

Curriculum Planning & Assessment Resource

English Language Arts and Literature Grade 6



The Consortium
Alberta Professional Learning Consortium



Curriculum Planning & Assessment Resource

English Language Arts and Literature (ELAL)

Grade 6

About This Document

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

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

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

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

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

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Important Links	2	Resource Sites that teachers can access for the ELAL curriculum: • APLC ELAL Resources Specific resources for ELAL intervention that can be found: • Supporting Intervention Instruction • NewLearnAlberta Explore Resources Teachers can find resources to support Indigenous content within the curriculum • Indigenous Culture Based Learning in Alberta Curriculum	New Learn Alberta • Competency Progressions • Numeracy Progressions • Literacy Progressions Recorded Video: • How to Read these Curriculum Planning & Assessment Resources Numbered Outcomes Document
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Thank you to all the teachers, literacy specialists, and technical expertise from Alberta school divisions and APLC who collaborated to develop, review, and revise these planning and assessment documents to support curriculum implementation.

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 form and structure improve understanding of content?			
Learning Outcome: Students analyze how text form and structure clarify information and support connecting with self, others, and the world.			
Understanding: Text genres, forms, and structures can enhance and influence the enjoyment and communication of ideas and information.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
Texts can have more than one purpose and may have one that stands out. Reading a variety of texts for enjoyment can support academic development. Literary texts can be categorized by genre, including fiction and nonfiction. Literary text forms can be digital or non-digital and include articles, speeches, and hybrids. Narrative texts can be fiction or non-fiction and can be structured in a variety of ways to create effect.	Analyze the purpose of a variety of digital or non-digital texts. Categorize a variety of texts according to genre. Examine the form and structure of a variety of literary texts. Make connections between texts read for enjoyment and academic development.	For Students • Genre: category of text that has a specific content or style and includes fiction and nonfiction. • Fiction: a type of text that uses imagination to tell a story. • Non-fiction: a type of text that expresses information and facts. • Text Form: The format or way the text is presented to the reader (poem, short story, film, novel, etc.) • Hybrid: a type of text that integrates narrative and informational text. • Narrative: a type of text that tells a story or describes a sequence of events in an entertaining way. For Teachers • Text form: format (ex. short story, poem, comic) • Structure: organization (ex. paragraph, cause and effect, chronological, sentence, dialogue)	Brainstorm genres that students are familiar with. Have them break into small groups to brainstorm characteristics of one of the genres. If possible, have them suggest several book titles that fit in this genre. Are there similarities between some of the genres mentioned? Go on genre scavenger hunts during your library time After examining a collection of texts, students engage in a discussion (or complete a written reflection) to share their interpretations of the texts focusing on which texts were enjoyable, informative, or both, and referencing the characteristics and specific sections of the text(s) that made them so. Explore books with more than one purpose. Connect to speeches in Oral Language OI. Let them read. Build stamina. Talk to them about their reading. Students could complete journal responses or do a “Google review” of the text, including the genre or purpose(s) of the text. Pair text selections to allow students to make connections between texts read for enjoyment and those for academic development (learning). For example, picture book <i>Jingle Dancer</i> by Cynthia Leitich Smith and non-fiction article “The Healing Gift of the Jingle Dance” from <i>Windspeaker Magazine</i> (online or printed) Books on a specific theme, friendship, or with a particular focus, such as Indigenous authors, can be pulled from the library/learning commons. Students work in small groups to go through the books and categorize them according to genres, including fiction and nonfiction. An extension to this activity - teach students to understand what to look for when choosing authentic Indigenous resources for use in the classroom or school (*see p. 19 in “Truth and Reconciliation Books for the Classroom” - linked in resources). Digital article- Students will discover articles/non-fiction text that discuss political parties during the election to expand their knowledge and introduce new vocabulary. CIVIX is an excellent resource for this (Student Vote). Teacher uses a read aloud to demonstrate the organization and purpose of a hybrid text (text that integrates narrative and informational text). Students will reflect on the presentation and characteristics of information from a hybrid text and use a two-column chart to sort information from the mentor text that best fits under narrative (fiction) and information (non-fiction). Finally, students reflect on how a hybrid genre influences enjoyment and understanding of information. • An example of hybrid text: Starry Messenger: Galileo Galilei by Peter Sís (connections Sky Science)

Resources		What do we assess? How do we assess?
Classroom Resources • <i>Shannon and the Dream for a School</i>, by Janet Wilson, Second STory Press, 2011 • <i>Jingle Dancer</i> by Cynthia Leitich Smith • “The Healing Gift of the Jingle Dance” article by Paula Sexsmith from Windspeaker Magazine volume 21, issue 5 • Starry Messenger: Galileo Galilei by Peter Sís • TIME for Kids Articles • CommonLit Library Browse Content by Theme, Grade Level and More • DOGO News • <i>Evan Moor Skill Sharpeners Reading Grade 6</i> (has fiction and non-fiction texts) • Tracking Thinking While Reading Prompts (student reflection) • Hybrid Texts APLC Bookshelf	Resources for Deeper Understanding (Teacher Resources) • 15 Anchor Charts To Teach Kids About Identifying the Author's Purpose (blog) • Truth and Reconciliation Books for the Classroom - ATA, English Language Arts Council publication. The end of this resource includes a <i>Literature Evaluation for Classroom Teachers</i>. This tool can be used for helping students understand what to look for when choosing authentic quality Indigenous resources. • Hybrid Text: An Engaging Genre to Teach Content Area Material Across the Curriculum - Bintz - 2017 - The Reading Teacher - Wiley Online Library • Hybrid Texts - APLC Resource (includes book list) • ReadWriteThink (search speech or persuasive) • Possible Reading Conference Questions (Kittle) • Reading Life Conference (Kittle) • <i>Text Structures from Picture Books</i> by Stephen Briseño, Kayla Briseño, and Gretchen Bernabei	Text Recap Observation and Conversation Tracker ELAL 6 Text Forms and Structures All Understandings Text Forms and Structures Year Long Text Forms and Structures Understanding 1

OI: Text Forms and Structures - Learning Outcome: Students analyze how text form and structure clarify information and support connecting with self, others, and the world.				
Understanding: Text features are used to navigate, enhance, or create complex information in an efficient manner.				
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars	
Text features can be digital or non-digital and can organize and present important content; enhance comprehension of content; and expand vocabulary.	Examine a variety of text features that organize content, identify important information, and enhance understandings of texts. Include a variety of text features to help organize content, identify important information, and enhance personal expression.	Text Features: include all the components of a story or article that are not the main body of a text (Kelley & Clausen-Grace, 2010) eg. title, headings and subheadings, graphics (such as charts, pictures, and map), captions table of contents, timeline, index, and glossary	Review text features from previous grades (pictures, print size, colour, font, bolding, titles, headings, captions, charts, images, table of contents, maps, graphs, images and graphics, indexes, sidebars, and glossaries). Explore sample texts and discuss how the text features enhance understanding and highlight important information. - Using a social studies textbook as a hands on example-text feature scavenger hunt Online magazine scavenger hunt via National Geographic (can be printed) Kayak Magazine Connect to Writing OI and ask students to include text features in their research writing.	
Resources			What do we assess? How do we assess?	
Classroom Resources National Geographic: Man and Manatee Scavenger Hunt Kayak Magazine			Observation and Conversation Tracker ELAL 6 Text Forms and Structures All Understandings Text Forms and Structures Year Long Text Forms and Structures Understanding 2	

