

[Competency Progressions](#)

[Literacy Progressions](#)

[Numeracy Progressions](#)

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 support expression and influence meaning?

Learning Outcome: Students examine how text genres, forms, and structures support and enhance communication

Understanding: Text genres, forms, and structures can support the enjoyment and communication of ideas and information.

Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Texts can be digital or non-digital.</p> <p>Texts can have more than one purpose, including to</p> <ul style="list-style-type: none"> inform entertain persuade inspire <p>Reading stamina can be developed through engaging with text forms, genres, or structures that are personally enjoyable.</p> <p>Literary text forms can be fiction or non-fiction and include</p> <ul style="list-style-type: none"> photo essays news articles hybrids <p>Hybrid is a type of text that includes both fiction and non-fiction text forms.</p> <p>Narrative texts can be fiction or non-fiction and can be structured in a variety of ways, including</p> <ul style="list-style-type: none"> beginning problem multiple events with many details 	<p>Examine the purpose of a variety of digital or non-digital texts.</p> <p>Engage with a variety of genres of literary texts.</p> <p>Determine the form and structure of a variety of literary texts.</p> <p>Develop reading stamina by engaging with text that is personally enjoyable.</p>	<p>Informative: Give someone facts or information.</p> <p>Persuasive: Cause someone to do or believe something through reasoning or argument.</p> <p>Inspiration: To encourage and uplift to encourage confidence in others.</p> <p>Entertain: To provide amusement or enjoyment.</p> <p>Hybrid: (See Knowledge)</p> <p>Narrative texts: (See Knowledge)</p> <p>Photo Essay: A form of visual storytelling, a way to present a story through a series of images.</p>	<p>Genre</p> <p>Teach students what purpose is in a variety of texts.</p> <ul style="list-style-type: none"> Genre exposure: Monthly book tasting/sampling to help students discover new reads. Mentor texts (classroom read alouds) modeling various genres (fiction, non fiction, news, hybrids, digital, nondigital) First Chapter Fridays - introduce new books from various genres by reading the first chapter each Friday Introduce new books from various genres by reading the first chapter each Friday. <p>Reading</p> <ul style="list-style-type: none"> Teacher led reading conferences based on independent reading choices Daily sustained reading to build stamina Discussion of purpose, genre, structure, form of their independent reading choices Novel study- whole class/small groups Literature circles Book Talks- students give a short presentation about a book with the goal of convincing others to read it <p>Non Fiction</p> <ul style="list-style-type: none"> Model analyzing photo essays or news articles to understand the structures writers/creators have used Text features scavenger hunt (diagrams, headings and subheadings, captions, etc.; matching feature to purpose within text) <p>Fiction</p> <ul style="list-style-type: none"> Model analyzing fiction texts to identify text structure: beginning, problem, multiple events with many details, resolution of problem, and ending <p>Making Reading Fun/ Flashlight Fridays</p> <ul style="list-style-type: none"> Give students flashlights/lanterns/finger lights turn lights off vary location within room/school Reading Buddies: pair classes for reading within the school Have students identify, during independent reading time, something they found interesting, a question they had, something new to them (sticky notes work well for this)

<ul style="list-style-type: none"> • resolution of problem • ending 	<p>Photo essay</p> <ul style="list-style-type: none"> • When looking at the sample photo essays ask, what if these were paragraphs? • How do the pictures impact your thoughts or opinions? • Connect to purpose • Examples such as before/after images; sequencing photos <p>Assign 'accountability partners' for students to talk to about what they are reading after their independent reading time. Students don't need to be reading the same text to have conversations about what they are reading. Provide them some questions to get the conversation started:</p> <ul style="list-style-type: none"> • Talk about what you are reading. • What was your favorite line/part/event/character that you read about just now? • What type of reader would enjoy this book? (Who would you recommend this book to?) • What word(s) caught your attention while you read today? <p>Have students write their name on a sticky note if they recommend a book from your classroom library and place it on the inside cover. When another student chooses the text, they can ask the classmate whose name they see about it OR they may see that many classmates like the book and that might be a reason to pick it.</p> <p>Visit the school or public library.</p> <p>Share what you are reading.</p>
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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"> • ReadWorks • CommonLit • Monthly News Grades 3/4/5 • Great News Websites for Kids • News in Levels • Canada's History.ca - Kayak magazine • Read Theory • Photo Essay APLC Resource • Hybrid Texts APLC Resource • 15 Anchor Charts to Teach Author's Purpose (blog) • Tracking Thinking While Reading Prompts (student reflection) • Storyboard That (subscription required) <ul style="list-style-type: none"> • Videos <ul style="list-style-type: none"> ○ Author's Purpose ○ Introduction to Reading Skills: Author's Purpose 2 • Mentor Texts <ul style="list-style-type: none"> • <i>How to Read a Book</i> by Kwame Alexander • <i>Dear Mrs. LaRue</i> by Mark Teague <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 • CARS & STARS Series - Improve Reading Comprehension (Author's Purpose) • <i>NonFiction Reading Power</i>- Adrienne Gear, 2019 • <i>The Book Whisperer: Awakening the Inner Reader in Every Child</i> by Donalyn Miller • Possible Reading Conference Questions (Kittle) • Reading Life Conference (Kittle) 	<p>Text Recap</p> <p>ELAL 5 Conversation and Observation Tracker</p> <p>Text Forms & Structures All Understandings</p> <p>Text Forms & Structures Year Long</p> <p>Text Forms & Structures Understanding 1</p>
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<p>OI: Text Forms and Structures Learning Outcome: Students examine how text genres, forms, and structures support and enhance communication</p>								
<p>Understanding: Text features can help organize content and identify information that is most important.</p>								
<p>Knowledge</p> <p>Text features can be digital or non-digital and include sidebars and glossaries.</p>	<p>Skills and Procedures</p> <p>Examine a variety of text features that organize content and emphasize information that is most important.</p> <p>Include a variety of text features to organize content and to identify information that is most important.</p>	<p>Strategies and Exemplars</p> <p>Textbook Walk Scavenger Hunt - Using Subject specific content (ie: SS Text “Voices of Canada”)</p> <ul style="list-style-type: none"> Glossary <ul style="list-style-type: none"> Notice bold words in text and check the glossary for definitions Build your own glossary for new topics such as Science topics (ex. hearing and sound). Extend the word study to include other words in the family. <table border="1" data-bbox="1031 691 1572 923"> <thead> <tr> <th>WORD</th> <th>DEFINITION</th> <th>DRAW IT OR USE IT IN A SENTENCE</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> Sidebar <ul style="list-style-type: none"> Why did the author include this additional information using this text feature? <p>Students include text features in a writing assignment (connected to Writing OI - Research Understanding; non-fiction writing forms).</p> <p>Use texts with these features as mentor texts whenever possible while students are crafting their own work, to include particular text features</p>	WORD	DEFINITION	DRAW IT OR USE IT IN A SENTENCE			
WORD	DEFINITION	DRAW IT OR USE IT IN A SENTENCE						
<p>Resources</p>		<p>What do we assess? How do we assess?</p>						
<p>Classroom Resources</p> <ul style="list-style-type: none"> Moodle Glossary Activity Kayak Magazine Non Fiction Text Features (video) <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 Teaching Made Practical (blog) Teaching text features (blog) 		<p>ELAL 5 Conversation and Observation Tracker</p> <p>Text Forms & Structures All Understandings</p> <p>Text Forms & Structures Year Long</p> <p>Text Forms & Structures Understanding 2</p>						

O1: Text Forms and Structures

Learning Outcome: Students examine how text genres, forms, and structures support and enhance communication

Understanding: Engaging with fictional texts can help to analyze the world through the eyes of others.

Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Fiction sub-genres include science fiction, tall tales, and traditional literature.</p> <p>A tall tale is an exaggerated folk tale that describes a central legendary character with extraordinary physical features or abilities.</p> <p>Science fiction is a modern fantasy text that describes technology, futuristic situations, and real or imagined scientific occurrences.</p> <p>Fictional texts can have a variety of structures, including flash-forward.</p> <p>A flash-forward interrupts the story plot to take an audience forward in time to events in the future.</p> <p>Elements of fiction include theme, the underlying message of a text.</p> <p>Third person point of view is where the author or text creator is narrating a story about the characters, referring to them by name or using pronouns.</p> <p>Types of characters include round and flat.</p> <p>A round character is interesting and layered and may change throughout a story.</p> <p>A flat character does not change throughout a story.</p>	<p>Categorize texts according to a variety of fiction sub-genres.</p> <p>Examine a variety of fictional text structures, including flash-forward.</p> <p>Examine elements within a variety of fictional texts, including theme.</p> <p>Describe characters based on what they say, think, or do or what others say and think about them.</p>	<p>Genre: A category characterized by similarities in form or style.</p> <p>Sub-Genre: A smaller more specific genre within a given genre, ex: science fiction</p> <p>Theme: An idea that is embedded within a piece of text.</p> <p>Flash forward: interrupts the narrative directly and brings the reader to a future time frame</p> <p>Round character: a character that evolves throughout the story</p> <p>Flat character: a character that does not change throughout the text</p> <p>Third Person Science Fiction Tall Tale</p>	<p>Examine a variety of texts for</p> <ul style="list-style-type: none"> • flashforward • theme • point of view • round/flat characters • characterization <p>Flashforward</p> <ul style="list-style-type: none"> • Use short video clips from popular movies to illustrate the effect of flash forward. • The final episode of Arthur features a flashforward of characters all grown up. Share this with students as an example of flashforward and then have them pay attention to this technique as they are reading texts throughout the year. <p>Point of View</p> <ul style="list-style-type: none"> • Mentor texts using first person narrative • Mentor texts using third person narrative • Book: Frindle read aloud. Connect it to third person narrative as well as etymology and morphology. <p>Genre</p> <ul style="list-style-type: none"> • Direct teaching of the subgenres. Exposing students to a variety of fiction subgenres (fantasy, science fiction, historical fiction, poetry, realistic fiction, mystery, horror) through read-alouds and independent reading. • Genrefy your classroom library using color coded tape so students can visually see and categorize books by genre. • Book tasting/ sampling by genre - optional* set up class like a cafe. Each table has books that represent a different genre, and students read a few pages (or books, if using picture books) while at that station. They will answer some before, during, and after reading questions on their "Reading Menu," then rotate to the next genre and repeat. • Provide students with text/structure samples of various pieces and have students sort them by genre. <p>Character</p> <ul style="list-style-type: none"> • Mentor texts exposing students to different types of characters (round and flat). Model analyzing the character based on what others say, think, do, or what others think about them. • Character analysis: Students analyze independent reading for character types and describe one character based on what they say, think, do, or what others say about them. <p>Theme</p>

