

# English Language Arts 7–9

*Guide*

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## English Language Arts 7–9

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Prepared by the Department of Education and Early Childhood Development

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# **English Language Arts 7–9**

**September 2013**

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English Language Arts 7–9 (Draft, September 2013)

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# Acknowledgements

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# Introduction

## Literacy in the Twenty-First Century

Literacy is the ability to make and express meaning through a variety of language processes. Changes in society and technology have affected the ways that people use language to communicate, think, and learn, and have altered the very concept of what it means to be literate. The notion of what constitutes a text has broadened. The term “text,” as used in this document, refers to aural, visual, and print produced by a range of technologies. This expanded definition of text acknowledges the broad range of forms and media, often used in multimedia formats, with which individuals interact to make meaning today. In the same vein, for purposes of clarity, the terms “authoring” and “author” have been used to indicate situations where students create texts using print or other ways of representation. These changes, driven largely by changes in communication and authoring technologies, have fundamentally altered the ways we interact with text to create and express meaning, placing demands upon the literate person to possess a wide range of skills, strategies, and abilities. (NCTE 2008) Language users in the twenty-first century need to

- develop proficiency with the tools of technology
- build relationships with others to pose and solve problems collaboratively and cross-culturally
- design and share information for global communities to meet a variety of purposes
- manage, analyze and synthesize multiple streams of simultaneous information
- create, critique, analyze, and evaluate multi-media texts
- attend to the ethical responsibilities required by these complex environments

It is within this flexible and dynamic concept of literacy that English language arts instruction needs to be placed. The goal of the Atlantic Canada English language arts curriculum is to enable students to be reflective, articulate, literate individuals who successfully use language to think, learn, and communicate. *Foundation for the Atlantic Canada English Language Arts Curriculum* (Atlantic Provinces Education Foundation 1996) provides a comprehensive framework for developing an integrated language arts program spanning students’ entry to public school through to grade 12. The English language arts curriculum grades 7–9 supports the attainment of this goal by engaging students in a wide range of literacy experiences designed to

- develop increasing control over language processes
- use and respond to language effectively and purposefully
- appreciate the importance of language and literacy in all its forms and functions

It is essential that teachers provide instruction and support students in developing their ability to access, analyze, evaluate, and communicate messages in a wide variety of print, visual, aural, and multimedia forms and contexts. Although each medium has different characteristics, strengths, and unique conventions of text construction, distinctions among the various literacies, including media literacy, information literacy, critical literacy, and visual literacy, are blurring in the digital, non-linear and multimedia context of the twenty-first century.

## Needs of the Young Adolescent Learner

Young adolescents experience profound physical, social, emotional, and intellectual change. Between the ages of 10 and 14, their bodies change quickly and dramatically. They begin to use more advanced mental abilities, and they become extremely conscious of relationships with others, especially peers. Teachers must especially consider the following needs of young adolescent learners as they plan for instruction and assessment, and as they organize a supportive learning context in the classroom (*Current and Emerging Research on Successful Junior High Schools*, 1997):

- frequent opportunities for physical movement, as well as change of activity and rest
- frequent positive social interactions with both peers and adults
- opportunities to work with peers in collaborative and small group learning situations
- structure and clear limits as well as opportunities for making choices and decisions
- positive role models
- encouragement to meaningfully participate in school and community activities
- opportunities for self- reflection and self-assessment
- learning situations emphasizing experimental approaches, requiring application of skills and strategies to solve problems or explore issues, concerns, and topics of interest to them

One of the greatest challenges teachers face is student disengagement. When the learning environment does not account for their needs as individuals and as learners, students struggle to remain interested, they may feel that English language arts has nothing of worth to offer them, they become alienated from learning in general. Young adolescents especially need learning experiences that provide opportunities for students to

- exercise some control over their own learning
- demonstrate a level of competence and success meeting appropriate literacy challenges
- work toward clearly described learning goals
- receive timely descriptive feedback
- use language for enjoyment, entertainment, and communication for authentic purposes
- construct meaning, and connect, collaborate, and communicate with others, especially their peers

By strategically planning instructional approaches and intentionally creating a classroom environment to address the needs of adolescent learners, teachers create an effective, efficient context for learning. (Smith and Wilhelm 2006)

## Meeting the Needs of All Learners

“Differentiated instruction is doing what’s fair for students.” (Wormeli 2006, p. 3)

The development of students’ literacy is shaped by many factors, including gender, social and cultural background, and the extent to which individual needs are met. This curriculum is inclusive of all learners, and designed to help all students reach their potential through a variety of learning experiences. When planning learning experiences for their students, teachers should consider the learning needs, experiences, interests, cultural background, and values of their students.

## Inclusion and Equity

Teachers need to ensure that the classroom community reflects principles of inclusion and equity, and demonstrates sensitivity to gender and to diversity of race, sexual orientation, culture, and religious expression. A supportive learning environment provides equitable access to resources, technology, and learning assistance—including the teacher’s time and attention. Curriculum and learning resources should reflect a diversity of experiences and values, and portray a variety of cultural, societal, and racial groups with sensitivity and respect. Some of the ways teachers can promote the principles of inclusion and equity include

- model the use of inclusive language, attitudes, and action supportive of all learners
- redress educational disadvantage—for example, as it relates to students socio-economically disadvantaged
- adapt classroom organization, instructional and assessment strategies, time, and learning resources to address learners’ needs
- provide opportunities for learners to work in a variety of learning contexts, including mixed-ability groupings
- identify and respond to diversity in students’ learning styles
- promote critical thinking
- confront stereotyping and biased language use
- refuse to tolerate harassment of students
- include the experiences and perceptions reflecting the diverse the school community
- review curriculum materials for stereotyping and bias

## Differentiating Support for Learners

The curriculum outcome statements in this guide are considered important for all learners, and provide a framework for a range of learning experiences for all students. For a variety of reasons, many students will need some form of differentiation to enable them to meet with success. This is only fair. It is not a question of making the outcomes easier to demonstrate, but a question of making sure every student has equitable opportunity to learn to do so. (Wormeli 2006)

Students from language backgrounds other than English will need varying degrees of differentiated support. The first language, prior knowledge, and culture of English as Second Language (ESL) students should be valued and respected. While these students work toward the same curriculum outcomes as other students, they may need different approaches and at times may be working with different learning resources and within different time constraints from other students. It is important for ESL students to have access to a range of learning experiences, using language for both formal and informal purposes. It is particularly important that they have opportunities to work in small group learning contexts to practise, reinforce, and extend their language use. Every effort should be made to make connections between their language learning in English language arts and other curriculum areas.

Many students will experience some degree of difficulty in demonstrating curriculum outcomes. When needed, teachers should differentiate learning contexts to provide sufficient support and appropriate challenge for all students. A diversity of learning experiences, instructional strategies, resources and approaches, including many suggested in this guide, will provide opportunities for all learners to experience success as they work toward achievement of outcomes. The curriculum’s flexibility with regard to choice of

texts and technologies offers opportunity for supporting students experiencing a range of language difficulties. Some students may need specialized technology to support them in meeting outcomes. Teachers need to maintain a clear focus on curriculum outcomes whenever decisions around differentiation are made.

Many students, including gifted and talented learners, will need learning experiences providing a greater degree of challenge. Teachers should differentiate expectations, resources, and instructional approaches to deepen and extend learning for these students, as well as differentiating the means by which such students demonstrate outcomes. Working within the outcomes framework, opportunities can also be provided for gifted and talented students to design their own learning experiences.

There are many equally valid ways of learning, knowing, understanding, and creating meaning. Brain research and current cognitive models have broadened the concept of intelligence, and deepened understandings about the nature of learning and the needs of the learner. Teachers need to consider their students' preferred learning styles and preferences for certain ways of knowing, such as Gardner's multiple intelligences, when planning differentiated instruction and assessment. (Gardner 1983) Learning experiences, technologies, and resources that engage students in multiple ways enhance their opportunities for learning success. Planning for differentiation is facilitated when assessment and instructional planning focus on ways students can demonstrate curriculum outcomes, and when the classroom environment is strategically designed to address the needs of young adolescents.

For a more extensive exploration of differentiation, and a number of suggestions for differentiating instruction and assessment as needed to support student learning, see the following professional resources:

- Wormeli, Rick. *Differentiation*. Portland, ME: Stenhouse, 2007.
- Wormeli, Rick. *Fair Isn't Always Equal*. Portland, ME: Stenhouse, 2006.

## The Junior High / Middle School Learning Environment

"...effective learning situations must approximate as closely as possible what real practitioners know and do in the world." (Wilhelm, *Going with the Flow*, p. 156)

It should be obvious to anyone walking into the English language arts classroom that they are in a place where the people working here talk to each other about texts, read and view texts, write and use other representations to create texts, and use a variety of technological tools to do so. The physical classroom environment needs to be

- text rich, with a well-stocked classroom library including
  - a variety of current young adult fiction genre
  - a variety of non-fiction genre
  - collections of poetry
  - multimedia texts such as magazines, graphic novels, and manga
- amply supplied with materials and resources used by listeners, readers, and viewers, as well as authors and speakers
- physically arranged to facilitate movement, discussion and flexible grouping
- physically arranged to facilitate independent student access to texts, materials, resources, and technology
- technology rich, with a minimum of four current internet connected computers, and current software including
  - Microsoft Office
  - Audacity with LAME MP3 encoder

- Image Editor
- Celtx scriptwriter

It should become obvious to anyone who lingers in the English language arts classroom that they have entered a community where all learners are valued, all voices heard and respected, and where there is the expectation that all members of the community will speak, listen, read, view, write, and use a variety of media to represent their ideas. The instructional milieu of the classroom needs to be

- participatory, interactive, and collaborative
- caring, safe, and inclusive
- engaging and relevant
- purposeful

The learning environment must be structured in such a way that all students, in collaboration with their peers, develop confidence and competence with using language for real purposes. An essential element of authentic language uses is audience. Engagement thrives in an environment where the audience for student work is broadened beyond bilateral transactions between individual students and the teacher. If a true community of learners is to be created, teachers need to consider ways that classroom routines, organizational structures, and the use of a variety of multimedia technologies, can facilitate the establishment of audiences for student work other than the teacher, and beyond the classroom.

The teacher must take strategic, intentional steps to establish a supportive learning environment starting with the first day of school and continuing throughout the year. Strategically designing a classroom environment that addresses the needs of young adolescents, supports individual students' learning needs, and reflects current principles and understandings of literacy learning, is challenging, yet crucial. Not only does a supportive learning environment facilitate assessment and explicit instruction, it provides a social context that teaches students about the nature of literacy, and what it means to be literate in the twenty-first century.

## **Principles Underlying the English Language Arts Curriculum**

Speaking, listening, reading, viewing, writing, drawing, sculpting, and using other means of representation are active cognitive processes deployed by language users to make meaning. It is this fundamental concept of the active, purposeful language user that lies at the heart of current notions of literacy. The following statements of principle form the foundation of every aspect of the English language arts curriculum, and should be reflected in the pedagogical decisions made by all teachers in designing the classroom learning environment, and in planning for assessment and instruction.

Language is a primary instrument of thought and the most powerful tool students have for developing ideas and insights ...	<p>Therefore, teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>▪ provide students with opportunities to use language as a thinking tool, and to experience the creative process as a vehicle for thinking</li> <li>▪ provide learning opportunities that focus on the construction of understanding and metacognitive processes through reflective writing and speculative discussion</li> </ul>
Language learning is an active process of constructing meaning, drawing on all sources and ways of knowing.	<p>Therefore, teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>▪ provide a learning environment that fosters exploration and risk-taking where students feel safe to make errors, and where multiple solutions or interpretations are accepted</li> <li>▪ incorporate a range of technologies and text forms in classroom literacy experiences</li> </ul>
Language learning is personal and intimately connected to individuality.	<p>Therefore, teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>▪ support, honour, and facilitate students' connection with their own prior knowledge and experiences</li> <li>▪ facilitate the learning process in a variety of ways. allowing students the flexibility to learn through different modalities, favor certain learning styles, and develop from strength in "multiple intelligences" (Gardner, 1983)</li> </ul>
Language expresses cultural identity.	<p>Therefore, teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>▪ select texts for reading and viewing that reflect diverse racial, cultural, gender and societal perspectives</li> <li>▪ provide opportunities for students to use language for purposes valued by students' racial, cultural, and social identity</li> </ul>
Language learning develops out of students' home language and their social and cultural experiences.	<p>Therefore, teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>▪ support students attempts with learning and using a second language</li> <li>▪ provide opportunities for students to experiment with second language usage in authentic contexts, encouraging connections with cultural and personal experience</li> </ul>

Language learning is developmental. Students develop flexibility and fluency in their language use over time.	<p>Therefore, teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>▪ understand the stages of reading, writing, and spelling development</li> <li>▪ allow students multiple opportunities to demonstrate achievement of outcomes throughout the year</li> </ul>
Language is best learned when it is integrated. All the language processes are interrelated and interdependent.	<p>Therefore, teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>▪ understand that purposeful talk supports development in writing and deepens students' comprehension of text; that learning to read with a critical eye for writers' craft supports students' writing as well as their reading</li> <li>▪ provide learning opportunities that allow students' ability or understanding of concepts in one aspect of literacy to support language learning in another</li> </ul>
Language is learned holistically. Students best understand language concepts in context rather than in isolation.	<p>Therefore, teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>▪ provide frequent, consistent, predictable periods of time in which students put their language learning to use in authentic literacy events</li> <li>▪ ensure that time spent in practicing isolated language skills must be in the service of some larger, authentic purpose</li> </ul>
Students learn language through purposeful and challenging experiences designed around stimulating ideas, concepts, issues, and themes that are meaningful to them.	<p>Therefore, teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>▪ provide opportunities for student choice in topic selection and/or means of expression to allow for individual interest</li> <li>▪ provide open-ended learning experiences that require students to consider alternative viewpoints, answer their own research questions and gather information to defend a point of view</li> </ul>
Students learn best when they are aware of the strategies and processes they use to construct meaning and to solve information-related problems.	<p>Therefore, teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>▪ provide focused, timely explicit instruction on strategies that good readers and viewers use to construct meaning from text</li> <li>▪ provide focused, timely explicit instruction on a range of strategies for creating texts and presentations</li> <li>▪ provide meaningful reasons for applying these strategies in the purposeful use of language</li> </ul>

Students need frequent opportunities to assess and evaluate their own learning and performance.	<p>Therefore, teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>provide regular, ongoing opportunities for students to reflect on their own learning, and to discuss their learning with other students and their teachers</li> <li>engage students in the co-creation of assessment criteria used to assess and evaluate their own work, and the work of other students</li> </ul>
In the process of learning, students need various forms of feedback from peers, teachers, and others—at school, at home, and in the community.	<p>Therefore, teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>provide opportunities for students to receive timely descriptive feedback from other students and their teachers</li> <li>provide enough time for students to act upon suggestions for improvement</li> <li>provide explicit instruction to students about effective ways to give feedback</li> </ul>
Language learning is continual and multi-dimensional; it can best be assessed by the use of multiple types of evidence that reflect authentic language use over time.	<p>Therefore, teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>ensure that a balance of assessment gathering strategies be utilized that allow students to show what they know in a variety of ways, using a range of technologies, involving the use of reading, writing, speaking, and other ways of knowing and representing</li> <li>ensure that a suitable range of information is gathered upon which to make instructional and evaluation decisions</li> </ul>
Students must have opportunities to communicate what they know and are able to do in various modes, and using a variety of technologies.	<p>Therefore, teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>provide opportunities for students to demonstrate their growing proficiency in the use of reading, writing, speaking, and especially in other ways of knowing and representing, working in concert to accomplish meaningful real-world purposes</li> <li>ensure access to a variety of multimedia and authoring technologies</li> </ul>
Assessment must be an integral and ongoing part of the learning process itself, not limited to final products.	<p>Therefore, teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>make use of a range of information gathering practices that include observation and conversation as well as assessment of student work samples and products</li> <li>understand which outcomes can best be assessed within the context of draft work and work in progress</li> </ul>

# Assessment and Evaluation

The information in this section provides an overview of the basic principles and understandings related to assessment and evaluation in the English language arts classroom and reflects the guiding principles as outlined in the *Principles for Fair Student Assessment Practices for Education in Canada*, 1993. More specifically, these principles might be summed up in a statement of eight “big ideas” (Cooper 2007):

1. Assessment serves different purposes at different times.
2. Assessment must be planned and purposeful.
3. Assessment must be balanced and flexible.
4. Assessment and instruction are inseparable.
5. Assessment must be helpful to students, and therefore feedback must be timely and descriptive.
6. Assessment is most effective when it is a collaborative process.
7. Performance criteria are an essential component of effective assessment.
8. Grading and reporting student achievement is a caring, sensitive process that requires teachers’ professional judgment.

For teachers, planning how they will get to know their students as learners comprises some of most important decisions they will make. Effective instruction flows from strong, recent information about students’ strengths and needs. The information upon which teachers make instructional decisions should draw from a variety of sources, and should consider students’ interests and learning style preferences. What teachers decide to assess and evaluate, the methods they use to assess and evaluate, and how results are communicated, send clear messages to students and others about what is really valued—what is worth learning.

The curriculum outcomes framework shows teachers, students, and others the knowledge and abilities to be learned, and therefore should form the reference for the gathering of assessment information in the classroom. Specific examples of some assessment opportunities that may be used to assess student learning of curriculum outcomes can be found listed in the Curriculum Outcomes section of this guide. Suggested links to Information and Communication Technology outcomes can also be found in the Curriculum Outcomes section.

# Making the Distinction between Assessment and Evaluation

“Assessment serves different purposes at different times.” (Cooper 2007)

## Assessment

Assessment is the systematic process of gathering information about student learning. This process should include a broad range of methods for gathering evidence of learning, including the collection of students’ work samples, observations of students’ learning in use, and conversations with students about their learning so that a clear and valid picture emerges of what students know and are able to do in English language arts.

Teachers need to plan a process for collecting, organizing, and analyzing assessment information so that they can fairly and appropriately use it for a number of purposes. When the purpose is assessment for learning, teachers can use evidence of student learning collected to

- provide descriptive feedback to students concerning their individual learning strengths and needs, so they can help determine their own learning goals and next steps
- make instructional decisions to guide and enhance student learning
- change their own classroom practice to enhance future student learning

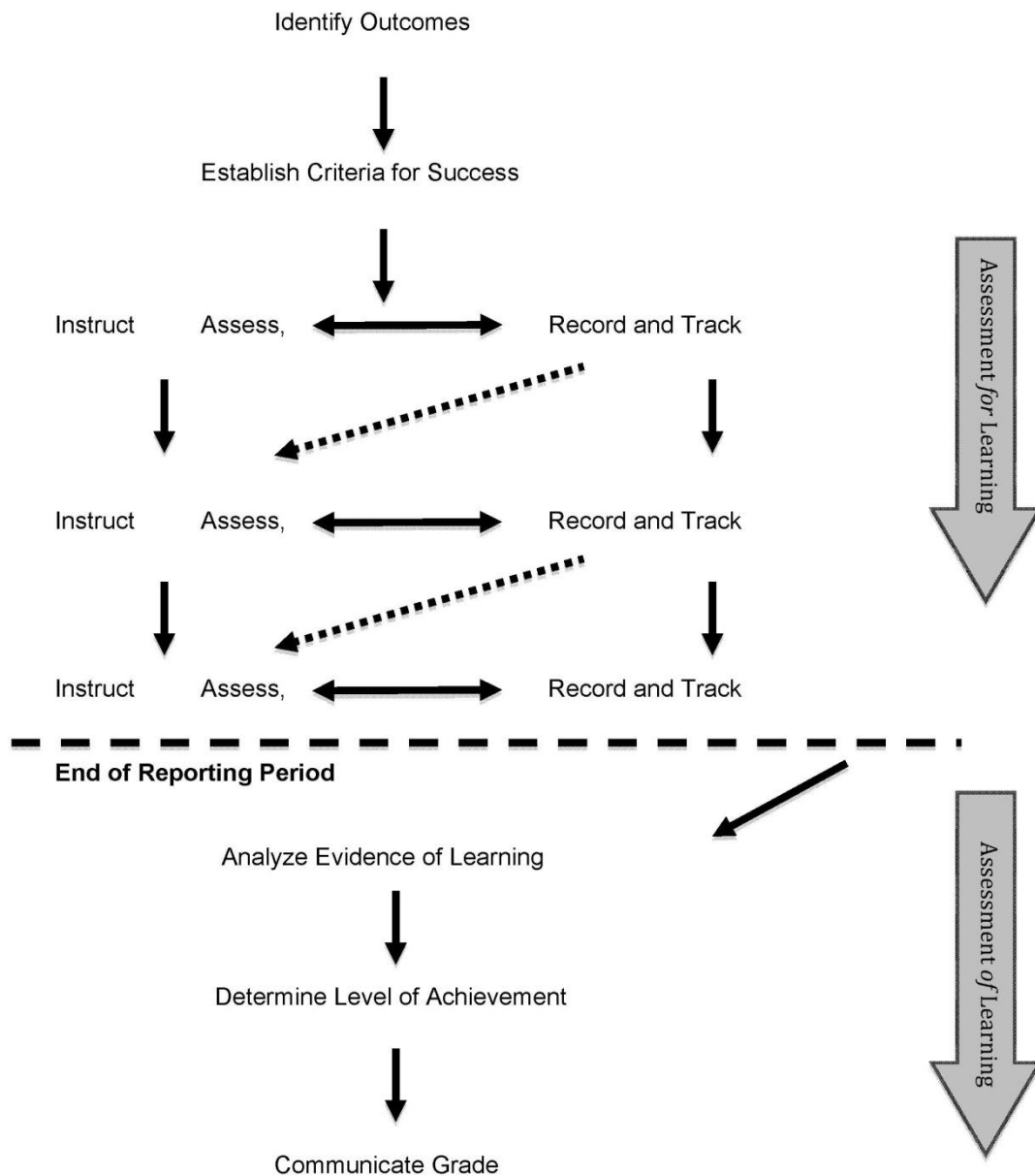
When the purpose is assessment of learning, teachers can use evidence of student learning collected to

- inform decisions about student achievement of curriculum outcomes for grading and reporting purposes, in other words, evaluation

## Evaluation

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information gathered over time in a variety of ways, then making judgments or decisions based on the evidence of learning collected. Evaluation serves two different purposes:

1. Teachers need to communicate whether students’ performance of particular tasks, assignments, and work in progress successfully demonstrate specific curriculum outcomes throughout a reporting period. A variety of codes, **marks** and **descriptive feedback** may be used to record, track, and communicate growth in student learning to students and others.
2. Teachers need to communicate student achievement to students and others at the end of a reporting period, usually using either letter or percentage **grades** that summarize students’ assessment information. Professional judgment is applied when summarizing assessment information for this purpose. The best, most recent evidence, gathered over time in a variety of ways must be used when determining grades.



## Planning for Assessment

Assessment is primarily intended to guide students' learning. Students need to know how well they are doing, and what they need to do in order to improve. They need this feedback information while they are still in the process of learning, not just at the end, and they need this feedback to be descriptive. Feedback needs to clearly indicate specifically what students are doing well, and what they need to do in order to improve.

Teachers need to know how well students are doing in order to guide their learning, and they need this information while students are still engaged in the learning process in order to have a positive impact on their learning. These are important considerations for teachers as they plan how, and especially when, to collect evidence of student learning, and also how and when to provide feedback to students. The chart at the end of this section entitled A Sample Assessment Plan for Grade 9 is an example of a plan that attempts to incorporate these principles.

## Backwards Design

“Assessment must be planned and purposeful.” (Cooper 2007)

To plan for assessment, teachers need to first identify the specific curriculum outcomes that will be the focus for each unit of study within a reporting period. Whether the students will be reading and writing short stories, exploring an issue through a multigenre approach, or doing research and demonstrating their learning through a multimedia performance event, teachers, students and others should understand which outcomes are being taught and assessed by the learning experiences throughout the period of study. By planning backwards, teachers can explicitly and intentionally teach and assess the specific curriculum outcomes. (Wiggins and McTighe 1998) Making the assessment process explicit and the criteria for success clear to all involved from the outset maximizes learning. It also ensures that over the course of a school year, all curriculum outcomes are addressed. It is suggested that teachers make use of a visual organizer such as the one found on the back of the Department of Education and Early Childhood Development Planning for Balanced Instruction in English Language Arts, Grades 7–9.

Once teachers decide upon a particular approach to instruction or curriculum focus for a unit of study, a cascading series of decisions is required in order to plan backwards from the outcomes:

- Which specific curriculum outcomes will be the primary focus of assessment and instruction during this unit of study?
- Which specific curriculum outcomes are addressed by the various learning experiences with which students will be engaged within this unit of study?
- What do students need to know and be able to do in order to successfully demonstrate the identified specific curriculum outcomes?
- Which sources of assessment information will best illustrate student learning of these outcomes?
- When in the unit, or at what point of the students' learning process, is assessment information about each identified outcome best gathered?
- What methods of differentiation need to be considered in order for all students to meet with success during this unit?
- What will be considered acceptable criteria for the successful demonstration of the identified curriculum outcomes?
- How will students and others be made aware of the criteria for success?

## Co-Constructing Assessment Criteria with Students

“Assessment is most effective when it is a collaborative process.” (Cooper 2007)

“Performance criteria are an essential component of effective assessment.” (Cooper 2007)

Co-construction of assessment criteria occurs when students and teachers work together to describe how the demonstration of a specific curriculum outcome is judged to be successful. Teachers can involve students in helping to articulate what an acceptable demonstration of a particular outcome may look like and sound like. This does not mean that establishing criteria for success is handed over to students alone. It is quite appropriate for teachers to contribute to the listing and description of criteria; they are the curriculum experts. Teachers and students contribute to the list of criteria together, clarifying and categorizing descriptors of success, and aligning them with specific curriculum outcomes. As an active partner in the co-construction of criteria, teachers can ensure appropriate fit to curriculum outcomes, as well as maintain sufficient challenge for students. (Gregory, Cameron, and Davies 1997)

Teachers need not be concerned that this process is overly time consuming. Involving students in co-construction of assessment criteria is a form of explicit instruction. The process helps to clarify what is expected of students and helps focus the students’ learning. Through this process students are engaged in reflecting on their own learning, becoming aware of what they already know, and what they will need to learn more about in order to be successful.

## Striking a Balance among Assessment Information Sources

“Assessment must be balanced and flexible.” (Cooper 2007)

Teachers must collect evidence of student learning from a variety of sources that include conversations, observations, and products. (Davies 2007) It is important that teachers maintain a balance among these three sources to ensure that their assessment and evaluation processes are as reliable and valid as possible.

Overreliance on written products, for example, may introduce sampling bias in favour of those students who can effectively produce written texts over students who may be able to best communicate their learning in other ways. This may also have the unintended effect of implying to students and others that written products are of greater value than other means of communication.

It is also important to note that for some specific learning outcomes, including many of the speaking and listening outcomes, evidence of learning may best be collected by conversation or observation. For example, when assessing students’ ability to, “evaluate their own and others’ use of spoken language in a range of contexts, recognizing the effects of significant verbal and non-verbal language features” (Grade 9 SCO 3.2), asking students to explain or write about the use of non-verbal communication is not the same as demonstrating its use in a variety of informal, formal and performance settings.

Teachers must apply professional judgment to ensure they are collecting valid information on all three strands of the English language arts curriculum: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing.

## Triangulation of Assessment Evidence

[insert Triangulation of Assessment Sources graphic. Use same graphic as the Planning for Balanced A and I, Grades 10–12]

## Conversations

Talking with students can provide evidence of student learning that might not be apparent from observations or products. (Davies 2000) Talk allows students to explain how or why they did something thereby revealing their thought processes, as well as providing opportunities for teachers to support and probe students' deeper thinking. Information gathered in conversations may be used immediately to inform instruction within the same context the information was obtained, or used to plan follow-up explicit instruction later.

Conversations allow teachers to provide immediate **descriptive feedback** that promotes student learning. (Black and Wiliam 1998)

Conversations may be very informal, as in the case of reading or writing **conferences** conducted individually or in small group settings. They may be quite formal, as in the case of **Records of Oral Reading**. Teachers may also ask students use writing and other means of representing to “talk” about their own learning in **learning logs** or other informal means of engaging students in **metacognitive** thinking.