OI: Text Forms and Structures - Learning Outcome: Students analyze how text form and structure clarify information and support connecting with self, others, and the world.			
Understanding: Engaging with fictional texts can develop empathy and inspire creativity.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
Fiction sub-genres include traditional literature and comedy. Comedic text is amusing in tone and often has a cheerful ending. Fictional texts can have a variety of structures, including a story within a story. Elements of fiction include conflict, which is a struggle between individuals, groups, or forces that prevents the protagonist from achieving a goal. Types of characters include stock, protagonist, and antagonist. A stock character is a stereotypical figure who is recognized from familiar literature and traditions. A protagonist is the main character at the centre of a story who makes decisions, deals with consequences, and faces obstacles. An antagonist is an opponent of or force acting against the protagonist and often gets in the protagonist's way or creates challenges.	Examine mentor texts to deepen understandings of fiction sub-genres. Examine a variety of fictional text structures, including a story within a story. Examine elements within a variety of fictional texts, including conflict. Examine characters based on what they say, think, or do or what others say and think about them. Describe the protagonist and antagonist in a variety of fictional texts.	Traditional literature: Traditional literature includes the subgenres of fairy tale, tall tales, folk tales, fables, legends, myths, trickster tales, epics, ballads, and pourquoi tales as all of these started in oral tradition. Comedy: text is amusing in tone and often has a cheerful ending. Text Structure: the organization of the text; the way the writer has organized their ideas. Story within a story: a type of narrative in which a story is told to characters or is taking place inside the main narrative (e.g. <i>Something From Nothing</i> by Phoebe Gilman, <i>The Princess Bride</i> film, <i>How I Met Your Mother</i> TV series) Conflict: a struggle between individuals, groups, or forces that prevents the protagonist from achieving a goal. Stock Character: a stereotypical figure who is recognized from familiar literature and traditions. Protagonist: main character at the centre of a story who makes decisions, deals with consequences, and faces obstacles. Antagonist: an opponent of or force acting against the protagonist and often gets in the protagonist's way or creates challenges Ballad: a type of poetry and traditional literature; a text that tells a story with a catchy rhythm and rhyme scheme	Genres can take many forms: novel, short story, dramatic works, poetry, picture books, images, etc. Consider expanding students' perceptions of a particular genre by incorporating other forms. For example, look at comedy in this dramatic work, this short story, and this poem. Students will have experienced many examples of traditional literature in previous grades (as it is mentioned in every grade). Connect to poetry (Text Forms & Structures OI) and explore ballad as an example of traditional literature. Explore many different examples of ballads and have students develop a list of criteria or characteristics of this genre. (In other words, what do these samples have in common?) <i>The Barren Grounds</i> is a great novel to read with students. As you read it, look for (and discuss) story within a story, conflict, protagonist, antagonist, stock characters, and characterization. Students interact with a selection of traditional literature texts (fairy tales, legends, myths). Students then select two pieces of the same sub-genre of literature and generate criteria to compare the two pieces (example two myths compared using: characters, setting, conflicts, solutions). Students use a Venn Diagram or a Comparison/Contrast Chart to compare and contrast the two selected pieces to identify similarities and differences with an evaluation of which text most truly represented the sub-genre. Optional: extend to comparing two different sub-genres using a similar set of criteria. Authors use different strategies to instill comedic elements in their writing. The purpose of comedy is to amuse and entertain. Comedies often have a happy ending. These could include: • overstatements (hyperbole) - extreme exaggeration • wordplay - playing with words and sounds, including puns • irony Using <i>I Hate My Cats (A Love Story)</i> by Davide Cali and Abba Pirolli, complete a read aloud to directly demonstrate to students the way in which wordplay and hyperboles are used to create exaggeration, and therefore, instill comedic elements in their writing.
Resources			What do we assess? How do we assess?
Classroom Resources • The Barren Grounds Novel Study APLC Resource • <i>World on a Maple Leaf: A Treasury of Canadian Multicultural Folktales</i> published by Edmonton Public School Board • Comedic Texts ◦ <i>I Hate My Cats (A Love Story)</i> by Davide Cali and Abba Pirolli ◦ <i>The Book With No Pictures</i> by B.J Novak ◦ <i>The Accidental Diary of B.U.G</i> by Jen Carney ◦ <i>The Unteachables</i> by Gordon Korman ◦ <i>When Mischief Came To Town</i> by Katrina Nannestad ◦ <i>The Terrible Two</i> by Jory John and Mac Barnett			Observation and Conversation Tracker ELAL 6 Text Forms and Structures All Understandings Text Forms and Structures Year Long Text Forms and Structures Understanding 3
◦ <i>The Rock From The Sky</i> by Jon Klassen ◦ <i>We Found A Hat</i> by Jon Klassen ◦ <i>This Is Not By Hat</i> by Jon Klassen ◦ <i>I Want To Go Home</i> by Gordon Korman • Story Within A Story ◦ <i>Something From Nothing</i> by Phoebe Gilman Resources for Deeper Understanding (Teacher Resources) • Traditional Literature at a Glance APLC Resource • Comedy at a Glance APLC Resource • Key Aspects of the Compare-Contrast Strategy			

OI: Text Forms and Structures - Learning Outcome: Students analyze how text form and structure clarify information and support connecting with self, others, and the world.				
Understanding: Non-fiction texts have structures that support factual information that can be analyzed for accuracy.				
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars	
Non-fiction texts include speeches. Non-fiction texts can have a variety of structures, including problem and solution. The content and source of information should be analyzed for factual accuracy.	Investigate ways that non-fiction texts can be organized to enhance the presentation of factual information. Provide personal opinions regarding the structure, content, or source of information expressed in non-fiction texts. Confirm the accuracy of information presented in non-fiction texts.	Factual Accuracy: sources that are free from errors, mistakes, or omissions and contain information that is true, correct, and reliable	Extend to Writing OI by asking students to write using a variety of structures. Interweave Indigenous content into your unit by using <i>Take Action for Reconciliation</i> - Magazine style books with authentic Indigenous content. As students read the articles, have them identify the structure of the text and evidence to support their thinking. Content and Source Accuracy Teacher will review concepts of facts and opinion first through a concept development activity. Students are provided with colour-coded index cards (one colour with fact statements, the other with opinions). Students interact to share their cards with other students. Then, they group themselves into like-coloured card groupings and determine what formed the basis for the two groups. (Activity 8 under Ideas) Once an understanding of fact vs opinion is established, apply the learning through a class analysis of a non-fiction text (such as a news article or editorial) for opinions, and facts. Use a think aloud strategy and project the text for student observation. Students will then apply these skills to their own non-fiction text and may consult sources such as “How to be an expert fact-checker” for extension. Finally, students will express their opinion on the accuracy of the text and cite evidence to support their thinking. Using Martin Luther King Jr. speech, students identify the ways the speech has been structured. E.g. What does each sentence begin with? What is the tone of the speech? What is the problem the speaker in the speech is talking about? What are some of the solutions the speaker implies? After listening to a sample speech, students research the accuracy of information shared using a variety of resources.	
Resources			What do we assess? How do we assess?	
Classroom Resources • Speeches ◦ 21 Famous Speeches for Kids Your Kids Should Know About ◦ 45 TED Talks for Students ◦ Martin Luther King Jr. • Non-Fiction Problem and Solution ◦ <i>Coral Reefs Matter</i> by Julie Murphy ◦ <i>The Great Penguin Rescue Saving the African Penguins</i> by Sandra Markle • <i>Killer Underwear Invasion: How to Spot Fake News, Disinformation & Conspiracy Theories</i> by Elise Gravel			• Take Action for Reconciliation, Scholastic • Non Fiction Text Structures APLC Resource Resources for Deeper Understanding (Teacher Resources) • Teaching nonfiction text structure (article)	
			Observation and Conversation Tracker ELAL 6 Text Forms and Structures All Understandings Text Forms and Structures Year Long Text Forms and Structures Understanding 4	

OI: Text Forms and Structures - Learning Outcome: Students analyze how text form and structure clarify information and support connecting with self, others, and the world.			
Understanding: Poetry can be explored to build a foundation of cultural knowledge and a sense of historical continuity.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
Poetic structures include ballads, poems, or songs narrating stories in short stanzas.	Listen to, recite, or sing poetry. Analyze figurative language that can develop empathy and inspire creativity. Investigate poetic structures that contribute to creative expression of ideas, including ballads. Experiment with creating poetry of various structures.	Ballad: a type of poetry and traditional literature; a text that tells a story with a catchy rhythm and rhyme scheme Figurative Language: language that has non-literal or symbolic meanings Stanza: a series of lines grouped together in a poem that relate to a similar idea.	- Discover slam poetry by introducing it with video examples. Have students create their own with a partner on Canva, Google Slides, PowerPoint, or padlet and present it to the class. - Each student can choose a song to analyze while picking out figurative language and identifying unknown vocabulary words. - Read poetry all year long. We can use poetry to look at figurative language, make connections, study words, as mentor texts for all kinds of writing, etc. Provide mentor texts for students to experience , discuss, and analyze. - Contrast lines incorporating figurative language with pared down-versions to reinforce the power of imagery. Build bland lines up with the insertion of figurative language. - Focus on a literary device or poetic structure presented in multiple mentor texts and challenge students to create their own. Write alongside them to create a community of poets. - Draw on Joseph Fosano's work by providing a close text poem to encourage use of powerful vocabulary and reinforce structure. Analysis of poems created should include the emotion evoked by the selected words and images. Use poetry as a way to summarize key ideas or review practice in other subject areas. Connect to hybrid text exploration where students create their own poems and nonfiction text forms on a given subject.
Resources			What do we assess? How do we assess?
Classroom Resources "I Lost My Talk" - poem by Rita Joe - lesson from the Manitoba Teachers' Society Poetry in Voice of "I Lost My Talk" - video A Slam Poem to Bacon - Nick Offerman Strong Stories Métis: Poems to Honour Mother Earth, by Leah Marie Dorian A Poetry Dictionary for Kids Poetry in ELAL 6 APLC Resource Figurative Language Reference Guide APLC Resource Figurative Language Book List APLC Resource Ballads Bookshelf APLC Resource Resources for Deeper Understanding (Teacher Resources) <i>Poetry Pauses</i> by Brett Vogelsinger (aimed for high school but questions and routines can be adapted to Grade 4-6 <i>Powerful Poetry</i> by Adrienne Gear <i>Magic Words</i> by Joseph Fasano			Observation and Conversation Tracker ELAL 6 Single Point Rubric Text Forms and Structures All Understandings Text Forms and Structures Year Long Text Forms and Structures Understanding 5

OI: Text Forms and Structures - Learning Outcome: Students analyze how text form and structure clarify information and support connecting with self, others, and the world.			
Understanding: Forms of drama can influence the outcome of the story being represented.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
Forms of drama include comedy and tragedy. A comedy is a humorous story with a happy ending. A tragedy is a serious story with an unhappy ending.	Listen to, read, or view dramatic works, including comedy and tragedy. Examine narrative structures in dramatic works.	For Students Dramatic works: any text that is intended to be performed dramatically; artful expression of stories and ideas comedy: a humorous story with a happy ending. Tragedy: a serious story with an unhappy ending For Teachers Dramatic works can include movie, play (visual or audio), or script. This is not black and white; many stories include elements of comedy and tragedy. This is not about teaching Shakespeare. If students can understand these forms of drama then they may be better prepared for more sophisticated texts.	Introduce Reader’s Theatre as an introduction to voice inflection, volume, pausing, etc. Talk about the importance of each of these delivery aspects in the effectiveness of the delivery of the text/content. After watching/reading/listening to a dramatic work, consider: - How does the text form (format) and structure (organization) clarify information? - How does the text form and structure support connections you can make to self, others, and the world? Narrative structures for dramatic works: exposition, rising action, climax, falling action, resolution COMPARED TO Narrative text structures (from ELAL 5): beginning, problem, multiple events with many details, resolution of the problem, ending Introduce the two genres of dramatic works with Stranger Than Fiction Sequence: Comedy or Tragedy? Harold Crick suddenly starts hearing a voice that is narrating his life and has said that he will die. He needs to determine what kind of story he is in. Explore how the timing of the ‘end’ of the story can impact if we see it as a comedy or tragedy. Frozen (2013) would be a tragedy if it ended when Anna gets frozen. Big Hero 6 (2014) would be a tragedy if it ended when his brother is killed. Possible movies that you can use to explore comedies include <i>The Mitchells vs The Machines</i> (2021), <i>Big Hero 6</i> (2014), <i>Penguins of Madagascar</i> (2014). While not ‘technically’ a tragedy, <i>Toy Story 4</i> (2019) has a sadder ending than most as Woody chooses to stay behind with Bo. You could have students chart examples of comedy and tragedy throughout the film.
Resources			What do we assess? How do we assess?
Classroom Resources The Whipping Boy Inside and Out Reader's Theater Scripts and Plays for the Classroom Drama Strategies Humorous Scripts, Grades 6 - Readers Theater All Year Resources for Deeper Understanding (Teacher Resources) Structure of a Play Dramatic Works in ELAL 5&6 APLC Resource			Observation and Conversation Tracker ELAL 6 While experiencing a dramatic work (or afterwards) students plot the narrative structure . Text Forms and Structures All Understandings Text Forms and Structures Year Long Text Forms and Structures Understanding 6