<p>Fictional texts can contain characters with multiple dimensions revealed by what they say, think, or do and what others say and think about them.</p>			<ul style="list-style-type: none"> • Mentor text exposure to different themes • Analyzing a variety of texts genres for theme • Students determine the theme of their independent reading book <p>Connect to Drama (Organizing Idea) and view science fiction animated films as text. Blush (2021) - Trailer (animated short). Pair with clips from <i>WALL-E</i>, <i>Mitchells and the Machines</i>, and <i>Spiderman: Into the Spider-Verse</i> to explore elements of science fiction, as well as theme, point of view, round/flat characters, characterization and the KUSPs from the Drama OI.</p>
Resources			What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • Character Analysis lesson and project • Theme lesson <p>Mentor texts</p> <p>Folk Tale</p> <ul style="list-style-type: none"> • Tall Tales Bookshelf APLC Resource <p>Science Fiction</p> <ul style="list-style-type: none"> • <i>Oh No!: Or How My Science Project Destroyed the World</i> by Mac Barnett • Science Fiction Bookshelf APLC Resource <p>Flash Forward</p> <ul style="list-style-type: none"> • Arthur's Final Episode All Grown Up • A Christmas Carol by Dickens • Manipulating time in a story (blog) <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 • ReadWriteThink/Flash forward • Teaching tall tales • Genre Overview: Traditional Literature • Genre Overview: Science Fiction 			<p>ELAL 5 Conversation and Observation Tracker Text Forms & Structures All Understandings Text Forms & Structures Year Long Text Forms & Structures Understanding 3</p>

OI: Text Forms and Structures			
Learning Outcome: Students examine how text genres, forms, and structures support and enhance communication			
Understanding: Engaging with non-fiction texts can help to analyze the world through the eyes of others.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Non-fiction texts include persuasive texts, such as editorials and opinion pieces.</p> <p>Structures within non-fiction texts include larger topics and subtopics cause and effect</p> <p>Non-fiction texts can be examined to help the reader form opinions based on the structure, content, or source of information.</p>	<p>Examine organizational structures of non-fiction texts.</p> <p>Discuss a variety of opinions regarding the structure, content, or source of information expressed in non-fiction texts.</p>	<p>For Students</p> <p>Persuasive texts: non-fiction text that aims to convince a reader of a certain point of view.</p> <p>Editorials: non-fiction text, formal piece of writing that presents a newspaper point of view or opinion on an issue</p> <p>Opinion pieces: non-fiction text where the author expresses their own personal opinions on an issue. Typically can be on a controversial topic.</p>	<p>As a class or in small groups, read a non-fiction piece (newspaper for example) and have students share their own opinions on the piece.</p> <p>Encourage conversations by reading non-fiction pieces on a regular basis.</p> <p>After reading a non-fiction text, diagram out the organization structure of the text. Use a graphic organizer to help with this.</p> <p>Other non-fiction persuasive texts can include book reviews, magazine articles, real estate listings, advertisements, etc.</p> <p>Provide students with multiple sources of information on a non-fiction topic and have students discuss opinions on the topic based on provided sources.</p>
Resources			What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • Time for Kids (magazine) • A Battle Against Bottled Water - sample persuasive nonfiction text • Book Review: Harry Potter and the Sorcerer's Stone (1999) • Editorial Example: If We Want Wildlife to Thrive in LA... • Cause and Effect Graphic Organizers • Main Topic/ Subtopic Graphic Organizer • <i>Biggest, Strongest, Fastest</i> by Steven Jenkins • <i>Your Place In The Universe</i> by Jason Chin • <i>All The Water In The World</i> by George Ellie <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 • Cause and Effect pixar clips • Cause and Effect articles • Nonfiction article for kids • Time for kids/Opinion 			<p>ELAL 5 Conversation and Observation Tracker</p> <p>Text Forms & Structures All Understandings</p> <p>Text Forms & Structures Year Long</p> <p>Text Forms & Structures Understanding 4</p>

OI: Text Forms and Structures			
Learning Outcome: Students examine how text genres, forms, and structures support and enhance communication			
Understanding: Poetry can be experienced for its beauty and emotion.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Poetry can be experienced when it is read, listened to, or spoken.</p> <p>Poetic structures include lyric poetry and stanzas.</p> <p>Lyric poetry expresses personal emotions or feelings.</p> <p>A stanza is a series of lines grouped together in a poem that relate to a similar idea.</p>	<p>Listen to poems to identify beauty or emotion.</p> <p>Recite or sing a poem from memory.</p> <p>Examine figurative language that can be experienced for its beauty or emotion.</p> <p>Investigate poetic structures that contribute to creative expression of ideas, including stanzas.</p> <p>Experiment with creating lyric poetry.</p>	<p>Lyric Poetry: originating from ancient Greece, this classification of poetry also includes sonnets, odes, and elegies. They have a songlike quality and express the poet's personal emotions or feelings.</p> <p>Poetry: Piece of writing where special focus is given to the expression of feeling by using a distinctive style or rhythm.</p> <p>Stanza: A group of lines that form a basic repeating pattern.</p>	<p>Experience Poetry</p> <ul style="list-style-type: none"> Personal Playlist (Mixtape) - Develop a playlist of songs representational of personal beliefs and characteristics (lyric analysis) As a teacher performs multiple readings of a poem, students focus on each of their five senses and fill out a graphic organizer. Read poems on a regular basis. These questions can spark a discussion and/or be the basis for reader response writing. <ul style="list-style-type: none"> What do you like about this poem? What bugs you about it? What emotions or feelings does this poem bring forth for you? How does it leave you feeling? Identify an example of figurative language in this poem. What effect does this have for the reader/listener? What type of poetry is this? What makes you think that? How does the poem's structure contribute to the poet's creative expression of ideas? How many stanzas does this poem have? Bring awareness to the figurative language explicitly that is found in the poem. <p>Song Web with Lyric Poetry</p> <ul style="list-style-type: none"> Identify belief, emotion, intent of the poem Identify figurative language used and impact <p>Explore structure/stanza organization</p> <p>One of the most accessible forms of lyric poetry is odes. Explore sample odes with your students. Have them decide the characteristics of an ode (such as gives thanks or praise to the object, usually speaks directly to the object, uses strong verbs and adjectives, may include figurative language, uses repetition, may have a rhyme scheme (AABB or ABBA), and song-like quality/rhythm) and record it in a criteria list for them to refer to when they write their own odes to ordinary, everyday objects.</p>
Resources			What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> The Poetry Farm Children's Poetry Archive Poetry Foundation Poetry4kids Odes to Ordinary Things <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> Poetry in ELAL 5 APLC Resource Figurative Language Reference Guide APLC Resource Figurative Language Book List APLC Resource Organizing Idea Overview: Text Forms and Structures ELAL 4-6 APLC Resource <i>Poetry Pauses: Teaching with Poems to Elevate Student Writing in All Genres.</i> Brett Vogelsinger, 2023 What is Lyric Poetry? <i>Powerful Poetry</i> Adrienne Gear, 2021 Lyric Poetry Key Features and Samples 			<p>Single Pt Rubric Poetry</p> <p>ELAL 5 Conversation and Observation Tracker</p> <p>Text Forms & Structures All Understandings</p> <p>Text Forms & Structures Year Long</p> <p>Text Forms & Structures Understanding 5</p>

OI: Text Forms and Structures			
Learning Outcome: Students examine how text genres, forms, and structures support and enhance communication			
Understanding: Drama is a literary form that can artfully express stories and ideas.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Dramatic works can activate the imagination and provide information about people in various times, places, and situations.</p> <p>In dramatic works, plot and characters are developed through dialogue and action.</p> <p>In dramatic works, ideas and information can be expressed through verbal, non-verbal, and paraverbal language.</p>	<p>Listen to, read, or view dramatic works to learn about artful expression of stories and ideas.</p> <p>Examine main characters and events in a variety of dramatic works.</p>	<p>Dramatic works: any work that is intended to be performed dramatically. Examples: plays, scripts, screenwrites.</p> <p>Plot: the main events of a play, movie, novel</p> <p>Dialogue: conversations between two or more people in a book, play or movie</p> <p>Verbal language: communication with words that you speak out loud</p> <p>Non-Verbal language: conveying information without words - body language, facial expression, gestures</p> <p>Paraverbal language: the manner in which a message is delivered and involves stress or emphasis, articulation, pace, pitch or inflection, and tone.</p>	<p>View virtually or in person a dramatic work and have classroom discussions about the ideas, characters and ideas from the work.</p> <p>Calgary Opera offers virtual classroom tours where you can view the piece online throughout the month.</p> <p>Reader's Theatre - Small groups with students.</p> <p>Extend understanding from OI: Oral Language (verbal, non verbal, paraverbal) to examine artful expression of stories and ideas. In other words, how do these three things contribute to the story?</p> <p>As you watch, read, or listen to the dramatic work, examine how dialogue and action help us understand the plot and get to know the characters.</p> <p>Connect to science fiction genre and listen to some radio plays like War of the Words (1938) (paired with this non-fiction article about it) or The Radio Adventures of Dr Floyd (podcast in radio play style). While exploring how plot and characters are developed through dialogue and action, also look for characteristics of science fiction and other elements of fiction.</p> <p>Check out local theatres for performances that you could attend for a field trip or consider booking Alberta Musical Theatre Company to come to your school.</p>
Resources			What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • Calgary Opera - Classroom Tours • Plays for Kids and Teens (for purchase) <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 • Drama notebook • Body Language Resource (blog) • Dramatic Works in ELAL 5&6 APLC Resource 			<p>ELAL 5 Conversation and Observation Tracker</p> <p>Text Forms & Structures All Understandings</p> <p>Text Forms & Structures Year Long</p> <p>Text Forms & Structures Understanding 6</p>

OI: Text Forms and Structures
Learning Outcome: Students examine how text genres, forms, and structures support and enhance communication

Understanding: Meaning is derived through personal experiences with various features of land.

Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Land can be understood through personal connections to its features, such as living things in the natural world; human-made structures; patterns and cycles; and stories of place.</p>	<p>Make connections between features of land and personal experiences.</p>		<ul style="list-style-type: none"> ● Reach out to the Indigenous Educations Services team in your division to bring a lesson into the class. ● Medicine wheel to teach patterns/cycles ● Introduce students to videos/stories about topics such as 'reading the snow (see resources)', caribou migration, returning of migratory birds, planting season based on signs from the land ● Connect to Oral Language OI – discuss cultural contexts of oral traditions and discuss the meanings of stories and lessons shared orally ● Find a sit spot on school property that you visit regularly. Take time to notice with all senses. Ask students to write/draw/tell about connections they make during these visits. ● Share images of land and/or invite students to bring in pictures of their favorite places and/or seasons. What do these images make them think of? What experiences can they recall when they see these pictures? ● As part of your ongoing classroom conversations explore questions related to the land <ul style="list-style-type: none"> ■ What privileges does this season afford us? ■ What might the land be teaching us today? What can we learn from the land?