Teachers must employ a recording and tracking system so that information gathered through conversations can be effectively and efficiently used to inform instruction, and be validly used to evaluate and grade students' achievement of the outcomes. Examples of record keeping tools used for recording and tracking assessment information gathered from conversations can be found in Appendix A.

## Observations

Watching students as they are engaged in the learning process can provide valuable evidence of student learning. Especially when used in combination with conversation, observation can capture evidence of student learning of which the students themselves may be unaware or may consider trivial. Such evidence would remain hidden if products alone had been the sources of information.

Observations can be made quickly and the information collected may be used immediately to inform instruction within the same context the information was obtained, or used to plan follow-up explicit instruction later. For example, a teacher may notice that a student is not providing enough clarifying examples while discussing a text during **Literature Circles**. The teacher may choose to offer some on-the-spot instruction and modelling, or may decide to provide instruction to a number of students with similar learning needs in a small group setting on another day.

Observations may be made informally, during independent work times or while students are engaged in small group settings. They may also be made during more structured assessment opportunities, such as during presentations or performances, and while taking **Records of Oral Reading**.

Teachers must employ a recording and tracking system so that information gathered through observations can be effectively and efficiently used to inform instruction, and be validly used to evaluate and **grade** students' achievement of the outcomes. Examples of record keeping tools used for recording and tracking assessment information gathered from observations can be found in *Active Readers Assessment Resource for Young Adolescents, Teaching in Action, Grades 7–9* (Nova Scotia Department of Education 2007), and Appendix B of this document.

## Products

Many teachers are most comfortable and familiar with assessing products created by students. This includes a variety of print and non-print texts produced to demonstrate understanding of concepts, as well as demonstrations of ability in both the Reading and Viewing, and Writing and Representing strands. It is important that teachers maintain a balance between print and non-print forms to avoid unintended privileging of print over other ways of representing. Products used to assess students' ability to produce writing and other representations need to include a variety of print forms, such as stories, poetry, and essays, as well as non-print forms such as multimedia presentations, photo essays, audio and/or video productions, speeches, drama, dance, and other art forms.

It is also important that teachers broaden their perception of what constitutes a product. Assessment products do not necessarily need to be drawn from the collection of students' finished work. Teachers can see many Writing and Representing specific curriculum outcomes demonstrated in students' early drafts, abandoned drafts, notes, and a variety of pre-writing strategies. For example, strong and valid evidence that students have, "awareness of what prewriting, drafting, revising, editing, proofreading, and presentation strategies work for them with various forms of writing and other representations (Grade 9 SCO 10.3), may best be seen in rough drafts rather than a final, edited draft. It will be especially useful for teachers to record and analyze assessment information gathered from such sources over time in order to demonstrate growth.

Certain Writing and Representing specific curriculum outcomes directly address the use of text and other representations for the purposes of learning, reflecting, exploring, and problem-solving. (see GCO 8) Products demonstrating such outcomes will not necessarily be in a polished or edited state, and in fact, teachers who insist upon this in reflections, **learning logs**, brainstorm lists, note-making, and other writing-to-learn products introduce a constraint that may inhibit the use of writing as a tool for thinking and learning. It is very important that teachers limit the specific outcomes being addressed when assessing such products and focus on criteria related to those outcomes. Examples of record keeping tools used for recording and tracking assessment information gathered from products can be found in the *Active Readers Assessment Resource for Young Adolescents, Teaching in Action, Grades 7–9* (Nova Scotia Department of Education 2007), and Appendix C of this document.

## Student Self-Assessment

Teachers can use student self-assessment to inform instructional decisions, checking for gaps in student learning, and responding with timely, appropriate explicit and differentiated instruction. Self-assessment encourages students to monitor their learning, and note their own growth over time. It helps students reflect, set further learning goals, and celebrate their successes. **Metacognition**, being aware of one's own thinking, is an important aspect of self-assessment and goal setting. It represents the highest level of thinking students can be asked to do.

Involving students in self-assessment and reflecting upon it also addresses a number of specific curriculum outcomes. Teachers should take note especially of Specific Curriculum Outcomes 3.2, 4.4, 8.1, and 10.5 that require students to assess their own learning. Teachers need to include opportunities for student self-reflection and self-assessment as a part of their assessment planning. Engaging students in the co-creation of criteria for use with peer assessment is a valuable learning opportunity. Students benefit from the explicit statement of expectations inherent in this process, especially if the criteria are then used in conjunction with checklists or rubrics for use by students during self-assessment opportunities. Students will have greater success with self-assessment when the purposes for it are made clear, and specific models and criteria for success are provided so that both teachers and students can make the most of information gained from this source.

Teachers need to be clear about the difference between self-assessment and self-evaluation, and make the distinction clear to their students. Self-assessment provides information and feedback that promote further learning, and should be included as an important source of evidence of student learning. Self-evaluation, on the other hand, is the assigning of **marks** by students to their own learning, and factoring these **marks** into the determination of **grades**. Evaluation is the job of the teacher; self-evaluation should not be done. Sample self-assessment forms can be found in the *Active Readers Assessment Resource for Young Adolescents, Teaching in Action, Grades 7–9* (Nova Scotia Department of Education 2007), and Appendix D of this document.

## Peer Assessment

Providing opportunities for students to assess each other also needs to be an integral part of teachers' assessment plans. Peer assessment can provide valuable information that may help inform teachers' instructional decisions. Teachers can use peer assessment to check for gaps in students' learning, and respond with timely and appropriate explicit and differentiated instruction. This approach can be especially useful in gathering assessment information on outcomes addressed in small group or collaborative work groupings, where it may not be possible for a teacher to personally observe every interaction. This form of assessment can also be effective when linked with some form of student self-reflection or self-assessment.

It is not practical, nor even desirable, for the teacher to be the sole provider of **descriptive feedback** on student work, especially their writing. Writers need frequent, timely feedback about their work before the final draft is completed. (Graves 2005; Atwell 2002) Planning opportunities for students to respond, assess, and reflect upon each other's work provides an audience for that work other than the teacher. This is very important for fostering students' engagement in the writing process, and developing a sense of audience.

Involving students in peer assessment, and reflecting upon it, also addresses a number of specific curriculum outcomes. Teachers should take note especially of Specific Curriculum Outcomes 3.2, 3.3, 8.1, and 10.4 that require students to assess others' use of spoken or written texts. Engaging students in the co-creation of criteria for use with peer assessment is a valuable learning opportunity. Students benefit from the explicit statement of expectations inherent in this process, especially if the criteria are then used in conjunction with checklists or rubrics for use by students during peer assessment opportunities.

As with self-assessment, teachers need to be clear about the difference between peer assessment and peer evaluation, and make the distinction clear to their students. Peer assessment provides information and feedback that promote further learning, and should be included as an important method of providing **descriptive feedback** to students. Peer evaluation, on the other hand, is the assigning of **marks** by students that will be factored into the determination of other students' **grades**. Evaluation is the job of the teacher; peer evaluation should not be done. Sample peer assessment forms can be found in Appendix E.

## Large-scale External Assessments

Junior high / middle school students in Nova Scotia participate in a number of external large-scale assessment literacy assessments designed for a variety of purposes. Results of these assessments can provide useful information to teachers about their students as language users.

Nova Scotia provincial assessments are based on the Atlantic Canada curriculum. Nova Scotian students presently participate in a number of provincial assessments, including: the Early Language Literacy Assessment (ELLA), administered to students at the beginning of grade 3; the Elementary Literacy Assessment (ELA), administered to students at the beginning of grade 6; and the Junior High Literacy Assessment (JHLA), administered to students in grade 9. Additionally some regional school boards may

administer commercially developed literacy assessments to acquire additional information about student literacy achievement.

Teachers, school administrators, and school board personnel use large-scale external assessment results to inform classroom, school, and school board decisions about instructional planning, professional development, and additional instructional support. The results of a provincial assessment are not used as part of a student's class **marks** or report card, and the results are not used to determine if a student is promoted or retained. Decisions about **grades** must be based on the most current demonstrations of student achievement of specific curriculum outcomes.

For teachers of grades 7–9, individual student results from the Elementary Literacy Assessment will be of greatest use as a further source of information about their students. Individual student assessment results obtained provide information about individual student achievement in relation to a selected number of expected learning outcomes. These results add to the assessment information gathered by teachers to provide a comprehensive picture of their students as thinkers and language users. Together, classroom assessment and provincial assessment results are used to inform instructional decisions that guide a student's continued literacy development. Teachers of the content disciplines will also find assessment results helpful in planning for instruction featuring literacy strategies specific to their respective subject areas.

The Department of Education and Early Childhood Development uses large-scale external assessment results to inform provincial decisions about student achievement, instructional planning, and additional instructional support. The results are also used for research and curriculum development to inform curriculum development, to determine the apparent strengths and weaknesses of the curriculum, determine the effectiveness of curriculum implementation and delivery, and make recommendations for further work and improvement.

Nova Scotian junior high / middle school students also participate in various National and International Assessments, such as the Pan-Canadian Assessment Program (PCAP), a national assessment of reading, mathematics, and science administered every three years to students in grade 8; and the Programme for International Student Assessment (PISA), an assessment of reading, mathematics, and science administered every three years to 15-year-olds. The purpose of these assessments is to provide information about the performance of students in each province and in different countries around the world. Nova Scotia's participation in these assessments allows educators to determine whether our students are well prepared to participate successfully in the global economy. We can compare what we expect of our students with what is expected of students in the national and international arena, as well as determine how well our students perform in relation to these expectations. National and international assessments are developed with Nova Scotia's participation.

## Tracking and Recording Assessment Information

“The use of columns in a grade book to represent standards (outcomes), instead of assignments, tests, and activities, is a major shift in thinking ...” (Marzano and Kendall 1996)

Assessment and evaluation depend on accurate and efficient record keeping. Teachers' assessment planning should include provision for the recording of assessment information in an efficient, systematic way. Since instruction addresses curriculum outcomes and student achievement is reported in relation to curriculum outcomes, it is essential that teachers' record-keeping systems track students' demonstration of curriculum outcomes, rather than **marks** for assessment events, assignment, and tests.

Any tracking system should allow for the efficient organization of the following information in relation to the curriculum outcomes:

- class profile information identifying students requiring support:

- IPP
- resource support
- documented adaptations
- behavior plan
- students who did not meet expectations on Grade 6 Elementary Literacy Assessment
- anecdotal notes or checklists documenting evidence for the learner profile
- **Records of Oral Reading** and informal reading **conference** anecdotal notes or checklists
- writing **conference** anecdotal notes or checklists
- other anecdotal notes or checklists documenting evidence of learning collected through observation and conversation
- **marks** or codes documenting evidence of learning collected from products and other assessment events
- school-wide or board level assessment results if available
- summary sheet or grade book

Electronic grade books may facilitate this organizing and tracking process.

## Portfolios of Student Learning

Teachers may also want to include a system for collecting and archiving samples of student work collected over time as part of their assessment planning. Systems such as **student portfolios** are especially useful for the collection of samples of student writing, and other representations such as video clips and podcasts. They need not only be collections of summative assessment events, but also may include rough as well as polished drafts collected throughout the reporting period. Artifacts of student learning kept in **student portfolios** can inform assessment *for* learning decisions on a daily basis, as well as inform evaluative assessment *for* learning decisions made at the end of a reporting period. Concrete evidence of student learning archived in **student portfolios** works in concert with anecdotal notes, checklists, and rubrics to create a clear picture of the student as a learner.

The **portfolio** becomes especially powerful as a focus for student self and peer assessment. Engaging students in a **metacognitive** process using writing and other representations to reflect upon their own and others' learning as depicted in their **portfolios** can provide a purposeful vehicle for instruction and assessment of the use of writing and other representations to learn—GCO 8.

This process, and the concrete samples of student work archived in the **portfolios**, can be used to support and focus such communication tools as **student-led conferences**, and are an invaluable support during home and school interviews. Getting students prepared to lead conferences can provide a purposeful context for explicit instruction around the use of speaking and listening presentation strategies—GCO 2 and 3.

## Summary Grade Book

The grade book is a place where teachers track the accumulated evidence of students' learning in relation to each outcome assessed throughout the reporting period. This important part of the tracking system documents the summarized evidence of learning for each student and supports the use of professional judgment in the determination of summative **grades**.

Teachers may choose to organize assessment information contained within each class grade book by individual student files. In this case, each individual student file would contain a list of curriculum outcomes

addressed in the reporting period, documenting with some sort of **marking** code—not letter or percentage **marks**—the degree to which the student demonstrated specific outcomes.

As an alternative, teachers may choose to organize assessment information by curriculum strand. In this case, each curriculum strand file, for example Speaking and Listening, would contain a class list documenting with some sort of **marking** code the degree to which students demonstrated the specific outcomes in each strand.

Examples of ways that grade books can be organized, and how they can be used to support determination of report card **grades**, can be found in Appendix F.

## Recording Assessment Information

Individual assessment events or pieces of student work collected within a reporting period should not be **marked** and recorded using letter or percentage scores. Letter or percentage **grades** are only used on report cards to indicate an evaluative summary of students' evidence of learning. Assessment feedback given to students and others during the course of the reporting period needs to be descriptive rather than evaluative. Students and others can make use of a clear description of academic strengths, needs, and growth evident in each piece, and can begin to implement improvements that are clearly described.

For grade levels where letters summarize student achievement on report cards, using letter **marks** as feedback for assessment events and student work throughout the reporting period can create challenges at the end of a reporting period. It is difficult to summarize letter scores. For example, a student who receives **marks** of B or A on individual assessment tasks addressing a limited number of specific outcomes, might end up with an overall **grade** of C based on an evaluation of all the assessment events over a reporting period.

Using letters as **marks** can also create confusion in reporting. Some of the confusion may be due to changes in the meaning of the letter **grades** used on the report cards. In many school districts and universities around North America, letter **grades** are linked to a range of percentage **grade** scores. Typically percentage **grades** of 90 to 100 percent equate to an "A" **grade**, for example. In the province of Nova Scotia, an "A" **grade** indicates the number of learning outcomes successfully demonstrated within a reporting period. It is an indicator of quantity, rather than some judgment of quality. For example, a student who may have consistently received a "B" **mark** throughout the reporting period would receive an "A" for a **grade**, according to the descriptors attached to those letters on the report card. See Appendix G for descriptors attached to letter and percentage **grades** currently used on report cards in the province of Nova Scotia.

For grade levels where percentages summarize student achievement on report cards, using percentage **marks** as feedback for assessment events and student work throughout the reporting period may result in the averaging of all assessment **marks** from the reporting period. It is not appropriate to factor in exploratory or early attempts by students to demonstrate outcomes, when more current evidence indicates success. (O'Connor 2002; Cooper 2007) Teachers' professional judgment, rather than the application of a mathematical formula, needs to be applied to the determination of summarizing **grades**.

To record assessment information efficiently, teachers may want to use a coding system indicating the degree to which students have demonstrated specific outcomes. Common coding systems use numbers from one to three or one to four, often found on many rubrics. An example of a four-digit number code might be

1. not yet meeting criteria for success
2. approaching meeting criteria for success
3. meets criteria for success
4. strongly meets criteria for success

An example of a three-digit number code might be

1. not yet meeting criteria for success
2. meets criteria for success
3. strongly meets criteria for success

Coding systems do not need to use digits. Any sort of symbol system may be acceptable, as long as they indicate the degree to which students meet criteria for the successful demonstration of specific outcomes.

Regardless of the coding system used, adding and averaging the code symbols should not be the process used for determining student **grades**. The digits are symbols, not points to be averaged. Teachers must apply professional judgment to determine whether students have successfully demonstrated outcomes. (O'Connor 2007) For more on the analysis of assessment information to determine summative **grades**, see the section entitled, Using Assessment Information to Evaluate and Communicate Student Learning, page XX.

## Putting It All Together

The following table, Sample Assessment Plan, illustrates how teachers might plan assessment opportunities over the course of a unit of instruction covering several weeks. It attempts to maintain a balance of conversations, observations, and products as sources of assessment information. It shows how teachers working within a workshop framework of instruction can provide students with multiple opportunities to practise and demonstrate a range of specific curriculum outcomes representing all three strands. Depending on the instructional focus for the unit, media other than print text can be substituted for the reading and writing components to provide a balanced approach to literacy assessment and instruction.

Working within such a plan, teachers can gather a wealth of information that can inform their instruction and provide valuable feedback to students. Some learning experiences will be on going throughout the unit, or even throughout the reporting period or school year, providing multiple opportunities for students to demonstrate outcomes.

By following plans such as the example below, teachers would also amass a collection of evidence of learning from a variety of information sources upon which to make evaluation and grading decisions at the end of the reporting period.

### SAMPLE ASSESSMENT PLAN (GRADE 9 EXAMPLE)

Assessment Opportunities	Recording/ Tracking Method	Outcome Focus	Sources of Assessment Information	Frequency
Peer Writers' Groups	checklist or rubric	Speaking/Listening: SCO 1.1 and 1.4	observation, conversation	ongoing weekly during writing times
Book Discussion Groups	checklist or rubric	Speaking/Listening: SCO 1.1 and 1.4 Reading/Viewing: SCO 6.2	observation, conversation	ongoing weekly during reading times

<b>Assessment Opportunities</b>	<b>Recording/ Tracking Method</b>	<b>Outcome Focus</b>	<b>Sources of Assessment Information</b>	<b>Frequency</b>
<b>Reading Log</b> or Journal Reflections	anecdotal note or rubric	Reading/Viewing: SCO 4.1, 6.1, and 7.1  Writing/ Representing: SCO 8.1	product	ongoing weekly during reading times
<b>Individual Writing Conferences</b>	anecdotal note, checklist, or rubric	Writing/ Representing: SCO 10.3 and 10.4	product, conversation	ongoing during writing times
<b>Author's Chair</b>	anecdotal note or checklist	Speaking/Listening: SCO 1.1 and 3.1  Writing/ Representing: SCO 10.3 and 10.4	observation, conversation	ongoing weekly during writing times
<b>Book Talks</b>	anecdotal note or checklist	Speaking/Listening: SCO 1.1 and 3.1  Reading/Viewing SCO 6.1 and 7.1	observation, conversation	ongoing weekly during reading times
Sample Rough Draft	anecdotal note or rubric	Writing/ Representing: SCO 10.3 and 10.4	product	twice/reporting period
<b>Portfolio Reflections</b>	checklist or rubric	Writing/ Representing: SCO 8.1, 10.4, and 10.5	product	once/ reporting period
Sample Final Draft	anecdotal note or rubric	Writing/ Representing: SCO 9.1, 10.1, and 10.2	product	twice/ reporting period
<b>Individual Reading Conferences</b>	anecdotal note or checklist	Reading/Viewing: SCO 4.1, 4.3, and 4.4	observation, conversation	ongoing during reading times

Please note that in this example plan, not all specific curriculum outcomes have been addressed. Instead, the table reflects the instructional decisions a teacher may make to focus assessment and instruction upon certain outcomes within a portion of a reporting period.

# Using Assessment Information to Improve Student Learning

“Assessment must be helpful to students, and therefore feedback must be timely and descriptive.” (Cooper 2007)

The primary purpose of assessment is to improve learning. Learners use assessment information to improve their efforts and set learning goals. Teachers use assessment information to adapt and change their instruction or the instructional context to meet the diverse needs of the learners in their classrooms. Using evidence of student learning for this purpose is called assessment for learning.

## Guiding Learning with Descriptive Feedback

Assessment information needs to be in a form that is useful to learners in order to impact their learning. Feedback is most useful when it specifically describes or indicates what learners are doing well, and what they need to do next in order to improve. (Brookhart 2008; Cooper 2007) Effective **descriptive feedback** provides clear, concise information to learners about the learning strategies and processes they successfully employed in the performance of a learning task, and specifically describes qualities of the learners’ work in relation to learning outcomes. **Descriptive feedback** should focus on the learners’ performance, not the learner personally. Specific, **descriptive feedback** that focuses on success and points the way to improvement has a positive effect on learning. (Black and Wiliam 1998; Davies 2000)

Percentage **marks** alone provide ineffective feedback. (Brookhart 2008) Such forms of feedback indicate the degree by which learners successfully demonstrate learning outcomes without indicating aspects of the outcomes learners have under control, and exactly what needs be done to improve their performance the next time. Numeric **marks**, whether it is intended or not, carry the connotation of evaluation. Evaluative feedback may very well interfere with the learning process. (Black and Wiliam 1998; Kohn 1999)

Learners also need to be in a position to take action on feedback information provided to them. Feedback will have the most impact when received while learning is still in process. (Black and Wiliam 1998) Feedback provided after the work is complete will only be useful if learners perceive they will have a chance to put this information to use again on similar tasks in the near future. Feedback without the opportunity to use it is pointless. (Brookhart 2008)

The challenge teachers face is to gather assessment information during the learning process and provide their students with useful feedback in a timely fashion. The following are suggestions of ways teachers might provide their students with opportunities for **descriptive feedback**:

- teacher oral responses to work in progress during individual writing/representing or reading/viewing conferences
- teacher written responses to drafts of student work collected before end product due dates
- peer oral responses to drafts in progress during peer writing/representing group conferences
- peer written responses to drafts in progress provided during peer writing/representing group conferences
- teacher and peer oral responses to drafts in progress provided during whole group conferences in Fish Bowl or Author’s Chair
- rubric or checklist criteria that specifically describe indicators of quality work
- supply students with exemplars of quality work, providing explicit instruction and discussion about the qualities present in the exemplars

Providing opportunities for **metacognitive** reflection is an integral part of this process. **Descriptive feedback** moves learners forward by encouraging them to think about their own learning. Self-reflective questioning leads learners to re-visit their work and consider revision. In this sense, the distinction between assessment and instruction is blurred. It is the provision of reflective opportunities for learners, and chances for them to incorporate feedback information into their ongoing learning process that transforms the collection of formative assessment information by teachers into assessment for learning.

## The Teacher's Response to Assessment

“Assessment and instruction are inseparable.” (Cooper 2007)

Teachers use assessment information to inform their instructional decisions. For example, in response to assessment information, a teacher may decide to provide explicit instruction to the class or provide additional instruction to a select number of students. The teacher may decide to make changes to the organization of the students in the class, or differentiate the requirements of an assignment. The teacher may decide to gather further information before providing further instruction or making any changes to the instructional context. The following charts offer some suggestions for instructional responses to identified need. They are intended to serve only as a guiding model for the sorts of instructional decisions teachers need to make in order to meet the learning needs of individuals or groups of students in their classrooms.

### SPEAKING AND LISTENING

If you notice that ...	Then you need to ...
a student is reluctant to participate in group discussions	<ul style="list-style-type: none"> <li>provide opportunities to share in other settings</li> <li>pair students (then move to small groups before whole group)</li> <li>carefully consider group members to provide supportive environment</li> <li>model appropriate norms of group interaction</li> </ul>
a student has difficulty following oral directions	<ul style="list-style-type: none"> <li>give one or two directions at a time</li> <li>require the student to paraphrase the directions given</li> </ul>
a student struggles to summarize what was said	<ul style="list-style-type: none"> <li>activate prior knowledge before the presentation</li> <li>provide an outline before the presentation</li> <li>provide a structure or key ideas for the student to listen for</li> <li>model summarizing techniques</li> </ul>
a student does not ask clarifying questions of another speaker	<ul style="list-style-type: none"> <li>prompt the student to ask questions</li> <li>model different types of questions</li> <li>allow the student to write questions</li> <li>encourage the student to investigate the questions others ask</li> </ul>

If you notice that ...	Then you need to ...
a student is not respectful of the ideas and opinions expressed by others	<ul style="list-style-type: none"> <li>▪ speak to the student and model appropriate behaviour</li> <li>▪ generate a list of group norms</li> <li>▪ pair the student with a strong student who will model positive behaviour</li> <li>▪ provide the student with a protocol for group participation or audience behaviour</li> </ul>
a student has difficulty evaluating the effectiveness of a speaker	<ul style="list-style-type: none"> <li>▪ provide criteria for evaluation</li> <li>▪ model both effective and ineffective presentations and guide discussion about particular aspects of the presentation</li> </ul>
a student has difficulty expressing his or her own ideas and opinions	<ul style="list-style-type: none"> <li>▪ allow the student to express ideas in writing or other representations, then use these notes to support oral discussions</li> <li>▪ provide prompts or graphic organizer to guide and encourage appropriate assertions or offerings of information during a discussion</li> <li>▪ encourage the student to share first with a partner, then a small group, and finally whole group</li> <li>▪ ensure the student has understood the material being discussed</li> </ul>
a student has difficulty adapting his or her speaking to suit the audience and purpose	<ul style="list-style-type: none"> <li>▪ activate prior knowledge about a particular audience prior to the speaking situation</li> <li>▪ provide guiding prompts for observing and noting conventions of spoken language while listening to a skilled presenter</li> <li>▪ model effective speaking conventions to suit specific audiences and purposes</li> </ul>

Additional suggestions and ideas for instructional responses to students' assessed needs in speaking and listening can be found in the following resources:

- Cooper, Damian. *Talk about Assessment: Strategies and Tools to Improve Learning*. Toronto, ON: Thomson Nelson Canada, 2007.
- Harvey, Stephanie and Harvey Daniels. *Comprehension and Collaboration: Inquiry Circles in Action*. Portsmouth, NH: Heinemann, 2009.
- Koch, Arthur. *Speaking with a Purpose*. Allyn and Bacon, 2007.

## READING AND VIEWING

If you notice that ...	Then you need to ...
a student is consistently reading text that is too difficult or too easy	<ul style="list-style-type: none"> <li>▪ set goals with the student</li> <li>▪ model techniques for selecting “just right” text</li> <li>▪ provide the student with a number of texts from which to choose</li> <li>▪ make recommendations based on student’s expressed interest</li> </ul>
a student has difficulty with reading fluency (reading is slow and choppy or much too fast)	<ul style="list-style-type: none"> <li>▪ model fluent reading</li> <li>▪ in a shared or <b>guided reading</b> situation, demonstrate how punctuation functions to inform readers about how a piece should be read</li> <li>▪ demonstrate how to ‘chunk’ text into meaningful pieces, and ask the student to mark in the text where they will pause</li> <li>▪ have the student practise with text that is at his or her independent reading level</li> </ul>
a student’s responses to text lack depth or relevance	<ul style="list-style-type: none"> <li>▪ show examples of strong responses, or provide opportunities to respond in a non-print medium</li> <li>▪ co-construct criteria for appropriate and strong responses to text</li> <li>▪ construct group responses in a share writing or small group situation</li> <li>▪ have the student code text and record thoughts as they read to <b>scaffold</b> writing responses later</li> </ul>
a student does not provide evidence and support for his or her opinions and statements in responses to text	<ul style="list-style-type: none"> <li>▪ show examples of strong responses</li> <li>▪ co-construct criteria for appropriate and strong responses to text</li> <li>▪ model and <b>scaffold</b> the process</li> <li>▪ provide a graphic organizer that prompts the student to give evidence</li> <li>▪ provide an anchor chart of potential response prompts</li> </ul>
a student’s range or amount of reading is limited	<ul style="list-style-type: none"> <li>▪ Read-Aloud new genres</li> <li>▪ schedule class time for sharing, for example, <b>book talks</b></li> <li>▪ set a reading goal with the student</li> <li>▪ use new genres during whole-class reading experiences</li> </ul>
a student does not question text	<ul style="list-style-type: none"> <li>▪ provide the student with prompts to encourage critical thinking and questioning of the text</li> <li>▪ model questioning the text as a strategy using a <b>think-aloud</b></li> <li>▪ in whole class or small group settings practise questioning strategy based on a common text</li> </ul>

If you notice that ...	Then you need to ...
a student has difficulty picking out important information and necessary details	<ul style="list-style-type: none"> <li>▪ model the use of highlighting as a strategy</li> <li>▪ model coding of text or annotating text using sticky notes</li> <li>▪ provide a focus question or a purpose for the reading</li> <li>▪ demonstrate <b>skim and scan</b> as a reading <b>strategy</b> with information text</li> </ul>
a student makes substitutions while reading that are visually similar but don't make sense	<ul style="list-style-type: none"> <li>▪ point out that the student is over-relying on the <b>visual cueing system</b></li> <li>▪ explain that <i>sounding it out</i> as a strategy only works some of the time; make sure the word makes sense</li> <li>▪ prompt substitutions with, "Does that make sense?"</li> </ul>
a student does not self-monitor when reading	<ul style="list-style-type: none"> <li>▪ use <b>Think-Alouds</b> to demonstrate strategies good readers use when text does not make sense</li> <li>▪ demonstrate the use of the questioning strategy to guide comprehensions such as, What happened here? Who is this character? Why did this happen? What do these words mean?</li> <li>▪ provide practice opportunities using stickies or a highlighter; teach students how to <b>annotate text</b></li> <li>▪ provide explicit prompts to check for understanding when reading a text</li> </ul>
a student is unsure of what to do when encountering unfamiliar words when reading	<ul style="list-style-type: none"> <li>▪ model how to solve unknown words (tricky words) during a <b>Read-Aloud</b> or individual reading <b>conferences</b></li> <li>▪ explicitly teach the student to use a variety of <b>word-solving strategies</b>, such as looking for small familiar words within larger words, while reading</li> </ul>
a student does not make inferences (read between the lines)	<ul style="list-style-type: none"> <li>▪ model inferential thinking during a <b>Think-Aloud</b></li> <li>▪ provide a focus question</li> <li>▪ support the student in activating prior knowledge about the topic, or provide sufficient background information to the student</li> </ul>
a student has difficulty constructing meaning from video	<ul style="list-style-type: none"> <li>▪ establish a purpose prior to viewing</li> <li>▪ activate prior knowledge about the subject/topic prior to viewing</li> <li>▪ prompt the student's own questions about the video before, during, and after viewing</li> <li>▪ provide a graphic organizer to help place hold information and frame after-viewing responses</li> </ul>

Additional suggestions and ideas for instructional responses to students' assessed needs in reading and viewing can be found in the following resources:

- Beers, Kylene. *When Kids Can't Read: What Teachers Can Do*. Portsmouth, NH: Heinemann, 2003.
- Nova Scotia Department of Education. *Active Readers 7–9 Assessment Resource*, pp. 81–89.
- Tovani, Cris. *I Read It, But I Don't Get It*. Portland, ME: Stenhouse, 2000.