OI: Text Forms and Structures - Learning Outcome: Students analyze how text form and structure clarify information and support connecting with self, others, and the world.									
Understanding: Land literacy can be enhanced through examining human-made structures of land.									
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars						
Human-made structures of land convey meaning, such as • First Nations pictographs • First Nations petroglyphs • Inuit inuksuit • Métis lobstersticks • Coastal First Nations totem poles • Pyramids (Egyptian and Mesoamerican) • Stonehenge • Neolithic burial mounds • Cave paintings at Lascaux and Chauvet • Mesopotamian dams and dikes Land is a text that can be read for multiple meanings and understandings.	Describe how meaning is conveyed through human-made structures of land by First Nations, Métis, or Inuit and peoples from other parts of the world.	Land as text: text is anything that humans can take in (hear or see) and glean meaning from. Therefore land as text means we are learning or gathering meaning from the land.	Have students investigate human-made structures of land (see below). Could extend into a presentation/oral language when sharing their discoveries with the class or other group. Discuss how meaning is conveyed through these human-made structures. Why were these structures made? Name of Human Made Structure: <table><tr><td colspan="2">Include an image of the Human Made Structure you will research below:</td></tr><tr><td colspan="2"></td></tr><tr><td>What was important About this Human Made Land Structure? </td><td>Why was the Information Important? </td></tr></table> Read an excerpt from <i>Braiding Sweetgrass for Young Adults</i> (such as Maple Sugar Moon). Incorporate text features exploration and analysis. What can we learn from this text about the importance of land to Indigenous peoples? How are the harvesting methods different or the same from those used today for maple syrup?	Include an image of the Human Made Structure you will research below:				What was important About this Human Made Land Structure?	Why was the Information Important?
Include an image of the Human Made Structure you will research below:									
What was important About this Human Made Land Structure?	Why was the Information Important?								
Resources			What do we assess? How do we assess?						
Classroom Resources • Human Made Structures of Land APLC Resource (student activity) • <i>Braiding Sweetgrass for Young Adults</i> by Robin Wall Kimmerer and Monique Gray Smith (2020) • Barren Grounds Novel Study Unit Alberta Regional Professional Development Consortia (APLC) Resources for Deeper Understanding (Teacher Resources) • Walking Together (Connections to Land, Symbolism and Traditions) • Braiding Sweetgrass for Young Adults Discussion Guide for Educators and Caregivers • <i>Braiding Sweetgrass</i> by Robin Wall Kimmerer			Observation and Conversation Tracker ELAL 6 Text Forms and Structures All Understandings Text Forms and Structures Year Long Text Forms and Structures Understanding 7						

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: What relationships can be made between skillful oration and communication content, style, and delivery?				
Learning Outcome: Students connect the quality and efficacy of oral communication to oral language skills.				
Understanding: Oral traditions can enhance relationships and preserve shared knowledge.				
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars	
Oral communication can be enhanced through use of protocols that support respectful relationships. First Nations, Métis, and Inuit communication processes and protocols can preserve shared knowledge and include practices such as ongoing conversations; sharing circles; respectfully acknowledging all voices; waiting to take turns; active listening; focusing on the idea rather than on who gave the idea; and ending with consensus.	Reflect on how oral communication processes or protocols can enhance the quality of personal relationships. Examine communication processes and protocols that contribute to the transmission or preservation of knowledge.	For Students Consensus: a general agreement Protocols: special rules about how, when, or with whom stories are shared Processes: systematic series of actions taken to improve communication For Teachers According to Dr. Joanne Archibald, 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 Use this basic protocol when sharing any published Indigenous stories to show respect to the person whose work you are sharing.	Discuss protocols with students. What are they? What are some examples in regard to our Indigenous communities? How may some of these support respectful relationships? Students recall stories they know from their experiences (appropriate to be shared at school.) They summarize the story and include an explanation of why this story was chosen. Share orally with a peer, and reflect on the impact it had on the listener. Students explain if the telling was an accurate reflection of the event or original story, and determine if they would tell it the same way another time or if they would change it. Students explore their cultural beliefs and traits (and/or those of their family), and how they are shared in anecdotes and stories. Students prepare a short retelling of a selected story to share with peers. Usage of a listening and sharing protocol such as Sentence. Phrase. Word. can support student reflection on how their knowledge and understanding of peers and their experiences has been impacted. Utilize talking circles (introduced in Grade 2) as a culminating process after exploring a text or after a common class experience. Students reflect on how hearing the ideas shared by classmates through this process impacted their understanding of the text or event. Invite local First Nations, Métis, or Inuit Elders or Knowledge Keepers to share experiences and stories. If you are unsure of the protocols surrounding story sharing, ask your guest(s) in advance. Protocols are followed, both as a respectful acknowledgment to the presenter of the teachings to be shared and as a role model opportunity for students to see and understand the purpose of protocol. Invite the presenter to explain the significance of protocol in Indigenous cultures prior to sharing their stories. Use videos of storytelling as an additional resource or if First Nations, Métis, or Inuit Elders or Knowledge Keepers are unavailable. See linked resource below. Invite presenters from various cultures to share their experiences and stories. Use the sharing circle protocol or a thinking routine such as Sentence. Phrase. Word. for students to consolidate and express the learning or understanding that they experienced through the stories that are shared.	
Resources			What do we assess? How do we assess?	
Classroom Resources Indigenous Storytelling with Elder Hazel Dixon - youtube playlist Walking Together First Nations, Métis and Inuit Perspectives in Curriculum Walking Together: Elder in the Classroom Resources for Deeper Understanding (Teacher Resources) Division II Book List (Empowering the Spirit) Sentence. Phrase. Word - listening and reflecting protocol from Thinking Pathways First Nation Storytelling Talking Circle: Fact Sheet – Talking Together			Exit slip: In what ways does sharing oral traditions support respectful relationships? Learning Journal: After students share stories from personal experiences with a partner/ small group, have them reflect on these questions:. Why did they choose that story to share? How did the listeners feel hearing the story? How does storytelling build connections and relationships? Observation and Conversation Tracker ELAL 6 Oral Language Year Long Oral Language All Understandings Oral Language Understanding 1	

OI: Oral Language - Learning Outcome: Students connect the quality and efficacy of oral communication to oral language skills.			
Understanding: Oral communication style and delivery can be influenced by the connections between verbal, non-verbal, and paraverbal language.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
Effective oral communication is supported by combining verbal, nonverbal, and paraverbal language. Styles of speaking can be selected, adapted, or changed depending on the situation or desired effect. Styles of speaking include formal, informal, colloquial, and slang.	Analyze the effectiveness of verbal, non-verbal, and paraverbal language used in oral communications. Select a speaking style to fit a text or situation.	For Students Paraverbal (introduced in Gr. 5): messages we convey through the tone, pitch, and pacing of our voice. Colloquial: informal words and structures (usually conversational), including abbreviations, idioms, and slang; known to most native speakers of a language. Slang: informal vocabulary known to a group of people	Teacher presents videos of different styles of speaking (TED talks, spoken word, speeches, read alouds, etc.) for analysis of verbal, non-verbal, and paraverbal communication styles based on the purpose of the communication. Students ask themselves, how effective was it (keeping in purpose and audience)? Students can complete a graphic organizer to support their analysis. Analyze the impact of paraverbal choices by changing the stress on individual words in sentences to determine how each change impacts the meaning of the sentence and meets a desired effect. Sample activity with sentences and meaning analysis. Contact Media Personnel or local ToastMasters Club for presentations Discuss how audience and purpose impacts communication. Offer a sample text and ask students to change it up for different audiences/purposes. Readers’ Theatre Provide samples of different styles of speaking and have students adapt if for a new style/audience (ie. slang to formal OR formal to colloquial).
Resources			What do we assess? How do we assess?
Classroom Resources • “I Lost My Talk” - poem by Rita Joe - lesson from the Manitoba Teachers’ Society • Poetry in Voice of “I Lost My Talk” - video • Amanda Gorman - The Hill We Climb - spoken word • 10 Inspiring TED Talks by Kids. for Kids • Downloads - 4-H Alberta • Oral Language APLC Resource Resources for Deeper Understanding (Teacher Resources) • 9 Types of Nonverbal Communication • Organizing Idea Overview: Oral Language APLC Resource			Observation and Conversation Tracker ELAL 6 Oral Language Year Long Oral Language All Understandings Oral Language Understanding 2

