bridges from instruction to practice. After teaching specific spelling patterns, add words to your NEWW. (No Excuse Word Wall). Using a spelling inventory such as Words Their Way will provide a clear starting point for all students and allows teachers to meet students where they are. (WTW is differentiated by its design). Connect spelling patterns to getting curious about suffixing conventions. Introduce and explore vocabulary and spelling together. Look at prefixes, suffixes, and bases while also exploring the spelling patterns within those words. Have them find words in the word family and see how those words are interconnected and what patterns exist. Ask students to find words that fit the patterns provided in the curriculum. What do they notice about the words they have found? For example, all of the words in the VVCe list showcase the single, final, non-syllabic <e> (Marker ‘e’) doing one of its many roles other than making a long vowel sound. The same is likely for the words in the VVCCe list. Explore prefixes and suffixes as part of your morphology/ word study work (Vocabulary OI)
Resources			What do we assess? How do we assess?
Classroom Resources <ul style="list-style-type: none"> <i>Words Their Way</i> Word ladders Dictionaries 25 Picture Books about Words and Word Play Spelling Patterns & Word Study APLC Resource Phonic Books Co. Catch-Up Readers decodable books for Grade 4+ 		Resources for Deeper Understanding (Teacher Resources) <ul style="list-style-type: none"> Getting Started with Morphology APLC Resource <i>Morpheme Magic</i> by Deb Glaser Bug Club Morphology by Karen Filewych; Pearson Publishing <i>Spelling For Life</i> by Lyn Stone Lifelong Literacy (website) 	
		Words Their Way - Spelling Inventory Grade 4 ELAL Observation and Conversation Tracker Conventions All Understandings Conventions Year Long Conventions Understanding 3	

OI: Conventions - Learning Outcome: Students examine and apply conventions to develop effective written communication.			
Understanding: Automatic transference of spelling knowledge can increase writing fluency.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Homophones are words that have the same pronunciation but different spellings and meanings (e.g., hear–here).</p> <p>Digital or non-digital reference tools can be used to confirm the spelling of words.</p>	<p>Differentiate between the spelling and associated meaning of a variety of homophones.</p> <p>Apply a variety of spelling strategies to increase writing fluency.</p> <p>Use a variety of tools to spell or confirm the spelling of words.</p>	<p>For Students</p> <ul style="list-style-type: none"> • Homophones • Pronunciation • Spellings • Meanings • Digital VS non-digital • Reference tools • Associated meaning • Writing fluency • Tools <p>For Teachers</p>	<ul style="list-style-type: none"> • Word/Sound Wall with common homophones • Instruction and use of Dictionary, Dictionary websites apps to find & determine correct spellings of words • Personal Work Bank/Dictionary with section for homophones • Build Word Matrices for different pairs of Homophones to see how the spelling can changes • Teach the homophonic principle (<i>Where possible, words that are spelled the same, but are unrelated, will have different spellings to mark the differences in meaning for easy comprehension while reading text.</i>) to students in advance of working with homophones. Have students brainstorm homophones. You may wish to introduce this lesson with a read aloud: <i>How Much Can a Bare Bear Bear?</i> By Brian P. Cleary
Resources			What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • 25 Picture Books about Words and Word Play (blog) • Books with Homonyms and Homophones (blog) • <i>Oxford School Dictionary of Word Origins</i> by John Ayto (2013) • By Bye Buy - Homophone Word Song Blazer Fresh Songs For Kids ... • I Spy With My Eye... Homophones! StoryBots: Learn to Read Netfli... 		<p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • About Homophones • Etymonline • Grammarist - Homophones • <i>Beneath the Surface of Words</i> by Sue Scibetter Hegland 2021 • <i>Words their Way</i> • Morpheme Matrices 	<p>Grade 4 ELAL Observation and Conversation Tracker</p> <p>Observe students using a variety of tools to spell or confirm the spelling of words.</p> <p>Conventions All Understandings</p> <p>Conventions Year Long</p> <p>Conventions Understanding 4</p>

<p>OI: Conventions: Learning Outcome: Students examine and apply conventions to develop effective written communication.</p>			
<p>Understanding: Guidelines for spelling transferred to writing new text can increase written clarity.</p>			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Suffixes include <er>, <es>, <r>, <ly>, <ing>, <ily>, <able>, <ible>, <ar>, <less></p>	<p>Spell a range of compound words, contractions, possessives, and complex plurals.</p> <p>Recognize and spell common suffixes</p>	<p>For Students</p> <ul style="list-style-type: none"> • suffix • Compound words • Contractions • Possessives • Complex Plurals <p>For Teachers</p>	<ul style="list-style-type: none"> • Word/Sound Wall that includes identified suffixes, contractions, possessives and complex plurals & conventions on how to use them • Personal Word Bank/Dictionary with sections for each suffix, contractions, possessives and complex plurals • Build Word Matrices for words that include some/all of the suffixes • Connect to Vocabulary OI and include this in your word study/ morphology exploration
Resources			What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • <i>Morpheme Magic</i> • <i>Bug Club Morphology</i> • <i>Words their Way</i> • 25 Picture Books about Words and Word Play • Tom Leher - LY Song (1972) • Complex Plurals APLC Resource • The Morphology Project • Can Do Kids Academy • Spelling Patterns & Word Study APLC Resource <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • <i>Words their Way</i> • Affixes • Getting Started with Morphology APLC Resource • <i>Beneath the Surface of Words</i> by Sue Scibetta Hegland • A Quick Morphology Review (and Morphology Mondays) - APLC • Consider this alternative to 'spelling tests' to check for transfer of morphology concepts • <ish> lesson APLC resource • Morphemes Matter: A Framework for Instruction (IDA Article) • Morphology Matters: Building Vocabulary Through Word Parts • Word Works Kingston (Pete Bowers) • The Real Spelling Toolbox (subscription required) • Linguist Educator Exchange (Gina Cooke) • Learning About Spelling (Sue Hegland's blog) • Mary Beth Steven's Classroom Blog 			<p>Grade 4 ELAL Observation and Conversation Tracker</p> <p>Conventions All Understandings</p> <p>Conventions Year Long</p> <p>Conventions Understanding 5</p>