## WRITING AND OTHER WAYS OF REPRESENTING

If you notice that ...	Then you need to ...
a student's writing is not focused, or lacks relevant and accurate information (ideas)	<ul style="list-style-type: none"> <li>▪ confer with the student asking questions such as: "What is your message? Are all of your details related to the topic? Did the reader learn something new?"</li> <li>▪ provide cue cards with conferring questions to be used for peer <b>conference</b></li> <li>▪ provide the student with a choice of graphic organizer to help focus their ideas</li> <li>▪ model effective use of ideas using <b>mentor texts</b></li> <li>▪ provide students with strong and weak model texts and have them re-write weak samples in small group settings</li> <li>▪ model the process of grouping and classifying information</li> </ul>
a student's writing lacks organization (organization)	<ul style="list-style-type: none"> <li>▪ confer with the student asking questions like               <ul style="list-style-type: none"> <li>– Did you "hook" the reader with your opening?</li> <li>– Is your writing easy to follow?</li> <li>– Is all of your information related to your main message?</li> <li>– Does your writing have a conclusion?</li> </ul> </li> <li>▪ provide a focused lesson on effective leads or transition words</li> <li>▪ explicitly teach organizational <b>text structures</b> appropriate to the writing task, for example cause/effect or chronological order, using <b>mentor texts</b>, <b>Think-Aloud</b>, or <b>graphic organizers</b></li> <li>▪ explicitly teach strategies for grouping and classifying information, and model the process</li> </ul>
a student's writing has many mechanical errors (conventions)	<ul style="list-style-type: none"> <li>▪ provide explicit instruction focusing on one or two specific needs during an individual conference with the student or in during small group <b>guided writing</b> sessions</li> <li>▪ have the student develop a list of personal problem areas to use as a checklist when writing</li> <li>▪ model effective use of mechanics using mentor texts</li> <li>▪ create <b>anchor charts</b> that address issues of mechanics</li> </ul>

If you notice that ...	Then you need to ...
a student's work consists of largely the same type of writing/representation	<ul style="list-style-type: none"> <li>▪ provide models of various text types</li> <li>▪ use <b>Read-Aloud</b> and <b>Authors' Chair</b> to share various text types</li> <li>▪ provide the student with a list of alternative writing/representations from which to choose their next writing task</li> </ul>
a student's writing/representation does not include the necessary text features and structure for that type of text (presentation)	<ul style="list-style-type: none"> <li>▪ create and post <b>anchor charts</b> that address <b>text features</b></li> <li>▪ provide a <b>mentor text</b> for students to analyze</li> <li>▪ co-create expectations and criteria appropriate for the type of text or genre in question</li> </ul>
a student's writing/representation is not appropriate for the intended audience and purpose	<ul style="list-style-type: none"> <li>▪ confer with the student asking questions such as               <ul style="list-style-type: none"> <li>– Who will read this?</li> <li>– What do they already know about this topic?</li> <li>– What do you want them to know?</li> <li>– What part of your topic would interest the target audience the most?</li> <li>– What is your purpose for creating this text?</li> </ul> </li> <li>▪ provide practice audiences and purposes for writing/representing in activities such as <b>R.A.F.T.</b></li> <li>▪ provide opportunities for the student to share his or her writing with peers for feedback</li> <li>▪ provide opportunities for the student to write or use other representations for an audience other than the teacher</li> </ul>
a student rarely shows commitment to a piece of writing/representation	<ul style="list-style-type: none"> <li>▪ set small and manageable goals for the student, and confer or check with the student at regular intervals</li> <li>▪ provide authentic purposes for writing and using other representations with an audience other than the teacher</li> <li>▪ allow student choice of topic, form, and/or audience</li> </ul>
a student is reluctant to make revisions or editing improvements to his or her work (conventions)	<ul style="list-style-type: none"> <li>▪ explicitly teach editing and revising strategies, and demonstrate the difference between them</li> <li>▪ model revision and editing strategies using teacher's and others' rough drafts as <b>mentor texts</b></li> <li>▪ focus individual instruction in <b>conferences</b> to one or two areas to key areas</li> <li>▪ provide authentic purposes for writing and using other representations for an audience other than the teacher</li> <li>▪ allow student choice of topic, form, and/or audience</li> </ul>

Additional suggestions and ideas for instructional responses to students' assessed needs in writing and other ways of representing can be found in the following resources:

- Anderson, Jeff. 2007. *Everyday Editing: Inviting Students to Develop Skill and Craft in Writer's Workshop*. Portland, ME: Stenhouse.
- Anderson, Jeff. 2005. *Mechanically Inclined*. Portland, ME: Stenhouse.
- Burke, Jim. 2003. *Writing Reminders: Tools, Tips, and Techniques*. Portsmouth, NH: Heinemann.
- Kittle, Penny. 2008. *Write Beside Them*. Portsmouth, NH: Heinemann.
- Spandel, Vicki. 2005. *Creating Writers Through 6-Trait Writing Assessment and Instruction*. Portland, ME: Pearson Education. pp. 209–261.

## Using Assessment Information to Evaluate and Communicate Student Learning

“Grading and reporting student achievement is a caring, sensitive process that requires teachers’ professional judgment.” (Cooper 2007)

At set times within a school year, teachers are called upon to evaluate the degree to which students have demonstrated learning outcomes focused upon during the reporting period, and communicate that decision in the form of a **grade** that summarizes students’ assessment information. Teachers apply professional judgment, analyzing the evidence of student learning collected throughout the reporting period for reliable indications that students have demonstrated the outcomes. Using evidence of student learning for this purpose is called assessment *of* learning.

Exercising professional judgment is never a matter of merely applying a mathematical formula to all the assessment information gathered during the reporting period. Instead, teachers need to look for trends across all available sources of assessment information when determining **grades**. This might include information gathered throughout a reporting period, as well as information gathered from specific **summative assessment** events.

It may not be necessary to provide students with summative assessment events for all outcomes assessed in a reporting period. Teachers may have already collected enough valid evidence of student learning for many outcomes throughout a reporting period. For example, if students have been observed several times meeting the criteria for success for SCO 1.1—participate constructively in small group and whole-group discussions, using a range of strategies that contribute to effective talk—**summative assessment events** would not be necessary for this outcome. Instead, the most current and valid information could be used to inform grading decisions.

It may also prove problematic to create **summative assessment events** for many English language arts outcomes that may best be demonstrated as part of the ongoing process of creating or using text. Examples of this might include outcomes that address drafting, revision, and editing strategies (GCO 10), and outcomes that address reading deeply and widely from a variety of sources and genre (GCO 4), as well as a number of speaking and listening outcomes that may best be demonstrated during informal discussion in small group settings (GCO 1 and 3).

Thoughtful analysis is necessary when weighing assessment information for evidence that students have successfully demonstrated outcomes. For example, assessment information collected earlier in a reporting period indicating that a student could *not yet* successfully meet the criteria for success for specific outcomes should not be factored into summative **grades** if teachers have more current assessment indicates that learning and growth have taken place. Likewise, teachers must also take care that a student’s poor

performance on any single assessment event does not cancel out valid evidence of success collected earlier in the reporting period. (O'Connor 2002)

Teachers need to ensure that **grades** represent students' achievement of curriculum outcomes. Behaviours that are not associated with specific curriculum outcomes should not be represented in students' **grades**. Attendance and lateness, for example, are not English language arts outcomes. The same is true for disruptive and inappropriate behaviour that may be displayed by some students in class. These behaviours can be reported in student learner profiles on report cards, but are not included in students' **grades**.

Teachers need to make a distinction, however, between inappropriate student behaviour and small group or whole class behaviours that can be considered part of the criteria for demonstrating specific speaking and listening outcomes. Such behaviours as speaking in turns and treating others' ideas with respect, for example, are indeed indicators of appropriate small group interactions, and are reflected in specific curriculum outcomes under GCOs 1 and 3.

Teachers also need to consult regional board and school assessment policies for guidance in determining students' **grades** with regard to a number of other issues, such as late assignments, the use of zero **marks**, incomplete work assignments, homework as a source of assessment information, participation **marks**, and group **marks**.

## Exercising Professional Judgment

"There are no *right* grades only *justifiable* grades." (O'Connor 2002)

The process of exercising professional judgment to determine **grades** may differ depending on the grade level reporting system used. Regardless of the system, teachers need to pay close attention to the descriptors that accompany the **grade** codes. Descriptors for letter and percentage report card **grades** currently in use in Nova Scotia can be found in Appendix G.

### FOR GRADES INDICATED BY LETTERS

The process for determining letter **grades**, given the intent of the descriptors currently on the report card, is fairly straightforward. The question to be answered is how many of the outcomes taught and assessed during the reporting period did each student successfully demonstrate. Teachers analyze the evidence of learning for trends that will support their decision-making process. If the answer for a specific student is, "all of them," based upon current, valid evidence collected throughout the term, then the **grade** for that student is an "A." If the answer to the question is, "some of them," then the **grade** for that student is a "C," or perhaps a "D," depending on the number of outcomes demonstrated. Teachers with an efficient and effective assessment plan and a well kept tracking system should have little difficulty defending their professional judgment. See Appendix F for examples of a sample grade book showing records documenting evidence of learning, with the appropriate letter **grades** assigned by following this process.

### FOR GRADES INDICATED BY PERCENTAGES

The process for determining percentage **grades**, is somewhat less clear cut. The question to be answered in the case of reporting systems using percentage **grades** is not "how many" but "how well" did each student successfully demonstrate the outcomes taught and assessed during the reporting period.

One process for determining percentage **grades** is to assign percentage values to each GCO category of a curriculum strand taught and assessed during the reporting period. The percentage values are determined by the degree of instructional focus given to each GCO category during the reporting period, or by simply

assigning equal weighting to each GCO. Teachers use their professional judgment to determine each student's **mark** for each GCO category by analyzing most the current, valid evidence of learning collected and recorded throughout the term. A percentage **grade** can then be determined by applying a mathematical formula for central tendency to the GCO **marks**, along with teachers' professional judgment supported by the evidence.

In a variation on this process, a number code is used rather than a percentage **mark** for each GCO. Teachers use their professional judgment to determine a number code score for each GCO, and these codes are then used to determine a percentage **grade**. (Clymer and Wiliam, 2006) For more on the use of number codes to record and track evidence of student learning, see the previous section entitled, Tracking and Recording Assessment Information.

See Appendix F for examples of a sample grade book showing records documenting evidence of learning, with the appropriate percentage grades assigned by following this process.

## Using Assessment Information to Inform Teachers' Practice

It is important for teachers to reflect upon the effectiveness of their own teaching practices. Teachers may use student assessment results to inform their own professional growth. A variety of assessment information sources, including ongoing, informal classroom assessments as well as external assessment results, may be used to inform the professional learning process of a school staff.

This may often be carried on as part of collaborative professional learning communities (PLCs) established within school sites. Such groups may typically be formed from professional staff serving the students of a particular grade level, or the professional staff responsible for teaching a particular subject area. Professional learning within such groups is intended to involve not only the sharing of resources and lesson ideas among colleagues, but also the analysis of student assessment information in a spirit of professional enquiry in order to inform pedagogical change.

## Establishing Common Understanding Assessment Criteria Within a School

Common understandings of assessment criteria occur when the professional staff within a school or board works together to articulate assessment criteria. For example, English language arts teachers of grade 7 students at one particular junior high/middle level school might work together to develop assessment criteria aligned with specific curriculum outcomes for persuasive writing in their grade 7 classrooms. Analysis of this information could not only allow teachers to focus instruction on those individual students in need of support, but would also allow staff to look for trends in school-wide change over time.

Assessment information tracked with collaboratively developed criteria can be used school-wide or at particular grade levels to determine areas of instructional need, facilitating the establishment of school or grade level improvement goals. Such collaboration can be a powerful professional development opportunity that can directly impact student achievement. Assessment information gathered through the use of co-constructed criteria can thus inform curricular decisions, and also inform change in teachers' instructional practice.

## Professional Resources

- Brookhart, S.M. 2008. *How to Give Effective Feedback to Your Students*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Clymer, Jacqueline B., and Dylan Wiliam. “Improving the Way We Grade Science,” *Educational Leadership*. Alexandria, VA: Association for Supervision and Curriculum Development, December 2006–January 2007, Volume 64, Number 4.
- Davies, Anne. 2000. *Making Classroom Assessment Work*. Courtenay, BC: Connections Publishing.
- Gregory, K., C. Cameron, and A. Davies. 2001. *Conferencing and Reporting*. Courtenay, BC: Connections Publishing.
- ———. 2001. *Self-Assessment and Goal-Setting*. Courtenay, BC: Connections Publishing.
- ———. 2001. *Setting and Using Criteria*. Courtenay, BC: Connections Publishing.
- Nova Scotia Department of Education. 2005. *Active Readers Assessment Resource*. Halifax, NS: Province of Nova Scotia.
- ———. 2007. *Teaching in Action, Grades 7–9*. Halifax, NS: Province of Nova Scotia.
- O’Connor, Kenneth. 2002. *How to Grade for Learning: Linking Grades to Standards*. Arlington Heights, IL: Skylight.
- ———. 2007. *A Repair Kit for Broken Grades*. Educational Testing Services.
- Schipper, Beth, and Joanne Rossi. 1997. *Portfolios in the Classroom*. York, ME: Stenhouse.
- Stiggins, R.J. 2008. *An Introduction to Student-Involved Assessment for Learning*. Toronto, ON: Pearson, Education.

# Curriculum Outcomes

## Introduction

This section contains information on the English language arts curriculum, providing direction to teachers concerning what students are expected to learn. The curriculum outcomes indicate the body of skills, knowledge and abilities teachers are expected to teach, and as such are the focus of assessment and instruction in the classroom.

This section includes information on

- the curriculum outcomes as a framework supporting attainment of Essential Graduation Learnings
- General Curriculum Outcomes statements
- key-stage curriculum outcomes statements
- specific curriculum outcomes statements
- elaboration and explanation of the outcome statements with suggestions for explicit instruction
- suggested assessment opportunities addressing one or more specific curriculum outcomes
- suggestions for differentiated instruction addressing one or more specific curriculum outcomes
- suggested professional resources providing additional information about instruction and assessment

## Essential Graduation Learnings

Essential Graduation Learnings (EGLs) are statements describing the cross-curricular knowledge, skills, and attitudes that form the foundation of all curriculum development and represent the final outcomes for the public education curriculum of Atlantic Canada.

Graduates from the public schools of Atlantic Canada will be able to demonstrate knowledge, skills, and attitudes in the following essential graduation learnings:

### Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

### Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

## Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of languages as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

## Personal Development

Graduates will be able to learn and to pursue an active, healthy lifestyle.

## Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems including those requiring language, mathematical, and scientific concepts.

## Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Further information concerning the Essential Graduation Learnings can be found on pages 6–9 of the *Foundation for the Atlantic Canada English Language Arts Curriculum* (Atlantic Provinces Education Foundation 1996) and in the Introduction section of this guide.

## General Curriculum Outcomes

General curriculum outcomes (GCOs) are statements identifying what students are expected to know and be able to do upon completion of study in English language arts, and as such, contribute to the attainment of the Essential Graduation Learnings.

These statements of learning outcomes, listed below, are organized under three strands: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing. It is important to recognize that all these language processes are interrelated and can be developed most effectively as interdependent processes.

Further information concerning them can be found on page 14 of the *Foundation for the Atlantic Canada English Language Arts Curriculum* (Atlantic Provinces Education Foundation 1996) and in the remainder of the Curriculum Outcomes section of this guide.

<b>Speaking and Listening</b>	<p><b>GCO 1:</b> Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.</p> <p><b>GCO 2:</b> Students will speak and listen to communicate information and ideas effectively and clearly, and to respond personally and critically.</p> <p><b>GCO 3:</b> Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.</p>
<b>Reading and Viewing</b>	<p><b>GCO 4:</b> Students will be expected to select, read, and view with understanding a range of literature, information, media and visual texts.</p> <p><b>GCO 5:</b> Students will be expected to interpret, select, and combine information using a variety and strategies, resources, and technologies.</p> <p><b>GCO 6:</b> Students will be expected to respond personally to a range of texts.</p> <p><b>GCO 7:</b> Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.</p>
<b>Writing and Representing</b>	<p><b>GCO 8:</b> Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning.</p> <p><b>GCO 9:</b> Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.</p> <p><b>GCO 10:</b> Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.</p>

## Key-Stage Curriculum Outcomes

Key-stage curriculum outcomes are statements identifying what students are expected to know and be able to do by the end of grades 3, 6, 9, and 12 as a result of cumulative learning experiences in English language arts, reflecting a continuum of learning.

The general curriculum outcomes for grade 9 are also the key-stage outcomes, representing the target outcomes that students work toward cumulatively through grades 7 and 8, as well as grade 9. While there may appear to be similarities in many outcomes across grade levels, there is an intention for increased expectations for students reflected in:

- the nature of learning language processes
- students' maturity of thinking and interests
- students' increasing independence as learners
- the complexity and sophistication of ideas, texts, and tasks

- the range of language experiences, and the repertoire of strategies and skills, students apply to those experiences

The following overview of the general curriculum outcomes and the specific curriculum outcomes that fall within them reflects the increasing expectations and sophistication developing across each successive grade from 7 to 9.

## Speaking and Listening

**GCO 1: Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.**

This is about students learning about themselves and the world through discussion.

Grade 7	Grade 8	Grade 9 (Key-stage)
Students will be expected to	Students will be expected to	Students will be expected to
SCO 1.1 participate in small group and whole class discussion, recognizing that there is a range of strategies that contribute to effective talk	SCO 1.1 contribute to small group and whole group discussion, choosing appropriate strategies that contribute to effective talk	SCO 1.1 participate effectively in small group and whole-group discussions, using a range of strategies that contribute to effective talk
SCO 1.2 express clearly and with conviction, a personal point of view, and be able to support that position	SCO 1.2 state a point of view in a convincing manner, offering relevant information to support that viewpoint	SCO 1.2 articulate, advocate, and support points of view, presenting viewpoints in a convincing manner
SCO 1.3 recognize that contributions from many participants are needed to generate and sustain discussions	SCO 1.3 consider and reflect upon the contribution of others' ideas during discussions	SCO 1.3 examine others' ideas in discussion to extend their own understanding
SCO 1.4 know how and when to ask questions that call for elaboration and clarification; give appropriate responses when asked for the same information	SCO 1.4 ask questions that probe for accuracy, relevancy, and validity; respond thoughtfully and appropriately to such questions	SCO 1.4 ask relevant questions calling for elaboration, clarification, or qualification and respond thoughtfully to such questions

**GCO 2: Students will speak and listen to communicate information and ideas effectively and clearly, and to respond personally and critically.**

This is about effectively presenting ideas and information orally.

<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9 (Key-stage)</b>
Students will be expected to	Students will be expected to	Students will be expected to
SCO 2.1 participate in formal speaking situations such as presentations, speeches, and debates, recognizing that there is a range of strategies that contribute to effective talk	SCO 2.1 participate in formal speaking situations such as presentations, speeches, and debates, choosing appropriate strategies that contribute to effective talk	SCO 2.1 participate effectively in formal speaking situations such as presentations, speeches, and debates, using a range of strategies that contribute to effective talk
SCO 2.2 recognize that different situations (interviews, speeches, debates, conversations) require different speaking conventions (choice of vocabulary, sentence structure, rate of speech, and tone) appropriate to the situation	SCO 2.2 recognize that different situations (interviews, speeches, debates, conversations) require different speaking conventions (choice of vocabulary, sentence structure, rate of speech, and tone) appropriate to the situation	SCO 2.2 demonstrate an awareness that spoken language has different conventions in different situations and cultures by adapting vocabulary, sentence structure, and rate of speech appropriate to the speaking occasion
SCO 2.3 recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice; understand how language is used to influence and manipulate	SCO 2.3 recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice; understand how language is used to influence and manipulate	SCO 2.3 demonstrate an awareness of the power of spoken language to influence and manipulate, and to reveal ideas, values, and attitudes
SCO 2.4 follow instructions and respond to directions	SCO 2.4 give instructions and respond appropriately to instructions and directions	SCO 2.4 give and follow oral instructions or directions of increasing complexity

**GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.**

This is about being a courteous and respectful participant of group interactions, and using speaking in a manner appropriate to the task.

<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9 (Key-stage)</b>
Students will be expected to	Students will be expected to	Students will be expected to
SCO 3.1 demonstrate active listening skills and respect for the needs, rights, cultural differences, and feelings of others	SCO 3.1 demonstrate active listening skills and respect for the needs, rights, cultural differences, and feelings of others	SCO 3.1 demonstrate active listening (such as by making eye contact, rephrasing when appropriate, clarifying comments extending, refining, and/or summarizing points already made) and respect for the needs, rights, cultural differences, and feelings of others
SCO 3.2 evaluate speakers and the effectiveness of their talk in particular contexts; identify the verbal and non-verbal language cues used by speakers. (for example, repetition, volume, and eye contact)	SCO 3.2 evaluate the effectiveness of their own and others' talk in a variety of contexts; consider the effects of verbal and non-verbal language	SCO 3.2 evaluate their own and others' use of spoken language in a range of contexts, recognizing the effects of significant verbal and non-verbal language features
SCO 3.3 listen attentively to grasp the essential elements of a message, and recognize and consider supporting details	SCO 3.3 listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented	SCO 3.3 listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented

## Reading and Viewing

**GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media and visual texts.**

This is about making appropriate choices of texts, and reading or viewing them with understanding.

<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9 (Key-stage)</b>
Students will be expected to	Students will be expected to	Students will be expected to
SCO 4.1 select texts that address their learning needs and range of special interests	SCO 4.1 select texts that address their learning needs and range of special interests	SCO 4.1 select texts that address their learning needs and range of special interests
SCO 4.2 read widely and experience a variety of young adult fiction and literature from different provinces and countries	SCO 4.2 read widely and experience a variety of young adult fiction and literature from different provinces and countries	SCO 4.2 read widely and experience a variety of young adult fiction and literature from different provinces and countries
SCO 4.3 develop some independence in recognizing and using various reading and viewing strategies (predicting, questioning, etc.) and in using cueing systems (graphophonic, contextual, syntactic) to construct meaning; apply and develop these strategies and systems while reading and viewing increasingly complex print and non-print texts	SCO 4.3 use cueing systems and a variety of strategies, including use of text features, to read and view increasingly complex print and non-print texts with greater fluency, confidence, and comprehension	SCO 4.3 use cueing systems and a variety of strategies to read and view increasingly complex print and non-print texts with fluency, confidence, and comprehension
SCO 4.4 talk and write about the various processes and strategies readers and viewers apply when constructing meaning from various texts; recognize and articulate personal processes and strategies used when reading and viewing various texts	SCO 4.4 develop an understanding of the personal processes and strategies applied when reading and viewing; reflect on personal growth as readers and viewers of texts and use this awareness of personal development to push reading and viewing ability even further	SCO 4.4 articulate their own processes and strategies for reading and viewing texts of increasing complexity

**GCO 5: Students will speak and listen to interpret, select, and combine information using a variety of strategies, resources, and technologies.**

This is about gathering information from a variety of sources.

<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9 (Key-stage)</b>
Students will be expected to	Students will be expected to	Students will be expected to
SCO 5.1 identify and articulate personal needs and personal learning needs with growing clarity and some independence	SCO 5.1 access appropriate print and non-print sources with increasing independence and select information to meet specific needs with increasing speed, accuracy, and confidence	SCO 5.1 independently access and select specific information to meet personal and learning needs <ul style="list-style-type: none"> <li>▪ select from a wide range of sources information appropriate to their purposes</li> <li>▪ use the internet</li> <li>▪ develop approaches and strategies to conduct their research</li> </ul>
SCO 5.2 become increasingly aware of and use periodically the many print and non-print avenues and sources (internet, documentaries, interviews) through which information can be accessed and selected	SCO 5.2 employ various relevant research strategies like generating questions, drafting an outline, or interviewing peers to determine what questions they would like answered by their research	
SCO 5.3 use research strategies like issue mapping and webbing to guide research		

**GCO 6: Students will be expected to respond personally to a range of texts.**

This is about holding personal opinions and having reactions to text.

<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9 (Key-stage)</b>
Students will be expected to	Students will be expected to	Students will be expected to
SCO 6.1 extend personal responses, either orally or in writing, to print and non-print texts by explaining in some detail initial or basic reactions to those texts	SCO 6.1 elaborate personal reactions to what is read and viewed by providing some extended explanations, examples, and supporting arguments	SCO 6.1 respond to some of the materials they read or view by questioning, connecting, evaluating, and extending <ul style="list-style-type: none"> <li>▪ move beyond initial understanding to more thoughtful interpretation</li> </ul>
SCO 6.2 express personal points of view and make evaluations or judgments about texts; and find evidence and examples in texts to support personal views about issues, themes, and situations	SCO 6.2 state and justify personal points of view about what is read and viewed with increasing regularity; and with increasing confidence and flexibility, find evidence in texts to support personal claims and viewpoints about issues, themes, and situations	SCO 6.2 express and support points of view about texts and about issues, themes, and situations within texts, citing appropriate evidence

**GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.**

This is about recognizing, evaluating, and appreciating the way texts are crafted.