Ol: Oral Language Learning Outcome: Students connect the quality and efficacy of oral communication to oral language skills.			
Understanding: Oral communication content, style, and delivery can be adjusted to share ideas and information for specific purposes and audiences..			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
Organization and preparation for presentations can support confidence. Selection of digital or non-digital tools or formats can enhance presentation delivery and capture the interest and attention of the audience.	Develop and deliver presentations for specific purposes and audiences. Adjust presentations based on audience background, motivation, or interests. Reflect on the preparation, content, and delivery of oral communication and consider opportunities for improvement.		Totally Unique Speakers Club (TUSC): - Students will work on developing speaking and presenting skills through the creation of various projects. Students will choose the topic, write a script, develop a visual aid (infographic, poster Google Slide, etc) and then present it to the class. Offer many opportunities for students to present information to various audiences: word study, book talks, math thinking, area of interest/skill. Discuss what might have to be changed based on different audiences. Why do you think a presenter would have to adjust based on audience? Just as you would revise a writing piece, how might someone who is presenting, revise a presentation to improve it? • Attention grabbers • Keeping people engaged • Humour? • Speaking fluently • Eye contact Look to other subject areas to create cross curricular presentations: social studies, wellness, science, math, etc.
Resources			What do we assess? How do we assess?
Classroom Resources • Totally Unique Speakers Club (TUSC) • Public Speaking Downloads - 4-H Alberta • Drama Strategies • Two Stars & a Wish Feedback			Presentation Single Pt Rubric Oral Communication Self Check Oral Language Year Long Oral Language All Understandings Oral Language Understanding 3

OI: Oral Language - Learning Outcome: Students connect the quality and efficacy of oral communication to oral language skills.			
Understanding: Collaborative dialogue can be used to expand ideas and deepen understandings of self, others, and the world.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
Collaborative dialogue can empower individuals or groups to voice ideas, express understandings, consider a variety of perspectives, and examine new ways of thinking. Collaborative dialogue can be used as a process to solve problems and generate innovative ideas. Collaborative dialogue can increase individual or group confidence through the development of trust and the building of relationships. Respectful language and humour can advance collaborative dialogue.	Offer relevant information and logical reasoning to enhance collaborative dialogue. Consider varied perspectives or opinions when collaborating. Reflect on and share new, expanded, or adjusted learnings resulting from collaborative dialogue.	For Students Collaborative dialogue - communication protocol involving taking turns, deep listening, appropriate probing for further information, documenting thinking, and articulating impact on own understanding. For Teachers	Explicitly plan for conversation time in your day (and teach the skills). Co create a checklist or anchor chart of conversation skills (such as): • Respectful language • Eye contact • Problem solving • Offering relevant information • Consideration for others’ perspective and opinions • Sharing new knowledge. Create a classroom environment that allows students to feel comfortable sharing their ideas and opinions. Provide sentence stems to encourage and deepen conversations. Engage in collaborative conversations in all subject areas Engage students in role play to model the roles and responsibilities involved with collaborative dialogue and explore how this approach can expand our thinking and understanding. Sentence frames can be used to support the respectful exchange of ideas. After interacting with a text and independently organizing their individual thoughts and responses, students share their ideas and perspectives using the collaborative dialogue protocols. Afterwards, a reflective exit ticket or journal response is completed to synthesize refined thinking and articulate the influence of the collaborative dialogue on their own understanding. Collaborative Dialogue - Group Scenarios (Problem and Solution) Explore structured debates. This could be extended to Writing OI if students were asked to create writing to persuade. This could be cross curricular with social studies and include consensus Convince Me Scenarios (do a quick online search) are a great way to get students talking. For example: Hot dogs are sandwiches, or every food can be categorized as a sandwich, soup, salad or ravioli. As a class, develop a Guide to Success for collaborative/ effective dialogue
Resources			What do we assess? How do we assess?
Classroom Resources • Collaborative Dialogue - Group Scenarios • 22 Middle School Debate Activities to Inspire Students - Teaching Expertise • Talking in Class • 100 Sentence Stems • Discussion Skills Sentence Starters • Debate/Oracy Sentence Stems • Encouraging Academic Conversations with Talk Moves PDF of Talk Moves • Harvard Project Zero Use these thinking routines in your classroom to promote quality conversation.			Collaborative Dialogue Student Self Check Observation and Conversation Tracker ELAL 6 Oral Language Year Long Oral Language All Understandings Oral Language Understanding 4

OI: Oral Language - Learning Outcome: Students connect the quality and efficacy of oral communication to oral language skills.				
Understanding: Skillful oration can be examined to provide inspiration for effective speaking.				
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars	
An oration is a formal speech that can be given on a special occasion by an orator. The art of effective speaking (rhetoric) can be used to share information or understandings, influence change, and persuade. Skilled orators are able to combine the musicality and rhythmicity of the spoken word to enhance the power of their messages. Elements of public speaking include invention, arrangement, style, memory, and delivery.	Describe how effective speaking can impact daily life. Examine speeches for their ability to persuade and engage an audience. Apply elements of public speaking for planning and delivering a speech.	Oration: A formal public speech, especially delivered on a special occasion Rhetoric: the art of effective speaking Orator: a formal public speaker Invention, arrangement, style, memory, and delivery are considered the <i>Five Canons of Rhetoric</i>. These elements can inform the planning of public speaking.	Together with students, brainstorm strategies and techniques used in the sample speeches, such as the musicality and rhythmicity of the words. These 'criteria for greatness' can be collected in a Guide to Success. Introduce <i>Change My Mind Project</i> - students look at a list of statements and choose one to present to the class to persuade and engage an audience. • Milk is cereal sauce • PopTarts are Ravioli • Fries with Ketchup = potato salad with tomato dressing Use the <i>Five Canons of Rhetoric</i> (linked below) as an aid for speech planning. Additional graphic organizers may be used for the <i>invention</i> and <i>arrangement</i> measures.	
Resources			What do we assess? How do we assess?	
Classroom Resources • Harvard Graduation Speech - an excellent example in terms of "rhythmicity and musicality" of a speech. • A Pep Talk from Kid President to You • 10 Inspiring TED Talks by Kids for Kids • Amanda Gorman - The Hill We Climb - spoken word • Five Canons of Rhetoric APLC Resource Resources for Deeper Understanding (Teacher Resources) • The 5 Canons of Rhetoric (video) • Canons of Rhetoric (article)			Oration Single Pt Rubric Oral Language Year Long Oral Language All Understandings Oral Language Understanding 5	

Organizing Idea: Vocabulary

Organizing Idea: Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.			
Guiding Question: How does context influence vocabulary and the intentionality of communication?			
Learning Outcome: Students evaluate how vocabulary enhances communication and provides clarity.			
Understanding: Word origins and morphemes can reflect the past and influence how we understand the present.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
The English language has been influenced by people, places, and events in history. Vocabulary is contextual and influenced by emerging or changing conditions, including technology. Many words with Greek or Latin roots are still in use today. Words that are specific to First Nations, Métis, and Inuit languages can be found in the people, places, and things that surround us. Many words in the English language have French origins. Suffixes, including <en> and <ize> , change the meaning of a word when applied to a base. Prefixes change the meaning of a word when applied to a base and include <pro>, <com>, <con>, <en>, and <oc>	Examine the historical origins of words in the English language. Examine words with meanings that have changed over time. Research the meaning of words with Greek or Latin roots that are still in use today. Study the origin and meaning of First Nations, Métis, and Inuit words in local environments. Examine words in the English language that have French origins. Examine words or sayings that are new to the English language and are based on recent innovations or changes in society. Analyze how adding affixes changes the meaning of words. Add affixes to bases to build new words.	Etymology: the origin/history/story of words Root: a morpheme (without an affix) that is not recognized as a word on its own, typically of Greek or Latin origin; sometimes used as a synonym for base *but shouldn't be Base/Base Element: a morpheme (without an affix) that forms the foundation of the word. It may be recognizable as a word on its own (free base) or not (bound base). Affix: a morpheme attached to a base that alters the meaning or sense of the base Prefix: an affix attached to the left of the base Suffix: an affix attached to the right of the base Morpheme: the smallest unit of a word that still holds meaning; includes affixes and bases	Students can explore and examine nehiyaw (Cree) words, and their orthography (spelling system) through and connection with the English language. Use the Plains Cree Dictionary to understand connections with words from nehiyaw and english. This dictionary also breaks down nehiyaw words into keywords and morphemes. Using Bananagrams, students create a word. Afterwards students can identify the suffixes their word includes or can include. Last, students research the etymology of their word and give a brief presentation to the class about their word. Create a classroom chart to document discoveries of words in English that have origins in other languages or have changed over time. • Provide samples of words in the English language that have French origins, as well as other historical origins. Students can be challenged to seek out additional words to add to the class chart. • Create a timeline of the changes or influences of English spelling. (see resource below) • Working in groups, students brainstorm words they feel are recent additions to English based on changes to technology or society overall and estimate when they feel the words were added. They then look up a select number of their words to verify their entry into English vocabulary and the timing. Students can then use a dictionary website, such as Oxford English Dictionary (scroll down for Updates listed by years) for their updates to explore words recently added to the English dictionary. Students can be challenged to find additional words of interest and identify when they came into common use. • Explore and analyze a new root/base created by Jason Wade at The Root Repository by Jason Wade each week. Include word study as part of your year-long routines. At times the teacher will select a word to lead the study as a class and at other times, students will engage in their own word study that they then share back to the larger group. Personal Word Bank/Word Collection Notebooks with sections for each prefix and suffix • Activities: building own words with prefix, root words, and suffixes and creating the meanings, giving unknown words to students and allowing them the chance to determine the meaning based off their knowledge of affixes, morpheme matrices and graphic organizers <i>Word of the Day or Word of the Week</i> • Highlight 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. • Incorporating traditional language words based on Treaty location and the morphology of the words