Resources	What do we assess? How do we assess?
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<p>Classroom Resources</p> <ul style="list-style-type: none"> ● We Are All Treaty People - Kayak Magazine Article <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 ● Rupertsland Institute ● Connecting to Land (Gov of Alberta activity) 	<p>ELAL 5 Conversation and Observation Tracker Text Forms & Structures All Understandings Text Forms & Structures Year Long Text Forms & Structures Understanding 7</p>
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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: How can the presentation of ideas and information be enhanced through oral communication?			
Learning Outcome: Students investigate how oral language can be designed to communicate ideas and information.			
Understanding: The content and delivery of oral traditions are influenced by history, communities, or contexts.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Different time periods gave rise to different forms of oral communication, including storytelling, poetry, drama, choral speech, and speeches or presentations.</p> <p>Oral traditions include the use of stories to connect prior knowledge to lived experiences.</p> <p>Oral traditions include diverse types of stories, including tales of everyday life; sacred stories; stories of extraordinary experiences; and trickster stories or tales.</p> <p>Trickster stories or tales can have human, superhuman, and animal characters; teach lessons; or reflect aspects of a culture.</p> <p>Oral traditions hold communities together based on some shared knowledge and values.</p>	<p>Discuss cultural contexts of oral traditions.</p> <p>Discuss meanings of stories and lessons shared orally.</p>	<p>Oral Communication: To say something out loud and use cues (tone of voice, body language) to communicate.</p> <p>Speech: To express thoughts and feelings through verbal communication.</p> <p>Choral Speech: Group speaking (voice combinations) to share meaning.</p> <p>Oral Traditions: oral narratives (or stories) that are used to teach skills, cultural values, convey news and community histories.</p>	<p>Oral History Timeline - an oral adventure through time.</p> <ul style="list-style-type: none"> ● Oral stories in old history - Norse, Greek, Indigenous etc ● Development of nursery rhymes (warnings or tales of warning for children) ● Oral histories of First Nations in Canada <p>Invite Elders and/or Knowledge Keepers to share stories.</p> <p>When we cannot consult with Elders or Knowledge Keepers for sharing protocols, use this basic protocol:</p> <ul style="list-style-type: none"> ● Basic protocol for sharing stories includes ● Identify storyteller ● Identify the Nation and culture the story derives from ● Provide cultural context when necessary to support understanding of the story <p>Explore how forms of oral language: folktales, speeches, poetry, dramas, choral speeches and speeches have changed over time. Use this Walking Together- Oral Traditions website as a guide to begin building understanding of oral traditions, specifically through indigenous storytelling. Review the oral history article on Reading Rockets for instructional ideas. Check out these Folktales.</p> <p>Explore trickster stories across different cultures. How are they similar? What lessons are they trying to instill in the listener? Have students create Trickster Trading Cards to summarize one or more of the tricksters they have read about.</p> <p>Use sentence frames as part of a classroom discussion:</p> <ul style="list-style-type: none"> ● I think the meaning or purpose of the story was _____ because... ● I think the knowledge shared in this story was.... and this would have been/is important because...

Resources	What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • Myths and Legends • Coyote, A Trickster tale video • A Trickster video • <i>Raven: A Trickster Tale from the Pacific Northwest</i> by Gerald McDermott • CBC Trickster articles • Trickster tales • Oral traditions • "The Giving Tree: A Retelling of a Traditional Métis Story," Written and Illustrated by Leah Dorion • Seven Grandfather teachings - comic strip • Crow and Little Bear • Granddaughter Eaten by Big Fish • The Lily Root - • Trickster Tales Bookshelf APLC Resource • History of Storytelling and the Oral Tradition for Kids <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • Tales of Everyday Life • FN Oral Traditions - lesson plan • Reading Rocket - Folktales • Oral Traditions ~ Walking Together Check out the Web Links as well as all other content on this page. • Empowering the Spirit: Sharing Through Story • Division II Book List (Empowering the Spirit) • Storytelling and Cultural Traditions (National Geographic) • Coyote A Trickster Tale Video • Including Indigenous Stories from Dr. Jo-ann Archibald • Infusing Indigenous Knowledge 	<p>ELAL 5 Conversation and Observation Tracker</p> <p>Oral Language All Understandings Oral Language Year Long Oral Language Understanding 1</p>

<p>OI: Oral Language Learning Outcome: Students investigate how oral language can be designed to communicate ideas and information.</p>			
<p>Understanding: Oral communication can be enhanced through integration and adjustment of verbal, non-verbal, and paraverbal language.</p>			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Language that influences oral communication includes verbal, non-verbal, and paraverbal.</p> <p>Verbal communication includes word choice and use.</p> <p>Choices can be intentional regarding how body movement can support communication.</p> <p>Paraverbal communication is the manner in which a message is delivered and involves stress or emphasis, articulation, pace, pitch or inflection, and tone.</p> <p>Vocal sounds are affected by breath, body, and energy.</p> <p>Inflection is the process by which the voice slides up and down through a range of pitches.</p>	<p>Integrate verbal, non-verbal, and paraverbal language to enhance communication.</p> <p>Ensure messages are heard clearly by using breath, body, and energy to project voice.</p>	<p>Verbal: To express in speech Paraverbal: To express in speech but focusing on tone, pitch and pacing Non-verbal: Not involving words in speech, facial gestures, body language, gestures Emphasis: stress laid on a word or words to show special meaning Pace: Speed of delivery Tone: Pitch and strength of voice Inflection: the process by which the voice slides up and down through a range of pitches.</p>	<p>Watch video clips and analyze for verbal, non-verbal, and paraverbal communication.</p> <p>Contact Media Personnel or local Toast Masters Club to share with the class.</p> <p>Sample lesson on pitch and inflection.</p> <p>Readers Theatre performances</p> <p>Declamation presentation/competition amongst class/school and/or division.</p> <p>Dramatic performances without using dialogue and instead focusing on non-verbal communication (for example, miming, showing students old stop motion movies without sound or just set to music)</p> <p>Explore vocal sounds that can be made by human beings, (Inuit throat singing, opera singers, cheering, whispering, etc.)</p> <p>Teacher explicitly teach 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.</p> <p>Public speaking skills - volume, tone, eye contact, gestures</p> <ul style="list-style-type: none"> ○ Observe and practice through slam poetry, TED Talks, speeches <p>Improv activities</p> <p>Talk about emotions and the connection to body language. Programs like Zones of Regulation can help with this.</p>
<p>Resources</p>			<p>What do we assess? How do we assess?</p>
<p>Classroom Resources</p> <ul style="list-style-type: none"> ● 10 Inspiring TED Talks by Kids for Kids ● Improv topics (blog) ● Declamation event guide (blog) <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> ● Oral Language APLC Resource 			<p>ELAL 5 Conversation and Observation Tracker</p> <p>Oral Language All Understandings</p> <p>Oral Language Year Long</p> <p>Oral Language Understanding 2</p>

OI: Oral Language Learning Outcome: Students investigate how oral language can be designed to communicate ideas and information.			
Understanding: Oral communication can be intentionally designed according to different situations to convey ideas and information.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Content and delivery of oral communication can change based on purpose or audience.</p> <p>Language conventions or protocols can vary depending on the audience or purpose of oral communication.</p> <p>The size, shape, layout, and acoustics (echoing) of a space can influence oral communication.</p> <p>Oral communication can be enhanced through the selection of digital or non-digital tools or formats.</p>	<p>Adjust the pitch or projection of the voice with respect to purpose, audience, context, and space.</p> <p>Adjust language conventions or protocols in oral communication.</p> <p>Select appropriate formats for oral communication based on audience and purpose.</p> <p>Present ideas and information in a logical manner to inform, persuade, or entertain.</p>	<p>Pitch: The highness and lowness of a sound/voice.</p> <p>Projection: The distance and volume of a sound/voice.</p> <p>Acoustics: The properties of a room or space that change how sound travels through it.</p>	<p>Introductory slide deck to debating.</p> <p>Have students share book talks about favourite reads.</p> <p>Encourage conversations. For example, you can look like a prompt where students are encouraged to share their opinion</p> <p>Book clubs can encourage students to share opinions and build communication within the group.</p> <p>Sharing circles where students are building a trusting environment with their peers and teacher.</p> <p>Discuss how audience and purpose impacts communication. Offer a sample text and ask students to alter it to fit different audiences/purposes</p> <p>Explicitly plan for conversation time in your day (and teach the skills). Provide sentence stems to encourage and deepen conversations</p>
Resources			What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • Oral Language Book Talk Project • Talking in Class • 100 Sentence Stems (blog) • Discussion Skills Sentence Starters • Debate/Oracy Sentence Stems • Sentence Stems • Readers' Theatre Scripts • Aaron Shepard Reader's Theater Editions <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • Collaborative Conversations Modeling appropriate behaviors • Consideration for others (blog) • Harvard Project Zero Use these thinking routines in your classroom to promote quality conversation. 			<p>Oral Communication Student Self Assessment</p> <p>Presentation Peer Observation</p> <p>Speaking Assessment ELAL 5</p> <p>Oral Language All Understandings</p> <p>Oral Language Year Long</p> <p>Oral Language Understanding 3</p>

<p>OI: Oral Language Learning Outcome: Students investigate how oral language can be designed to communicate ideas and information.</p>			
<p>Understanding: Collaboration is an active process supported by effective dialogue.</p>			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Collaborative processes include building trust by listening to, acknowledging, and accepting the contributions of others.</p> <p>Collaborative and effective dialogue includes consideration of the perspectives of others and use of respectful language.</p> <p>Demonstrating respect for how other people wish to be addressed maintains relationships.</p> <p>Adaptability and compromise can lead to consensus in collaborative activities.</p> <p>Non-verbal and paraverbal language can enhance collaborative dialogue.</p>	<p>Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions.</p> <p>Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas.</p> <p>Use respectful language when collaborating with others.</p> <p>Demonstrate adaptability to build consensus when perspectives or opinions within groups differ.</p>	<p>Collaboration: Working together with someone(s) to create something.</p> <p>Perspective: A particular attitude (or way of thinking) towards something.</p> <p>Paraverbal: To express in speech but focusing on tone, pitch and pacing.</p> <p>Non-verbal: Not involving words in speech, facial gestures, body language, gestures</p>	<p>Create opportunities for students to feel comfortable to share and express their opinions.</p> <p>Provide sentence stems to help build conversation skills.</p> <ul style="list-style-type: none"> • “What you are saying reminds me of ____” • “I agree with you, and I’d like to add that ____” • “At first I thought ____, but now I think ____” • “What did you mean when you said ____” <p>Engage in collaborative conversations in all subject areas.</p> <p>Encourage conversations. This can look like a prompt where students are encouraged to share their opinion.</p> <p>Incorporate weekly poetry discussion; present a poem, ask them what they liked, what they didn’t like and how it left them feeling.</p> <p>Book clubs</p> <p>Conversation circles</p> <p>As a class, develop a list of criteria for collaborative dialogue to refer to before conversations. Consider recording conversations for students to review afterwards to complete a self-check/reflection.</p>
Resources			What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • Talking in Class • 100 Sentence Stems • Discussion Skills Sentence Starters • Debate/Oracy Sentence Stems • Sentence Stems • Book Clubs in Middle School (blog) <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • Consideration for others (blog) 			<p>ELAL 5 Conversation and Observation Tracker</p> <p>Collaborative Dialogue Student Self Check</p> <p>Oral Language All Understandings</p> <p>Oral Language Year Long</p> <p>Oral Language Understanding 4</p>