<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9 (Key-stage)</b>
Students will be expected to	Students will be expected to	Students will be expected to
SCO 7.1 recognize that print and non-print texts can be biased and become aware of some of the ways that information is organized and structured to suit a particular point of view	SCO 7.1 recognize that texts need to be assessed for bias and broaden their understanding and awareness of the ways in which print and non-print texts can be biased; begin to question and think critically about the relevance and reliability of information when answering questions and inquiries	SCO 7.1 critically evaluate information presented in print and non-print texts to assess relevance and reliability of available information to answer their questions

Grade 7	Grade 8	Grade 9 (Key-stage)
<p>SCO 7.2 recognize that print and non-print texts are constructed for particular audiences and purposes; begin to identify the textual elements used by authors, and demonstrate an awareness of how authors use pictorial, typographical, and organizational devices such as photos, titles, headings, and bold print to achieve certain purpose</p>	<p>SCO 7.2 identify the various features and elements writers use when composing for specific audiences and purposes, including pictorial, typographical, and other organizational devices such as tables and graphs; describe how texts are organized to accommodate particular audiences' needs and to contribute to meaning and effect</p>	<p>SCO 7.2 demonstrate that print and non-print texts are constructed for particular purposes and particular audiences</p> <ul style="list-style-type: none"> <li>▪ describe how specific texts and genre characteristics contribute to meaning and effect</li> <li>▪ demonstrate an understanding that information texts are constructed for particular purposes</li> </ul>
<p>SCO 7.3 develop an ability to respond critically to various texts in a variety of ways such as identifying, describing, and discussing the form, structure, and contents of texts and how they might contribute to meaning construction and understanding</p> <ul style="list-style-type: none"> <li>▪ recognize that personal knowledge, ideas, values, perceptions, and points of view influence how writers create texts</li> <li>▪ become aware of how and when the reader's/viewer's personal background influences comprehension and textual response</li> <li>▪ recognize that there are values inherent in a text, and begin to identify those values</li> <li>▪ explore how cultures and reality are portrayed in print and non-print texts</li> </ul>	<p>SCO 7.3 expand on earlier abilities to respond critically to a range of texts in various ways</p> <ul style="list-style-type: none"> <li>▪ understand how personal knowledge, ideas, values, perceptions, and points of view influence how writers create texts</li> <li>▪ recognize how and when the reader's/viewer's personal background influences comprehension and textual response</li> <li>▪ describe how cultures and reality are portrayed in print and non-print texts</li> </ul>	<p>SCO 7.3 respond critically to texts of increasing complexity</p> <ul style="list-style-type: none"> <li>▪ analyze and evaluate a text in terms of its form, structure, and content</li> <li>▪ recognize how their own ideas and perceptions are framed by what they read and view</li> <li>▪ demonstrate an awareness that personal values and points of view influence both the creation of texts and the reader's/ viewer's interpretation and response</li> <li>▪ explore and reflect on culture and reality as portrayed in media texts</li> <li>▪ identify the values inherent in a text</li> </ul>

## Writing and Representing

**GCO 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning.**

This is about using writing and other representations to think, learn, problem-solve, and reflect.

<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9 (Key-stage)</b>
Students will be expected to	Students will be expected to	Students will be expected to
SCO 8.1 experiment with a range of writing and representing strategies to: <ul style="list-style-type: none"> <li>▪ extend and explore learning</li> <li>▪ reflect on their own and others' ideas</li> <li>▪ express an understanding of their personal growth as language learners and users</li> <li>▪ become aware of strategies that are effective in helping them learn</li> <li>▪ identify problems and consider solutions</li> </ul>	SCO 8.1 demonstrate competence in the frequent use of writing and representing strategies to: <ul style="list-style-type: none"> <li>▪ extend learning</li> <li>▪ explore their own thoughts</li> <li>▪ reflect on their feelings, values, and attitudes</li> <li>▪ consider others' ideas</li> <li>▪ identify problems and describe logical solutions</li> <li>▪ identify and reflect upon strategies that are effective in helping them learn</li> <li>▪ describe their personal growth as language learners and users</li> </ul>	SCO 8.1 use a range of strategies in writing and other ways of representing to: <ul style="list-style-type: none"> <li>▪ extend ideas and experiences</li> <li>▪ explore and reflect on their feelings, values, and attitudes</li> <li>▪ consider others' perspectives</li> <li>▪ reflect on problems and responses to problems</li> <li>▪ describe and evaluate their learning processes and strategies</li> <li>▪ reflect on their growth as language learners</li> </ul>
SCO 8.2 understand that note-making is purposeful, having many purposes and forms	SCO 8.2 begin to use various forms of note-making appropriate to various purposes and situations	SCO 8.2 use note-making to reconstruct knowledge and select effective strategies appropriate to the task

**GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.**

This is about creating a variety of texts to communicate for a variety of purposes.

<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9 (Key-stage)</b>
Students will be expected to	Students will be expected to	Students will be expected to
SCO 9.1 produce a range of both print and non-print text forms, for example, stories, cartoons, letters, speeches, reports, poems, multimedia productions, scripts	SCO 9.1 continue to develop writing forms previously introduced and expand this range to produce a variety of print and non-print texts. (including visual arts, music, drama, multimedia, and electronic technologies)	SCO 9.1 demonstrate facility in using a variety of forms of writing and representing to create texts for specific purposes and audiences, and represent their ideas in other forms (including visual arts, music, drama, multimedia, and electronic technologies) to achieve their purposes
SCO 9.2 recognize that a writer's choice of writing and representing forms are influenced by both the purpose and the intended audience	SCO 9.2 consider and choose writing and representing forms that match both the purpose, and the reader for whom the text is intended	SCO 9.2 demonstrate an awareness of the effect of context on writing and other forms of representing: <ul style="list-style-type: none"> <li>▪ make appropriate choices of form, style, content and presentation for specific audiences and purposes</li> <li>▪ make informed choices of language to create a range of interesting effects in writing and other ways of representing</li> </ul>
SCO 9.3 demonstrate an understanding that ideas can be represented in more than one way and experiment with using other forms such as dialogue, posters, and advertisements	SCO 9.3 understand that ideas can be represented in more than one way and used with other forms of representing. (speeches, demonstrations plays)	SCO 9.3 integrate information from several sources to construct and communicate meaning
SCO 9.4 develop the awareness that content, writing style, tone of voice, language choice, and text organization need to fit the reader and suit the purpose	SCO 9.4 keep the reader and purpose for writing in mind when choosing content, writing style, tone of voice, language choice, and text organization	
SCO 9.5 gather information from a variety of sources and integrate ideas in communication	SCO 9.5 gather information from a variety of sources and integrate ideas in communication	

**GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.**

This is about using a variety of strategies in the drafting process to craft writing and other representations.

<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9 (Key-stage)</b>
Students will be expected to	Students will be expected to	Students will be expected to
SCO 10.1 understand and use conventions for spelling familiar words correctly; rely on knowledge of spelling conventions to attempt difficult words	SCO 10.1 expand vocabulary and build a broad knowledge of spelling patterns and strategies in order to spell unfamiliar words	SCO 10.1 consistently use the conventions spelling in written final products
SCO 10.2 demonstrate control over most punctuation and standard grammatical structures in written text most of the time; use a variety of sentence patterns and paragraph structures to aid effective communication	SCO 10.2 use punctuation and grammatical structures capably and accurately	SCO 10.2 consistently use the conventions grammar and punctuation in written final products
SCO 10.3 recognize and begin to use more often the prewriting, drafting, revising, editing, and proofreading strategies that most effectively help to produce various texts	SCO 10.3 choose, with increasing regularity, prewriting, drafting, revising, editing, and proofreading strategies to aid in producing various forms of writing and other representations	SCO 10.3 demonstrate awareness of what prewriting, drafting, revising, editing, proofreading, and presentation strategies work for them with various forms of writing and other representations
SCO 10.4 ask for reader feedback while drafting and use this feedback when shaping subsequent drafts; consider self-generated drafts from a reader's/viewer's/listener's point of view	SCO 10.4 know how and when to ask for reader feedback while drafting and incorporate appropriate suggestions when revising subsequent drafts	SCO 10.4 analyze and assess responses to their writing and other representations
SCO 10.5 demonstrate a commitment to crafting pieces of writing and other representations	SCO 10.5 demonstrate a commitment to crafting pieces of writing and other representations	SCO 10.5 demonstrate a commitment to crafting pieces of writing and other representations

Further information concerning the key-stage curriculum outcomes can be found on pages 15–35 of *Foundation for the Atlantic Canada English Language Arts Curriculum* (Atlantic Provinces Education Foundation 1996) and in the grade 9 Specific Curriculum Outcomes section of this guide.

## Connecting the Key-stage Outcomes to the Essential Graduation Learnings

The key-stage outcomes serve as benchmarks indicating students' development toward achievement of the Essential Graduation Learnings. The following chart provides examples of grade 9 key-stage outcomes that enable students to achieve the EGLs.

<b>Essential Graduation Learnings</b>	<b>Key-stage: By the end of grade 9, students will be expected to</b>
<b>Aesthetic Expression</b> Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.	SCO 2.1 participate effectively in formal speaking situations SCO 7.3 respond critically to texts of increasing complexity SCO 9.1 demonstrate facility in using a variety of forms of writing and representing to create texts for specific purposes and audiences
<b>Citizenship</b> Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.	SCO 3.1 demonstrate active listening, and respect for the needs, rights, cultural differences, and feelings of others SCO 3.3 listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented SCO 4.2 read widely and experience a variety of young adult fiction and literature from different provinces and countries SCO 7.3 respond critically to texts of increasing complexity
<b>Communication</b> Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.	SCO 1.2 articulate, advocate, and support points of view, presenting viewpoints in a convincing manner SCO 2.1 participate effectively in formal speaking situations SCO 4.3 use cueing systems and a variety of strategies to read and view increasingly complex print and non-print texts SCO 9.1 demonstrate facility in using a variety of forms of writing and representing to create texts for specific purposes and audiences
<b>Personal Development</b> Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.	SCO 4.1 select texts that address their learning needs and range of special interests SCO 5.1 independently access and select specific information to meet personal and learning needs SCO 10.4 analyze and assess responses to their writing and other representations

<b>Problem Solving</b> Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.	SCO 1.4 ask relevant questions calling for elaboration, clarification, or qualification and respond thoughtfully to such questions  SCO 8.1 use a range of strategies in writing and other ways of representing to reflect on problems and responses to problems  SCO 9.3 integrate information from several sources to construct and communicate meaning
<b>Technological Competence</b> Graduates will be able to use a variety of technologies, demonstrate an understanding of technical applications, and apply appropriate technologies for solving problems	SCO 5.1 independently access and select specific information to meet personal and learning needs <ul style="list-style-type: none"> <li>▪ select from a wide range of sources information appropriate to their purposes</li> <li>▪ use the internet</li> </ul> SCO 9.1 demonstrate facility in using a variety of forms of writing and representing to create texts for specific purposes and audiences, and represent their ideas in other forms (including visual arts, music, drama, multimedia, and electronic technologies) to achieve their purposes

## Specific Curriculum Outcomes

Specific curriculum outcomes (SCOs) are statements identifying what students are expected to know and be able to do at a particular grade level. Reflecting a continuum of learning, they contribute to the achievement of the key-stage curriculum outcomes at the end of grade 9.

In the section that follows, the Specific curriculum outcomes for each grade level are listed by grade level. The information provided to the right of each SCO statement is intended to provide further explanation and guidance to teachers as they plan learning experiences in support of student learning. This information attempts to make explicit the knowledge, skills, and abilities necessary for the successful demonstration of each SCO. The list is descriptive, but in no way are the suggestions exhaustive or prescriptive.

Beneath the SCO statements are suggested Instructional Links. Such links indicate ways that teachers may address language learning in a balanced approach, connecting learning across the three strands of Speaking and Listening, Reading and Viewing, and Writing and Representing. Although the SCO statements are grouped according to language processes as reflected by the strands, it is recognized that classroom experiences develop these processes in an integrated, purposeful manner.

## Speaking and Listening

**GCO 1: Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.**

This is about students learning about themselves and the world through discussion.

Grade 7	Grade 8	Grade 9 (Key-stage)
Students will be expected to	Students will be expected to	Students will be expected to
SCO 1.1 participate in small group and whole class discussion, recognizing that there is a range of strategies that contribute to effective talk	SCO 1.1 contribute to small group and whole group discussion, choosing appropriate strategies that contribute to effective talk	SCO 1.1 participate constructively in small group and whole-group discussions, using a range of strategies that contribute to effective talk
SCO 1.2 express clearly and with conviction, a personal point of view, and be able to support that position	SCO 1.2 state a point of view in a convincing manner, offering relevant information to support that viewpoint	SCO 1.2 articulate, advocate, and support points of view, presenting view points in a convincing manner
SCO 1.3 recognize that contributions from many participants are needed to generate and sustain discussions	SCO 1.3 consider and reflect upon the contribution of others' ideas during discussions	SCO 1.3 examine others' ideas in discussion to extend their own understanding
SCO 1.4 know how and when to ask questions that call for elaboration and clarification; give appropriate responses when asked for the same information	SCO 1.4 ask questions that probe for accuracy, relevancy, and validity; respond thoughtfully and appropriately to such questions	SCO 1.4 ask relevant questions calling for elaboration, clarification, or qualification and respond thoughtfully to such questions

**GCO 2: Students will speak and listen to communicate information and ideas effectively and clearly, and to respond personally and critically.**

This is about effectively presenting ideas and information, and evaluating verbal communication.

Grade 7	Grade 8	Grade 9 (Key-stage)
Students will be expected to	Students will be expected to	Students will be expected to
SCO 2.1 participate in formal speaking situations such as presentations, speeches, and debates, recognizing that there is a range of strategies that contribute to an effective talk	SCO 2.1 participate in formal speaking situations such as presentations, speeches, and debates, choosing appropriate strategies that contribute to an effective talk	SCO 2.1 participate effectively in formal speaking situations such as presentations, speeches, and debates, using a range of strategies that contribute to an effective talk

Grade 7	Grade 8	Grade 9 (Key-stage)
SCO 2.2 recognize that different situations (interviews, speeches, debates, conversations) require different speaking conventions (choice of vocabulary, sentence structure, rate of speech, and tone) appropriate to the situation	SCO 2.2 recognize that different situations (interviews, speeches, debates, conversations) require different speaking conventions (choice of vocabulary, sentence structure, rate of speech, and tone) appropriate to the situation	SCO 2.2 demonstrate an awareness that spoken language has different conventions in different situations and cultures by adapting vocabulary, sentence structure, and rate of speech appropriate to the speaking occasion
SCO 2.3 recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice; understand how language is used to influence and manipulate	SCO 2.3 recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice; understand how language is used to influence and manipulate	SCO 2.3 demonstrate an awareness of the power of spoken language to influence and manipulate, and to reveal ideas, values, and attitudes
SCO 2.4 follow instructions and respond to directions	SCO 2.4 give instructions and respond appropriately to instructions and directions	SCO 2.4 give and follow oral instructions or directions of increasing complexity

**GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.**

This is about being a respectful participant of group interactions, and listening courteously and critically to oral communication.

Grade 7	Grade 8	Grade 9 (Key-stage)
Students will be expected to	Students will be expected to	Students will be expected to
SCO 3.1 demonstrate active listening skills and respect for the needs, rights, cultural differences, and feelings of others	SCO 3.1 demonstrate active listening skills and respect for the needs, rights, cultural differences, and feelings of others	SCO 3.1 demonstrate active listening (such as by making eye contact, rephrasing when appropriate, clarifying comments extending, refining, and/or summarizing points already made) and respect for the needs, rights, cultural differences, and feelings of others
SCO 3.2 evaluate speakers and the effectiveness of their talk in particular contexts; identify the verbal and non-verbal language cues used by speakers. (for example, repetition, volume, and eye contact)	SCO 3.2 evaluate the effectiveness of their own and others' talk in a variety of contexts; consider the effects of verbal and non-verbal language	SCO 3.2 evaluate their own and others' use of spoken language in a range of contexts, recognizing the effects of significant verbal and non-verbal language features
SCO 3.3 listen attentively to grasp the essential elements of a message, and recognize and consider supporting details	SCO 3.3 listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented	SCO 3.3 listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented

## Reading and Viewing

**GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media and visual texts.**

This is about making appropriate choices of texts, and reading or viewing them with understanding.

<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9 (Key-stage)</b>
Students will be expected to	Students will be expected to	Students will be expected to
SCO 4.1 select texts that address their learning needs and range of special interests	SCO 4.1 select texts that address their learning needs and range of special interests	SCO 4.1 select texts that address their learning needs and range of special interests
SCO 4.2 read widely and experience a variety of young adult fiction and literature from different provinces and countries	SCO 4.2 read widely and experience a variety of young adult fiction and literature from different provinces and countries	SCO 4.2 read widely and experience a variety of young adult fiction and literature from different provinces and countries
SCO 4.3 develop some independence in recognizing and using various reading and viewing strategies (predicting, questioning, etc.) and in using cueing systems (graphophonic, contextual, syntactic) to construct meaning; apply and develop these strategies and systems while reading and viewing increasingly complex print and non-print texts	SCO 4.3 use cueing systems and a variety of strategies, including use of text features, to read and view increasingly complex print and non-print texts with greater fluency, confidence, and comprehension	SCO 4.3 use cueing systems and a variety of strategies to read and view increasingly complex print and non-print texts with fluency, confidence, and comprehension
SCO 4.4 talk and write about the various processes and strategies readers and viewers apply when constructing meaning from various texts; recognize and articulate personal processes and strategies used when reading and viewing various texts	SCO 4.4 develop an understanding of the personal processes and strategies applied when reading and viewing; reflect on personal growth as readers and viewers of texts and use this awareness of personal development to push reading and viewing ability even further	SCO 4.4 articulate their own processes and strategies for reading and viewing texts of increasing complexity

**GCO 5: Students will speak and listen to interpret, select, and combine information using a variety of strategies, resources, and technologies.**

This is about gathering information from a variety of sources.

<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9 (Key-stage)</b>
Students will be expected to	Students will be expected to	Students will be expected to
SCO 5.1 identify and articulate personal needs and personal learning needs with growing clarity and some independence	SCO 5.1 access appropriate print and non-print sources with increasing independence and select information to meet specific needs with increasing speed, accuracy, and confidence	SCO 5.1 independently access and select specific information to meet personal and learning needs <ul style="list-style-type: none"> <li>▪ select from a wide range of sources information appropriate to their purposes</li> <li>▪ use the internet</li> <li>▪ develop approaches and strategies to conduct their research</li> </ul>
SCO 5.2 become increasingly aware of and use periodically the many print and non-print avenues and sources (internet, documentaries, interviews) through which information can be accessed and selected	SCO 5.2 employ various relevant research strategies like generating questions, drafting an outline, or interviewing peers to determine what questions they would like answered by their research	
SCO 5.3 use research strategies like issue mapping and webbing to guide research		

**GCO 6: Students will be expected to respond personally to a range of texts.**

This is about holding personal opinions and having reactions to text.

<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9 (Key-stage)</b>
Students will be expected to	Students will be expected to	Students will be expected to
SCO 6.1 extend personal responses, either orally or in writing, to print and non-print texts by explaining in some detail initial or basic reactions to those texts	SCO 6.1 elaborate personal reactions to what is read and viewed by providing some extended explanations, examples, and supporting arguments	SCO 6.1 respond to some of the materials they read or view by questioning, connecting, evaluating, and extending <ul style="list-style-type: none"> <li>▪ move beyond initial understanding to more thoughtful interpretation</li> </ul>

Grade 7	Grade 8	Grade 9 (Key-stage)
SCO 6.2 express personal points of view and make evaluations or judgments about texts; and find evidence and examples in texts to support personal views about issues, themes, and situations	SCO 6.2 state and justify personal points of view about what is read and viewed with increasing regularity; and with increasing confidence and flexibility, find evidence in texts to support personal claims and viewpoints about issues, themes, and situations	SCO 6.2 express and support points of view about texts and about issues, themes, and situations within texts, citing appropriate evidence

**GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.**

This is about recognizing, evaluating, and appreciating the way texts are crafted.

Grade 7	Grade 8	Grade 9 (Key-stage)
Students will be expected to	Students will be expected to	Students will be expected to
SCO 7.1 recognize that print and non-print texts can be biased and become aware of some of the ways that information is organized and structured to suit a particular point of view	SCO 7.1 recognize that texts need to be assessed for bias and broaden their understanding and awareness of the ways in which print and non-print texts can be biased; begin to question and think critically about the relevance and reliability of information when answering questions and inquiries	SCO 7.1 critically evaluate information presented in print and non-print texts to assess relevance and reliability of available information to answer their questions
SCO 7.2 recognize that print and non-print texts are constructed for particular audiences and purposes; begin to identify the textual elements used by authors, and demonstrate an awareness of how authors use pictorial, typographical, and organizational devices such as photos, titles, headings, and bold print to achieve certain purpose	SCO 7.2 identify the various features and elements writers use when composing for specific audiences and purposes, including pictorial, typographical, and other organizational devices such as tables and graphs; describe how texts are organized to accommodate particular audiences' needs and to contribute meaning and effect	SCO 7.2 demonstrate that print and non-print texts are constructed for particular purposes and particular audiences <ul style="list-style-type: none"> <li>describe how specific texts and genre characteristics contribute to meaning and effect</li> <li>demonstrate an understanding that information texts are constructed for particular purposes</li> </ul>
SCO 7.3 develop an ability to respond critically to various texts in a variety of ways such as identifying, describing, and discussing the form, structure, and contents of texts and how they might contribute to meaning	SCO 7.3 expand on earlier abilities to respond critically to a range of texts in various ways <ul style="list-style-type: none"> <li>understand how personal knowledge, ideas, values, perceptions, and points of view influence how writers</li> </ul>	SCO 7.3 respond critically to texts of increasing complexity <ul style="list-style-type: none"> <li>analyze and evaluate a text in terms of its form, structure, and content</li> <li>recognize how their own</li> </ul>

Grade 7	Grade 8	Grade 9 (Key-stage)
<p>construction and understanding</p> <ul style="list-style-type: none"> <li>▪ recognize that personal knowledge, ideas, values, perceptions, and points of view influence how writers create texts</li> <li>▪ become aware of how and when the reader's/viewer's personal background influences comprehension and textual response</li> <li>▪ recognize that there are values inherent in a text, and begin to identify those values</li> <li>▪ explore how cultures and reality are portrayed in print and non-print texts</li> </ul>	<p>create texts</p> <ul style="list-style-type: none"> <li>▪ recognize how and when the reader's/viewer's personal background influences comprehension and textual response</li> <li>▪ describe how cultures and reality are portrayed in print and non-print texts</li> </ul>	<p>ideas and perceptions are framed by what they read and view</p> <ul style="list-style-type: none"> <li>▪ demonstrate an awareness that personal values and points of view influence both the creation of texts and the reader's/ viewer's interpretation and response</li> <li>▪ explore and reflect on culture and reality as portrayed in media texts</li> <li>▪ identify the values inherent in a text</li> </ul>

## Writing and Representing

**GCO 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning.**

This is about using writing and other representations to think, learn, problem-solve, and reflect.

<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9 (Key-stage)</b>
Students will be expected to	Students will be expected to	Students will be expected to
SCO 8.1 experiment with a range of writing and representing strategies to: <ul style="list-style-type: none"> <li>▪ extend and explore learning</li> <li>▪ reflect on their own and others' ideas</li> <li>▪ express an understanding of their personal growth as language learners and users</li> <li>▪ become aware of strategies that are effective in helping them learn</li> <li>▪ identify problems and consider solutions</li> </ul>	SCO 8.1 demonstrate competence in the frequent use of writing and representing strategies to: <ul style="list-style-type: none"> <li>▪ extend learning</li> <li>▪ explore their own thoughts</li> <li>▪ reflect on their feelings, values, and attitudes</li> <li>▪ consider others' ideas</li> <li>▪ identify problems and describe logical solutions</li> <li>▪ identify and reflect upon strategies that are effective in helping them learn</li> <li>▪ describe their personal growth as language learners and users</li> </ul>	SCO 8.1 use a range of strategies in writing and other ways of representing to: <ul style="list-style-type: none"> <li>▪ extend ideas and experiences</li> <li>▪ explore and reflect on their feelings, values, and attitudes</li> <li>▪ consider others' perspectives</li> <li>▪ reflect on problems and responses to problems</li> <li>▪ describe and evaluate their learning processes and strategies</li> <li>▪ reflect on their growth as language learners</li> </ul>
SCO 8.2 understand that note-making is purposeful and has many purposes, and many forms	SCO 8.2 begin to use various forms of note-making appropriate to various purposes and situations	SCO 8.2 use note-making to reconstruct knowledge and select effective strategies appropriate to the task

**GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.**

This is about creating a variety of texts to communicate for a variety of purposes.

<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9 (Key-stage)</b>
Students will be expected to	Students will be expected to	Students will be expected to
SCO 9.1 produce a range of both print and non-print text forms, for example, stories, cartoons, letters, speeches, reports, poems, multimedia productions, scripts	SCO 9.1 continue to develop writing forms previously introduced and expand this range to produce a variety of print and non-print texts. (including visual arts, music, drama, multimedia, and electronic technologies)	SCO 9.1 demonstrate facility in using a variety of forms of writing and representing to create texts for specific purposes and audiences, and represent their ideas in other forms (including visual arts, music, drama, multimedia, and electronic technologies) to achieve their purposes
SCO 9.2 recognize that a writer's choice of writing and representing forms are influenced by both the purpose and the intended audience	SCO 9.2 consider and choose writing and representing forms that match both the purpose, and the reader for whom the text is intended	SCO 9.2 demonstrate an awareness of the effect of context on writing and other forms of representing: <ul style="list-style-type: none"> <li>▪ make appropriate choices of form, style, content and presentation for specific audiences and purposes</li> <li>▪ make informed choices of language to create a range of interesting effects in writing and other ways of representing</li> </ul>
SCO 9.3 demonstrate an understanding that ideas can be represented in more than one way and experiment with using other forms such as dialogue, posters, and advertisements	SCO 9.3 understand that ideas can be represented in more than one way and used with other forms of representing. (speeches, demonstrations plays)	SCO 9.3 integrate information from several sources to construct and communicate meaning
SCO 9.4 develop the awareness that content, writing style, tone of voice, language choice, and text organization need to fit the reader and suit the purpose	SCO 9.4 keep the reader and purpose for writing in mind when choosing content, writing style, tone of voice, language choice, and text organization	
SCO 9.5 gather information from a variety of sources and integrate ideas in communication	SCO 9.5 gather information from a variety of sources and integrate ideas in communication	

**GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.**

This is about using a variety of strategies in the drafting process to craft writing and other representations.

<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9 (Key-stage)</b>
Students will be expected to	Students will be expected to	Students will be expected to
SCO 10.1 understand and use conventions for spelling familiar words correctly; rely on knowledge of spelling conventions to attempt difficult words	SCO 10.1 expand vocabulary and build a broad knowledge of spelling patterns and strategies in order to spell unfamiliar words	SCO 10.1 consistently use the conventions spelling in written final products
SCO 10.2 demonstrate control over most punctuation and standard grammatical structures in written text most of the time; use a variety of sentence patterns and paragraph structures to aid effective communication	SCO 10.2 use punctuation and grammatical structures capably and accurately	SCO 10.2 consistently use the conventions grammar and punctuation in written final products
SCO 10.3 recognize and begin to use more often the prewriting, drafting, revising, editing, and proofreading strategies that most effectively help to produce various texts	SCO 10.3 choose, with increasing regularity, prewriting, drafting, revising, editing, and proofreading strategies to aid in producing various forms of writing and other representations	SCO 10.3 demonstrate awareness of what prewriting, drafting, revising, editing, proofreading, and presentation strategies work for them with various forms of writing and other representations
SCO 10.4 ask for reader feedback while drafting and use this feedback when shaping subsequent drafts; consider self-generated drafts from a reader's/viewer's/listener's point of view	SCO 10.4 know how and when to ask for reader feedback while drafting and incorporate appropriate suggestions when revising subsequent drafts	SCO 10.4 analyze and assess responses to their writing and other representations
SCO 10.5 demonstrate a commitment to crafting pieces of writing and other representations	SCO 10.5 demonstrate a commitment to crafting pieces of writing and other representations	SCO 10.5 demonstrate a commitment to crafting pieces of writing and other representations

**Grade 7**



# Specific Curriculum Outcomes at a Glance

## Speaking and Listening

**GCO 1: Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.**

This is about students learning about themselves and the world through discussion.

Students will be expected to			
SCO 1.1 participate in small group and whole class discussion, recognizing that there is a range of strategies that contribute to effective talk	SCO 1.2 express clearly and with conviction, a personal point of view, and be able to support that position	SCO 1.3 recognize that contributions from many participants are needed to generate and sustain discussions	SCO 1.4 know how and when to ask questions that call for elaboration and clarification; give appropriate responses when asked for the same information

**GCO 2: Students will speak and listen to communicate information and ideas effectively and clearly, and to respond personally and critically.**

This is about effectively presenting ideas and information, and evaluating verbal communication.