			Explore word matrices to help students ‘see’ the whole word family in one place. These are best built after students have created a list of word sums to show how the words in the word family are made. A word matrix is contextual and rarely complete. As we learn more, we can revisit the word matrix to make adjustments. dif in re fract "to break" al s ed ing s ion al ly s ure ed ing s
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Resources		What do we assess? How do we assess?
Classroom Resources • https://www.etymonline.com/ • Plains Cree Dictionary • <i>Once Upon a Word: A Word Origin Dictionary for Kids</i> by Jess Zaffaris (2020) • <i>Oxford School Dictionary of Word Origins</i> by John Ayto • Engage with the Page (picture books and ways you can use them for word study) • The Morphology Project • Can Do Kids Academy (some free and some paid digital downloads) • Where do New Words Come From? • Aboriginal Place Names (Walking Together) • Root Word Trees • Root Words, Suffixes, and Prefixes Reading Rockets • Word Matrix Maker • Tools for Word Study • Spelling Irregularities Explained Through Time (free download Can Do Kids Academy)	Resources for Deeper Understanding (Teacher Resources) • Online Article: Word origin: 10 English words and where they came from • <i>The Concise Oxford Dictionary of English Etymology</i> - Publisher: Oxford University Press - Print Publication Date: 1996; Published online:2003 • <i>Oxford School Dictionary of Word Origins</i> by John Ayto - Publisher: Oxford University Press - First published 2002 - new paperback version 2013 • Getting Started with Morphology (teacher guide for word study & progression of morphology concepts from K-6)) • Morphology Monday recap (videos) • Etymology Explorer App • Historical Layers of English Reading Rockets • Words that Have Changed Over Time APLC Resource • Teaching affixes and roots • <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	Observation and Conversation Tracker ELAL 6 Morphology Teacher Assessment ELAL 6 Morphology Student Self Assessment ELAL 6 Vocabulary Year Long Vocabulary All Understandings Vocabulary Understanding 1

OI: Vocabulary - Learning Outcome: Students evaluate how vocabulary enhances communication and provides clarity.			
Understanding: Vocabulary learning involves an intentional desire to deepen knowledge of words.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
Words can be categorized by forms of writing, parts of speech, content, context, definition, and word origins.	Categorize words and phrases of personal interest gleaned from a wide variety of texts. Analyze word parts and cross-check with context clues to determine the meaning of unknown words. Read for enjoyment to enhance vocabulary.	For Students For Teachers	Students create a mini dictionary. Throughout various units students will collect words of personal interest. Word of the Week: use word matrices along with a graphic organizer to investigate the definition, part of speech, orthology (morphology, phonology, etymology) of a chosen word. Use the week to dig into the word usage (content, context) to enhance vocabulary, spelling and understanding of language. If doing word study throughout the year, students can have a notebook to capture all of their word learning. From the back to the front, you can have students collect interesting words for their writing and additional author’s craft moves (from mentor texts) they want to copy. Create a community of readers. Talk about books you are reading. Have them speak about books they are reading (connects to Oral Language OI). Talk to them about their reading. Visit the school library. Build a classroom library. Visit the public library. Word ladders As students read independently they are asked to collect words of interest on sticky notes for further investigation. Co create anchor charts for parts of speech
Resources			What do we assess? How do we assess?
Classroom Resources • Word of the Week • Scholastic <i>Daily Word Ladders</i> book Resources for Deeper Understanding (Teacher Resources) • <i>The Vocabulary Book</i> by Michael Graves • <i>Bringing Words to Life</i> by Isabel L. Beck, Margaret G. McKeown, and Linda Kucan • <i>The Vocabulary Playbook</i> by Douglas Fisher and Nancy Frey			Observation and Conversation Tracker ELAL 6 Vocabulary Year Long Vocabulary All Understandings Vocabulary Understanding 2

OI: Vocabulary - Learning Outcome: Students evaluate how vocabulary enhances communication and provides clarity.				
Understanding: Precise vocabulary leads to engaging, clear, concise, and intentional communication.				
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars	
Figurative language is language that has non-literal or figurative meanings and includes palindromes. A palindrome is a word or phrase that reads the same backward and forward (e.g., radar).	Use similes, metaphors, and analogies to compare words or clarify word meanings. Analyze the meanings of words or phrases expressed figuratively. Apply tier 2 words across subjects to enhance precise communication. Apply tier 3 words in subject-specific contexts.	For Students Figurative Language: language that has non-literal or symbolic meanings Palindrome: a word or phrase that reads the same backward and forward. Literal language: language that means exactly what is written Simile: a comparison of two unlike things using 'like' or 'as' Metaphor: a comparison of two things that are not alike but have something in common, without using comparison words such as 'like' or 'as' Analogy: a comparison between two unlike things based on a similar aspect For Teachers Tier 2: words commonly used in quality children's literature or across domains in academic texts, usually not part of everyday conversation (sum, product, evaluate, assess, describe, discuss, fortunate, maintain, analyze, absurd, etc) Tier 3: Subject-specific, technical terms (cumulonimbus, producer, consumer, thousandth, expanded form, isotope, lathe, etc.)	Select texts that can act as mentor texts for figurative language in their writing. (See resources.) Read poetry throughout the year, at times focusing on the figurative language used in the text. Have students find figurative language in their texts and represent the comparisons in a variety of ways - visually, digitally, AI generated images Incorporate this into a weekly routine. Every Wednesday we look at figurative language for the first 10 minutes of class (for example). Ask students to consider how this word choice/ figurative language use leads to engaging, clear, concise, and/or intentional communication? What effect does this have on the reader? Explore metaphor, similes, and analogies in a variety of ways. Students are taught/ encouraged to actively implement similes, metaphors and analogies into their writing. 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. 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. Read a paragraph to the class with the tier 2 words as blanks. Notice how the meaning is hindered. What might the missing words be? Incorporate analogy activities to help expand vocabulary and encourage students to see connections.	
Resources			What do we assess? How do we assess?	
Classroom Resources •  Similes for Kids • What Is a Simile? •  Metaphors for Kids •  What is a Palindrome? Examples for Kids •  English Lesson #12 What are Palindromes? Definition & Palindrome ... • Palindromes Word Search Puzzle • Exploring Figurative Language with Picture Books - Booklist •  Analogies • <i>Skin Like Milk, Hair of Silk: What Are Similes and Metaphors?</i> By Brian P. Cleary			Resources for Deeper Understanding (Teacher Resources) • Three Tiers of Vocabulary - Teacher Information • Building Vocabulary From EAL Toolkit (slides - Key Strategies to Build Vocabulary - are linked here) • Choosing Words to Teach (Reading Rockets)	
			Observation and Conversation Tracker ELAL 6 Vocabulary Year Long Vocabulary All Understandings Vocabulary Understanding 3	

Organizing Idea: Comprehension

Organizing Idea: Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.			
Guiding Question: How do comprehension strategies enhance interpretations of texts?			
Learning Outcome: Students interpret and respond to texts through application of comprehension strategies.			
Understanding: Comprehension, interpretation, and management of information from increasingly complex texts are enhanced through application of a variety of critical thinking strategies and skills.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
Comprehension strategies can be used to interpret and respond to increasingly complex texts and include predicting, inferring, making connections, summarizing, synthesizing, and evaluating. Self-monitoring skills can support comprehension and interpretation of texts read independently.	Incorporate a variety of strategies to comprehend, interpret, and manage information from texts. Evaluate the effectiveness of comprehension strategies used to interpret texts read independently. Apply a variety of self-monitoring skills to comprehend and interpret texts.	Reading Strategies → predicting, inferring, making connections, summarizing, synthesizing, and evaluating. Close Reading: analyzing a text for both what it says (content) and how it says it (i.e. figurative language, imagery, motif, etc.) Annotation: highlighting, underlining, and making notes in the margin of a text to deepen understanding	Explicit teaching of predicting, inferring, making connections summarizing, synthesizing and evaluating and self monitoring. • Predicting: Have students practice the active reading of text, looking for clues etc., to predict • Inferring: have students practice making inferences based on different clues in the text and considering what they may know. Create an anchor chart showing that an inference is made based on what the text says, what the reader knows and how an inference may be made. • Making connections: Encourage students to make connections to other texts they have read or what they already know or have experienced (background knowledge). • Summarizing: Ask students to summarize a narrative text with Somebody/Wanted/But/So • Have students practice determining “What is essential?” Model for students • Synthesizing: Teach students how to incorporate what they already know with new information and/or information from multiple sources. Create an anchor chart that students can refer to. • Evaluating: encourage students to form opinions, and develop ideas from reading. Have them stop every so often and make notes. Teacher models close reading using annotation and multiple reads with deepening levels of questions (1. key ideas and details. 2. author’s craft and text structure. 3. integration of knowledge and ideas) Students are then provided with a text and questions to guide their collaboration with peers and their thinking each time they interact with the text. Literature Circles (see resources) Students need to be taught to pause when reading when they don’t understand what they are reading. They may ask themselves: Am I following the storyline? Am I able to track characters? Can I track the plot? Students may reread, visualize, ask questions, search for a definition or topic, review a portion of the text they struggle with, skim the text. Use of small group instruction can be implemented to guide students’ use of the above comprehension strategies.
Resources			What do we assess? How do we assess?
Classroom Resources • Making Inferences Using Animated Short Films - Mrs. O Knows • Making Predictions Worksheets • Using Animated Shorts to Teach Cause and Effect - Book Units Teacher • Something Happened But Then So... • What's Going On In This Picture? (Inferring) • The Prediction Collection - Once Upon a Picture • What in the World free sample. There is a yearly subscription. This resource explicitly teaches a different reading comprehension strategy every month using kids’ news articles through Gradual Release of Responsibility for Grades 5-8) • The Canadian Reader (articles for Grades 3-5. There is a yearly subscription.)		Resources for Deeper Understanding (Teacher Resources) • Strategies for Reading Comprehension • 20 Effective Summarization Activities for Middle School - Teaching Expertise • Improving Inference Skills - Teaching with a Mountain View • Reading Comprehension Strategy Series: How to Teach Students to Synthesize While Reading — THE CLASSROOM NOOK • Literature Circles: Getting Started Read Write Think • Comprehension Strategy Scope and Sequence K-6 • Real Reading Begins with Metacognition (blog post) • A Close Look at Close Reading (Beth Burke) • <i>Lessons and Units for Closer Reading, Grades</i> By Nancy Boyle • <i>Lessons and Units for Closer Reading, Grades 3-6</i> By Nancy Boyle	
		Observation and Conversation Tracker ELAL 6 Comprehension Year Long Comprehension All Understandings Comprehension Understanding 1	