Organizing Idea: Vocabulary

Organizing Idea: Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.														
Guiding Question: How does vocabulary support communication?														
Learning Outcome: Students analyze how knowledge of vocabulary supports meaning and use of language.														
Understanding: Word origins and morphemes influence the meaning and use of vocabulary in the English language.														
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars											
<p>Words in the English language come from a variety of origins.</p> <p>Vocabulary changes over time and reflects how words are used at a given time in society.</p> <p>Affixes change the meaning of a word when applied to a base and include <ous>, <ious>, <al>, <ial>, <ian>, <ic>, <ical>, <ment>, <ity>, <ant>, <ent>, <ance>, <ence>, <circu>, <per>, <trans>, <ad>, <sub>, <ob>, <com>, <ex></p>	<p>Examine words to determine their origins.</p> <p>Examine words with meanings that have changed over time.</p> <p>Examine words that are new to the English language.</p> <p>Investigate the meaning of bases and affixes in words.</p>	<p>Affixes: an element placed at the start or end of a base word that changes its meaning</p> <p>Free Base words: a word that can have a prefix or a suffix added. Bases that can live by itself as a word (ex: bike)</p> <p>Prefix: a word/part of word that is placed before the base word</p> <p>Suffix: a word/part of a word that is placed at the end of a base word</p> <p>Origins: the point or place where something begins</p>	<p>As part of your word study work, explore words that have changed meaning over time.</p> <p>Use a word study routine whenever you are exploring words in class. Eventually students will be able to independently explore words and share their findings with others. This chart is another word study routine you can use:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Pick a word</th> <th style="width: 25%;">How is it built?</th> <th style="width: 25%;">Find the family</th> <th style="width: 25%;">What's the story?</th> </tr> </thead> <tbody> <tr> <td>unhelpful</td> <td>un + help + ful un - prefixe help - base word ful - suffix</td> <td>helpful helps helping helped helpfulness unhelpfulness</td> <td>Be curious, let's investigate! Use website: etymonline.com Derives from help Old English help (m) helpe (f)</td> </tr> </tbody> </table> <p>Once you have explored a word family, create a matrix for it.</p> <div style="border: 2px solid #8B0000; padding: 5px; width: fit-content; margin: 10px auto;"> <table style="border-collapse: collapse;"> <tr> <td style="border: 1px solid #8B0000; padding: 5px; text-align: center;">un</td> <td style="border: 1px solid #8B0000; padding: 5px; text-align: center;">help "assistance"</td> <td style="border: 1px solid #8B0000; padding: 5px; text-align: center;">ed ful ing s</td> </tr> </table> </div>	Pick a word	How is it built?	Find the family	What's the story?	unhelpful	un + help + ful un - prefixe help - base word ful - suffix	helpful helps helping helped helpfulness unhelpfulness	Be curious, let's investigate! Use website: etymonline.com Derives from help Old English help (m) helpe (f)	un	help "assistance"	ed ful ing s
Pick a word	How is it built?	Find the family	What's the story?											
unhelpful	un + help + ful un - prefixe help - base word ful - suffix	helpful helps helping helped helpfulness unhelpfulness	Be curious, let's investigate! Use website: etymonline.com Derives from help Old English help (m) helpe (f)											
un	help "assistance"	ed ful ing s												
Resources			What do we assess? How do we assess?											
Classroom Resources <ul style="list-style-type: none"> Matrix Maker Tool Tools for Word Study APLC Resource 			ELAL 5 Conversation and Observation Tracker Morphology Teacher Assessment ELAL 5 Morphology Student Self Assessment ELAL 5											

- <https://www.etymonline.com/> (Online word etymology - word origins/meaning)
- *Oxford School Dictionary of Word Origins* by John Ayto
- [Engage with the Page](#) (picture books and ways you can use them for word study)
- [The Morphology Project](#)
- [Can Do Kids Academy](#)
- [Where do New Words Come From?](#)

Resources for Deeper Understanding (Teacher Resources)

- [Words that Have Changed Over Time APLC Resource](#)
- [A Quick Morphology Review](#) (and Morphology Mondays) - APLC
- *Beneath the Surface of Words* by Sue Scibetta Hegland
- [Affixes](#)
- Consider [this alternative to 'spelling tests'](#) to check for transfer of morphology concepts
- [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](#)

[Vocabulary All Understandings](#)
[Vocabulary Year Long](#)
[Vocabulary Understanding 1](#)

OI: Vocabulary				
Learning Outcome: Students analyze how knowledge of vocabulary supports meaning and use of language.				
Understanding: Vocabulary learning involves the use of strategies and tools.				
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars	
<p>Increased knowledge of vocabulary supports comprehension of text.</p> <p>Tools for vocabulary development include thesauruses and dictionaries.</p> <p>Strategies for vocabulary development include extensive reading and listening to and noting how others use words.</p>	<p>Discuss multiple ways to learn and remember vocabulary.</p> <p>Record words of personal interest.</p> <p>Use a variety of tools to build vocabulary knowledge.</p> <p>Engage with a wide variety of texts to expand vocabulary.</p>	<p>Thesaurus: Reference text to provide alternate terms for a single meaning.</p> <p>Dictionary: Reference text to provide meaning of a single word.</p>	<p>Include word study in your weekly routines, connecting it to text whenever possible</p> <p>Word matrices can be supportive to expand vocabulary when adding to the word family of a base word.</p> <p>Use online or print resources to look up word meanings.</p> <p>Keep a word study journal/ notebook/personal dictionary</p> <p>Have students present/share discoveries from their independent word study</p> <p>Engage in extensive reading in your classroom, including listening to text. Attend to how others use words. This can inspire further word study or word choice for their own writing.</p> <p>Brainstorm word tiers to expand vocabulary (ex: nice → pleasant → enjoyable → delightful → entertaining)</p>	
Resources			What do we assess? How do we assess?	
<p>Classroom Resources</p> <ul style="list-style-type: none"> • <i>Scholastic Daily Word Ladders</i> - Grade 4-6, Timothy Rasinski, 2005 • <i>Words Their Way</i>, Donald R. Bear, Francine Johnston, Marcia Invernizzi, Shane Templeton, 1996-2017 • Teaching Latin Roots with Word Trees • www.dictionary.com/www.thesaurus.com • Etymonline • Florida Center for Reading Research <ul style="list-style-type: none"> ○ Advanced Phonics ○ Vocabulary 		<p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • A Quick Morphology Review (and Morphology Mondays) - APLC • <i>Beneath the Surface of Words</i> by Sue Scibetta Hegland • Affixes • Consider this alternative to 'spelling tests' to check for transfer of morphology concepts • 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>ELAL 5 Conversation and Observation Tracker</p> <p>Morphology Teacher Assessment ELAL 5</p> <p>Morphology Student Self Assessment ELAL 5</p> <p>Vocabulary All Understandings</p> <p>Vocabulary Year Long</p> <p>Vocabulary Understanding 2</p>


OI: Vocabulary			
Learning Outcome: Students analyze how knowledge of vocabulary supports meaning and use of language.			
Understanding: Knowledge of an extended vocabulary is a lifelong pursuit that enhances the ability to communicate.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Figurative language is language that has non-literal or figurative meanings and includes metaphors.</p> <p>A metaphor compares two things that are not alike but have something in common, without using comparison words such as like or as.</p>	<p>Apply a wide variety of words to communicate in new ways.</p> <p>Apply tier 2 words to enhance meaning within subject content.</p> <p>Apply tier 3 words within subject content.</p> <p>Discuss how context can influence the meaning of words and phrases.</p> <p>Examine word meanings in similes, metaphors, and analogies.</p> <p>Analyze the meanings of words or phrases expressed figuratively.</p> <p>Integrate figurative language into personal writing and oral communications.</p>	<p>For Students</p> <p>Figurative Language: A way to express yourself that does not use word's realistic meaning.</p> <p>Metaphor: Terms that compare two things that are not alike, but have something in common.</p> <p>Context: The part of something that is near written or spoken words that help to explain its meaning.</p> <p>Analogies: A comparison of two things</p> <p>For Teachers</p> <p>Tier 2: Generic academic terms usually not part of everyday conversation (sum, product, evaluate, assess, describe, discuss, etc)</p> <p>Tier 3: Subject-specific terms (cumulonimbus, hypotenuse, thousandth, expanded form, photosynthesis, etc.)</p>	<p>Explore how context can change the meaning of words. Consider <i>produce</i> at the grocery store versus a factory or <i>solution</i> in chemistry versus math class. Explore how the pronunciation can change the meaning of words. For example, <i>wind</i> can describe a weather condition or the act of turning something, depending on pronunciation. The stress timing of the spoken word usually differentiates the verb from the noun.</p> <p>Encourage the use of synonyms in conversation and writing.</p> <p>Focus on Tier 2 and 3 words in instruction and provide opportunities for students to include them in conversations and writing. Provide a 'word bank' (3-5 words) on the board and challenge students to use those words in their writing or conversations during the week. Use cross-curricular words from Science, Social Studies, etc.</p> <p>Read a paragraph to the class with the tier 2 words as blanks (cloze activity). Notice how the meaning is hindered. What might the missing words be?</p> <p>Select texts that can act as mentor texts for figurative language in their writing.</p> <p>Read poetry throughout the year, at times focusing on the figurative language used in the text.</p> <p>Incorporate analogy activities to help expand vocabulary and encourage students to see connections</p> <p>Explore metaphor in a variety of ways. This could be identifying them in text as you read or asking students to develop their own metaphors to help explain a topic or concept they are studying</p> <p>Have students find metaphors in their texts and represent the metaphors in a variety of ways - visually, digitally, AI generated images</p>
Resources			What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • Figurative Language in Movies and Commercials • Figurative Language In Music -The Next Class • Exploring Figurative Language with Picture Books - Booklist • Analogies <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • Building Vocabulary From EAL Toolkit (slides - Key Strategies to Build Vocabulary - are linked here) • Choosing Words to Teach (Reading Rockets) 			<p>ELAL 5 Conversation and Observation 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 <p>Vocabulary All Understandings</p> <p>Vocabulary Year Long</p> <p>Vocabulary Understanding 3</p>