Students will be expected to			
SCO 2.1 participate in formal speaking situations such as presentations, speeches, and debates, recognizing that there is a range of strategies that contribute to an effective talk	SCO 2.2 recognize that different situations (interviews, speeches, debates, conversations) require different speaking conventions (choice of vocabulary, sentence structure, rate of speech, and tone) appropriate to the situation	SCO 2.3 recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice; understand how language is used to influence and manipulate	SCO 2.4 follow instructions and respond to directions

**GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.**

This is about being a respectful participant of group interactions, and listening courteously and critically to oral communication.

Students will be expected to		
SCO 3.1 demonstrate active listening skills and respect for the needs, rights, cultural differences, and feelings of others	SCO 3.2 evaluate speakers and the effectiveness of their talk in particular contexts; identify the verbal and non-verbal language cues used by speakers. (for example, repetition, volume, and eye contact)	SCO 3.3 listen attentively to grasp the essential elements of a message, and recognize and consider supporting details

## Reading and Viewing

**GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media and visual texts.**

This is about making appropriate choices of texts, and reading or viewing them with understanding.

Students will be expected to			
SCO 4.1 select texts that address their learning needs and range of special interests	SCO 4.2 read widely and experience a variety of young adult fiction and literature from different provinces and countries	SCO 4.3 develop some independence in recognizing and using various reading and viewing strategies (predicting, questioning, etc.) and in using cueing systems (graphophonic, contextual, syntactic) to construct meaning; apply and develop these strategies and systems while reading and viewing increasingly complex print and non-print texts	SCO 4.4 talk and write about the various processes and strategies readers and viewers apply when constructing meaning from various texts; recognize and articulate personal processes and strategies used when reading and viewing various texts

**GCO 5: Students will speak and listen to interpret, select, and combine information using a variety of strategies, resources, and technologies.**

This is about gathering information from a variety of sources.

Students will be expected to		
SCO 5.1 identify and articulate personal needs and personal learning needs with growing clarity and some independence	SCO 5.2 become increasingly aware of and use periodically the many print and non-print avenues and sources (internet, documentaries, interviews) through which information can be accessed and selected	SCO 5.3 use research strategies like issue mapping and webbing to guide research

**GCO 6: Students will be expected to respond personally to a range of texts.**

This is about holding personal opinions and having reactions to text.

Students will be expected to	
SCO 6.1 extend personal responses, either orally or in writing, to print and non-print texts by explaining in some detail initial or basic reactions to those texts	SCO 6.2 express personal points of view and make evaluations or judgments about texts; and find evidence and examples in texts to support personal views about issues, themes, and situations

**GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.**

This is about recognizing, evaluating, and appreciating the way texts are crafted.

Students will be expected to		
SCO 7.1 recognize that print and non-print texts can be biased and become aware of some of the ways that information is organized and structured to suit a particular point of view	SCO 7.2 recognize that print and non-print texts are constructed for particular audiences and purposes; begin to identify the textual elements used by authors, and demonstrate an awareness of how authors use pictorial, typographical, and organizational devices such as photos, titles, headings, and bold print to achieve certain purpose	SCO 7.3 develop an ability to respond critically to various texts in a variety of ways such as identifying, describing, and discussing the form, structure, and contents of texts and how they might contribute to meaning construction and understanding <ul style="list-style-type: none"> <li>▪ recognize that personal knowledge, ideas, values, perceptions, and points of view influence how writers create texts</li> <li>▪ become aware of how and when the reader's/viewer's personal background influences comprehension and textual response</li> <li>▪ recognize that there are values inherent in a text, and begin to identify those values</li> <li>▪ explore how cultures and reality are portrayed in print and non-print texts</li> </ul>

## Writing and Representing

**GCO 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning.**

This is about using writing and other representations to think, learn, problem-solve, and reflect.

Students will be expected to	
SCO 8.1 experiment with a range of writing and representing strategies to: <ul style="list-style-type: none"> <li>▪ extend and explore learning</li> <li>▪ reflect on their own and others' ideas</li> <li>▪ express an understanding of their personal growth as language learners and users</li> <li>▪ become aware of strategies that are effective in helping them learn</li> <li>▪ identify problems and consider solutions</li> </ul>	SCO 8.2 understand that note-making is purposeful and has many purposes, and many forms

**GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.**

This is about creating a variety of texts to communicate for a variety of purposes.

Students will be expected to				
SCO 9.1 produce a range of both print and non-print text forms, for example, stories, cartoons, letters, speeches, reports, poems, multimedia productions, scripts	SCO 9.2 recognize that a writer's choice of writing and representing forms are influenced by both the purpose and the intended audience	SCO 9.3 demonstrate an understanding that ideas can be represented in more than one way and experiment with using other forms such as dialogue, posters, and advertisements	SCO 9.4 develop the awareness that content, writing style, tone of voice, language choice, and text organization need to fit the reader and suit the purpose	SCO 9.5 gather information from a variety of sources and integrate ideas in communication

**GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.**

This is about using a variety of strategies in the drafting process to craft writing and other representations.

Students will be expected to				
SCO 10.1 understand and use conventions for spelling familiar works correctly; rely on knowledge of spelling conventions to attempt difficult words	SCO 10.2 demonstrate control over most punctuation and standard grammatical structures in written text most of the time; use a variety of sentence patterns and paragraph structures to aid effective communication	SCO 10.3 recognize and begin to use more often the prewriting, drafting, revising, editing, and proofreading strategies that most effectively help to produce various texts	SCO 10.4 ask for reader feedback while drafting and use this feedback when shaping subsequent drafts; consider self-generated drafts from a reader's/viewer's/listener's point of view	SCO 10.5 demonstrate a commitment to crafting pieces of writing and other representations

# Specific Curriculum Outcomes in Detail

## Speaking and Listening

**GCO 1:** Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

This is about using talk to think, learn, and reflect through discussion. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9* (Nova Scotia Department of Education 2007), page 6.

The following ICT grade 9 key-stage outcome also aligns with this English language arts GCO:

**Communication 9.1:** use language, in a range of aural, print, media, and electronic forms to explore and express their perceptions, feelings, ideas, and attitudes; refine their thinking; and interact, negotiate, and collaborate with others in order to build their understanding

**Note:** While there is not an expectation that students in grade 7 will be able to completely demonstrate these grade 9 outcomes, there is an expectation that teachers provide instruction and assessment opportunities that allow students to show their growing proficiency with meeting these outcomes.

Students will be expected to		
<p><b>SCO 1.1:</b> participate in small-group and whole-class discussion, recognizing that there is a range of strategies that contribute to effective talk</p> <p>Instructional links to: Speaking and Listening: SCO 3.1, 3.2, and 3.3</p> <p>Information and Communication Technology Key-stage Outcomes: CT 9.1</p> <p>See Appendix I for description of ICT Key-stage Outcomes.</p>		
This is about ...	This means students need to ...	This means teachers need to ...
taking part in a variety of informal discussion situations and learning about speaking and listening strategies used in such situations.	<ul style="list-style-type: none"> <li>stay on task during group discussions</li> <li>contribute information and ideas as directed</li> <li>know a number of speaking and questioning strategies to initiate and maintain discussions in a variety of informal settings</li> <li>use as directed a number of speaking and questioning strategies to maintain discussions in a variety of informal settings</li> </ul>	<ul style="list-style-type: none"> <li>provide opportunities for students to engage in purposeful dialogue in small group and whole class settings</li> <li>establish appropriate rules and guidelines to foster a safe, encouraging classroom environment that supports informal discussions</li> <li>provide explicit instruction on a variety of strategies for participating in and maintaining informal discussions</li> <li>discuss and develop assessment criteria with students to clearly articulate expectations</li> </ul>

**SCO 1.2:** express clearly and with conviction, a personal point of view, and be able to support that position

Instructional links to: Reading and Viewing SCO 6.2 and 7.1

Writing and Representing 8.1 and 9.5

This is about ...	This means students need to ...	This means teachers need to ...
stating a personal opinion and giving reasons when asked.	<ul style="list-style-type: none"> <li>state a personal position clearly</li> <li>know that reasons and evidence are required to support the opinion</li> <li>supply some reasons for holding their opinions when asked</li> </ul>	<ul style="list-style-type: none"> <li>explicitly teach strategies for clearly stating and defending a personal point of view</li> <li>provide opportunities for students to offer and defend their personal points of view with others in a variety of settings</li> <li>discuss and develop assessment criteria with students to clearly articulate expectations</li> </ul>

**SCO 1.3:** recognize that contributions from many participants are needed to generate and sustain discussions

Instructional links to: Speaking and Listening SCO 3.1

This is about ...	This means students need to ...	This means teachers need to ...
engaging in discussions in a way that actively involves all participants in a group.	<ul style="list-style-type: none"> <li>take turns during small group and whole class discussions</li> <li>invite and encourage participation of all group members</li> <li>respond to all group members with appropriate feedback</li> </ul>	<ul style="list-style-type: none"> <li>explicitly teach verbal and non-verbal cues used to encourage and sustain discussion:               <ul style="list-style-type: none"> <li>“So, what do you think about that?”</li> <li>“We haven’t heard from everyone yet...”</li> </ul> </li> <li>provide opportunities for students to engage in purposeful dialogue in small group and whole class settings</li> <li>co-construct with students appropriate rules and guidelines to foster a safe, encouraging classroom environment that supports informal discussions</li> <li>discuss and develop assessment criteria with students to clearly articulate expectations</li> </ul>

**SCO 1.4:** know how and when to ask questions that call for elaboration and clarification; give appropriate responses when asked for the same information

Instructional links to: Reading and Viewing SCO 4.4

Writing and Representing 8.1, 10.3, and 10.4

This is about ...	This means students need to ...	This means teachers need to ...
asking questions in order to gather more information and to clear up misunderstandings  and  providing more information when requested.	<ul style="list-style-type: none"> <li>▪ know and use questioning techniques that are appropriate to the situation</li> <li>▪ provide new information when asked</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach ways to formulate questions:               <ul style="list-style-type: none"> <li>– “Could you tell me more...?”</li> <li>– “What did you mean by...?”</li> </ul> </li> <li>▪ explicitly teach ways to summarize:               <ul style="list-style-type: none"> <li>– “So what you are saying is...”</li> </ul> </li> <li>▪ explicitly teach techniques for elaboration and explanation, such as analogies and metaphors</li> <li>▪ discuss and develop assessment criteria with students to clearly articulate expectations</li> </ul>

## Assessment, Teaching, and Learning

There are many reading and writing assessment opportunities that involve students talking about their learning in a variety of informal whole class and small group settings. Such assessment situations provide teachers with the opportunity to cluster speaking and listening outcome assessment together with reading or writing outcomes. It is strongly suggested that teachers limit their tracking of outcomes from each strand to one or two for any one specific speaking and listening activity.

- Use observational checklists, anecdotal notes, or rubrics to record and track student contributions and engagement observed in whole class discussion settings, such as Socratic Circles, Book Talks, and Fishbowl, while they make reflections or responses to texts they have read or viewed.
  - Speaking and Listening: SCO 1.1, 1.2, 3.1, 3.2, and 3.3
  - Reading and Viewing: SCO 4.1, 4.2, 4.4, 6.2, 7.2, and 7.3
- Use observational checklists, anecdotal notes, or rubrics to record and track student contributions and engagement observed in small group discussion settings, such as Literature Circles, Save the Last Word, Think-Pair-Share, or Four Corners while they make reflections or responses to texts they have read or viewed.
  - Speaking and Listening: SCO 1.1, 1.2, 3.1, 3.2, and 3.3
  - Reading and Viewing: SCO 4.1, 4.2, 4.4, 6.1, 6.2, 7.2, and 7.3

- Use observational checklists, anecdotal notes, or rubrics to record and track student contributions and engagement observed in whole class discussion settings such as Author's Chair, while they make reflections, responses, and provide feedback about students' writing.
  - Speaking and Listening: SCO 1.1, 1.2, 3.1, 3.2, and 3.3
  - Writing and Representing: SCO 9.1, 9.2, 9.3, 9.4, 10.2, 10.3, 10.4, and 10.5
- Use observational checklists, anecdotal notes, or rubrics to record and track student contributions and engagement observed in small group discussion settings, such as Save the Last Word, or Peer Writers' Conferences, while they make reflections, responses, and provide feedback about students' writing.
  - Speaking and Listening: SCO 1.1, 1.2, 3.1, 3.2, and 3.3
  - Writing and Representing: SCO 9.1, 9.2, 9.3, 10.4, and 10.5

## Resources/Notes

### Print

- Bennett, Barrie and Carol Rolheiser. 2001. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto, ON: Bookation Inc.
- Copeland, Matt. 2005. *Socratic Circles*. Portland, ME: Stenhouse.
- Daniels, Harvey. 2002. *Literature Circles*. Portland, ME: Stenhouse.
- Donahue, Lisa. 2007. *Guided Listening*. Markham, ON: Pembroke.
- Routman, Regie. 2000. *Conversations: Strategies for Teaching, Learning and Evaluating*. Portsmouth, NH: Heinemann.
- Thornton, Jo and Jessica Pegis. 2005. *Speaking with a Purpose*. Toronto, ON: Emond Montgomery Publications.

**GCO 2: Students will speak and listen to communicate information and ideas effectively and clearly, and to respond personally and critically.**

This is about effectively presenting ideas and information orally. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9* (Nova Scotia Department of Education 2007), page 6.

Students will be expected to		
<p><b>SCO 2.1:</b> participate in formal speaking situations such as presentations, speeches, and debates, recognizing that there is a range of strategies that contribute to effective talk</p> <p>Instructional links to: Speaking and Listening SCO 3.1, 3.2, and 3.3</p> <p>Reading and Viewing SCO 6.2</p> <p>Writing and Representing SCO 8.2, 9.1, 9.2, and 9.4</p>		
This is about ...	This means students need to ...	This means teachers need to ...
using a number of active speaking and listening skills in a number of formal speaking and performance situations with support and guidance from the teacher.	<ul style="list-style-type: none"> <li>▪ prepare and deliver a presentation, speech, or debate following models provided by the teacher</li> <li>▪ present information and ideas in an organized manner</li> <li>▪ use appropriate verbal and non-verbal cues during formal speaking situations with guidance from the teacher</li> </ul>	<ul style="list-style-type: none"> <li>▪ provide opportunities for students to make short presentations, speeches, or debates for an audience</li> <li>▪ explicitly teach strategies for organizing and supporting the delivery of formal spoken texts, such as the use of cue cards and speaking notes</li> <li>▪ provide scaffolding for students' planning and preparation of formal spoken texts</li> <li>▪ explicitly teach the purposes and basic organizational structures of a number of formal speaking situations</li> <li>▪ explicitly teach verbal and non-verbal conventions that contribute to the effective presentation of ideas</li> <li>▪ discuss and develop assessment criteria with students to clearly articulate expectations</li> </ul>

**SCO 2.2:** recognize that different situations (interviews, speeches, debates, conversations) require different speaking conventions (choice of vocabulary, sentence structure, rate of speech, and tone) appropriate to the situation

Instructional links to: Speaking and Listening SCO 1.1 and 2.1

Writing and Representing SCO 9.1 and 9.2

This is about ...	This means students need to ...	This means teachers need to ...
adapting the manner of speaking to suit the situation.	<ul style="list-style-type: none"> <li>▪ use with support more formal rates of speech, word choice, tone, and diction during presentations</li> <li>▪ use with support informal rates of speech, word choice, tone, and diction during discussions</li> <li>▪ with support, adjust voice, volume, rate, and diction to suit the audience and setting during performances</li> </ul>	<ul style="list-style-type: none"> <li>▪ provide opportunities for students to hear spoken messages created for a number of informal, formal, and performance speaking situations</li> <li>▪ provide opportunities for students to present and perform for an audience</li> <li>▪ provide opportunities for students to discuss in whole class and small peer groupings</li> <li>▪ explicitly teach conventions for formal and informal speaking, and delivering performances, in a variety of settings and for a variety of audiences</li> <li>▪ discuss and develop assessment criteria with students to clearly articulate expectations</li> </ul>

**SCO 2.3:** recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice; understand how language is used to influence and manipulate

Instructional links to: Speaking and Listening SCO 3.1

Reading and Viewing SCO 6.2, 7.1, 7.2, and 7.3

Writing and Representing SCO 9.2

This is about ...	This means students need to ...	This means teachers need to ...
<p>being aware that speakers' biases, values, and attitudes are revealed, sometimes unintentionally, by their spoken texts.</p> <p>and</p> <p>knowing that speakers may intentionally attempt to persuade, manipulate opinion, and bias information in spoken text</p>	<ul style="list-style-type: none"> <li>▪ with support, find examples where a speaker's background, and the context of the speaking situation, have biased, or influenced the spoken text created</li> <li>▪ with support, identify speakers' purpose and show examples of how that purpose influenced construction of the spoken text</li> <li>▪ know a number of strategies speakers may use to persuade or manipulate opinion</li> <li>▪ identify places in spoken texts where speakers attempt to persuade or sway opinion</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach how a speaker's point of view, values, and beliefs may influence word choice and tone used in spoken text</li> <li>▪ provide examples, in either print or non-print form, of spoken texts which reveal influences of the speaker's background or context</li> <li>▪ explicitly teach how to recognize persuasive language, and how to identify the speaker's main purpose</li> <li>▪ explicitly teach a number of strategies speakers may use to persuade and manipulate audience opinion</li> <li>▪ provide opportunities, either orally or in writing, that support students' attempts to identify speakers' points of view and use of persuasive language in spoken texts</li> <li>▪ discuss and develop assessment criteria with students to clearly articulate expectations</li> </ul>

**SCO 2.4:** follow instructions and respond to directions

Instructional links to: Speaking and Listening SCO 1.4

Reading and Viewing SCO 4.3

Writing and Representing SCO 9.2

This is about ...	This means students need to ...	This means teachers need to ...
responding appropriately to instructions of minor complexity.	<ul style="list-style-type: none"> <li>▪ listen for key words in instructions and questions</li> <li>▪ complete a task as directed orally</li> <li>▪ ask for clarification of directions as necessary</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach commonly used conventions for giving directions such as use of sign-post words</li> <li>▪ provide graphic organizers to support students in following directions</li> <li>▪ explicitly teach strategies for breaking down complex directions into manageable steps</li> <li>▪ provide opportunities for students to receive directions orally for the completion of tasks</li> <li>▪ discuss and develop assessment criteria with students to clearly articulate expectations</li> </ul>

## Assessment, Teaching, and Learning

There are many reading and writing assessment opportunities that involve students orally presenting information and ideas in a variety of formal whole class and small group settings. Such assessment situations provide teachers with the opportunity to cluster speaking and listening outcome assessment together with reading or writing outcomes. It is strongly suggested that teachers limit their tracking of outcomes from each strand to one or two for any one specific speaking and listening activity.

- Use observational checklists, anecdotal notes, or rubrics to record and track student use of oral language observed during formal speaking situations such as speeches or oral presentations about researched topics.
  - Speaking and Listening: SCO 2.1, 2.2
  - Reading and Viewing: 5.3, 6.2, 7.1, 7.3, 8.2, and 9.5
- Use observational checklists, anecdotal notes, or rubrics to record and track student use of listening skills in an audience observed during a variety of formal speaking situations and performances.
  - Speaking and Listening: SCO 3.1 and 3.3

- Provide opportunities for students to identify, with support from appropriate graphic organizers, a speaker's main ideas and supporting details during a speech, presentation, or debate.
  - Speaking and Listening: SCO 3.2 and 3.3
  - Writing and Representing: SCO 8.2
- Provide opportunities for students to identify, with support from appropriate graphic organizers, a speaker's attempts to persuade or manipulate the listeners' beliefs about a product during a radio or television advertisement.
  - Speaking and Listening: SCO 2.3
  - Writing and Representing: SCO 8.2, and 9.5
- Provide opportunities for students to identify, with support from appropriate graphic organizers, a speaker's biases or beliefs during a speech, presentation, or debate.
  - Speaking and Listening: SCO 2.3
  - Writing and Representing: SCO 8.2
- Observe students' ability to complete a straightforward task, such as completing a puzzle or building a simple structure, by following a step-by-step set of directions given orally.
  - Speaking and Listening: SCO 1.4, 2.4
  - Writing and Representing: SCO 8.2

## Resources/Notes

### Print

- Bennett, Barrie, and Carol Rolheiser. 2001. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto, ON: Bookation Inc. (ISBN 0-9695388-3-9)
- Dixon, Neil, Anne Davies, and Colleen Politano. 1996. *Learning with Readers Theatre*. Winnipeg, MB: Peguis Publishers. (ISBN 1-895411-80-7)
- Donahue, Lisa. 2007. *Guided Listening*. Markham, ON: Pembroke. (ISBN 9781551382197)
- Holbrook, Sara, and Michael Salinger. 2006. *Outspoken!—How to Improve Writing and Speaking Skills through Poetry Performance*. Portsmouth, ME: Heinemann. (ISBN 9780325009650)
- Routman, Regie. 2000. *Conversations: Strategies for Teaching, Learning and Evaluating*. Portsmouth, NH: Heinemann. (ISBN 0-325-00109-X)
- Thornton, Jo, and Jessica Pegis. 2005. *Speaking with a Purpose*. Toronto, ON: Emond Montgomery Publications. (ISBN 1-55239-165-5)

**GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.**

This is about being a respectful participant of group interactions, and listening courteously and critically to oral communication. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9* (Nova Scotia Department of Education 2007), page 7.

The following ICT grade 9 key-stage outcome also aligns with this English language arts GCO:

**Social, Ethical, and Human Issues 9.2:** identify and demonstrate the values and techniques of mass media, popular culture, and electronic information environments, and evaluate the effects of these techniques

**Note:** While there is not an expectation that students in grade 7 will be able to completely demonstrate these grade 9 outcomes, there is an expectation that teachers provide instruction and assessment opportunities that allow students to show their growing proficiency with meeting these outcomes.

Students will be expected to		
<b>SCO 3.1:</b> demonstrate active listening skills and respect for the needs, rights, cultural differences, and feelings of others		
Instructional links to: Speaking and Listening SCO 1.1, 1.3, 2.1, 2.2, 2.3, and 3.3		
This is about ...	This means students need to ...	This means teachers need to ...
<p>knowing and using a range of active listening strategies</p> <p>and</p> <p>being a respectful group or audience participant.</p>	<ul style="list-style-type: none"> <li>▪ know and use with support a growing range of verbal and non-verbal responses during discussions</li> <li>▪ listen attentively and respectfully, and respond appropriately during presentations and performances</li> <li>▪ demonstrate an awareness of the diverse cultural norms of a variety of speaking situations</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach verbal and non-verbal conventions for listening and responding during discussions</li> <li>▪ explicitly teach appropriate means of listening and responding to presentations and performances</li> <li>▪ provide opportunities to explore diverse cultural norms of speaking situations</li> <li>▪ establish appropriate rules and guidelines for fostering a safe, encouraging classroom environment that supports student discussion, presentation, and performance</li> <li>▪ discuss and develop assessment criteria with students to clearly articulate expectations</li> </ul>

**SCO 3.2:** evaluate speakers and the effectiveness of their talk in particular contexts; identify the verbal and non-verbal language cues used by speakers. (for example, repetition, volume, and eye contact)

Instructional links to: Speaking and Listening SCO 1.1, 2.1, and 3.3

Writing and Representing SCO 8.1

Information and Communication Technology Key-stage Outcomes: SEHI 9.2

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
reflecting upon the strategies that make others' spoken texts effective.	<ul style="list-style-type: none"> <li>▪ know and be able to identify a number of effective verbal and non-verbal strategies for a number of informal, formal, and performance speaking situations</li> <li>▪ identify strategies for effective talk used by others in a number of speaking situations, and determine how well the speaker conveyed a message in context</li> </ul>	<ul style="list-style-type: none"> <li>▪ co-create with students criteria for the successful demonstration of a number of speaking and listening skills for a number of purposes and settings</li> <li>▪ explicitly teach the elements of effective talk, including verbal and non-verbal cues</li> <li>▪ explicitly teach appropriate ways of providing feedback on other students' use of speaking and listening skills</li> <li>▪ provide opportunities, either orally or in writing, for students to give descriptive feedback on the performance of other students</li> <li>▪ provide opportunities for students to hear spoken messages created for a number of informal, formal, and performance speaking situations</li> <li>▪ discuss and develop assessment criteria with students to clearly articulate expectations</li> </ul>

**SCO 3.3:** listen attentively to grasp the essential elements of a message, and recognize and consider supporting details

Instructional links to: Speaking and Listening SCO 3.1 and 3.2

Reading and Viewing SCO 4.3

Writing and Representing SCO 8.2, 9.3 and 9.5

Information and Communication Technology Key-stage Outcomes: SEHI 9.2

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
being able to identify the main idea and important supporting details in oral presentations.	<ul style="list-style-type: none"> <li>▪ be able to articulate the main idea or point of view of a spoken message, and identify important supporting details</li> <li>▪ know a number of strategies for supporting a main idea or a point of view with details</li> <li>▪ decide whether to accept, reject, or accept with conditions what others have said</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach the organizational structures and transitions commonly used to assert and support main ideas with supporting details in formal spoken texts</li> <li>▪ provide opportunities for students to hear and view a number of spoken texts, such as speeches, lectures, presentations, and debates</li> <li>▪ scaffold the understanding of formal spoken texts for students</li> <li>▪ provide opportunities that require students to identify, either orally or in writing, the main idea and details used to support others' arguments in spoken texts</li> <li>▪ discuss and develop assessment criteria with students to clearly articulate expectations</li> </ul>

## Assessment, Teaching, and Learning

There are many reading and writing assessment opportunities that involve students listening to each other in whole class and small group settings during a variety of informal, formal, and performance situations. Such assessment situations provide teachers with the opportunity to cluster speaking and listening outcome assessment together with reading or writing outcomes. It is strongly suggested that teachers limit their tracking of outcomes from each strand to one or two for any one specific speaking and listening activity.

- Use observational checklists, anecdotal notes, or rubrics to record and track student use of active listening strategies observed during a variety of whole class or small group informal speaking and listening situations such as Author's Chair, Literature Circles, or Peer Writers' Conferences.
  - Speaking and Listening: SCO 1.1 and 3.1
- Use observational checklists, anecdotal notes, or rubrics to record and track student use of appropriate audience behaviours observed during a variety of formal speaking situations or performances, such as speeches, debates, readers' theatre and drama presentations.
  - Speaking and Listening: SCO 3.1
- Provide opportunities, such as in Learning Logs, Quickwrites, and Exit Slips, for students to respond and reflect in writing upon a speakers' use of verbal and non-verbal cues, tone, rate of speech, and diction during formal speaking or performance situations.
  - Speaking and Listening: SCO 2.2, 2.3, 3.2, and 3.3
  - Writing and Representing: SCO 8.1
  - Information and Communication Technology Key-stage Outcomes: SEHI 9.2 and CT 9.1
- Use observational checklists, anecdotal notes, or rubrics to record and track observed student use of oral language during a variety of formal speaking situations such as speeches, oral presentations, and debates.
  - Speaking and Listening: SCO 2.1, 2.2, 2.3, and 3.3

## Resources/Notes

### Print

- Bennett, Barrie, and Carol Rolheiser. 2001. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto, ON: Bookation Inc. (ISBN 0-9695388-3-9)
- Dixon, Neil, Anne Davies, and Colleen Politano. 1996. *Learning with Readers Theatre*. Winnipeg, MB: Peguis Publishers. (ISBN 1-895411-80-7)
- Donahue, Lisa. 2007. *Guided Listening*. Markham, ON: Pembroke. (ISBN 9781551382197)
- Holbrook, Sara, and Michael Salinger. 2006. *Outspoken!—How to Improve Writing and Speaking Skills through Poetry Performance*. Portsmouth, NH: Heinemann. (ISBN 9780325009650)

- Routman, Regie. 2000. *Conversations: Strategies for Teaching, Learning and Evaluating*. Portsmouth, NH: Heinemann. (ISBN 0-325-00109-X)
- Thornton, Jo, and Jessica Pegis. 2005. *Speaking with a Purpose*. Toronto, ON: Emond Montgomery Publications. (ISBN 1-55239-165-5)

## **Suggestions for Differentiated Instruction of Speaking and Listening Outcomes**

The following suggestions for differentiated speaking and listening instruction are provided only as models to support teachers' planning. Some of these suggestions are intended to provide enrichment for those students in need of a more challenging program. Decisions around differentiation need to be made in reference to the needs of specific students within the context of specific learning situations.