OI: Comprehension - Learning Outcome: Students interpret and respond to texts through application of comprehension strategies.			
Understanding: Comprehension of texts includes analyzing, summarizing, and synthesizing information and ideas.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
Making text to self, text to text, and text to world connections can support analyzing, summarizing, and synthesizing texts. Analyzing texts includes reading closely to examine ideas and information in texts separately and in relationship to each other.	Respond to texts by summarizing main ideas and providing supporting evidence from the texts. Make connections between new ideas and information in texts and known ideas and information. Analyze ideas and information to support comprehension and interpretation of texts. Synthesize ideas and information in texts to confirm or expand understandings.	For Students 	

OI: Comprehension - Learning Outcome: Students interpret and respond to texts through application of comprehension strategies			
Understanding: Comprehension and interpretation of texts requires attention to explicit and implicit contextual information and ideas.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
Conclusions can be judgements reached based on information that is stated in or inferred from texts. Context clues in texts include words, phrases, punctuation, dialogue, and information in pictures, diagrams, charts, or graphs.	Revise or confirm predictions based on new or additional information and sources. Infer meanings from texts based on context clues. Interpret and draw conclusions from texts using stated and implied ideas or information. Distinguish between information that is stated and inferred. Analyze ideas and information using text evidence.	Context Clues: hints found within a text that help the reader understand the meaning of unfamiliar words Inferences: conclusions drawn by linking information in the text to background knowledge to support understanding of the text	Introduce context clue strategies in teacher led instruction. Discuss and model with students how we draw conclusions. Give examples and model of how we do that. Have students give examples. Examine various copies of texts in small groups and determine which context clue strategy would be effective - if you have access to <i>Reader's Handbooks: A Student Guide for Reading and Learning</i> by Laura Robb, Margaret Ann Richek and Vicki Spandel, use the information listed on page 500 to conduct the Expanding Vocabulary activity which provides context clue strategies and accompanying text excerpts. Using the “Signposts” from Notice and Note by Kylene Beers and Robert E. Probst
Resources			What do we assess? How do we assess?
Classroom Resources • Five Types of Context Clues • Types of Context Clues Video • Context Clue Worksheets • Context Clue Reading Comprehension Package (Grade 5) (starting point as an introduction) • Expanded Vocabulary: Context Clues • The Prediction Collection - Once Upon a Picture • Inferencing Picture Books: <i>The Day the Crayons Quit</i> by Drew Daywalt <i>Frederick</i> by Leo Lionni <i>Two Bad Ants</i> by Chris Van Allsburg <i>Elmer</i> by David McKee <i>The Typewriter</i> (a wordless picture book) by Bill Thomson		Resources for Deeper Understanding (Teacher Resources) • <i>Notice and Note</i> by Kylene Beers and Robert E. Probst • <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	Observation and Conversation Tracker ELAL 6 Comprehension Year Long Comprehension All Understandings Comprehension Understanding 3

OI: Comprehension - Learning Outcome: Students interpret and respond to texts through application of comprehension strategies				
Understanding: Interaction with texts can deepen comprehension, expand perspectives, and help readers learn more about themselves and the world.				
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars	
Perspectives can evolve for a variety of reasons, including passage of time, experience, context, and new information. Critical thinking involves considering the thoughts and experiences of others to develop empathy. Authors can explicitly and implicitly share perspectives through text creation. Bias is the favouring of one thing, person, or group over another, usually in a way that is considered to be unfair.	Connect perspectives reflected in texts to personal experiences. Analyze factors that cause characters in texts to change their perspectives. Compare personal perspectives to varied perspectives found in texts. Select the information needed to support a perspective. Share how considering differences in perspectives can develop empathy. Consider whether an author or a text creator presents information with or without bias.	Perspective: the lens through which the author/reader sees the world and creates/understands text Empathy: the ability to take on another's perspective Bias: a tendency, inclination, or prejudice toward or against someone or something; may be conscious or unconscious	Explore the concept of perspective. Start the lesson by showing an image that might be viewed or perceived differently by others (such as Glass half full/ Glass half empty, Two faces/vase image, etc.) Discuss with students what they see and why they think different people see different things. Now do the same with a passage. For example, first person, second person, third person. Review how our background knowledge, our experiences etc., will affect our perspective. Consider critical thinking with the students - how might considering other's perspective affect us? Discuss Bias. Find text that might have a strong bias. Have students read it. Discuss the bias. Explore concepts through novel study, classroom read aloud. For example, while reading about a character being nervous on their first day at a new school, ask students to tell/write/think/draw about a time when they felt nervous. Discuss how "appropriate terminology" evolves/ changes throughout history/ cultures. An example of this might be how Indigenous Peoples have been referred to throughout history. Use Dr. Sims Bishop's windows, mirrors, and sliding glass doors metaphor to explore diverse texts (and empathy) Explore Implicit and Explicit messaging through WWF ads (i.e. "lungs of the world.")	
Resources			What do we assess? How do we assess?	
Classroom Resources Looking at Bias Who, Me? Biased?: Understanding Implicit Bias Historical Fiction in Middle School: Making Connections and Deepening Understanding		Resources for Deeper Understanding (Teacher Resources) 50+ Higher-Order Thinking Questions To Challenge Your Students Helping Students Check for Bias in AI Outputs		Observation and Conversation Tracker ELAL 6 Comprehension Year Long Comprehension All Understandings Comprehension Understanding 4

OI: Comprehension - Learning Outcome: Students interpret and respond to texts through application of comprehension strategies.			
Understanding: Historical, social, and cultural contexts can support readers in examining influences on texts.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
Texts are situated in and can be influenced by specific historical, social, and cultural contexts. Specific historical and social contexts influence understandings of text. Historical contexts include time and place. Social contexts include beliefs. Contexts can change and affect how texts are understood. Artifacts as texts can provide insights into contexts of people, time, or place. Authors or text creators may present information to deliberately influence an audience's beliefs, perspectives, values, or understandings, such as advertising or social media.	Analyze texts to determine contextual information that supports how a text can be understood. Examine information in a text that implies or confirms that the context has changed. Examine changes in context that affect actions, behaviours, or feelings of characters in texts. Examine artifacts as texts that can provide insights into contexts of people, time, or place. Consider how information in a text may be presented to influence an audience.	Contexts: the environment in which the text is written Artifacts: human-made object, typically of historical significance Beliefs: way you feel about someone or something Perspective: the lens through which the author/reader sees the world and creates/understands text Values: the beliefs and principles that guide decisions and actions Advertising: a marketing strategy that brings attention to a particular product or service Social Media: digital technology that allows for communication and sharing of ideas and information	Discuss during read alouds, book studies, textbooks, etc. How do the historical, social, and cultural context support us in understanding influences on texts? Read an excerpt from <i>Valley of the Birdtail</i> (Sniderman & Sanderson, 2022) - pg178-180 wherein it is described how First Nations communities were being forced to stop dances in part because 'valuable time is squandered that ought to be devoted to farm work' at the same time that the GG traveled to celebrate Ukrainian Canadians who were encouraged to hang on to their traditions because it made them stronger. Discuss how this has changed in Canada. Explore personal artifacts - what do these say about each individual? Compare/ contrast with ancient artifacts/ people. Watch this video of students opening a 100 year old time capsule and reflect on the artifacts that were selected to include in it. This could also be linked to SS-primary sources, such as Wampum belts. Pair texts with non-fiction articles, photos, art, or artifacts to help build a historical context for the text you are reading. Connect artifact examination/reflection to Human-Made Structures of Land (Text Forms & Structures) Read <i>Killer Underwear Invasion! How to Spot Fake News, Disinformation & Conspiracy Theories</i> by Elise Gravel. Use it to help understand how information is presented to influence an audience.
Resources			What do we assess? How do we assess?
Classroom Resources Historical Fiction in Middle School: Making Connections and Deepening Understanding		Resources for Deeper Understanding (Teacher Resources) <i>Valley of the Birdtail: An Indian Reserve, A White Town, and the Road to Reconciliation</i> (Sniderman & Sanderson, 2022)	Observation and Conversation Tracker ELAL 6 Comprehension Year Long Comprehension All Understandings Comprehension Understanding 5