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 does the interpretation of evidence support comprehension of texts?			
Learning Outcome: Students analyze information, contexts, and perspectives using a variety of comprehension strategies.			
Understanding: Comprehension is enhanced through application of critical thinking strategies and skills that support interpretations of texts and management of information.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Comprehension strategies that can be used to understand and interpret complex texts include predicting, inferring, making connections, summarizing, synthesizing, and evaluating.</p> <p>Evaluating is a comprehension strategy where readers make judgements based on textual evidence.</p> <p>Comprehension is enhanced when reading is fluent and self-monitored.</p> <p>Self-monitoring is noticing when comprehension falters and applying appropriate skills to make sense of texts, including rereading, adjusting reading rate, asking questions, using context clues, using supporting resources, and metacognition.</p> <p>Metacognition is an awareness that involves thinking about one's thinking to improve comprehension.</p> <p>Comprehension is enhanced when the purpose for reading is clear.</p> <p>Managing information involves researching, organizing, and using information for specific purposes.</p>	<p>Use a variety of comprehension strategies before, during, and after reading texts.</p> <p>Evaluate the effectiveness of comprehension strategies used before, during, and after reading.</p> <p>Monitor comprehension and apply skills to support understandings of texts.</p>	<p>For Students</p> <p>Comprehension: To understand what you read</p> <p>Predict: To estimate that something would happen in the future based on given information.</p> <p>Infer: To conclude an idea from evidence or reasoning .</p> <p>Connect: Bring together different ideas to create a link.</p> <p>Summarize: To give a brief statement about the main points of something.</p> <p>Synthesize: Combine a number of ideas into one main point.</p> <p>Evaluate: To judge or calculate the importance of something.</p> <p>Self-monitoring: Noticing if the reading is making sense and using strategies to make it make sense</p> <p>Metacognition: Thinking about our thinking</p>	<p>Comprehension Strategies</p> <p>Explicit teacher instruction is required. In teaching reading comprehension, teachers need to direct student activities in order to get to know and use the correct reading strategy. Build comprehension habits that involve connecting to background knowledge, determining main ideas and summarizing, making inferences, and monitoring one's own comprehension.</p> <p>Predicting:</p> <ul style="list-style-type: none"> Students record a prediction during independent reading. Students will explain their thinking based on evidence from their text. After completing the book/passage, students return to prediction to determine whether or not their prediction was close. Students will explain why or why not. <p>Inferring:</p> <ul style="list-style-type: none"> Model an inferring process with a read aloud like <i>The Bracelet</i> by Yoshiko Uchida. Students record their background knowledge on the topic (class discussion) and clues from the text. Students then create an inference based on the prior two. Students can record it in their journals as you read aloud the mentor text. Students can follow a similar process for their own texts/independent reading. <p>Making Connections:</p> <ul style="list-style-type: none"> Model making connections with a read aloud like <i>On Turning Ten</i> by Billy Collins. Students will read the poem, analyze it, and make connections based on their own life experience of turning 10. Make connections to our memories, experiences and feelings, facts we already know, our imagination, other books, movies and/or T.V. shows Visualizing - use words they hear or read in the text to create visual images or "movies in the mind" (Harvey and Goudvis) <p>Summarizing:</p> <ul style="list-style-type: none"> Students will use Summary frame after completing their independent reading to summarize events. This can be done after a picture book read aloud to determine what students understood and track their summarizing. This can also be done after the completion of a novel. Book club activity: Students can create a book trailer of the main events that occurred in their story after they have finished reading. Mind Map to summarize concepts or ideas. One pager summary activity <p>Synthesizing:</p> <ul style="list-style-type: none"> It is important to point out the difference for students between synthesizing and summarizing. Model a synthesizing process with a read aloud like <i>My Lucky Day</i> by Keiko Kasza. At first I thought... (students make a prediction)

			<p>Then I thought.. (pause midway through the story, how has the students mindset toward the main character the pig changed with the new information?) After reading... (After finishing the story, students think about the story as a whole and combine this with their background knowledge, connections, and inferences into an original understanding of the text.)</p> <p>Evaluation:</p> <ul style="list-style-type: none"> Readers independently think about the text . Students can write a response evaluating the text (student selected or teacher read aloud) using the following prompts: I like the part _____ because.... I dislike_____ because... This _____ is important because... <p>Self-Questioning</p> <ul style="list-style-type: none"> Brown and Pyle (2021) also provided a clear step-by-step outline of how self-questioning can be effectively implemented within the classroom: (a) The teacher reads the first paragraph aloud and (b) models generating a text-based question and answer on the guide. Then, the teacher moves on to guided practice: (c) The teacher reads the second paragraph aloud, (d) the teacher and students generate a text-based question and answer on the guide, (e) students share questions and answers aloud, (f) the teacher provides feedback to students, (g) the teacher continues reading the text aloud or asks students to read the third paragraph silently, (h) students individually generate a text-based question and answer on the guide, (i) students share responses, and (j) the teacher provides feedback. (p. 445) <p>Teacher Reading Conferencing (Self-selected texts) Start conversations with “Tell me about what you're reading.” and see where it takes you.</p> <p>Book Clubs (literature circles): Each week students focus on different roles/tasks as they read (summarize, inferring, making connections, synthesizing, evaluation, predicting.)</p>
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Resources	What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> Hiede, Florence Parry. <i>Some Things Are Scary</i> (Connecting) O'Neill, Alexis. <i>The Worst Best Friend</i> (Connecting) Rapp, Jennifer. <i>I Can Wait for the Bell to Ring</i> (Connecting) Davies, Nicola. <i>The Promise</i> (Questioning) Perry, Sarah. <i>If</i> (Questioning) Tan, Sean. <i>Rules of Summer</i> (Inferring) Van Allsburg, Chris. <i>The Stranger</i> (Inferring) Van Allsburg, Chris. <i>The Sweetest Fig</i> (Inferring) Cooper, Elisha. <i>A Good Night Walk</i> (Visualizing) Reid, Barbara. <i>Snow Day</i> (Visualizing) CARS Student Strategy Visual Book Club Bookmarks 	<p>ELAL 5 Conversation and Observation 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.</p> <p>Comprehension All Understandings Comprehension Year Long</p>

<ul style="list-style-type: none">• Graphic Organizers for Reading Comprehension (blog) <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none">•  Layers of Reading Development Graphic Introduction• Making Predictions Mentor Texts (blog)• Synthesizing Mentor Texts (blog)• Mind Map• Synthesis vs Summary (video)• <i>The Reading Strategies Book 2.0</i> by Jennifer Serravallo• <i>The Thinking Classroom</i> by Alice Vigors• <i>Text Structures from Picture Books</i> By Stephen Brinseño and Kayla Briseño → includes a great collection of reader response prompts to use with students Grade 2-8• Real Reading Begins with Metacognition - Beyond Penguins and Polar Bears	<p>Comprehension Understanding 1</p>
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<p>OI: Comprehension Learning Outcome: Students analyze information, contexts, and perspectives using a variety of comprehension strategies.</p>			
<p>Understanding: Comprehension can be enhanced when connections with texts are supported by summarized evidence.</p>			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Connections with texts that can provide evidence include text to self; text to text; and text to world.</p> <p>Summarizing includes identifying main ideas and using supporting evidence.</p>	<p>Respond to texts by summarizing main ideas and providing supporting evidence from self, other texts, or the world.</p>	<p>Summarize: a skill in which students identify the most important elements of a passage (i.e., the main ideas) in their own words</p> <p>Text to self Making personal connections with a mentor text or independent reading.</p> <p>Text to world Making worldly connections with mentor text or independent reading.</p> <p>Text to text Connecting texts to other texts (either a mentor text or independent reading)</p>	<p>Summarizing Teach summarizing through many formats including: orally, dramatically, artistically, visually, physically, musically, in groups, and individually, in addition to the varied written formats.</p> <ul style="list-style-type: none"> Summary frames: a series of questions designed to highlight the critical elements of a specific text pattern. Students use their responses to those questions. Marzano et al. (2001) recounted multiple examples of summary question frames that teachers can implement in their lessons: definition frames, argumentation frames, problem frames, conversation frames, and topic-restriction-illustration frames. Matchbook Summaries <p>Classroom discussions and sharing to encourage students to hear other students' connections.</p> <p>During small group reading, discuss connections students have about the book.</p>
Resources			What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> Summary frame Graphic Organizers for Reading Comprehension <i>Herbert the True Story of a Brave Sea Dog</i> by Robyn Belton (Summarizing Nonfiction) <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> CARS & STARS Series - Improve Reading Comprehension Summarizing Summary Frame <i>Text Structures from Picture Books</i> By Stephen Brinseño and Kayla Briseño → includes a great collection of reader response prompts to use with students Grade 2-8 			<p>ELAL 5 Conversation and Observation 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.</p> <p>Comprehension All Understandings Comprehension Year Long Comprehension Understanding 2</p>

OI: Comprehension			
Learning Outcome: Students analyze information, contexts, and perspectives using a variety of comprehension strategies.			
Understanding: Comprehension and interpretation of texts requires attention to ideas or information that may be explicit or implicit.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Ideas and information in texts can be explicit or implicit.</p> <p>Inferences and predictions can be made about plot, characters, setting, and main ideas of texts.</p>	<p>Examine ideas and information within texts that are explicit and implicit.</p> <p>Make inferences based on content that is implicit in texts.</p> <p>Revise or confirm predictions based on new or additional information from texts or additional sources.</p> <p>Analyze ideas and information in texts to interpret and respond.</p> <p>Use evidence from texts or additional sources to support responses and interpretations.</p>	<p>Explicit: To state clearly in detail.</p> <p>Implicit: Not plainly expressed, embedded in idea.</p> <p>Inference- A conclusion made based on implicit evidence and reasoning.</p> <p>Prediction- A guess of what will happen in the future based on given information.</p>	<p>Using any form of text (novel, short story, song, movie), teach how to make predictions.</p> <ul style="list-style-type: none"> - make a prediction before you read - make predictions after a chapter - What do you think will happen? Why? Provide evidence. <p>Examples of Predicting Questions:</p> <ul style="list-style-type: none"> -Can you identify any clues or hints in the text that suggest what might happen later on? -If you were the author, how would you end the story? -Based on what you know about the main problem in the story, how do you think the characters will solve it? -Are there any patterns or events that have happened before in the story that might repeat or change? -How does the setting (where and when the story takes place) affect the characters and their actions? -If the characters were in a different place or time, how might the story be different? -Can you predict how the setting might change and impact the characters' experiences? -How do you think the main character feels about the current situation? What makes you think so? -Do you think any of the characters will change or grow by the end of the story? Why or why not? -Can you predict how the characters might react to a new problem or challenge? -If you were a character in the story, what choices would you make and why? -Are there any characters that might have hidden motives or secrets? What clues support your prediction? -What are some possible obstacles the characters might face in the next part of the story? -If you were to give advice to one of the characters, what would it be and why? -How might the events in the story impact the characters in the long run? -Can you make connections between this story and other stories you've read or heard before? How might that influence your predictions? <p>Examples of Explicit Questions for Stories:</p> <ul style="list-style-type: none"> -What big things happen that change how the story goes? -Can you find the most important moments that make the story go in a different direction? -How do problems come up and get solved in the story? -What words or details make you feel a certain way about where the story happens? -Can you imagine the things the author describes using your senses like sight, smell, or sound? -What makes the main characters want to do things in the story? -How do characters act around each other that shows what they're like and what they want? -Do the characters in the story change in any specific ways? <p>Examples of Implicit Questions for Stories:</p>