### **GCO 1: Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.**

Sample learning situation: Small Group Informal Discussion

- Carefully select group size and membership, considering the learning styles and needs of students in relation to the task.
- Allow students to bring prepared notes/summaries of key information and concepts likely to arise in discussion and/or provide an appropriate graphic organizer for note making during discussion.
- Provide cue card of appropriate places and phrases to enter into a group discussion, or to monitor the number of times the student contributes to the conversation.
- Videotape discussions and have students complete a meta-analysis of their own participation.

### **GCO 2: Students will speak and listen to communicate information and ideas effectively and clearly, and to respond personally and critically.**

Sample learning situation: Formal Speaking and Performance Presentations

- Provide cue card of verbal and non-verbal language techniques when students are preparing for or listening to formal presentations.
- Present video recordings of formal speaking and performance situations and have students complete a meta-analysis of the presentations.
- Provide cue card of verbal and non-verbal language techniques when students are listening to aid in identifying those techniques.
- Provide sequencing graphic organizer for students to make notes while listening to instructions, and for grades 8 and 9, when giving instructions.

**GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.**

Sample learning situation: Exploring an Issue

- Have students explicitly articulate their own listening strategies used during a formal speaking situation.
- Model language that demonstrates sensitivity and respect and provide prompts as necessary.
- Activate prior knowledge on topics or issues that are the focus of spoken messages.
- Provide cue card of verbal and non-verbal language techniques when students are listening to identify those techniques.

## Reading and Viewing

**GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media and visual texts.**

This is about making appropriate choices of texts, and reading or viewing them with understanding. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9* (Nova Scotia Department of Education 2007), page 7.

The following ICT grade 9 key-stage outcomes also align with this English language arts GCO:

**Basic Operations and Concepts 9.1:** operate a wide variety of school media, computer, and other educationally appropriate equipment for learning, communication, and the representation of their learning, independently and safely with teacher supervision

**Basic Operations and Concepts 9.5:** from a range of resource options, knowledgeably select, manage, and use technological resources to solve curriculum problems and enhance their learning, with teacher guidance

**Productivity 9.3:** explore the curriculum through a wide range of print and electronic forms; accessing and processing information by means of the specialized techniques associated with the technology they select

**Note:** While there is not an expectation that students in grade 7 will be able to completely demonstrate these grade 9 outcomes, there is an expectation that teachers provide instruction and assessment opportunities that allow students to show their growing proficiency with meeting these outcomes.

Students will be expected to

**SCO 4.1:** select texts that address their learning needs and range of special interests

Instructional links to: Reading and Viewing SCO 5.1

Writing and Representing SCO 9.5

Information and Communication Technology Key-stage Outcomes: PTS 9.3 and BOC 9.5

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
<p>self-selecting texts for reading and viewing that match the students' levels of reading development</p> <p>and</p> <p>selecting texts for reading and viewing with growing independence that are of interest or are useful to their learning.</p>	<ul style="list-style-type: none"> <li>▪ know how to identify texts that present no more than a minimal challenge for their reading ability when selecting texts that match a specific interest or task</li> <li>▪ identify texts for which their current background knowledge of a topic is sufficient to make those texts accessible</li> <li>▪ justify their reading or viewing choices</li> <li>▪ track texts read or viewed</li> <li>▪ share reading or viewing suggestions with other students</li> <li>▪ set reading/viewing goals</li> </ul>	<ul style="list-style-type: none"> <li>▪ use classroom strategies such as interest inventories, reading surveys, and Records of Oral Reading to get to know student interests and abilities</li> <li>▪ establish a classroom library containing a wide range of genres and texts appropriate for a broad range of reading abilities</li> <li>▪ provide opportunities for students to choose from a variety of print and non-print texts while exploring their learning needs and interests</li> <li>▪ track and assess the reading and viewing habits of students as well as students' justifications for their text choices</li> <li>▪ explicitly teach strategies such as the Five-finger rule for selecting texts of an appropriate reading challenge</li> <li>▪ explicitly teach a variety of previewing strategies that involve use of text features and text structures</li> <li>▪ share with students strategies for identifying and exploring texts that match and expand their reading interests</li> </ul>

**SCO 4.2:** Read widely and experience a variety of young adult fiction and literature from different provinces and countries.

Instructional links to: Writing and Representing SCO 9.1 and 9.5

This is about ...	This means students need to ...	This means teachers need to ...
sampling a variety of print and non-print texts, including both fiction and non-fiction, from different parts of Canada and the world.	<ul style="list-style-type: none"> <li>▪ read a range of novels, short stories, poems, plays, and various non-fiction and information texts</li> <li>▪ view a range of both fiction and non-fiction non-print texts, such as video dramas, documentaries, and other information texts</li> <li>▪ sample a variety of genre</li> </ul>	<ul style="list-style-type: none"> <li>▪ require that students explore a wide variety of texts and genre</li> <li>▪ provide class time dedicated to independent reading and viewing</li> <li>▪ track the reading and viewing choices students make</li> <li>▪ provide access to a wide variety of texts and genre where possible</li> </ul>

**SCO 4.3:** Develop some independence in recognizing and using various reading and viewing strategies(predicting, questioning, etc.) and in using cueing systems (graphophonic, semantic, syntactic, pragmatic) to construct meaning; apply and develop these strategies and systems while reading and viewing increasingly complex texts.

Instructional links to: Speaking and Listening SCO 1.4, 2.4, and 3.3

Writing and Representing SCO 8.1

This is about ...	This means students need to ...	This means teachers need to ...
applying a range of comprehension strategies to a variety of print and non-print texts.	<ul style="list-style-type: none"> <li>▪ read age-appropriate print texts with accuracy and fluency</li> <li>▪ know the range of strategies good readers use to make sense of texts</li> <li>▪ with growing independence, apply knowledge of the following to make meaning with age-appropriate texts:               <ul style="list-style-type: none"> <li>– cueing systems</li> <li>– reading comprehension strategies</li> <li>– self-monitoring strategies</li> <li>– fix-up strategies</li> <li>– print and non-print text features</li> <li>– text structures</li> <li>– using personal background knowledge to assist in making meaning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ assess student needs and use individual student information to guide instruction</li> <li>▪ review and continue to explicitly teach and model how to use text features and text structures to help construct comprehension and find information in texts</li> <li>▪ use mentor texts to teach text features and text structures characteristic of an increasing variety of print and non-print texts</li> <li>▪ review and continue to model word solving and fix-up strategies</li> <li>▪ review and continue to model self-monitoring and comprehension strategies</li> <li>▪ activate student schema:               <ul style="list-style-type: none"> <li>– provide visuals such as posters, anchor charts, bookmarks, etc. to support students' comprehension</li> <li>– provide opportunities for students to demonstrate understanding in whole class, small group or individual settings</li> </ul> </li> </ul>

**SCO 4.4:** Talk and write about the various processes and strategies readers and viewers apply when constructing meaning from various texts; recognize and articulate personal processes and strategies used when reading and viewing.

Instructional links to: Speaking and Listening SCO 1.1 and 1.4

Writing and Representing SCO 8.1

This is about ...	This means students need to ...	This means teachers need to ...
<p>identifying and discussing the kinds of strategies good readers and viewers use</p> <p>and</p> <p>identifying their personal processes and strategies used for reading and viewing various texts.</p>	<ul style="list-style-type: none"> <li>▪ know which reading strategies work best for them while reading a variety of texts</li> <li>▪ describe and explain how they can apply a variety of strategies to make sense of texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ assess student needs and use individual student information to guide instruction</li> <li>▪ explicitly teach and model for students how to talk about their own reading</li> <li>▪ provide opportunities, either orally or in writing, for students to reflect upon their use of reading and viewing comprehension strategies</li> </ul>

## Assessment, Teaching, and Learning

- Teacher observations and conversations during independent reading time in the classroom, library or computer lab to check if students know and use the five-finger rule to choose appropriate texts.
  - Reading and Viewing: SCO 4.1 and 4.4
  - Speaking and Listening: SCO 1.1
- Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.5
- Informal reading conferences during independent reading time in the classroom, library or computer lab.
  - Reading and Viewing: SCO 4.1, 4.2, 4.3, and 4.4
  - Speaking and Listening: SCO 1.1
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.5
- Reading logs or tracking charts to track the amount, genre, and range of text students read and view, as well as indicate student interest.
  - Reading and Viewing: SCO 4.1 and 4.2
  - Writing and Representing: SCO 8.2
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1, 9.5 and PTS 9.3

- Oral Reading Records taken during independent reading time in the classroom, library or computer lab to assess students' accuracy, fluency, comprehension, problem-solving and strategy use while reading and viewing.
  - Reading and Viewing: SCO 4.3 and 4.4
  - Speaking and Listening: SCO 1.1
- Book talks where students informally talk to the class about a current text they are reading or viewing.
  - Reading and Viewing: SCO 4.1 and 4.2
  - Speaking and Listening: SCO 2.1, or 1.1 and 1.2
- Scavenger hunt where students skim texts to locate and identify text features and record them on a graphic organizer or note template.
  - Reading and Viewing: SCO 4.3
  - Writing and Representing: SCO 8.2
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.5
- Reading response journals where students are asked to reflect upon the reading strategies they know, apply, and find most useful when reading and viewing.
  - Reading and Viewing: SCO 4.3, 4.4, 6.1, 6.2, 7.1, 7.2, and 7.3
  - Writing and Representing: SCO 8.1

## Resources/Notes

### Print

- Beers, Kylene. 2003. *When Kids Can't Read*. Portsmouth, NH: Heinemann
- Lesesne, Teri. 2003. *Making the Match*. Portland, ME: Stenhouse
- Robb, Laura. 2000. *Teaching Reading in Middle School*. Toronto, ON: Scholastic
- Serafini, Frank. 2004. *Lessons in Comprehension*. Portsmouth, NH: Heinemann
- Wilhelm, Jeffrey. 2000. *Improving Comprehension with Think-Aloud Strategies*. New York, NY: Scholastic

**GCO 5: Students will be expected to interpret, select, and combine information using a variety and strategies, resources, and technologies.**

This is about reading and viewing to gathering information from a variety of sources. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9* (Nova Scotia Department of Education 2007), page 8.

The following ICT grade 9 key-stage outcomes also align with this English language arts GCO:

**Basic Operations and Concepts 9.1:** operate a wide variety of school media, computer, and other educationally appropriate equipment for learning, communication, and the representation of their learning, independently and safely with teacher supervision

**Basic Operations and Concepts 9.5:** from a range of resource options, knowledgeably select, manage, and use technological resources to solve curriculum problems and enhance their learning, with teacher guidance

**Social, Ethical, and Human Issues 9.3:** understand, model, and assume personal responsibility for the acceptable use of copyrighted and other information resources

**Productivity 9.3:** explore the curriculum through a wide range of print and electronic forms; accessing and processing information by means of the specialized techniques associated with the technology they select

**Research, Problem Solving, and Decision Making 9.6:** select and refine a research topic, according to teacher-provided criteria, to fulfill a curriculum requirement, with teacher assistance

**Research, Problem Solving, and Decision Making 9.7:** assess the strengths and limitations of different approaches to research, then select those approaches that more efficiently meet their learning needs, with teacher assistance

**Research, Problem Solving, and Decision Making 9.8:** experience comfort, security and clarity that well-researched solutions and conclusions are valid and reliable, though uncommon or unexpected

**Note:** While there is not an expectation that students in grade 7 will be able to completely demonstrate these grade 9 outcomes, there is an expectation that teachers provide instruction and assessment opportunities that allow students to show their growing proficiency in meeting these outcomes.

Students will be expected to		
<b>SCO 5.1:</b> identify and articulate personal needs and personal learning needs with growing clarity and some independence Instructional links to: Speaking and Listening SCO 1.4 Writing and Representing SCO 8.1		
This is about ...	This means students need to ...	This means teachers need to ...
with support, identifying areas of inquiry, and narrowing topics for research.	<ul style="list-style-type: none"> <li>▪ with support, list or state topics of interest</li> <li>▪ with support, choose an area of inquiry and narrow it to a specific topic</li> <li>▪ make reading and viewing choices appropriate to their reading abilities and the task demands</li> </ul>	<ul style="list-style-type: none"> <li>▪ know the students' reading levels and interests</li> <li>▪ explicitly teach or review strategies that readers use to select "Just Right Texts"</li> <li>▪ explicitly teach strategies for generating inquiry interests and narrowing topic</li> <li>▪ provide students with opportunities to choose research topics and areas of inquiry</li> </ul>

**SCO 5.2:** become increasingly aware of and use periodically the many print and non-print avenues and sources (internet, documentaries, interviews) through which information can be accessed and selected

Instructional links to: Speaking and Listening SCO 1.4 and 3.3

Reading and Viewing SCO 4.1, 4.4, 7.1, and 7.2

Writing and Representing SCO 8.2, 9.1, and 9.5

Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.5; SEHI 9.3; PTS 9.3; RPSD 9.6, 9.7, and 9.8

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
with support, finding and using a variety of resources to research topics assigned and/or of personal interest to the student.	<ul style="list-style-type: none"> <li>▪ know about and access with support a variety of print and non-print sources, including blogs, podcasts, websites, video documentaries, and books to gather information</li> <li>▪ with support, use a variety of search methods including a variety of search engines to locate information</li> <li>▪ with support, determine whether a particular information source provides information relevant to their research</li> <li>▪ with support, use key words to broaden or narrow an information search</li> <li>▪ use a range of reading strategies to locate information:               <ul style="list-style-type: none"> <li>– skim and scan</li> <li>– determining importance</li> <li>– paraphrasing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach how to search:               <ul style="list-style-type: none"> <li>– the internet</li> <li>– card catalogues</li> <li>– databases (online and hardcopy)</li> <li>– tables of content</li> <li>– an index</li> </ul> </li> <li>▪ teach students how to verify the validity of sources</li> <li>▪ introduce the concept of copyright and plagiarism</li> <li>▪ assist students in selecting texts relevant and appropriate to their research needs</li> <li>▪ provide opportunities to access a variety of print and non-print sources of information</li> </ul>

**SCO 5.3:** use research strategies like issue mapping and webbing to guide research

Instructional links to: Writing and Representing SCO 8.1 and 8.2

This is about ...	This means students need to ...	This means teachers need to ...
using organizational templates to focus research.	<ul style="list-style-type: none"> <li>▪ with assistance, generate a number of research questions to focus their research</li> <li>▪ use a number of study charts or graphic organizers as they gather information</li> <li>▪ use a range of reading strategies to determine that information gathered answers their research questions:               <ul style="list-style-type: none"> <li>– questioning</li> <li>– making connections</li> <li>– determining importance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach brainstorming strategies for generating research questions</li> <li>▪ provide a variety of organizational templates for guiding research, and help students choose ones to suit their research needs</li> <li>▪ provide opportunities for students to conduct research on increasingly more complex research questions</li> </ul>

Students may be involved in conducting research for a variety of purposes such as preparing for speeches and debates, or in preparation for writing an essay or creating a video documentary. Such situations involving research provide teachers with the opportunity to cluster reading and viewing outcomes assessment together with speaking or writing outcomes. These situations also provide opportunities to connect English language arts with other content area subjects such as social studies, science, and personal development and health.

When assessing GCO 5, it is strongly suggested that teachers focus on the process of conducting research and the students' ability to understand information—questions generated and the information discovered—rather than the product of notes or charts. This GCO is about how well students use reading and viewing to conduct research. Other assessment criteria, such as how well research notes are organized or matters of correctness are assessed under GCOs 8 and 10.

## Assessment, Teaching, and Learning

- Use anecdotal records, rubrics, or checklists during informal reading conferences with students as they research and present information for essays, speeches, multimedia presentations, or documentaries in the classroom, library, or computer lab.
  - Reading and Viewing: SCO 5.1, 5.2, 5.3, 4.4, and 7.2
  - Speaking and Listening: SCO 1.1 and 1.4
- Assess students' graphic organizers and notes made by students as they conducted research to verify research techniques and the quality of information found.
  - Reading and Viewing: SCO 5.3 and 5.2
  - Writing and Representing: SCO 8.2 and 9.5

- Use anecdotal notes, checklists or rubrics during observations of students as they research information for essays, speeches, multimedia presentations, or documentaries in the classroom, library, or computer lab.
  - Reading and Viewing: SCO 5.1, 5.2, and 5.3
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.5; SEHI 9.3; PTS 9.3; RPSD 9.6, 9.7, and 9.8
- Assess sources listed in students' research notes or bibliographies to determine the range of sources accessed by students.
  - Reading and Viewing: SCO 5.2 and 4.1
  - Writing and Representing: SCO 8.2 and 9.5
  - Information and Communication Technology Key-stage Outcomes: BOC 9.5; RPSD 9.6, 9.7, and 9.8

## Resources/Notes

### Print

- Allen, Janet. 2004. *Tools for Teaching Content Literacy*. Portland, ME: Stenhouse.
- Allen, Janet. 2008. *More Tools for Teaching Content Literacy*. Portland, ME: Stenhouse.
- Daniels, Harvey and Steve Zemelman. 2004. *Subjects Matter*. Portsmouth, NH: Heinemann.
- Daniels, Harvey and Stephanie Harvey. 2010. *Comprehension and Collaboration: Inquiry Circles in Action*. Portsmouth, NH: Heinemann.
- Wilhelm, Jeffrey. 2007. *Engaging Readers and Writers with Inquiry*. New York, NY: Scholastic.
- The Council of Atlantic Ministers of Education. 2006. *Cross-Curricular Reading Tools*. Halifax, NS: CAMET.

**GCO 6: Students will be expected to respond personally to a range of texts.**

This is about holding personal opinions and having personal reactions to texts. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9*, page 8.

Students will be expected to

**SCO 6.1:** extend personal responses, either orally or in writing, to print and non-print texts by explaining in some detail initial or basic reactions to those texts

Instructional links to: Speaking and Listening SCO 1.1, 1.2, and 3.1

Reading and Viewing SCO 7.2 and 7.3

Writing and Representing SCO 8.1 and 9.3

This is about ...	This means students need to ...	This means teachers need to ...
students responding in detail to texts they have read or viewed.	<ul style="list-style-type: none"> <li>▪ have opportunities to read and view a variety of texts</li> <li>▪ respond personally to texts, providing details that support their opinion</li> <li>▪ read and re-read a text to find evidence to support their reactions</li> <li>▪ make connections between texts they have read or viewed, and personal experiences or background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>▪ provide time for independent reading and opportunities to view non-print and multimedia texts</li> <li>▪ explicitly teach and model how to respond personally, both orally and in writing, to texts read or viewed</li> <li>▪ provide opportunities for students to respond personally, both orally and in writing, to texts read or viewed</li> <li>▪ provide students with opportunities to share and record their responses using a variety of media and technology</li> </ul>

**SCO 6.2:** express personal points of view and make evaluations or judgments about texts; and find evidence and examples in texts to support personal views about issues, themes, and situations

Instructional links to: Speaking and Listening SCO 1.1, 1.2, and 3.1

Reading and Viewing SCO 7.2 and 7.3

Writing and Representing SCO 8.1 and 9.3

This is about ...	This means students need to ...	This means teachers need to ...
students formulating opinions and supporting them with evidence.	<ul style="list-style-type: none"> <li>▪ read, view, and review a text to find evidence to support their opinions and judgments</li> <li>▪ making connections between the opinions they have stated and supporting evidence cited from print and non-print texts with some support</li> <li>▪ understand the difference between facts and opinions</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly demonstrate how to state a personal point of view and support opinions with evidence from the text</li> <li>▪ continue to provide students with organizational strategies, such as highlighters, sticky notes, double entry diaries, and graphic organizers, for reviewing texts to find evidence with the intention of building independence</li> <li>▪ provide students with opportunities to share and record their responses</li> </ul>

## Assessment, Teaching, and Learning

- Provide students with opportunities to extend and express their responses to texts by representing their ideas artistically—picture, collage, digital text, sculpture, music, song, or monologue.
  - Reading and Viewing: SCO 6.1 and 6.2
  - Speaking and Listening: SCO 2.1
  - Writing and Representing: SCO 9.1, 9.3, 10.1, and 10.2
- Use graphic organizers such as “It says, I say and so” (Beers, 2003) to assess and support students’ personal thoughts and reactions to a text.
  - Reading and Viewing: SCO 6.2
- Assess students’ growing ability to make personal responses over time through the use of such tools as: reading response journals, Socratic Circles, or book talks.
  - Reading and Viewing: SCO 6.1, 6.2, 4.1, 4.2, and 4.3
  - Speaking and Listening: SCO 1.1, 1.4
  - Writing and Representing: SCO 8.1
- Support and assess students’ ability to express points of view and support them with references to texts with structured job sheets during Literature Circles.
  - Reading and Viewing: SCO 6.2, 7.1, and 7.3

- Speaking and Listening: SCO 1.1, 1.2, and 3.1
- Use checklists, anecdotal records or rubrics while observing students as they discuss their reactions and judgments about texts during small group discussions.
  - Reading and Viewing: SCO 6.1 and 6.2
  - Speaking and Listening: SCO 1.1 and 1.4
- Use checklists and anecdotal notes while observing students as they make personal responses, evaluations and reactions to a text during book talks.
  - Reading and Viewing: SCO 6.1, 6.2, 7.2, and 7.3
  - Speaking and Listening: SCO 1.2, 2.1, 3.3

## Resources/Notes

### Print

- Beers, Kylene. 2003. *When Kids Can't Read*. Portsmouth, NH: Heinemann.
- Daniels, Harvey. 2002. *Literature Circles*. Portland, ME: Stenhouse.
- Daniels, Harvey and Steve Zemelman. 2004. *Subjects Matter*. Portsmouth, NH: Heinemann.
- Daniels, Harvey and Stephanie Harvey. 2010. *Comprehension and Collaboration: Inquiry Circles in Action*. Portsmouth, NH: Heinemann.
- Serafini, Frank. 2004. *Lessons in Comprehension*. Portsmouth, NH: Heinemann.
- Tovani, Cris. 2000. *I Read It, But I Don't Get It*. Portland, ME: Stenhouse.

**GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.**

This is about recognizing, evaluating, and appreciating the way texts are crafted. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9* (Nova Scotia Department of Education 2007), page 9.

The following ICT grade 9 key-stage outcomes align with this English language arts GCO:

**Social, Ethical, and Human Issues 9.2:** identify and demonstrate the values and techniques of mass media, popular culture, and electronic information environments, and evaluate the effects of these techniques

**Communication 9.3:** critically evaluate how style, form, source, and medium influence the accessibility, validity and meaning of information with independence

**Research, Problem Solving, and Decision Making 9.4:** assess the quality, comprehensiveness, biases, and perspectives of print, media and electronic resources for use in their curricular studies, with teacher guidance

**Research, Problem Solving, and Decision Making 9.5:** critically evaluate how style, form, source, and medium influence the accessibility, validity, and meaning of information independently

**Note:** While there is not an expectation that students in grade 7 will be able to completely demonstrate these grade 9 outcomes, there is an expectation that teachers provide instruction and assessment opportunities that allow students to show their growing proficiency in meeting these outcomes.

Students will be expected to		
<p><b>SCO 7.1:</b> recognize that print and non-print texts can be biased and become aware of some of the ways that information is organized and structured to suit a particular point of view</p> <p>Instructional links to: Reading and Viewing SCO 5.1</p> <p>Speaking and Listening SCO 2.3 and 3.3</p> <p>Writing and Representing SCO 9.4</p> <p>Information and Communication Technology Key-stage Outcomes: SEHI 9.2, CT 9.3, RPSD 9.4 and 9.5</p> <p>See Appendix I for description of ICT Key-stage Outcomes.</p>		
This is about ...	This means students need to ...	This means teachers need to ...
recognizing that words, pictures, charts, diagrams and images can be presented in a manner that manipulates a particular response from the reader/viewer.	<ul style="list-style-type: none"> <li>▪ recognize that presentation and organization can affect the message of a text</li> <li>▪ identify how a writer's word choice can be used to bias or influence the reader or viewer</li> <li>▪ differentiate between fact and opinion</li> <li>▪ identify ways that writers position information in a text, or choose to omit or emphasize some information, can bias or influence the reader or viewer</li> </ul>	<ul style="list-style-type: none"> <li>▪ introduce students to the idea of bias and the idea that most texts display it</li> <li>▪ explicitly teach how words and images can be used to manipulate readers and viewers</li> <li>▪ teach students how to check for bias and stereotypes</li> <li>▪ explicitly teach students to differentiate between fact and opinion</li> <li>▪ provide examples of texts which adopt two different perspectives on an event or issue</li> </ul>

**SCO 7.2:** recognize that print and multimedia texts are constructed for particular audiences and purposes; begin to identify the textual elements used by authors, and demonstrate an awareness of how authors use pictorial, typographical, and organizational devices such as photos, titles, headings, and bold print to achieve certain purposes

Instructional links to: Speaking and Listening SCO 2.3 and 3.3

Reading and Viewing SCO 4.4 and 5.1

Writing and Representing SCO 9.1, 9.2, and 9.4

Information and Communication Technology Key-stage Outcomes: SEHI 9.2, CT 9.3, RPSD 9.4 and 9.5

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
<p>how authors use</p> <ul style="list-style-type: none"> <li>▪ font</li> <li>▪ colour</li> <li>▪ whitespace</li> <li>▪ placements of words and pictures</li> <li>▪ placement of information</li> <li>▪ word choice</li> <li>▪ visuals</li> <li>▪ graphs</li> <li>▪ charts</li> <li>▪ bulleted lists</li> </ul> <p>to purposefully present a message to a specific audience.</p>	<ul style="list-style-type: none"> <li>▪ understand point of view</li> <li>▪ identify the purpose of the text</li> <li>▪ find and identify textual elements</li> <li>▪ recognize the target audience for a particular text</li> <li>▪ deconstruct non-print text</li> <li>▪ know a number of text features and other textual elements used in a variety of print and non-print texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ teach students that texts are constructed for particular audiences and purposes</li> <li>▪ use mentor texts to demonstrate how audience and purpose affect authors' choice of genre and the elements of text used</li> <li>▪ teach students to identify the textual elements used by authors</li> <li>▪ explicitly teach the techniques authors and producers use to "hook," manipulate, and influence audiences</li> <li>▪ explicitly teach students visual literacy skills and how to deconstruct non-print texts</li> </ul>

**SCO 7.3:** develop an ability to respond critically to various texts in a variety of ways such as identifying, describing, and discussing the form, structure, and contents of texts and how they might contribute to meaning construction and understanding

- recognize that personal knowledge, ideas, values, perceptions, and points of view influence how writers create texts
- become aware of how and when the reader’s/viewer’s personal background influences comprehension and textual response
- recognize that there are values inherent in a text, and begin to identify those values
- explore how cultures and reality are portrayed in print and non-print texts

Instructional links to: Reading and Viewing SCO 5.1

Speaking and Listening SCO 2.3 and 3.3

Writing and Representing SCO 9.4

Information and Communication Technology Key-stage Outcomes: SEHI 9.2, CT 9.3, RPSD 9.4 and 9.5

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
responding critically to a variety of texts in a variety of ways by beginning to adopt an analytical perspective.	<ul style="list-style-type: none"> <li>▪ know and identify a number of elements, for example plot, setting, character development, and theme, commonly found in print and multimedia fiction texts</li> <li>▪ know and identify a number of organizational structures, for example cause/effect, or comparison/contrast, commonly used in a variety of information texts, such as persuasive essay or documentary</li> <li>▪ with support, identify places in texts where writers’ personal knowledge, beliefs and points of view influenced the texts they created</li> <li>▪ recognize that texts are not neutral, and with support, identify places in texts that reveal the author’s point of view</li> <li>▪ with support, identify places in texts where culture and beliefs influence the elements commonly found in print and</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach the concept of values, point of view, and the idea that texts contain bias</li> <li>▪ explicitly teach the elements, for example plot, setting, character development, and theme, commonly found in print and multimedia fiction texts</li> <li>▪ explicitly teach a number of organizational structures, for example cause/effect, or comparison/contrast, commonly used in a variety of non-fiction texts</li> <li>▪ use Think-Aloud to model a critical response to texts, and provide opportunities to deconstruct texts</li> </ul>

	non-print fiction texts, for example plot, setting, character development, theme <ul style="list-style-type: none"> <li>▪ with support, identify places in texts where culture and beliefs influence portrayal of reality</li> </ul>	
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## Assessment, Teaching, and Learning

- Use study guides such as “Questioning the Author (Burke, 2000) to assess and support students’ critical appreciation of the writer’s craft in a text.
  - Reading and Viewing: SCO 7.2
  - Writing and Representing: 8.1 and 8.2
- Assess students’ growing ability to make critical responses over time through the use of such tools as: reading response journals, Socratic Circles, or Book Talks.
  - Reading and Viewing: SCO 7.1, 7.2, 7.3, 4.1, 4.2, and 4.3
  - Speaking and Listening: SCO 1.1 and 1.4
  - Writing and Representing: SCO 8.1
  - Information and Communication Technology Key-stage Outcomes: SEHI 9.2, CT 9.3, RPSD 9.4 and 9.5
- Support and assess students’ ability to identify and analyze elements of different texts with structured jobs sheets and job sharing during Literature Circles.
  - Reading and Viewing: SCO 7.2 and 7.3
  - Speaking and Listening: 1.1
  - Writing and Representing: 8.2
- Provide students with opportunities to identify and discuss examples of biased reporting in news media coverage, advertising, or video clips of historical speeches.
  - Reading and Viewing: SCO 7.1 and 7.3
  - Speaking and Listening: 1.1, 2.3, and 3.2
  - Information and Communication Technology Key-stage Outcomes: SEHI 9.2, CT 9.3
- Use checklists, anecdotal records or rubrics during observations of, and conversations with students as they discuss their critical analysis and judgments about texts during small group discussions and Literature Circles.
  - Reading and Viewing: SCO 7.2 and 7.3
  - Speaking and Listening: 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 3.2, and 3.3

## **Suggestions for Differentiated Instruction of Reading and Viewing Outcomes**

### **GCO 4: Teach students how to use text features to navigate and comprehend information text.**

- Group students according to similar “just right” reading levels. Provide each group with sample texts that are at an independent reading level for the group of student for practice using text features for navigation and comprehension.
- After explicit instruction, use an exit slip to assess students’ understandings of text features which sorts students into three groups according to their understanding of text features: understands text features, beginning to understand text features, having difficulty understanding text features. Then provide additional support, in small groups, to the students needing further explicit instruction, while the rest of the class begins to complete an assigned task on text features.
- Vary the level of support by giving a visual representation, which includes definitions of the text features or examples for each text feature, to students who require this scaffolding.
- Vary the task for students. Some students can show understanding by identifying the text feature in a variety of non-fiction texts. Others can create their own example of a non-fiction writing that includes a variety of appropriate text features to support the reader.