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 is precise writing influenced by ongoing craft and process development?			
Learning Outcome: Students create texts that reflect personal voice and style through creative and critical thinking processes.			
Understanding: Writing can cultivate expression, problem solving, and critical thinking.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
Writing processes can be used to clearly compose and refine ideas and develop personal style, and include planning, drafting, revising, editing, and publishing. Planning can help organize thoughts and prioritize information and includes consideration of audience, purpose, and form; idea generation; and narrowing a topic. Organizational structures can help focus the expression of ideas or information, such as introduction, opening, or lead; details in order of sequence or importance; transitions; and conclusions. Variety in sentence length and structure can enhance writing fluency and reader engagement. Fluent writing invites expressive oral reading that brings out the writer’s voice or style. Revision may involve adding or deleting portions of text, moving pieces of text around, or restructuring sentences. Revision can ensure writing is clear, focused, informative, and engaging.	Create written texts for a variety of audiences and purposes. Create written texts in a variety of forms and structures. Develop creative expression through the use of writing processes. Analyze how ideas align with the purpose, audience, and form of writing. Express personal ideas through multiple paragraphs for the purpose of engaging an audience. Organize writing around clear ideas or positions that are supported by examples or relevant evidence. Express ideas using organizational structures that enhance writing. Relate ideas and connect paragraphs using a variety of transitions. Revise text for clarity, focus, and audience. Edit writing for spelling, punctuation, and grammar. Publish selected writing, incorporating graphics, captions, charts, or other text features to express individuality.		Connect writing tasks to forms, structures, audiences, and purposes that you explore in Text Forms & Structures OI. Provide time/space to write regularly. Ideally this would be every day but some schedules do not allow for that. Aim for several times a week, minimum. Daily writing can take the form of reader response, learning journals, quick writes, free writes, writers’ workshop, etc. Narrative • Explore sample texts from the genre you want students to replicate in order to identify common characteristics to include in their stories. • Extend stories to require characteristics of a genre you are exploring, such as comedy. • SOMEBODY + WANTED + BUT + SO + THEN is a simple planning tool that can help students structure their writing • The Narrative Diamond can help students plan their writing News Article • News articles can serve different purposes including recounting or describing. • Graphic organizers (like these) can help students organize their thinking and research • Bring in several samples of news articles and have students determine common characteristics and writer’s craft moves they can borrow for their own work. • Connect to research KUSP and have them write a historical event (connect to SS) as if it just happened. • Consider the addition of text forms to express individuality Poetry • Students are only required to ‘experiment’ with writing poetry; we are not expecting perfection. Poetry Frames are a great jumping off point for students. • Connect to Hybrid Texts. After looking at examples of this form, 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 (connect to Research KUSP - below) 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 ballad poem OR save that for later and have them write a word collecting poem or another form of their choice.

			Revising - Target revision to one improvement at a time: word choice for effect or emphasis, adding dialogue, imagery, figurative language, varying sentence length/type/structure, organization, or presentation. - Use mentor texts to identify how great writers do this in their writing and then try to replicate it. Editing - After teaching concepts related to spelling, punctuation, and grammar (see OI: Conventions), expand the editing checklist to include said concepts. - Practice editing skills during morning message routines or shared writing activities. Structure & Style - Teaches a variety of sentence openers and proper paragraph format. Teachers can use Schoolhouse Rock to introduce subject, preposition, adjectives, clauses, pronouns and nouns. WWWR Student Booklet Missing Poster Assignment with Exemplars
Resources			What do we assess? How do we assess?
Classroom Resources  Quotation marks explain everything Paragraph writing using the Hamburger method (beginning,detail,detail, detail, conclusion) - can do regularly on a variety of topics Taking Students Through the Writing Process Story Beginnings Persuasive Writing Lessons Opinion Writing Rubric  How to Write a Paragraph for Kids: Teaching Lesson in English Once Upon a Picture Kids Think Wide Student Editing Checklist APLC Resource <i>Write Your Own Myths: Your Guide to Writing the Most Legendary Stories</i> by Philip Womack	Resources for Deeper Understanding (Teacher Resources) What is a Paragraph? HOW TO TEACH PARAGRAPH WRITING - Rockin Resources First Steps in Literacy: Writing Resource Book (2013) <i>Creating Inclusive Writing Environments in the K-12 Classroom (Stockman, 2021)</i> <i>Micro Mentor Texts: Using Short Passages From Great Books to Teach Writer's Craft (Kittle, 2022)</i> <i>A Teacher's Guide to Mentor Texts K-5 (Anderson, 2022)</i> <i>Write From The Start: Writer's Workshop for the Primary Grades (Bright, 2002)</i> 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 - Adrienne Gear, 2020</i> Loose parts can be used to help plan or explore setting, plot, characters, etc. Scaffolding helps move students from labels to greater text development. Hybrid Text APLC Resource	Single Point Rubric Writing Year Long Writing All Understandings Writing Understanding 1	

OI: Writing - Learning Outcome: Students create texts that reflect personal voice and style through creative and critical thinking processes.			
Understanding: Creative thinking can enhance personal style and voice through experimenting with, evaluating, and selecting details.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
Creative thinking processes involve communicating an intent in a variety of contexts and for a variety of audiences; experimenting with ideas or processes to enhance expression; evaluating and adapting ideas in response to emerging conditions; and being determined to succeed in producing a desired effect. The products of creative thinking may be interpreted differently depending on the perspectives of the audience. Words can create effects or emphasis, including simplicity, clarity, colourfulness, precision, and appeal. Word choice can reflect the author’s voice or style, including in texts that are brief, clear, and to the point (e.g., recipes, business letters); use specialized vocabulary (e.g., research reports, informative posters); provide the author the freedom to use unique or unexpected words or phrases (e.g., poetry, stories, advertisements); and express opinions (e.g., speeches, personal responses, opinion statements). Tone expresses the text creator’s attitude toward or feelings about the topic and audience.	Apply creative thinking processes through experimenting with, evaluating, and selecting details to produce a desired effect. Analyze the descriptive language and word choice of professional authors as models for writing. Create text that uses imagery, rhyme, dialogue, emphasis, or effect. Create narratives that develop setting, plot, and character using suspense, figurative language, and dialogue. Enhance personal style and voice through careful selection of words to create emphasis or effects. Analyze writing for development of tone and point of view through language use. Determine alternative words and meanings using a variety of digital or non-digital tools.	For Students Creative Thinking Process includes: • Staying focused on your purpose and audience when writing • Experimenting with ideas to make it better • Changing up your writing based on feedback or writing skills from mentor texts • Being determined to succeed as a writer Imagery: words or phrases that describe ideas or things that can be experienced visually Suspense: audience anticipation of an event Figurative Language: language that has non-literal or symbolic meanings Tone: the attitude or feeling of a piece of text Point of View: the way an author or text creator chooses to tell or narrate a story (first person, third person)	Use mentor texts to look for descriptive language and good word choice. Following Penny Kittle’s process inspired by <i>Micro Mentor Texts</i>, examples of mentor texts can be displayed for analysis and inspiration to emulate the author’s moves. During your narrative writing unit, focus on each element in isolation, using mentor texts where appropriate for students to mirror those craft moves. • Setting • Plot • Character • Suspense • Figurative language • Dialogue Word Choice • Review mentor texts that demonstrate good word choice for emphasis or effects, particularly to build suspense, create imagery, or set mood or tone • As you explore poetry writing, highlight examples of imagery, rhyme, emphasis, or effect. Students will be required to select one of those techniques to include in their own poems. • Practice using a thesaurus to enhance word choice for some of the words in the text. Revise to use alternative words (synonyms) where appropriate. • Encourage students to tune into interesting vocabulary while you read your ongoing class novel. They can record them while listening and then be added to your ongoing collection of rich words.
Resources			What do we assess? How do we assess?
Classroom Resources • Resources for Deeper Understanding (Teacher Resources) • 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 • <i>The Writing Rope</i> by Joan Sedita, 2023 • <i>Teaching Writing from Content Classroom to Career, Grades 6-12</i> by Maria C. Grant, Diane Lapp, and Marisol Thayre • <i>Powerful Writing Structures</i> - Adrienne Gear, 2020 • Pobble 365 • Mentor Texts to Teach Word Choice in Writing (blog) • Empowering Writers & Empowering Writers Hub (graphic organizers, videos of modeled lessons, PowerPoints for lessons)	Single Point Rubric Writing Year Long Writing All Understandings Writing Understanding 2

Ol: Writing - Learning Outcome: Students create texts that reflect personal voice and style through creative and critical thinking processes.				
Understanding: Research processes can support systematic and objective management and sharing of information.				
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars	
Research processes involve management of information, including questioning, gathering, organizing, and recording. Research processes can involve accessing information from multiple digital or non-digital sources. Protocols for accessing information may vary by source, context, community, or culture. Protocols can exist for requesting permission to share stories and histories from the original owner. Information can be gathered and organized using a variety of methods and tools. Research findings can be shared in a variety of digital or non-digital forms, including graphs, tables, or charts. 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.	Write to inform, explain, describe, or report for a variety of purposes and audiences. Narrow research questions to determine a clear, well-defined topic. Support the main idea or topic with relevant facts, details, examples, and explanations from multiple sources. Summarize and organize ideas gained from multiple sources using a variety of methods or tools. Analyze the validity and reliability of information and sources. Access and use information ethically.	Protocols: special rules about how, when, or with whom stories are shared Validity: the accuracy of a particular source (Think: <i>Is it true?</i>) Reliability: the consistency of a particular source (Think: <i>Have others found the same conclusions?</i>)	Connect to Oral Language Ol: Speech writing and/or other subject areas for a natural cross-curricular opportunity. Additional Suggestions for Research • Biography Research: Students will choose an important/influential person of their choice to research. They will then write a 3 paragraph report that will be presented. • Animal Research Project - students research an animal of their choice and develop a Google Slide presentation that reflects research on the animal's habitat, food, adaptations, babies, etc. • Mystery Doug Project - students pose a science question and then research its answer in the "Mystery Doug" format • Greek/ Roman Mythology Information Task - link to society/ language/ architecture/ science (i.e. "Mercurial" from the Greek/ Roman God Hermes/ Mercury, Amazon, Nike, where the planets got their names, constellations etc.) Links with traditional literature. Model all aspects of the research process. This could be linked to cross curricular (i.e. the scientific method) • Develop a research question - flesh out organization of information to be collected. ◦ Remind students that good research often stems from a good question. • Organize Information Collection (graphic organizer, template etc) • How to choose credible resources ◦ Review with students the importance of gathering varied resources and more than one source • How to include quotes or examples in their writing • Organize writing for logical flow of ideas, quality paragraph structure, etc. • Presentation	
Resources			What do we assess? How do we assess?	
Classroom Resources • How to Write A Research Paper For Kids (Episodes 1-5) • Mystery Doug Research Worksheet • Mystery Doug Script • Mystery Doug Slides • CITEfast • Houghton Mifflin Harcourt - free templates • Worksheet Works - graphic organizers			• Reading Rockets - graphic organizers • Student Handouts - Graphic Organizers for Educators • Expository Pillar • Works Cited for Grades 1-6 (scaffolded for each grade) Resources for Deeper Understanding (Teacher Resources) •	
			Research Single Point Rubric Writing Year Long Writing All Understandings Writing Understanding 3	