			<ul style="list-style-type: none"> -What makes the characters do what they do, and what happens because of it? -Do all the things that happen help move the story forward? -Are there problems in the story that aren't said directly but still affect what happens? -Does the order of events make the story more interesting or important? -Do you notice any parts that happen again and again, and do they mean something more? -How does the place where the story happens make you feel? -What emotions do you think the place in the story brings out in you? -Can you find things in the story's place that mean more than just what they are? -Does where the story happens make the characters do things differently? -Do the characters do things because they feel a certain way or want something? -How do the characters change from the start to the end of the story? -Do the characters have struggles or grow in ways that aren't easy to see? -What do characters say and do that tells you about who they are and what they want? -Are there secrets or special connections between characters that make the story more interesting?
Resources			What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • Text Evidence Graphic Organizers (pg 4) • Graphic Organizers for Reading Comprehension • Once Upon a Picture Inference Collection • <i>Knots on a Counting Rope</i> by Bill Martin Jr. (Inferring) • <i>The Raft</i> by Jim LaMarche (Inferring) • <i>The Stranger</i> written by Chris Van Allsburg (Inferring and Making Predictions) • <i>The Curious Garden</i> by Peter Brown (Making Predictions) <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • CARS & STARS Series - Improve Reading Comprehension Inferring 			<p>ELAL 5 Conversation and Observation 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.</p> <p>Comprehension All Understandings Comprehension Year Long Comprehension Understanding 3</p>

<p>OI: Comprehension Learning Outcome: Students analyze information, contexts, and perspectives using a variety of comprehension strategies.</p>			
<p>Understanding: Perspectives revealed in texts enhance comprehension and enrich understandings of the world.</p>			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Perspectives include attitudes, beliefs, or ways of thinking about events or information.</p> <p>Perspectives are influenced by cultures, experiences, and interests.</p> <p>Characters in texts present various perspectives.</p>	<p>Explore how varied perspectives presented in texts can influence personal perspectives.</p> <p>Examine how the interests, experiences, or perspectives of a character might influence how that character thinks, feels, or acts.</p> <p>Compare and contrast the varied perspectives of main and supporting characters.</p> <p>Identify various perspectives in texts and propose alternative perspectives.</p>	<p>For Students Point of View - how the story is told. Is it told through a 1st person point of view via a character or a 3rd person point of view via an outside narrator?</p> <p>Perspective - the perspective through which the events are told. For example, a story written in first person point of view can have multiple perspectives depending on which character is retelling the events.</p> <p>Compare - find similarities</p> <p>Contrast - find differences</p>	<p>Introduce perspective using</p> <ul style="list-style-type: none"> • optical illusions pictures • animated short such as Oktopadi (see below) <p>Model using a variety of texts that encourage perspective taking</p> <p>Use Metacognition Thinking Prompts/Strategies such as</p> <ul style="list-style-type: none"> • I'm Thinking... I'm Wondering... I'm Noticing... • Recording questions on sticky notes as students read • Re-reading as needed <p>Pause during reading and ask why a character (or certain characters) might be feeling they way they are. How do their interests, experiences, or perspectives influence how they are feeling, thinking, or acting?</p>
Resources			What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • How to teach perspective lesson (blog) • Role play lesson Point of View Narration (blog) • <i>Voices in the Park</i> by Anthony Brown • <i>Wonder</i> by R.J. Palacio • <i>The True Story of the Three Little Pigs</i> by Jon Scieszka • <i>The Miraculous Journey of Edward Tulane</i> by Kate DiCamillo (Character Development) • Perspectives Book Shelf APLC Resource • Oktopodi (2007) - Oscar 2009 Animated Short Film • The Wolf's Story • The True Story of the 3 Little Pigs! By Jon Scieszka • It's Not Jack and the Beanstalk by Josh Funk ~ READ ALOUD by Will Sarris <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • Use Dr. Sims Bishop's windows, mirrors, and sliding glass doors metaphor to explore diverse texts 			<p>ELAL 5 Conversation and Observation 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 Comprehension Year Long Comprehension Understanding 4</p>

OI: Comprehension			
Learning Outcome: Students analyze information, contexts, and perspectives using a variety of comprehension strategies.			
Understanding: An awareness of context strengthens comprehension of texts.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Context refers to the circumstances that form the background of a person, an event, an idea, or a text.</p> <p>Personal contexts can contribute to how a text is created or interpreted.</p> <p>The author's or text creator's context can contribute to how a text is created or interpreted.</p> <p>Context can impact what characters think and do.</p>	<p>Examine information from texts that describes context around people, ideas, or events.</p> <p>Analyze the actions or feelings of characters in stories, considering the context.</p> <p>Consider how personal interests, experiences, or perspectives might influence how texts are understood or created.</p> <p>Investigate background information about the author or text creator to provide context for informational texts.</p> <p>Examine contextual information about characters or events in fictional texts.</p>	<p>For Students</p> <p>Context - circumstances that form the background of a person, an event, an idea, or a text</p> <p>Informational text</p> <p>Contextual information</p> <p>Background Information</p>	<p>As you read a non-fiction text, ask students to highlight information that describes the context of people, ideas, or events in the text.</p> <p>Rather than asking students to imagine that they are the character and asking how they would feel if they were so-and-so (as this can be triggering depending on the student's own history), ask how they think the character is feeling and what makes them think that.</p> <p>In your class discussions, explore how the students' personal interests, experiences, and perspectives influence their understanding of the text. Extend this conversation to their own writing as author's often write about what they know (or have deeply researched).</p> <p>As you read an informational text (such as an editorial or opinion piece), pair it with background information about the author/ text creator. How does this shape our understanding of the text? Does this knowledge change how we perceive the information? For example, say you have read an opinion piece about the benefits of solar power and then learn the author owns a solar panel company. Does that impact how you read the article?</p> <p>If your read aloud is an example of historical fiction, pair the text with additional information about the characters, events, or topics in the text. Ask students to reflect on how this understanding helps them comprehend the read aloud better.</p>
Resources			What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • <i>A Tale of Two Beasts</i> by Fiona Robertson (a picture book to teach perspective) • Perspectives Book Shelf APLC Resource <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • Use Dr. Sims Bishop's windows, mirrors, and sliding glass doors metaphor to explore diverse texts 			<p>ELAL 5 Conversation and Observation Tracker</p> <p>Comprehension All Understandings</p> <p>Comprehension Year Long</p> <p>Comprehension Understanding 5</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 does proficient writing enhance communication skills?			
Learning Outcome: Students enhance the accuracy and artistry of expression through creative and critical thinking processes.			
Understanding: Writing skills can be developed to understand self and influence others.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Writing processes can be used to break writing into manageable chunks so that text creators can focus on impact or artistry.</p> <p>Writing processes include planning, drafting, revising, editing, and publishing.</p> <p>Planning includes consideration of audience, purpose, and form; idea generation; and narrowing a topic</p> <p>Written expressions of ideas or information can follow organizational structures, such as introduction, opening, or lead; details in order of sequence or importance; transitions; and conclusions.</p> <p>Topic and concluding sentences provide structure and link ideas and information within paragraphs.</p> <p>Interest can be created by varying sentence structure and length.</p> <p>Writing fluency is the rhythm and flow of language in written text.</p> <p>Revision includes adding or removing words, phrases, or sentences to ensure writing is</p>	<p>Create written texts for a variety of audiences and purposes.</p> <p>Create written texts in a variety of forms and structures.</p> <p>Develop creative expression through the use of organizational processes, methods, and tools.</p> <p>Express ideas through multiple-paragraph works that include topic introductions, supporting evidence, and conclusions.</p> <p>Arrange and express ideas logically, using interesting details and transitions between sentences or paragraphs.</p> <p>Communicate a clear position supported by relevant evidence.</p> <p>Revise drafts to improve the fluency, coherence, sequence, and logical support of ideas.</p> <p>Edit writing for spelling, punctuation, and grammar.</p> <p>Publish selected pieces, incorporating graphics,</p>	<p>For Students</p> <p>Planning: First understanding(brainstorming) , idea creation and basic organization of a written work.</p> <p>Drafting: Developing ideas into written words.</p> <p>Revising: Rearranging, adding, and deleting to improve writing content.</p> <p>Editing: Changing organization, grammar, spelling, presentation for accuracy based on task.</p> <p>Publishing: Preparation of text for sharing with an audience.</p>	<p>Connect your writing tasks to the text forms and structures that you are exploring as readers where it makes sense.</p> <p>After exploring hybrid texts, have students create a list of characteristics that they notice across the books they have looked at. You could choose to have students create both the non-fiction writing and the poem OR you could provide them with the non-fiction text (paragraphs from a text book or reference book, excerpt from wikipedia, etc). Students can use the facts and information from the non-fiction text to write a lyric poem OR save that for later and have them write an ABECEDARIAN poem</p> <p>Develop a school or classroom newspaper. What topics do they have opinions on that they would like to see improved or maintained in the school? (This can help avoid the hot water of controversial current events.)</p> <p>Pull in examples of editorial writing and/or opinion writing from a variety of news sources. What do they notice about the style of writing? Are there author’s craft moves/strategies that they would like to use in their own pieces?</p> <p>These mentor texts demonstrate persuasive writing in picture books. What are these authors doing that we can borrow to improve our writing?</p> <p>Graphic organizers (like these) can help students organize their thinking and research .</p> <p>Have students interview someone to learn about an accomplishment they are proud of.</p> <p>Teach students the writing process, reminding them that it is naturally recursive (not linear as we usually explore it in class); focus on process rather than product.</p> <p>Practice editing skills by modeling during morning message routines, agenda notes, shared writing activities, etc.</p> <p>Review mentor texts that demonstrate good word choice, particularly showing detail, clarity, variety, humour, mood, or dialogue.</p> <p>Practice using a thesaurus/online tools to enhance word choice for some of the words in the text.</p> <p>Encourage students to tune into interesting vocabulary during your read aloud. They can record them while listening and then be added to your ongoing collection of rich words.</p> <p>Planning</p> <ul style="list-style-type: none"> • Use graphic organizers when appropriate