### **GCO 5: Teach students how to find relevant information and to synthesize these ideas from a variety of sources.**

- Allow students to choose their own topics which will differentiate according to interest.
- Vary the number and types of sources required. Examples could include the following: use 3 or 5 sources, use at least two print or multimedia text sources, or at least two internet and print sources, use a data base such as ERIC or EBSCO.
- Provide students with appropriate scaffolding to assist with note-making and organization of relevant information such as graphic organizers, sentence strips, index cards, color coding of information according to topics.
- Vary the task by allowing student to move from one that is strictly conveying information such as “did you know bubbles” or a poster, brochure, to a research essay that synthesizes and expands ideas from multiple sources or states opinions about the topic researched.

### **GCO 6: Respond personally to a text**

- Allow students to indicate understanding and comprehension in a variety of ways that utilizes their strengths. For example students could demonstrate an understanding of a character by writing a character sketch, creating a poster, making a play list for the character’s iPod, building a model of a character’s bedroom and decorating it according to personality traits, or drawing a symbolic picture/sculpture of the character.
- Provide reading response exemplars, at a variety of thinking and responding levels, for independent reading.
- Provide small group instruction to move students from a literal retelling to a response that focuses, develops, and supports personal opinions.

- Provide opportunities for students to discuss their reading and viewing and to collaborate to form more sophisticated responses. Students can also share methods of responding to text before writing a response or in place of a written response.

### **GCO7: Teach students how to detect bias and or stereotyping.**

- Provide a variety of texts—newspapers articles, editorials, political cartoons, YouTube, TV news clips from different stations, Internet web pages, and magazine articles—to practise finding bias. These texts can be provided by the teacher or found by students.
- Organize students into groups to work together to identify examples of bias. Change the groups for each new text, so that students can collaborate with many students.
- Vary task. For a text, have some students identify the bias by highlighting the biased words. Have others students change the biased words and make them neutral. Have another group create their own text from the original by manipulating the words according to the perspective of a particular group identified by the teacher.
- After students have generated a persuasive text on a topic of their choice using a medium of their choice, have the class respond to other texts by identifying the bias, the techniques used to created bias and the point of view of the author/creator.

## **Resources/Notes**

### **Print**

- Allen, Janet. 2004. *Tools for Teaching Content Literacy*. Portland, ME: Stenhouse.
- Allen, Janet. 2008. *More Tools for Teaching Content Literacy*. Portland, ME: Stenhouse.
- Beers, Kylene. 2003. *When Kids Can't Read*. Portsmouth, NH: Heinemann.
- Copeland, Matt. 2005. *Socratic Circles*. Portland, ME: Stenhouse.
- Daniels, Harvey. 2002. *Literature Circles*. Portland, ME: Stenhouse.
- Daniels, Harvey and Stephanie Harvey. 2010. *Comprehension and Collaboration: Inquiry Circles in Action*. Portsmouth, NH: Heinemann.
- Robb, Laura. 2000. *Teaching Reading in Middle School*. Toronto, ON: Scholastic.
- Sejnost, Roberta and Sharon Thiese. 2001. *Reading and Writing across Content Areas*. Glenview, IL: Skyline Training and Publishing.
- Wilhelm, Jeffrey. 2002. *Action Strategies for Deepening Comprehension*. New York, NY: Scholastic.

## Writing and Representing

**GCO 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning.**

This is about using writing and other representations to think, learn, problem-solve, and reflect. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9* (Nova Scotia Department of Education 2007), page 10.

The following ICT grade 9 key-stage outcomes also align with this English language arts GCO:

**Basic Operations and Concepts 9.4:** manage their electronic files and correspondence efficiently

**Productivity 9.1:** use software to brainstorm, develop thought web, outline, and map ideas under study with independence

**Communication 9.1:** use language, in a range of aural, print, media, and electronic forms to explore and express their perceptions, feelings, ideas, and attitudes; refine their thinking; and interact, negotiate, and collaborate with others in order to build their understanding

**Research, Problem Solving, and Decision Making 9.2:** create and use electronic charts, maps, tables, graphs, spreadsheets, and databases to collect, analyze and display data independently

**Research, Problem Solving, and Decision Making 9.9:** accurately and independently cite information sources

**Note:** While there is not an expectation that students in grade 7 will be able to completely demonstrate these grade 9 outcomes, there is an expectation that teachers provide instruction and assessment opportunities that allow students to show their growing proficiency with meeting these outcomes.

Students will be expected to		
<p><b>SCO 8.1:</b> experiment with a range of writing and representing strategies to:</p> <ul style="list-style-type: none"> <li>▪ extend and explore learning</li> <li>▪ reflect on their own and others' ideas</li> <li>▪ express an understanding of their personal growth as language learners and users</li> <li>▪ become aware of strategies that are effective in helping them learn</li> <li>▪ identify problems and consider solutions</li> </ul> <p>Instructional links to: Speaking and Listening SCO 1.1, 1.2, 1.3, and 3.2</p> <p>Reading and Viewing SCO 4.4, 6.1, 6.2, and 7.3</p> <p>Writing and Representing 10.3</p> <p>Information and Communication Technology Key-stage Outcomes: PTS 9.1, CT 9.1</p> <p>See Appendix I for description of ICT key-stage outcomes.</p>		
This is about ...	This means students need to ...	This means teachers need to ...
developing a range of strategies such as writing, sketching, charting, and brainstorming to think, problem-solve, and reflect on personal growth and learning-thinking on paper.	<ul style="list-style-type: none"> <li>▪ use with support, strategies to think, plan, and/or problem-solve “on paper” and experiment with their use</li> <li>▪ recognize that writing and other representations can show that their understanding of a concept, issue or skill has grown over time</li> <li>▪ reflect upon their own learning using writing and other representations with support</li> <li>▪ express their own learning strengths, needs, and create goals. Identify where they began and how far they have come</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach and model strategies for reflecting, planning, thinking, and problem-solving through writing and representing, such as sketching, brainstorming, and free writing</li> <li>▪ provide purposeful opportunities for students to use writing and other representation strategies for thinking, planning, and solving problems</li> <li>▪ describe and model examples of self-reflection in writing and in other ways of representing</li> <li>▪ provide opportunities for reflection and critiquing of various strategies used to support learning, such as learning logs or portfolios</li> <li>▪ scaffold the use of writing and other representation strategies to support students' experimentation</li> </ul>

**SCO 8.2:** understand that note-making is purposeful, having many purposes and forms

Instructional links to: Speaking and Listening SCO 1.1 and 2.1

Reading and Viewing SCO 5.1 and 5.3

Writing and Representing SCO 9.5

Information and Communication Technology Key-stage Outcomes: BOC 9.4, PTS 9.1, CT 9.1, RPSD 9.2 and 9.9

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
<p>knowing, and using with support, a number of strategies using writing and other representations to highlight, hold onto, and collect information and ideas from a variety of sources for a variety of purposes.</p>	<ul style="list-style-type: none"> <li>▪ use graphic organizers and note-making templates as they read and do research</li> <li>▪ know how to effectively annotate text as a way to hold and store information</li> <li>▪ experiment with a number of strategies for keeping track of information sources</li> <li>▪ with support, develop guiding research questions and sort information into categories</li> <li>▪ experiment with a number of strategies for noting information (highlighters, sticky notes)</li> <li>▪ with support, select appropriate note-making templates and graphic organizers from a list of possible supports</li> <li>▪ with support, prepare and use speaking notes or cue cards during presentations</li> <li>▪ follow a template for properly recording sources of information in a bibliography</li> </ul>	<ul style="list-style-type: none"> <li>▪ model and explicitly teach how to annotate text, for example through Think-Aloud</li> <li>▪ explicitly teach and model strategies that use writing and other representations for collecting and organizing information and ideas (graphic organizers and simple note-making templates)</li> <li>▪ explicitly teach why particular organizers or templates are best suited to specific texts or tasks</li> <li>▪ explicitly teach strategies to hold facts and ideas while reading or listening (sticky notes and highlighters)</li> <li>▪ explicitly teach strategies that demonstrate how to hold facts and organize ideas while presenting or speaking (speaking notes and cue cards)</li> <li>▪ provide purposeful opportunities for students to collect and note information and ideas from a variety of print and non-print sources</li> <li>▪ explicitly teach proper formats for recording bibliographical information used in research, and provide templates to follow</li> </ul>

## Assessment, Teaching, and Learning

- Assess students' Reading Response Journals to identify and track changes over time in the use of writing to explore and extend their understanding, reflect on their own learning, or problem-solve.
  - Writing and Representing: SCO 8.1
  - Reading and Viewing: SCO 4.4, 6.1, and 6.2
  - Information and Communication Technology Key-stage Outcomes: PTS 9.1 and CT 9.1
- Assess students' Quickwrites, semantic webs, or other samples of brainstorming, dated and collected by the students in their Writing Portfolios, to demonstrate change in their use of writing or representing to extend and explore ideas and feelings.
  - Writing and Representing: SCO 8.1, 10.3, and 10.5
  - Information and Communication Technology Key-stage Outcomes: PTS 9.1 and CT 9.1
- Assess students' Learning Logs written for their Writing Portfolios comparing earlier samples of reflections on their work with later reflections, focusing on change and growth in their ability to think about their own learning.
  - Writing and Representing: SCO 8.1 and 10.5
  - Information and Communication Technology Key-stage Outcomes: CT 9.1
- Use rubrics or checklists to assess students' research notes.
  - Writing and Representing: SCO 8.2
  - Reading and Viewing: SCO 4.1 and 5.3
  - Information and Communication Technology Key-stage Outcomes: BOC 9.4, PTS 9.1, CT 9.1, RPSD 9.2 and 9.9
- Assess students' ability to choose a graphic organizer from a list of options provided, and use it as support with a specific reading or research task.
  - Writing and Representing: SCO 8.2
  - Reading and Viewing: SCO 5.3
- Use rubrics, checklists, or anecdotal notes to assess students' research notes observed and discussed with students during writing conferences.
  - Writing and Representing: SCO 8.2
  - Reading and Viewing: SCO 4.1, 4.4, 5.1, and 5.3
  - Speaking and Listening: SCO 1.1 and 1.2
  - Information and Communication Technology Key-stage Outcomes: BOC 9.4, PTS 9.1, CT 9.1, RPSD 9.2 and 9.9

## Resources/Notes

### Print

- Allen, Janet. 2004. *Tools for Teaching Content Literacy*. Portland, ME: Stenhouse Publishers.
- Bender, Jenny Mechem. 2007. *The Resourceful Writing Teacher*. Portsmouth, NH: Heinemann.
- Buehl, Doug. 2001. *Classroom Strategies for Interactive Learning*. Newark, NJ: International Reading Association.
- Carty, Maria. 2005. *Exploring Writing in the Content Areas*. Markham, ON: Pembroke Publishers.
- Graves, Donald. 2005. *Inside Writing*. Portsmouth, NH: Heinemann.
- Muschla, Gary Robert. 2006. *Writing Workshop: Survival Kit*. San Francisco, CA: Jossey-Bass.

**GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.**

This is about creating a variety of texts to communicate for a variety of purposes. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9*, page 11.

The following ICT grade 9 key-stage outcomes also align with this English language arts GCO:

**Basic Operations and Concepts 9.1:** operate a wide variety of school media, computer, and other educationally appropriate equipment for learning, communication, and the representation of their learning, independently and safely with teacher supervision

**Basic Operations and Concepts 9.2:** use and create information texts in a range of media, using specialized text features of those media to support the communication, with teacher assistance

**Social, Ethical, and Human Issues 9.4:** demonstrate an understanding of, and a commitment to, accuracy, ethical behaviour, and personal privacy and safety as they create and distribute information about themselves, others, and curriculum topics under study

**Productivity 9.4:** create and manipulate sound, images and video, using digital equipment and computer-based editing, to represent their learning for particular audiences and purposes, independently

**Productivity 9.5:** develop multimedia presentations, based on sound principles of design, with increasing confidence, efficiency and independence

**Communication 9.2:** design and build intranet or Internet websites of student-produced pages about a curriculum topic, in small groups with teacher supervision

**Research, Problem Solving, and Decision Making 9.3:** write and represent their research using the structures, features, conventions, and techniques of specialized publication and presentation formats with growing fluency

**Note:** While there is not an expectation that students in grade 7 will be able to completely demonstrate these grade 9 outcomes, there is an expectation that teachers provide instruction and assessment opportunities that allow students to show their growing proficiency with meeting these outcomes.

Students will be expected to		
<p><b>SCO 9.1:</b> produce a range of both print and non-print text forms, for example, stories, cartoons, letters, speeches, reports, poems, multimedia productions, scripts</p> <p>Instructional links to: Speaking and Listening SCO 2.1, 2.2, 2.3, and 3.3</p> <p>Reading and Viewing SCO 4.2, 7.2, and 7.3</p> <p>Writing and Representing SCO 10.5</p> <p>Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2, PTS 9.4 and 9.5, CT 9.2, and RPSD 9.3</p> <p>See Appendix I for description of ICT Key-stage Outcomes.</p>		
This is about ...	This means students need to ...	This means teachers need to ...
creating a range of narrative, non-narrative, and multimedia texts, as well as other non-print ways of representing to persuade, inform, and entertain.	<ul style="list-style-type: none"> <li>▪ with support, write stories, poems, essays and other information texts to persuade, inform, and entertain</li> <li>▪ with support, create visual, sound, and/or multimedia presentations, such as photo essays, graphic fiction, collages, drama and soundscapes to persuade, inform, and entertain</li> </ul>	<ul style="list-style-type: none"> <li>▪ provide model texts that demonstrate a variety of organizational structures for a growing range of fiction and non-fiction texts</li> <li>▪ explicitly teach the organizational structures of a growing range of fiction and non-fiction texts</li> <li>▪ provide purposeful opportunities for students to create a range of print and non-print texts, both independently and in collaboration with others to persuade, inform, and entertain</li> <li>▪ provide opportunities for students to create texts for audiences other than the teacher</li> </ul>

**SCO 9.2:** recognize that a writer’s choice of writing and representing forms are influenced by both the purpose and the intended audience

Instructional links to: Speaking and Listening SCO 2.3, 2.4, and 3.3

Reading and Viewing SCO 4.2, 7.2 and 7.3

Writing and Representing SCO 9.1 and 10.5

Information and Communication Technology Key-stage Outcomes: BOC 9.2, PTS 9.5, CT 9.2, and RPSD 9.3

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
understanding that writers decide which kind of texts they create based on the audience for the text, and the reason they are creating it.	<ul style="list-style-type: none"> <li>▪ know the characteristics and qualities of a number of print and non-print text forms, such as short stories, cartoons, business and personal letters or email, speeches, reports, interviews, poetry, and advertisements</li> <li>▪ with support, begin to match different print and non-print text forms with an intended audience</li> <li>▪ with support, begin to match different print and non-print text forms with a stated purpose</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach and model the elements and features distinctive of a number of narrative fiction, non-fiction, poetry, and other print texts</li> <li>▪ explicitly teach the elements and features distinctive of a number of multimedia, visual, and other non-print texts</li> <li>▪ provide a classroom environment in which students create texts for audiences other than the teacher</li> </ul>

**SCO 9.3:** demonstrate an understanding that ideas can be represented in more than one way and experiment with using other forms such as dialogue, posters, and advertisements

Instructional links to: Speaking and Listening SCO 2.1

Reading and Viewing SCO 4.1, 4.2, 7.2, and 7.3

Writing and Representing SCO 9.1 and 10.5

Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2; PTS 9.4 and 9.5; and CT 9.2

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
knowing that the same ideas or information can be conveyed in a variety of print and non-print texts forms.	<ul style="list-style-type: none"> <li>▪ use print and non-print texts to convey the same idea or information</li> <li>▪ know a number of ways for representing ideas and information in both print and non-print text formats</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach and model how an idea can be represented in more than one genre or form</li> <li>▪ provide opportunities for students to be exposed to a number of print and non-print texts that all express the same idea, concept or theme</li> <li>▪ provide purposeful opportunities for students to use a number of print and non-print texts to express the same idea, concept or theme</li> </ul>

**SCO 9.4:** develop the awareness that content, writing style, tone of voice, language choice, and text organization need to fit the reader and suit the purpose

Instructional link to: Speaking and Listening SCO 2.1, 2.2, 2.3, and 3.3

Reading and Viewing SCO 7.1 and 7.2

Writing and Representing SCO 9.1, 10.2, and 10.3

Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2, PTS 9.4 and 9.5, and CT 9.2

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
<p>understanding that writers decide how something is written or represented using:</p> <ul style="list-style-type: none"> <li>▪ tone of voice</li> <li>▪ style</li> <li>▪ word choice</li> <li>▪ sentence fluency</li> <li>▪ organization</li> <li>▪ presentation</li> <li>▪ based on the intended audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>▪ have a purpose for creating text</li> <li>▪ know the essential traits of effective writing (Six Write Traits)</li> <li>▪ apply their understanding of the Six Write Traits in their writing and other representations</li> <li>▪ know some of the traits of effective non-print texts</li> <li>▪ use knowledge of these traits when drafting non-print and multimedia texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ provide purposeful opportunities for students to use the elements of effective writing in print and non-print texts</li> <li>▪ provide a classroom environment in which students create texts for audiences other than the teacher</li> <li>▪ provide explicit instruction on the Six Write Traits</li> <li>▪ provide explicit instruction on the elements of effective non-print texts, such as graphics, video, and other sound or visual media</li> </ul>

**SCO 9.5:** gather information from a variety of sources and integrate ideas in communication

Instructional links to: Speaking and Listening SCO 1.4 and 3.3

Reading and Viewing SCO 4.1, 5.1, 5.2, 5.3, and 7.1

Writing and Representing SCO 8.2 and 9.1

Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2, SEHI 9.4, PTS 9.4 and 9.5, CT 9.2, and RPSD 9.3

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
use information from several sources when creating fiction or information texts.	<ul style="list-style-type: none"> <li>use information to develop an argument and support a thesis position</li> <li>know and use a variety of non-fiction organizational structures when writing information texts</li> </ul>	<ul style="list-style-type: none"> <li>provide purposeful opportunities to create information texts and use research in order to inform or persuade</li> <li>explicitly teach a range of organizational structures used in non-fiction texts (see TIA, page 74)</li> </ul>

## Assessment, Teaching, and Learning

- Use anecdotal notes or checklists during writing conferences to record and track the different types of writing and other ways of representing with which students have experimented and placed as draft samples in their writing portfolios
  - Writing and Representing: SCO 9.1 and 10.5
  - Speaking and Listening: SCO 1.1 and 1.2
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2, PTS 9.4 and 9.5, CT 9.2 and RPSD 9.3
- Assess students' Learning Logs written for their Writing Portfolios, reflecting upon the purpose and audience they had in mind for each sample piece, how they attempted to meet the purpose and audience in each piece, and what they might change to better meet them in each piece on another occasion.
  - Writing and Representing: SCO 8.1, 9.2, and 10.5
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2, SEHI 9.4, PTS 9.4 and 9.5, CT 9.2 and RPSD 9.3
- Engage students in conversation about the purpose, audience and choice of form for a piece during writing conferences, and track the responses using anecdotal notes.
  - Writing and Representing: SCO 9.1, 9.2, 9.3, 9.4, 10.4, and 10.5
  - Speaking and Listening: SCO 1.1 and 1.2
- Use checklists or keep anecdotal notes of students' use of voice, style, word choice, sentence fluency, and organization observed and heard during author's chair, or conferring with peers.

- Writing and Representing: SCO 9.1, 9.2, 9.3, and 10.2
- Speaking and Listening: SCO 1.1 and 1.4
- Assess students’ re-telling of a familiar story, such as fairy tales, myths, or fables, using another genre or representational form, for example as poetry, graphics, drama, or other visual or sound representations.
  - Writing and Representing: SCO 9.1, 9.2, and 9.4
  - Reading and Viewing: SCO 7.2
  - Speaking and Listening: SCO 2.1 and 2.2
- Record and track student growth on rubrics used to assess collected representative samples of student finished drafts in various genre.
  - Writing and Representing: SCO 9.1, 9.2, 9.3, 9.4, 9.5, 10.1, 10.2, and 10.5
- Record and track student growth on rubrics used to assess collected representative samples of student working drafts in various genre.
  - Writing and Representing: SCO 9.1, 9.2, 9.3, 9.4, 9.5, 10.3, 10.4, and 10.5

## Resources/Notes

### Print

- Anderson, Jeff. 2005. *Mechanically Inclined*. Portland, ME: Stenhouse.
- Atwell, Nancie. 2002. *Lessons That Change Writers*. Portsmouth, NH: Heinemann.
- Bender, Jenny Mechem. 2007. *The Resourceful Writing Teacher*. Portsmouth, NH: Heinemann.
- Burke, Jim. 2003. *Writing Reminders*. Portsmouth, NH: Heinemann.
- Fletcher, Ralph. 2007. *Craft Lessons: Teaching Writing K–8*. Markham, ON: Pembroke Publishers.
- Graves, Donald. 2005. *Inside Writing*. Portsmouth, NH: Heinemann.
- Jamieson, Lori and Paul Kropp. 2004. *The Write Genre*. Markham, ON: Pembroke Publishers.
- Muschla, Gary Robert. 2006. *Writing Workshop: Survival Kit*. San Francisco, CA: Jossey-Bass.
- Spandel, Vicki. 2005. *Creating Writers through 6-Trait Writing Assessment and Instruction*. Toronto, ON: Pearson Education, Inc.
- Wells, Jan and Janine Reid. 2004. *Writing Anchors*. Markham, ON: Pembroke Publishers.

**GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.**

This is about using a variety of strategies in the drafting process to craft writing and other representations. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9*, page 12.

The following ICT grade 9 key-stage outcomes also align with this English language arts GCO:

**Basic Operations and Concepts 9.1:** operate a wide variety of school media, computer, and other educationally appropriate equipment for learning, communication, and the representation of their learning, independently and safely with teacher supervision

**Basic Operations and Concepts 9.2:** use and create information texts in a range of media, using specialized text features of those media to support the communication, with teacher assistance

**Social, Ethical, and Human Issues 9.4:** demonstrate an understanding of, and a commitment to, accuracy, ethical behaviour, and personal privacy and safety as they create and distribute information about themselves, others, and curriculum topics under study

**Productivity 9.4:** create and manipulate sound, images and video, using digital equipment and computer-based editing, to represent their learning for particular audiences and purposes, independently

**Productivity 9.5:** develop multimedia presentations, based on sound principles of design, with increasing confidence, efficiency and independence

**Communication 9.2:** design and build intranet or Internet websites of student-produced pages about a curriculum topic, in small groups with teacher supervision

**Research, Problem Solving, and Decision Making 9.3:** write and represent their research using the structures, features, conventions, and techniques of specialized publications and presentation formats with growing fluency

**Note:** While there is not an expectation that students in grade 7 will be able to completely demonstrate these grade 9 outcomes, there is an expectation that teachers provide instruction and assessment opportunities that allow students to show their growing proficiency with meeting these outcomes.