OI: Writing - Learning Outcome: Students create texts that reflect personal voice and style through creative and critical thinking processes.				
Understanding: Written communication involves making choices to effectively convey messages.				
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars	
Written communication can be created or enhanced by selecting from a variety of digital or non-digital methods or tools, such as printing, keyboarding, and cursive handwriting. The selection of digital or non-digital tools for written works can be adapted according to audience, purpose, form, or context.	Experiment with methods or tools to enhance communication or create effects. Select a method or tool to present written works that supports clarity or voice. Demonstrate legibility and writing fluency through the use of printing, cursive handwriting, or keyboarding.	For Students For Teachers	Explicit instruction for typing and/cursive. Explain that we develop proficiency with these tools to free up brain power for thinking about the topic and writing style. (<i>This is the answer to ‘Why are we doing this?’</i>) Use digital tools (such as Canva) to experiment with enhancing communication or creating effects. Offer opportunities for students to practice their preferred method of getting text on a page: keyboarding, cursive, etc. Cursive Writing PenPals – Students write to Seniors in Cursive Writing to practice letter writing and cursive writing that is legible for others to read. Explicitly teach how to use toolbars/features in online applications for writing.	
Resources			What do we assess? How do we assess?	
Classroom Resources • Dance Mat Typing - Keyboarding • Typing Club - Keyboarding • Type Racer - Keyboarding • MonkeyType • Typing.com • Free Cursive Writing Worksheets (PDF) - SuryasCursive.com • Loops and Other Groups: A Kinesthetic Writing System • Handwriting without Tears		Resources for Deeper Understanding (Teacher Resources) • Handwriting in a Modern World: Why it Matters & What To Do About It (Van Cleave, 2022) • <i>The Writing Rope</i> by Joan Sedita, 2023 • Empowering Writers		Observation and Conversation Tracker ELAL 6 Single Point Rubric Writing Year Long Writing All Understandings Writing Understanding 4

Organizing Idea: Conventions

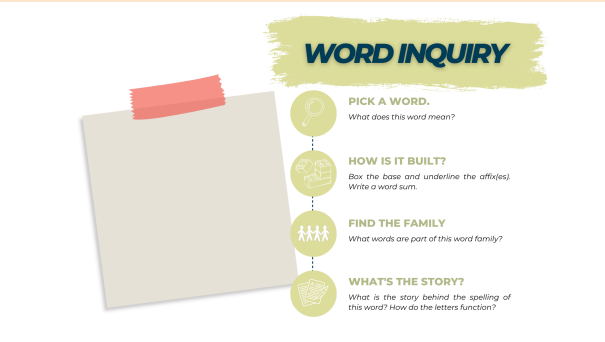
Organizing Idea: Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.			
Guiding Question: How does the understanding and application of conventions enhance proficient communication?			
Learning Outcome: Students apply and analyze conventions that support accuracy or enhance creative expression.			
Understanding: Correct use of capitalization and punctuation can strengthen and enhance written communication.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
Capitalization is used to indicate the importance of certain words in texts and can be used to create effects. Abbreviations can make communications easy to read and understand. Punctuation includes a colon, which can be used to introduce a list, give an explanation, or give an example.	Apply capitalization appropriately in written communication. Apply punctuation appropriately in written communication. Experiment with capitalization and punctuation to create a variety of effects.	Effects: Abbreviations: Colon:	Explore convention concepts in context of their writing or specific writing form that you are teaching. Examine poetry for examples of experimenting with punctuation and capitalization. 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). 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.
Resources			What do we assess? How do we assess?
Classroom Resources - Eats MORE, Shoots & Leaves: Why, ALL Punctuation Marks Matter! by Lynne Truss - Twenty-Odd Ducks: Why, every punctuation mark counts! by Lynne Truss - Yo! Yes? by Chris Raschka Resources for Deeper Understanding (Teacher Resources)			Observation and Conversation Tracker ELAL 6 Conventions Year Long Conventions All Understandings Conventions Understanding 1

OI: Conventions - Learning Outcome: Students apply and analyze conventions that support accuracy or enhance creative expression.				
Understanding: Communication is enhanced when correct conventions of grammar are maintained.				
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars	
Verb tenses clearly establish the time of the actions in written or oral expression. A simple sentence contains one independent clause. A clause is a group of words with a subject and a verb and is not always a complete sentence. An independent clause expresses a complete thought and can stand on its own as a sentence. A dependent clause does not express a complete thought and cannot stand on its own as a sentence. A compound sentence contains two or more independent clauses that are usually joined by a conjunction.	Maintain consistent use of tense throughout communications. Use subject-verb agreement in communications. Use independent and dependent clauses in sentences. Differentiate between simple and compound sentences.	Subject-Verb Agreement: both the subject and the verb are either singular or plural Clause: a group of words with a subject and a verb and is not always a complete sentence Independent Clause: expresses a complete thought and can stand on its own as a sentence Dependent Clause: does not express a complete thought and cannot stand on its own as a sentence Simple Sentence: one independent clause Compound Sentence: two or more independent clauses that are usually joined by a conjunction	Direct Instruction: Before using, ensure students are comfortable with what subject-verb agreement, clauses, independent clauses, dependent clauses, simple sentences and compound sentences are. Have students analyze a given sentence and identify specific parts of the sentence Worksheets may help introduce these concepts to students; however, the aim is to incorporate this instruction into the context of their own writing. After teaching the concept, include some of these elements on the checklist of requirements within the Guide to Success for the writing assignment. 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. 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. Students can use word cards to build compound sentences and simple sentences. As they build them, they discuss how they created a compound sentence from a simple sentence.	
Resources			What do we assess? How do we assess?	
Classroom Resources Subject/Verb Agreements Worksheets Independent and Dependent Clauses Worksheets Simple and Compound Sentence Poster Simple and Compound Sentences VideoSubject/Verb Agreements Worksheetssubject/Verb Agreements Worksheetso Simple and Compound Sentence Worksheets from Scholastic Writing Simple and Compound Sentence Practice Worksheets Subject Verb Agreement English Lesson Common Grammar Mistak... The Syntax Project Susan Ebbels' Shape Coding Florida Center of Reading Research - Vocabulary activities/games			Resources for Deeper Understanding (Teacher Resources) What is Subject/Verb Agreement? Independent and Dependent Clauses Guide to Success The Writing Revolution (TWR) - Hochman and Wexler - This is a book and supporting website <i>The Writing Rope</i> by Joan Sedita, 2023	
			Observation and Conversation Tracker ELAL 6 Conventions Year Long Conventions All Understandings Conventions Understanding 2	

OI: Conventions - Learning Outcome: Students apply and analyze conventions that support accuracy or enhance creative expression.

Understanding: Spelling accuracy can be enhanced by recognizing patterns and by making spelling-meaning connections.

Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
Spelling accuracy can be supported by the application of complex patterns. Spelling accuracy can involve understanding how words are created by manipulating prefixes and suffixes to a base (derivation). Spelling accuracy and fluency enhance written communication.	Apply spelling patterns within and across known and unfamiliar words. Apply knowledge of bases and affixes to spell words.	Prefix: an affix attached to the left of the base Suffix: an affix attached to the right of the base	Connect to other morphology concepts in the Vocabulary OI. Use <i>The Awakening</i> (see below) to practice editing. Tell students how many mistakes they are looking for. Review corrections as a class. You could offer a ‘favourite mistake’ for them to look for which can be scaffolded by providing clues. No Excuse Word Wall • A visual that bridges from instruction to practice (anchor chart) • After teaching specific spelling patterns, add words to your NEWW. (No Excuse Word Wall). Only contains key words that students consistently spell incorrectly Using a spelling inventory such as <i>Words Their Way</i> will provide a clear starting point for all students and allows teachers to meet students where they are. (WTW is differentiated by its design). Connect spelling patterns to get curious about/ review suffixing conventions – dropping the single, final, non-syllabic <e> (marker <e>) when adding a vowel suffix, doubling the final consonant of single syllable, short vowel, base elements (CVC words) when adding a vowel suffix, etc. Introduce and explore vocabulary and spelling together. Look at prefixes, suffixes, and bases while also exploring the spelling patterns within those words. Have them find words in the word family and see how those words are interconnected and what patterns exist. Explore word matrices to help students ‘see’ the whole word family in one place. These are best built after students have created a list of word sums to show how the words in the word family are made. A word matrix is contextual and rarely complete. As we learn more, we can revisit the word matrix to make adjustments.



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Resources		What do we assess? How do we assess?
Classroom Resources The Awakening: Grammar Story (Paragraph Editing) - Personal Student Dictionary Spellingcity Word Matrix Morphology Monday <i>Oxford School Dictionary of Word Origins</i>, John Ayto, 2013 <i>Scholastic Daily Word Ladders - Grade 4-6</i>, Timothy Rasinski, 2005 Getting Started with Morphology APLC Resource <i>Morpheme Magic</i> by Deb Glasaer <i>Bug Club Morphology</i> by Karen Filewych (Pearson Publishing) Online Etymology Dictionary <i>Stanley and the Wild Words</i> by Mona Voelkel (picture book to introduce word families) Resources for Deeper Understanding (Teacher Resources) How to Use a Word Matrix How to Read a Word Sum How to Use the Mini Matrix Maker <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		Observation and Conversation Tracker ELAL 6 Conventions Year Long Conventions All Understandings Conventions Understanding 3