<p>clear and focused from beginning to end.</p>	<p>captions, charts, or other text features to support a purpose or connect with an audience.</p>		<ul style="list-style-type: none"> • RAFTS helps students consider audience, purpose, form, etc in their planning • Idea Dump - multiple ideas for a targeted task • Writer's idea journal • Brain Pocket Writing (Adrienne Gear) • Sketching ideas • Use images or visual prompts to inspire idea generation <p>Drafting</p> <ul style="list-style-type: none"> • Evaluate Mentor Texts - teacher developed examples (per writing mode) • Use 5 senses to develop ideas • Show Don't Tell Strategy <p>Revision</p> <ul style="list-style-type: none"> • Identify writing components based on criteria • Focus on content not editing • Add/Remove/Exchange (words, sentences, phrases) • Target revision to one improvement at a time: rhythm and flow of language in the text (fluency), coherence of ideas, sequence, logical support of ideas, word choice to create mood, good description, showing rather than telling, etc. • Use mentor texts to identify how great writers do this in their writing and then try to replicate it. • ARMS – add details, remove, move, substitute <p>Editing</p> <ul style="list-style-type: none"> • Use “no excuses” editing checklist (punctuation, capitals etc) that is either co-created with students or grows over time as you teach/review conventions concepts • CUPS – capitalization, usage, punctuation, spelling • Model specific editing criteria (such as punctuating dialogue) and only focus on that skill during assessment <p>Publishing</p> <ul style="list-style-type: none"> • Focus on visual presentation - illustrations, text size, color, font • Author's Walk - sharing amongst classmates • Presentation format (bound paper, slides, video etc)
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Resources		What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • Revising Sentences - lesson and template • Sentence Strategies - lesson and template • Frazee, Marla. <i>Roller Coaster</i> (transition words) • Gantos, Jack. <i>Rotten Ralph</i> (transition words) • Child, Lauren. <i>I Will Never, Not Ever, Eat a Tomato</i> (persuasion) • Orloff, Karen Kaufman. <i>I Wanna Iguana</i> (persuasion) • Once Upon a Picture • Kids Think Wide • Student Editing Checklist APLC Resource 	<p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • First Steps in Literacy: Writing Resource Book (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) • The Writing Strategies Book by Jennifer Seravallo • Teaching Writing in Small Groups by Jennifer Seravallo • 6+1 Traits Writings • The Writing Revolution (TWR) - Hochman and Wexler - This is a book and supporting website • <i>Powerful Writing Structures</i> - Adrienne Gear, 2020 • Loose parts (blog) can be used to help plan or explore setting, plot, characters, etc. • Scaffolding (blog) helps move students from labels to greater text development. • Hybrid Text APLC Resource 	<p>Single Pt Writing Rubric</p> <p>Writing All Understandings Writing Year Long Writing Understanding 1</p>

Ol: Writing Learning Outcome: Students enhance the accuracy and artistry of expression through creative and critical thinking processes.			
Understanding: Creative thinking can enhance personal expression and artistry.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Creative thinking processes involve</p> <ul style="list-style-type: none"> elaborating on a product to ensure alignment with intended audience, purpose, or context considering the processes of other creators constructing drafts or models applying feedback to improve the creative product a willingness to confront challenges <p>Words selected to include in texts may change depending on the audience, purpose, or context.</p> <p>Word choice can reflect the author's voice or artistry through detail, clarity, variety, humour, and dialogue.</p> <p>Words selected to enhance written texts include sensory language, synonyms, antonyms, specific words or phrases, and figurative language.</p> <p>A mentor text serves as an example of effective communication for students.</p>	<p>Apply creative thinking processes to enhance personal expression and artistry.</p> <p>Analyze mentor texts to determine how word choice can influence the purpose or audience of a text.</p> <p>Create text that uses plot, characterization, dialogue, and figurative language to entertain an audience.</p> <p>Create expressive descriptions by selecting vocabulary to convey mood or sensory images.</p> <p>Establish a plot, point of view, setting, and problem through creative writing.</p> <p>Create texts that show, rather than tell, story events.</p> <p>Evaluate how language and dialogue are used to express voice, point of view, and ideas.</p> <p>Determine alternative words and meanings using a variety of digital or non-digital tools.</p>	<p>For Students Creative thinking includes</p> <ul style="list-style-type: none"> Writing aligns with audience, purpose, context Use mentor texts or other creator's processes for inspiration Write drafts Apply feedback for improvement Willingness to persevere through challenges <p>Sensory language: words that link readers to the five senses: touch, sight, sound, smell and taste</p> <p>Mood- the atmosphere created by setting, attitude of the narrator, and descriptions</p> <p>Synonym-A word that means exactly or nearly the same as another word</p> <p>Antonym- A word opposite in meaning to another word</p> <p>Mentor Text: a text that writers can use as inspiration or model for their own writing</p>	<p>5 Senses Writing - brainstorming vocabulary and word selection to emphasize artistry and expression through detailed language.</p> <p>"Explode the moment writing": Take a small moment and explode it into a paragraph (example: putting snowman's hat as a final step in a snowman build)</p> <p>Improve writing by using synonyms where appropriate.</p> <p>Group discussions based on read alouds</p> <ul style="list-style-type: none"> Reread sentences and analyze the word choice used - how does it help us visualize what is happening? If different words were used, or not included, how would it change how we visualize? <p>Offer graphic organizers to help students plan the structure of their writing. For narratives, this might be story mountain (plot diagram), somebody + wanted + but + so + then, or the narrative diamond</p>

<p>Mood is the atmosphere created by setting, attitude of the narrator, and descriptions.</p>			
Resources			What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • Intro to Showing vs. Telling • Butenas, Jennifer. <i>A Moment in Time</i> (stretching the moment) • Pilkey, Dav. <i>The Paperboy</i> (stretching the moment) • <i>The Quiet Book</i> by Deborah Underwood • Auch, Mary Jane and Herm. <i>The Plot Chickens</i> (story writing) • Spinelli, Eileen. <i>The Best Story</i> (story writing) <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • First Steps in Literacy: Writing Resource Book (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) • The Writing Strategies Book by Jennifer Seravallo • Teaching Writing in Small Groups by Jennifer Seravallo • 6+1 Traits Writings • The Writing Revolution (TWR) - Hochman and Wexler - This is a book and supporting website • <i>Powerful Writing Structures</i> - Adrienne Gear, 2020 			<p>Single Pt Writing Rubric</p> <p>Writing All Understandings</p> <p>Writing Year Long</p> <p>Writing Understanding 2</p>

OI: Writing
Learning Outcome: Students enhance the accuracy and artistry of expression through creative and critical thinking processes.

Understanding: Research processes can involve examining materials or information and reaching new conclusions.

Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Research processes involve management of information, including questioning, gathering, organizing, and recording.</p> <p>Topics that are broad may need to be narrowed to a manageable size for focused writing.</p> <p>Sources of information can be digital or non-digital and include people such as Knowledge Keepers, Elders, and spiritual leaders.</p> <p>A Knowledge Keeper is a respected community member who is recognized as having expertise in specific issues or skills.</p> <p>Elders are individuals recognized by their communities as having historical, cultural, and spiritual knowledge and wisdom.</p> <p>Protocols for accessing information may vary by source, context, community, or culture. Protocols can exist for sharing stories and histories.</p> <p>Methods and tools can be used to gather and organize information, including note taking.</p> <p>Research findings can be shared in a variety of digital or non-digital forms, including visual images.</p>	<p>Write to inform, explain, describe, or report for a variety of purposes and audiences.</p> <p>Narrow research questions to determine a clear, well-defined topic.</p> <p>Develop a main idea or topic supported by facts, details, examples, and explanations.</p> <p>Evaluate the validity and reliability of information and sources.</p> <p>Select a variety of relevant sources to inform writing.</p> <p>Summarize and organize ideas gained from multiple sources using a variety of methods or tools.</p> <p>Access and use information ethically.</p>	<p>Elder: an individual recognized by their communities as having historical, cultural, and spiritual knowledge and wisdom.</p> <p>Knowledge Keeper: a respected community member who is recognized as having expertise in specific issues or skills</p>	<p>Connect to other subject areas when possible as a natural cross-curricular opportunity.</p> <p>Have them interview an adult to learn about an accomplishment they are proud of. This could be produced in a format such as news article, blog post, or podcast.</p> <p>Model all aspects of the research process</p> <ul style="list-style-type: none"> ● Develop a research question - flesh out organization of information to be collected. ● Organize information collection (graphic organizer, template etc) ● How to choose credible resources ● Organize writing for logical flow of ideas, quality paragraph structure, etc. <ul style="list-style-type: none"> ○ cross-curricular connection → scientific model ● Presentation <p>Varied Presentation Modes</p> <ul style="list-style-type: none"> ● Visual Essay, diorama, shadow play, poster, collage, etc ● Slideshow ● Written Report / Paragraphs

<p>Ethical use of information includes asking permission to use, share, or store information that is about, was created by, or belongs to someone else; citing basic information used to inform writing; and fair and accurate representation of individuals or information.</p>			
Resources			What do we assess? How do we assess?
<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 • Expository Pillar • Taking notes and turning them into responses - lesson • Text Detectives - text features • Carlson, Nancy. <i>How to Lose All Your Friends</i> (instructional writing) • Janeczko, Paul B. <i>The Proper Way to Meet a Hedgehog</i> (instructional writing) • Gall, Chris. <i>Dog vs. Cat</i> (comparison) • Kates, Bobbi. <i>We're Different, We're the Same</i> (comparison) • Daynes, Katie. <i>How Do Flowers Grow</i> (explanatory) • Ganeri, Anita. <i>I Wonder Why Penguins Can't Fly: And Other Questions about Polar Lands</i> (explanatory) • Works Cited for Grades 1-6 (scaffolded for each grade) <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • Rupertsland Institute 			<p>Research Single Pt Rubric</p> <p>Writing All Understandings</p> <p>Writing Year Long</p> <p>Writing Understanding 3</p>

<p>OI: Writing Learning Outcome: Students enhance the accuracy and artistry of expression through creative and critical thinking processes.</p>			
<p>Understanding: The method or tool used to present written works can influence how content is perceived.</p>			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Written communication can be created by selecting a variety of digital or non-digital methods or tools, such as printing, keyboarding, or cursive handwriting.</p> <p>The selection of digital or non-digital tools for written works can support clarity and voice.</p>	<p>Evaluate how an author's selection of a method or tool can impact the audience's understanding or response to a text.</p> <p>Experiment with methods or tools to enhance communication or create effects.</p> <p>Demonstrate legibility and writing fluency through the use of printing, cursive handwriting, or keyboarding.</p>	<p>Methods/Tools (in relation to communication)</p> <p>Effects of different tools on readers</p>	<p>Students need to develop and demonstrate legibility and fluency in ONE mode of writing (cursive, typing, printing).</p> <ul style="list-style-type: none"> Targeted practice for various written communication modes (cursive, typing, printing) <ul style="list-style-type: none"> Practice keyboarding to increase typing speed to assist with using technology for writing assessments. Practice cursive - can be done through agenda, messages home, name on assignments or explicitly using a cursive program. Build fluency through repetition <ul style="list-style-type: none"> Various writing activities done on the computer to practice writing and editing on the computer. Cursive Writing PenPals - Students write to Seniors in Cursive Writing to practice letter writing and cursive writing that is legible for others to read. <p>Explicitly teach how to use toolbars for online applications for writing</p>
Resources			What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> Dance Mat Typing - Keyboarding Typing Club - Keyboarding Type Racer - Keyboarding MonkeyType Free Cursive Writing Worksheets (PDF) - SuryasCursive.com Loops and Other Groups: A Kinesthetic Writing System Handwriting without Tears <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> Handwriting in a Modern World: Why it Matters & What To Do About It (Van Cleave, 2022) 			<p>Single Pt Writing Rubric</p> <p>ELAL 5 Conversation and Observation Tracker</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 might an informed use of conventions support effective communication?			
Learning Outcome: Students apply and experiment with conventions to enhance precision and artistry of communication.			
Understanding: Capitalization and punctuation can support effective written communication.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Capitalization is used to indicate the importance of certain words in texts.</p> <p>Abbreviations can make communications easier and faster.</p> <p>Punctuation includes parentheses, which indicate additional, separate, or less important words or numbers.</p>	<p>Apply capitalization to support effective written communication.</p> <p>Apply punctuation to support effective written communication.</p> <p>Experiment with capitalization and punctuation to achieve a desired effect.</p>	<p>Abbreviation: a shortened form of a word</p> <p>Parentheses: often called 'brackets'; indicates additional, separate, or less important words or numbers in the sentence</p>	<p>Using a morning message that is devoid of ANY punctuation or with punctuation errors 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.</p> <p>Model writing using appropriate capitalization and punctuation.</p> <p>Targeted word work in Daily 5/station rotation structure</p> <ul style="list-style-type: none"> ● Abbreviations use cross curricular connections with social studies when discussing provinces of Canada ● Contractions ● Parenthesis use ● Punctuation <p>When you come across a writer using capitalization and/or punctuation to achieve a desired effect, stop and talk about it. How would the writing be different if they had chosen to 'follow the rules' rather than 'be creative'? If students are choosing to experiment with this, perhaps do so in a poem or other shorter piece of writing. Have them include a note about what their hopeful effect was with their manipulation of punctuation and/or capitalization (so you can see it was purposeful and not an error).</p> <p>Co create anchor charts for appropriate use of parentheses, editing marks, punctuation rules</p>
Resources			What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> ● Punctuation Practice ● Mentor Text for Parenthesis - <i>I Hate My Cats (A Love Story)</i> by Davide Cali <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> ● Station Rotation Model (Dr. Catlin Tucker) 			<p>ELAL 5 Conversation and Observation Tracker</p> <p>Conventions All Understandings</p> <p>Conventions Year Long</p> <p>Conventions Understanding 1</p>

OI: Conventions: Learning Outcome: Students apply and experiment with conventions to enhance precision and artistry of communication.

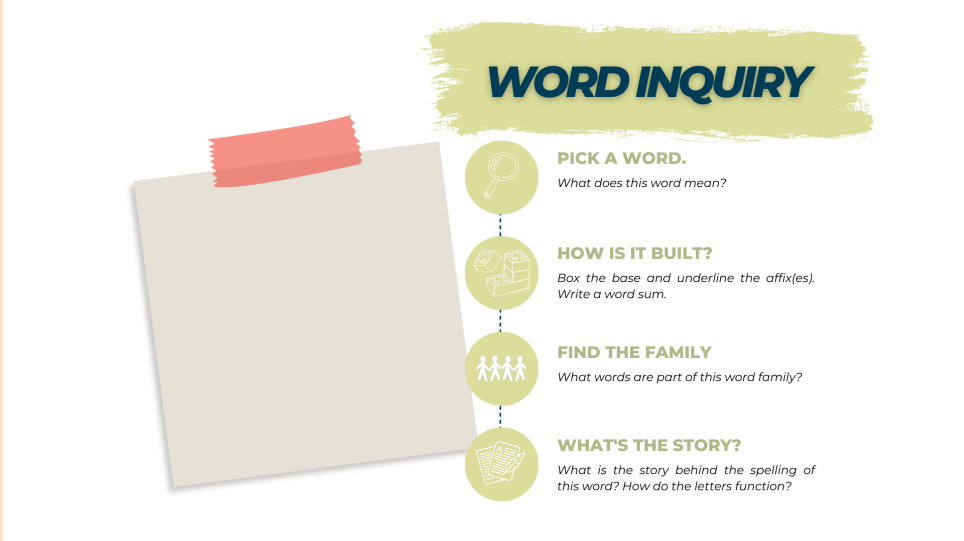
Understanding: Communication can be supported by conventions of grammar.

Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Tense should be maintained throughout written or oral expression and includes present tense, past tense, and future tense.</p> <p>An adverb describes a verb, often ends in <ly>, and is sometimes placed in front of the verb and is sometimes placed after.</p> <p>Conjunctions are used to join ideas together in sentences and are also called connecting words.</p> <p>A pronoun used in place of a noun must agree in number—singular or plural—and includes possessive pronouns, subject pronouns, and object pronouns.</p> <p>Object pronouns replace the noun to receive the action in a sentence (e.g., me, you, him, her, us, them, whom).</p>	<p>Apply appropriate tense throughout communications. Identify subject-verb agreement in communications.</p> <p>Determine nouns or pronouns that are the subject in a variety of sentences.</p> <p>Determine nouns or pronouns that are the object in a variety of sentences.</p> <p>Use noun-pronoun agreement in communications.</p> <p>Vary the position of adverbs in sentences.</p> <p>Integrate conjunctions to connect phrases in sentences.</p> <p>Distinguish between different types of pronouns used in a sentence.</p>	<p>Tense: form of the verb that allows you to express time.</p> <p>Present Tense: describes events that are happening right now</p> <p>Past Tense: describes events that have already happened.</p> <p>Future Tense: describes events that are yet to happen.</p> <p>Noun</p> <p>Pronoun: used in place of a noun must agree in number—singular or plural—and includes possessive pronouns, subject pronouns, and object pronouns</p> <p>Conjunction: used to join ideas together in sentences and are also called connecting words.</p> <p>Adverb: describes a verb, often ends in <ly>, and is sometimes placed in front of the verb and is sometimes placed after.</p> <p>Singular</p> <p>Plural</p>	<p>Direct instruction for different forms of sentences, nouns and pronouns, adverbs, conjunctions</p> <ul style="list-style-type: none"> Have students determine if it is past or present tense, future tense Highlight all nouns and pronouns in a given text Create their own sentences with conjunctions through the use of hands on manipulatives (moving index cards to create the sentence) <p>Use Mentor Text to evaluate and explore past, present, and future tenses.</p> <p>Observe grammar rules in an authentic context. As you read aloud to students, point out grammar rules in novels. Students find their own examples in their books and share them with the class, add to a writing notebook or make an anchor chart.</p> <p>Find the teacher's grammar mistakes. Write a paragraph (target grammar concept) on anchor paper and purposely put in mistakes. Divide students into groups and give them sticky notes to write the corrections on. This could also be done in a morning message routine.</p> <p>In their reader response or journals, have students highlight the nouns in one color and the pronouns in another. Under their writing, they can either match the pronoun to the noun OR sort them by 'acting as the subject' versus 'acting as the object'. This could be a list or a T-Chart.</p> <p>After doing some writing from a prompt that features lots of action (like this), have students highlight all of the adverbs in their writing. Where are the adverbs located? How does it change the writing if we move the adverb's position in the sentence? Brainstorm additional adverbs that writers could use. Ask students to revise their writing to include a certain number of adverbs and ensure that their adverbs are both before and after the verb. Extend this to a morphology/ word study lesson looking at the patterns in the spelling of the adverbs. Zoom in on the <-ly> suffix.</p> <p>Co create anchor charts for parts of speech, tense, etc.</p>

Resources	What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • Teaching Verb Tenses (blog) • Irregular-past-tense-verbs-game (blog) • Verb tense game - Battleship • The Simple Tense Song Rap and Learn with MC Grammar • Khan academy introduction to verb tenses • Play Ball: A pronoun lesson • Adverbs Award Winning Understanding Adverb Teaching Video What is an Adverb • <i>Dearly, Nearly, Insincerely: What/Adverb</i> by Brian P. Cleary 2005 • Adverbs read aloud and free activity (blog) • <i>The Big Problem (and the Squirrel Who Eventually Solved It): Understanding Adjectives and Adverbs</i> by Nancy Loewen • Adjective and adverbs activities • Grammar Gorillas • The Syntax Project ○ <i>Mixed</i> By Arree Chung (past tense text) ○ <i>Goldilocks and the Three Dinosaurs</i> by Mo Willems (past tense text) ○ <i>Dragon Was Terrible</i>, by Kelly DiPucchio (past tense text) • <i>The Remember Balloons</i>, by Jessie Oliveros (present tense text) • <i>Ninja!</i>, by Arree Chung (present tense text) • <i>I Want My Hat Back</i>, by Jon Klassen (present tense text) <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • Sounds of the 'ed' spelling inflection • Types of Pronouns • Subject and object pronouns • The Writing Revolution (TWR) - Hochman and Wexler - This is a book and supporting website 	<p>ELAL 5 Conversation and Observation Tracker</p> <p>Conventions All Understandings Conventions Year Long Conventions Understanding 2</p>

OI: Conventions: Learning Outcome: Students apply and experiment with conventions to enhance precision and artistry of communication.

Understanding: Spelling accuracy can be supported by recognizing relationships between word patterns and structures.

Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Rapid and accurate application of spelling patterns fosters writing fluency.</p> <p>Knowledge of morphemes can be applied to spell words correctly.</p>	<p>Investigate spelling patterns within and across words.</p> <p>Apply knowledge of spelling patterns to spell unfamiliar words.</p> <p>Apply knowledge of prefixes and suffixes to spell words.</p>	<p>Affix: part of a word that is added to the end of start of a base word Prefix: word/part of a word that is added to the start of a base word Suffix: word/part of a word that is added to the end of a base word Morpheme: the smallest unit of spelling that still holds meaning</p>	<p>Morphology Mondays</p> <ul style="list-style-type: none"> Students or the teacher picks a word to study from a text (such as a read aloud) and analyze it as a class. Use this routine to help you study words (and their families): <div data-bbox="1796 635 2713 1151" data-label="Image">  </div> <ul style="list-style-type: none"> If your students are ready, create a word matrix for the word family. <p>Personal Word Bank/Word Collection Notebooks with sections for each prefix and suffix</p> <ul style="list-style-type: none"> Activities: building own words with prefix, bases/base elements, and suffixes and try to determine the meanings based on what we know about the sense/meaning of each morpheme; give an unknown word to students and ask them to hypothesize the meaning based off their knowledge of the morphemes <p>Word of the Day or Word of the Week</p> <ul style="list-style-type: none"> Focus on one word each week. Spend time mapping sounds to letters (grapheme/phoneme correspondence), identify how many syllables, what other words are in the family, write it in a sentence that helps convey its meaning. <p>Connect to other morphology concepts in the Vocabulary OI.</p>

Resources	What do we assess? How do we assess?
<p>Classroom Resources</p> <ul style="list-style-type: none"> • Spellingcity • Word Matrix • Morphology Instruction (Grade 4-6) • Morpheme Magic by Deb Glasaer • Bug Club Morphology by Karen Filewych (Pearson Publishing) • <i>Oxford School Dictionary of Word Origins</i>, John Ayto, 2013 • Scholastic Daily Word Ladders - Grade 4-6, Timothy Rasinski, 2005 • Morpheme Matrices <p>Resources for Deeper Understanding (Teacher Resources)</p> <ul style="list-style-type: none"> • <i>Beneath the Surface of Words</i>, Sue Scibetta Hegland, 2021 • <i>Oxford School Dictionary of Word Origins</i>, John Ayto, 2013 • <i>Words Their Way</i>, Francine Johnston, Marcia Invernizzi, Donald Bear, 2017 • Tim Rasinski's Vocabulary Resources • Morphology Monday APLC Resource • Getting Started with Morphology APLC Resource 	<p>ELAL 5 Conversation and Observation Tracker</p> <p>Conventions All Understandings</p> <p>Conventions Year Long</p> <p>Conventions Understanding 3</p>