Students will be expected to		
<p><b>SCO 10.1:</b> understand and use conventions for spelling familiar works correctly; rely on knowledge of spelling conventions to attempt difficult words</p> <p>Instructional links to: Writing and Representing SCO 9.1 and 10.3</p> <p>Information and Communication Technology Key-stage Outcomes: BOC 9.1</p> <p>See Appendix I for description of ICT Key-stage Outcomes.</p>		
This is about ...	This means students need to ...	This means teachers need to ...
continuing to develop a range of strategies to expand the number of words students can spell successfully in written text.	<ul style="list-style-type: none"> <li>▪ expand upon and use a range of spelling strategies and patterns</li> <li>▪ know and appropriately use increasingly complex and less common words in their writing</li> <li>▪ reduce the number of spelling errors in final drafts of writing and other ways of representing</li> </ul>	<ul style="list-style-type: none"> <li>▪ provide multiple opportunities for students to edit and proofread final, polished drafts of some of their work</li> <li>▪ provide students with access to a variety of editing and proofreading supports, such as thesauri, spellcheckers, peer editing circles, on-line dictionaries</li> <li>▪ explicitly teach a variety of spelling strategies, such as knowledge of prefixes, suffixes, and root words, through word study</li> </ul>

**SCO 10.2:** demonstrate control over most punctuation and standard grammatical structures in written text most of the time; use a variety of sentence patterns and paragraph structures to aid effective communication

Instructional links to: Writing and Representing SCO 9.1, 9.4, and 10.3

Information and Communication Technology Key-stage Outcomes: BOC 9.1

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
continuing to develop and expand upon the ability to correctly use common grammatical structures and punctuation in final drafts.	<ul style="list-style-type: none"> <li>▪ know and correctly use a variety of sentence patterns</li> <li>▪ know and correctly use all of the commonly used punctuation marks</li> <li>▪ produce a number of final drafts of writing and other ways of representing suitably edited for publication</li> </ul>	<ul style="list-style-type: none"> <li>▪ provide multiple opportunities for students to edit and proofread final, polished drafts of some of their work</li> <li>▪ explicitly teach the uses of a variety of punctuation marks, and link these lessons to lessons on voice, tone and other considerations</li> <li>▪ explicitly teach a variety of sentence patterns and grammatical usage for increasingly complex sentence structures, and link these lessons to lessons on voice, tone and other considerations</li> <li>▪ provide students with access to a variety of editing and proofreading supports, such as grammar checkers and peer editing circles</li> </ul>

**SCO 10.3:** recognize and begin to use more often the prewriting, drafting, revising, editing, and proofreading strategies that most effectively help to produce various texts

Instructional link to: Speaking and Listening SCO 1.3 and 1.4

Writing and Representing SCO 8.1, 9.1, 10.4, and 10.5

Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2, SEHI 9.4, PTS 9.4 and 9.5, CT 9.2, and RPSD 9.3

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
choosing, with support, a range of pre-writing, drafting, revising, editing, proofreading, and presentation strategies.	<ul style="list-style-type: none"> <li>▪ use various free-writing, brainstorming, sketching, and outlining strategies when necessary</li> <li>▪ use drafts as working documents to be revised and edited</li> <li>▪ use a variety of strategies, such as cut/paste, re-writes, diagramming, outlining, and mark-up symbols to revise for clarity, word choice, and effectiveness</li> <li>▪ use a variety of strategies, such as mark-up symbols, rehearsing in margins, spell-checking, and reference to dictionaries and thesauri to edit for precision and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach and model a variety of strategies for pre-writing, revising, editing, and proof-reading</li> <li>▪ allow sufficient time for students to use a variety of revision and editing strategies</li> <li>▪ provide a classroom environment that provides opportunities for students to receive feedback on their drafts before they reach a final finished stage</li> </ul>

**SCO 10.4:** ask for reader feedback while drafting and use this feedback when shaping subsequent drafts; consider self-generated drafts from a reader's/viewer's/listener's point of view

Instructional links to: Speaking and Listening SCO 1.1, 1.2, 1.3, 1.4, and 3.1

Reading and Viewing SCO 6.1, 6.2, 7.2, and 7.3

Writing and Representing SCO 9.1, 9.4, and 10.5

This is about ...	This means students need to ...	This means teachers need to ...
seeking and considering feedback about their work and acting upon it when appropriate.	<ul style="list-style-type: none"> <li>summarize comments and suggestions made about their drafts</li> <li>decide which comments and suggestions would improve the clarity, precision and effectiveness of their work</li> </ul>	<ul style="list-style-type: none"> <li>provide structured, consistent opportunities for students to receive oral and/or written descriptive feedback from both their teachers and their peers, before final work is completed</li> <li>provide explicit instruction about how to provide helpful descriptive feedback to a writer, and model a variety of forms such feedback can take</li> <li>provide opportunities for students to reflect upon feedback about their work</li> </ul>

**SCO 10.5:** demonstrate a commitment to crafting pieces of writing and other representations

Instructional link to: Speaking and Listening SCO 1.1, 1.2, 1.3, and 1.4

Writing and Representing SCO 8.1, 9.1, 10.3, and 10.4

Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
engaging in the act of creating texts, and making changes to their work in order to improve it.	<ul style="list-style-type: none"> <li>▪ use time allotted for independent writing and representing productively</li> <li>▪ complete multiple drafts of their work when it suits the context and purpose</li> <li>▪ engage in conversations about their work with teachers and peers</li> <li>▪ act upon some of the suggestions and comments made about their drafts</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach and model for students how to revise drafts in response to descriptive feedback</li> <li>▪ model a commitment to writing and representing by drafting pieces and sharing them with the students</li> <li>▪ track changes students make to their drafts</li> <li>▪ track suggestions and comments made about their work, and compare them to the changes made in students' work</li> <li>▪ provide opportunities for students to receive feedback about their work from teachers and peers before final drafts are complete</li> </ul>

## Assessment, Teaching, and Learning

- Record and track student growth on rubrics used to assess collected representative samples of student finished drafts in various genre.
  - Writing and Representing: SCO 9.1, 9.2, 9.3, 9.4, 9.5, 10.1, 10.2, and 10.5
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2, SEHI 9.4, PTS 9.4 and 9.5, and CT 9.1
- Record and track student growth on rubrics used to assess collected representative samples of student working drafts in various genre.
  - Writing and Representing: SCO 9.1, 9.2, 9.3, 9.4, 9.5, 10.3, 10.4, and 10.5
- During writing conferences, engage students in conversation about the possible changes they might make in a piece and what strategies they might employ to make those changes, and track their responses using anecdotal notes or checklists.

- Writing and Representing: SCO 9.1, 10.3, 10.4, and 10.5
- Speaking and Listening: SCO 1.1 and 1.2
- Information and Communication Technology Key-stage Outcomes: BOC 9.1
- Record and track with anecdotal notes or checklists evidence seen in students’ drafts where they made changes to their pieces in response to peer or teacher descriptive feedback from written sources such as T.A.G. or Two Stars and a Wish.
  - Writing and Representing: SCO 9.4, 10.2, 10.3, 10.4, and 10.5
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1

## Resources/Notes

### Print

- Anderson, Jeff. 2005. *Mechanically Inclined*. Portland, ME: Stenhouse.
- Atwell, Nancie. 2002. *Lessons That Change Writers*. Portsmouth, NH: Heinemann.
- Bender, Jenny Mechem. 2007. *The Resourceful Writing Teacher*. Portsmouth, NH: Heinemann.
- Brookhart, Susan M. 2008. *How to Give effective Feedback to Your Students*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Francois, Chantal and Elisa Zonana. *Catching up on Conventions: Grammar Lessons for Middle School Writers*. Portsmouth, NH: Heinemann.
- Jamieson, Lori, and Paul Kropp. 2004. *The Write Genre*. Markham, ON: Pembroke Publishers.
- Ready, Tom. 2000. *Grammar Wars*. Chicago, IL: Merryweather Publishing.
- Muschla, Gary Robert. 2006. *Writing Workshop Survival Kit*. San Francisco, CA: Jossey-Bass Publishers.

## Suggestions for Differentiated Instruction of Writing and Representing Outcomes

The following suggestions for differentiated speaking and listening instruction are provided only as models to support teachers’ planning. Some of these suggestions are intended to provide enrichment for those students in need of a more challenging program. Decisions around differentiation need to be made in reference to the needs of specific students within the context of specific learning situations.

**GCO 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning.**

Task: Note-making for inquiry based research

- Provide appropriate graphic organizers with research headings.
- Provide appropriate graphic organizers without research headings.

- Provide choice of graphic organizers without headings from which students can choose.
- Student creates graphic organizer to suit his or her research purposes.

**GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.**

Task: Fiction Writing

- Confer with student to help them develop a main character.
- Provide graphic organizers ranging from:
  - Beginning / middle / end
  - Story map with characters, setting, problem, events, resolution
  - Sophisticated story map that includes all of above plus theme and point of view
- Provide options for other ways of representing (graphica, Comic Life , Photo Story , one-act play).
- Provide “Main Character Questionnaire” or inventory.

**GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.**

Task: Personal Narrative

- Provide guided writing focus lesson based on shared need.
- Provide descriptive feedback on early drafts in individual writing conferences.
- Organize peer conferences to provide descriptive feedback.
- Provide traits-based and process-based checklists for self-assessment.



## **Grade 8**



# Specific Curriculum Outcomes at a Glance

## Speaking and Listening

**GCO 1: Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.**

This is about students learning about themselves and the world through discussion.

Students will be expected to			
SCO 1.1 contribute to small group and whole group discussion, choosing appropriate strategies that contribute to effective talk	SCO 1.2 state a point of view in a convincing manner, offering relevant information to support that viewpoint	SCO 1.3 consider and reflect upon the contribution of others' ideas during discussions	SCO 1.4 ask questions that probe for accuracy, relevancy, and validity; respond thoughtfully and appropriately to such questions

**GCO 2: Students will speak and listen to communicate information and ideas effectively and clearly, and to respond personally and critically.**

This is about effectively presenting ideas and information, and evaluating verbal communication.

Students will be expected to			
SCO 2.1 participate in formal speaking situations such as presentations, speeches, and debates, choosing appropriate strategies that contribute to an effective talk	SCO 2.2 recognize that different situations (interviews, speeches, debates, conversations) require different speaking conventions (choice of vocabulary, sentence structure, rate of speech, and tone) appropriate to the situation	SCO 2.3 recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice; understand how language is used to influence and manipulate	SCO 2.4 give instructions and respond appropriately to instructions and directions

**GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.**

This is about being a respectful participant of group interactions, and listening courteously and critically to oral communication.

Students will be expected to		
SCO 3.1 demonstrate active listening skills and respect for the needs, rights, cultural differences, and feelings of others	SCO 3.2 evaluate the effectiveness of their own and others' talk in a variety of contexts; consider the effects of verbal and non-verbal language	SCO 3.3 listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented

## Reading and Viewing

**GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media and visual texts.**

This is about making appropriate choices of texts, and reading or viewing them with understanding.

Students will be expected to			
SCO 4.1 select texts that address their learning needs and range of special interests	SCO 4.2 read widely and experience a variety of young adult fiction and literature from different provinces and countries	SCO 4.3 use cueing systems and a variety of strategies, including use of text features, to read and view increasingly complex print and non-print texts with greater fluency, confidence, and comprehension	SCO 4.4 develop an understanding of the personal processes and strategies applied when reading and viewing; reflect on personal growth as readers and viewers of texts and use this awareness of personal development to push reading and viewing ability even further

**GCO 5: Students will speak and listen to interpret, select, and combine information using a variety of strategies, resources, and technologies.**

This is about gathering information from a variety of sources.

Students will be expected to	
SCO 5.1 access appropriate print and non-print sources with increasing independence and select information to meet specific needs with increasing speed, accuracy, and confidence	SCO 5.2 employ various relevant research strategies like generating questions, drafting an outline, or interviewing peers to determine what questions they would like answered by their research

**GCO 6: Students will be expected to respond personally to a range of texts.**

This is about holding personal opinions and having reactions to text.

Students will be expected to	
SCO 6.1 elaborate personal reactions to what is read and viewed by providing some extended explanations, examples, and supporting arguments	SCO 6.2 state and justify personal points of view about what is read and viewed with increasing regularity; and with increasing confidence and flexibility, find evidence in texts to support personal claims and viewpoints about issues, themes, and situations

**GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.**

This is about recognizing, evaluating, and appreciating the way texts are crafted.

Students will be expected to		
SCO 7.1 recognize that texts need to be assessed for bias and broaden their understanding and awareness of the ways in which print and non-print texts can be biased; begin to question and think critically about the relevance and reliability of information when answering questions and inquiries	SCO 7.2 identify the various features and elements writers use when composing for specific audiences and purposes, including pictorial, typographical, and other organizational devices such as tables and graphs; describe how texts are organized to accommodate particular audiences' needs and to contribute meaning and effect	SCO 7.3 expand on earlier abilities to respond critically to a range of texts in various ways <ul style="list-style-type: none"> <li>▪ understand how personal knowledge, ideas, values, perceptions, and points of view influence how writers create texts</li> <li>▪ recognize how and when the reader's/viewer's personal background influences comprehension and textual response</li> <li>▪ describe how cultures and reality are portrayed in print and non-print texts</li> </ul>

## Writing and Representing

**GCO 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning.**

This is about using writing and other representations to think, learn, problem-solve, and reflect.

Students will be expected to	
SCO 8.1 demonstrate competence in the frequent use of writing and representing strategies to: <ul style="list-style-type: none"> <li>▪ extend learning</li> <li>▪ explore their own thoughts</li> <li>▪ reflect on their feelings, values, and attitudes</li> <li>▪ consider others' ideas</li> <li>▪ identify problems and describe logical solutions</li> <li>▪ identify and reflect upon strategies that are effective in helping them learn</li> <li>▪ describe their personal growth as language learners and users</li> </ul>	SCO 8.2 begin to use various forms of note-making appropriate to various purposes and situations

**GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.**

This is about creating a variety of texts to communicate for a variety of purposes.

Students will be expected to				
SCO 9.1 continue to develop writing forms previously introduced and expand this range to produce a variety of print and non-print texts. (including visual arts, music, drama, multimedia, and electronic technologies)	SCO 9.2 consider and choose writing and representing forms that match both the purpose, and the reader for whom the text is intended	SCO 9.3 understand that ideas can be represented in more than one way and used with other forms of representing. (speeches, demonstrations plays)	SCO 9.4 keep the reader and purpose for writing in mind when choosing content, writing style, tone of voice, language choice, and text organization	SCO 9.5 gather information from a variety of sources and integrate ideas in communication

**GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.**

This is about using a variety of strategies in the drafting process to craft writing and other representations.

Students will be expected to				
SCO 10.1 expand vocabulary and build a broad knowledge of spelling patterns and strategies in order to spell unfamiliar words	SCO 10.2 use punctuation and grammatical structures capably and accurately	SCO 10.3 choose, with increasing regularity, prewriting, drafting, revising, editing, and proofreading strategies to aid in producing various forms of writing and other representations	SCO 10.4 know how and when to ask for reader feedback while drafting and incorporate appropriate suggestions when revising subsequent drafts	SCO 10.5 demonstrate a commitment to crafting pieces of writing and other representations

# Specific Curriculum Outcomes in Detail

## Speaking and Listening

**GCO 1: Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.**

This is about using talk to think, learn, and reflect through discussion. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9* (Nova Scotia Department of Education 2007), page 6.

The following ICT grade 9 key-stage outcome also aligns with this English language arts GCO:

**Communication 9.1:** use language, in a range of aural, print, media, and electronic forms to explore and express their perceptions, feelings, ideas, and attitudes; refine their thinking; and interact, negotiate, and collaborate with others in order to build their understanding

**Note:** While there is not an expectation that students in grade 8 will be able to completely demonstrate these grade 9 outcomes, there is an expectation that teachers provide instruction and assessment opportunities that allow students to show their growing proficiency with meeting these outcomes.

Students will be expected to		
<b>SCO 1.1:</b> contribute to small group and whole group discussion, choosing appropriate strategies that contribute to effective talk  Instructional links to: Speaking and Listening SCO 3.1, 3.2, 3.3 Information and Communication Technology Key-stage Outcomes: CT 9.1 See Appendix I for description of ICT Key-stage Outcomes.		
This is about ...	This means students need to ...	This means teachers need to ...
taking an active part in a variety of informal discussion situations while choosing speaking and listening strategies appropriate to the situation.	<ul style="list-style-type: none"> <li>▪ stay on task during group discussions</li> <li>▪ contribute information and ideas when and as appropriate</li> <li>▪ know and be able to use with less direction a growing number of speaking and questioning strategies to maintain discussions in a variety of informal settings</li> </ul>	<ul style="list-style-type: none"> <li>▪ provide opportunities for students to engage in purposeful dialogue together</li> <li>▪ establish appropriate rules and guidelines to foster a safe, encouraging classroom environment that supports informal discussions</li> <li>▪ provide explicit instruction on a variety of strategies for participating in and maintaining informal discussions</li> <li>▪ provide opportunities for students to select from a range of speaking strategies during informal speaking situations</li> </ul>

**SCO 1.2:** state a point of view in a convincing manner, offering relevant information to support that viewpoint

Instructional links to: Speaking and Listening SCO 3.3

Reading and Viewing SCO 6.1, 6.2, 7.1, 7.2, and 7.3

Writing and Representing SCO 8.1 and 9.5

This is about ...	This means students need to ...	This means teachers need to ...
making a statement of personal opinion on a topic or issue, and defending that opinion.	<ul style="list-style-type: none"> <li>state a personal position clearly</li> <li>know a number of ways reasons and evidence can be stated and used to support an opinion</li> <li>be able to use some strategies for stating and defending their opinions independently</li> </ul>	<ul style="list-style-type: none"> <li>explicitly teach a number of strategies for effectively stating and defending a personal point of view</li> <li>provide opportunities for students to offer and defend their personal points of view with others in a variety of settings</li> </ul>

**SCO 1.3:** consider and reflect upon the contribution of others' ideas during discussions

Instructional links to: Speaking and Listening SCO 3.1 and 3.2

Writing and Representing SCO 8.1, 10.4, and 10.5

This is about ...	This means students need to ...	This means teachers need to ...
listening to, reflecting upon, and learning from others during a discussion.	<ul style="list-style-type: none"> <li>summarize what others have said</li> <li>consider and accept others' ideas when appropriate</li> <li>describe how others' ideas provided additional information or points of view to a group discussion</li> </ul>	<ul style="list-style-type: none"> <li>explicitly teach paraphrasing and summarizing strategies</li> <li>explicitly teach the language cues that indicate a change of understanding or point of view:               <ul style="list-style-type: none"> <li>“Oh, now I see ...”</li> <li>“I agree ...”</li> <li>“I admit ...”</li> </ul> </li> <li>provide opportunities for students to summarize discussions</li> </ul>

**SCO 1.4:** ask questions that probe for accuracy, relevancy, and validity; respond thoughtfully and appropriately to such questions

Instructional links to: Speaking and Listening SCO 3.1

Writing and Representing 8.1 and 10.4

This is about ...	This means students need to ...	This means teachers need to ...
asking questions in order to gather more information and to clear up misunderstandings and providing more information when requested.	<ul style="list-style-type: none"> <li>▪ know and use questions that request additional information</li> <li>▪ provide additional details and explanations when asked</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach ways to formulate questions:               <ul style="list-style-type: none"> <li>– “Could you tell me more ... ?”</li> <li>– “What did you mean by ... ?”</li> </ul> </li> <li>▪ explicitly teach ways to summarize:               <ul style="list-style-type: none"> <li>– “So what you are saying is ...”</li> </ul> </li> <li>▪ explicitly teach techniques for elaboration and explanation, such as analogies and metaphors</li> </ul>

## Assessment, Teaching, and Learning

There are many reading and writing assessment opportunities that involve students talking about their learning in a variety of informal whole class and small group settings. Such assessment situations provide teachers with the opportunity to cluster speaking and listening outcome assessment together with reading or writing outcomes. It is strongly suggested that teachers limit their tracking of outcomes from each strand to one or two for any one specific speaking and listening activity.

- Use observational checklists, anecdotal notes, or rubrics to record and track student contributions and engagement observed in whole class discussion settings, such as Socratic Circles, Book Talks, and Fishbowl, while they discuss, make reflections, or respond to texts they have read or viewed.
  - Speaking and Listening: SCO 1.1, 1.2, 1.4, 3.1, 3.2, and 3.3
  - Reading and Viewing: SCO 4.1, 4.2, 4.4, 6.2, 7.2, and 7.3
- Use observational checklists, anecdotal notes, or rubrics to record and track student contributions and engagement observed in small group discussion settings, such as Literature Circles, Save the Last Word, Think-Pair-Share, or Four Corners while they discuss, make reflections, or respond to texts they have read or viewed.
  - Speaking and Listening: SCO 1.1, 1.2, 3.1, 3.2, and 3.3
  - Reading and Viewing: SCO 4.1, 4.2, 4.4, 6.1, 6.2, 7.2, and 7.3
- Use observational checklists, anecdotal notes, or rubrics to record and track student contributions and engagement observed in whole class settings such as Author’s Chair, while they make reflections, respond, and provide feedback about students’ writing.
  - Speaking and Listening: SCO 1.1, 1.2, 1.4, 3.1, 3.2, and 3.3

- Writing and Representing: SCO 9.1, 9.2, 9.3, 9.4, 10.2, 10.3, 10.4, and 10.5
- Use observational checklists, anecdotal notes, or rubrics to record and track student contributions and engagement observed in small group discussion settings, such as Save the Last Word, or Peer Writers’ Conferences, while they make reflections, respond, and provide feedback about students’ writing.
  - Speaking and Listening: SCO 1.1, 1.2, 1.4, 3.1, 3.2, and 3.3
  - Writing and Representing: SCO 9.1, 9.2, 9.3, 10.4, and 10.5

## Resources/Notes

### Print

- Bennett, Barrie and Carol Rolheiser. 2001. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto, ON: Bookation Inc.
- Copeland, Matt. 2005. *Socratic Circles*. Portland, ME: Stenhouse.
- Daniels, Harvey. 2002. *Literature Circles*. Portland, ME: Stenhouse.
- Donahue, Lisa. 2007. *Guided Listening*. Markham, ON: Pembroke.
- Routman, Regie. 2000. *Conversations: Strategies for Teaching, Learning and Evaluating*. Portsmouth, NH: Heinemann.
- Thornton, Jo, and Jessica Pegis. 2005. *Speaking with a Purpose*. Toronto, ON: Emond Montgomery Publications.

**GCO 2: Students will speak and listen to communicate information and ideas effectively and clearly, and to respond personally and critically.**

This is about effectively presenting ideas and information orally. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9*, page 6.

Students will be expected to		
<p><b>SCO 2.1:</b> participate in formal speaking situations such as presentations, speeches, and debates, choosing appropriate strategies that contribute to effective talk</p> <p>Instructional links to: Speaking and Listening SCO 3.1, 3.2, 3.3</p> <p>Writing and Representing SCO 9.1</p>		
This is about ...	This means students need to ...	This means teachers need to ...
using, with some support, a growing range of active speaking and listening skills with a variety of formal spoken texts.	<ul style="list-style-type: none"> <li>▪ plan, prepare, and deliver presentations and speeches, and participate in debates following models and guidelines provided by the teacher</li> <li>▪ present information and ideas in an organized manner</li> <li>▪ use appropriate verbal and non-verbal cues during formal speaking situations</li> </ul>	<ul style="list-style-type: none"> <li>▪ provide opportunities for students to make presentations, speeches, or debates for an audience</li> <li>▪ explicitly teach strategies for organizing and supporting the delivery of formal spoken texts, such as the use of cue cards and speaking notes</li> <li>▪ provide scaffolding for students' planning and preparation of formal spoken texts</li> <li>▪ explicitly teach the purposes and organizational structures for a growing variety of formal spoken texts</li> <li>▪ explicitly teach verbal and non-verbal conventions that contribute to the effective presentation of ideas</li> </ul>

**SCO 2.2:** recognize that different situations (interviews, speeches, debates, conversations) require different speaking conventions (choice of vocabulary, sentence structure, rate of speech, and tone) appropriate to the situation

Instructional links to: Speaking and Listening SCO 1.1, 1.2, and 2.1

Writing and Representing SCO 9.1 and 9.2

This is about ...	This means students need to ...	This means teachers need to ...
adapting the manner of speaking to suit the situation.	<ul style="list-style-type: none"> <li>▪ use more formal rates of speech, word choice, tone and diction during presentations</li> <li>▪ use informal rates of speech, word choice, tone and diction during discussions</li> <li>▪ adjust voice, volume, rate, and diction to the audience and setting during performances</li> </ul>	<ul style="list-style-type: none"> <li>▪ provide opportunities for students to hear spoken messages created for a variety of informal, formal, and performance speaking situations</li> <li>▪ provide opportunities for students to present and perform for an audience</li> <li>▪ provide opportunities for students to discuss in whole class and small peer groupings</li> <li>▪ explicitly teach conventions of formal and informal speaking, and for delivering performances, in a variety of settings for a variety of audiences</li> </ul>

**SCO 2.3:** recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice; understand how language is used to influence and manipulate

Instructional links to: Reading and Viewing SCO 7.1, 7.2, and 7.3

Writing and Representing SCO 9.2

This is about ...	This means students need to ...	This means teachers need to ...
<p>being aware that speakers' biases, values and attitudes are revealed, sometimes unintentionally, by their spoken texts</p> <p>and</p> <p>knowing that speakers may intentionally attempt to persuade, manipulate opinion, and bias information in spoken text.</p>	<ul style="list-style-type: none"> <li>▪ understand that the speaker's background and the context of the speaking situation may bias, or influence the spoken text created</li> <li>▪ identify speakers' purpose and show examples of how that purpose influenced construction of the spoken text</li> <li>▪ know a growing number of strategies speakers may use to persuade or manipulate opinion</li> <li>▪ identify places in spoken texts where speakers attempt to persuade or sway opinion</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach how a speaker's point of view, values and beliefs may influence word choice and tone used in spoken texts</li> <li>▪ provide examples, in either print or non-print form, of spoken texts which reveal influences of the speaker's background or context</li> <li>▪ explicitly teach a variety of strategies speakers may use to persuade and manipulate audience opinion</li> <li>▪ provide opportunities, either orally or in writing, that require students to identify speakers' point of view and biases in spoken texts</li> </ul>

**SCO 2.4:** give instructions and respond appropriately to instructions and directions

Instructional links to: Reading and Viewing SCO 4.3

Writing and Representing SCO 9.2

This is about ...	This means students need to ...	This means teachers need to ...
giving oral instructions or directions to others for the completion of tasks  and  responding appropriately to instructions of increasing complexity.	<ul style="list-style-type: none"> <li>▪ organize and articulate a series of instructions in a logical order</li> <li>▪ check that the person(s) receiving directions understands them and clarify as necessary</li> <li>▪ listen for key words in instructions and directions</li> <li>▪ complete a task as directed orally</li> <li>▪ ask for clarification of directions as necessary</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach commonly used conventions for giving directions such as use of sign-post words</li> <li>▪ provide graphic organizers to support students' preparation of sequential directions</li> <li>▪ explicitly teach strategies for breaking down complex directions into manageable steps</li> <li>▪ provide opportunities for students to present and receive directions orally for the completion of tasks</li> </ul>

## Assessment, Teaching, and Learning

There are many reading and writing assessment opportunities that involve students orally presenting information and ideas in a variety of formal whole class and small group settings. Such assessment situations provide teachers with the opportunity to cluster speaking and listening outcome assessment together with reading or writing outcomes. It is strongly suggested that teachers limit their tracking of outcomes from each strand to one or two for any one specific speaking and listening activity.

- Use observational checklists, anecdotal notes, or rubrics to record and track student use of oral language observed during formal speaking situations such as speeches or oral presentations about researched topics.
  - Speaking and Listening: SCO 2.1 and 2.2
  - Reading and Viewing: 5.3, 6.2, 7.1, 7.3, 8.2, and 9.5
- Use observational checklists, anecdotal notes, or rubrics to record and track student use of listening skills in an audience observed during a variety of formal speaking situations and performances.
  - Speaking and Listening: SCO 3.1
- Provide opportunities for students to identify, with support from appropriate graphic organizers, a speaker's main ideas and supporting details during a speech, presentation, or debate.
  - Speaking and Listening: SCO 1.4, 3.2, and 3.3
  - Writing and Representing: SCO 8.2

- Provide opportunities for students to identify, with support from appropriate graphic organizers, a speaker's attempts to persuade or manipulate the listeners' beliefs about a product during a radio or television advertisement.
  - Speaking and Listening: SCO 2.3
  - Writing and Representing: SCO 8.2, and 9.5
- Provide opportunities for students to identify, with support from appropriate graphic organizers, a speaker's biases or beliefs during a speech, presentation, or debate.
  - Speaking and Listening: SCO 2.3
  - Writing and Representing: SCO 8.2
- Observe students' ability to complete a straightforward task, such as completing a puzzle or building a simple structure, by following a step-by-step set of directions given orally.
  - Speaking and Listening: SCO 1.4, 2.4
  - Writing and Representing: SCO 8.2

## Resources/Notes

### Print

- Bennett, Barrie, and Carol Rolheiser. 2001. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto, ON: Bookation Inc. (ISBN 0-9695388-3-9)
- Dixon, Neil, Anne Davies, and Colleen Politano. 1996. *Learning with Readers Theatre*. Winnipeg, MB: Peguis Publishers. (ISBN 1-895411-80-7)
- Donahue, Lisa. 2007. *Guided Listening*. Markham, ON: Pembroke. (ISBN 9781551382197)
- Holbrook, Sara, and Michael Salinger. 2006. *Outspoken!—How to Improve Writing and Speaking Skills through Poetry Performance*. Portsmouth, NH: Heinemann. (ISBN 9780325009650)
- Routman, Regie. 2000. *Conversations: Strategies for Teaching, Learning and Evaluating*. Portsmouth, NH: Heinemann. (ISBN 0-325-00109-X)
- Thornton, Jo, and Jessica Pegis. 2005. *Speaking with a Purpose*. Toronto, ON: Emond Montgomery Publications. (ISBN 1-55239-165-5)

**GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.**

This is about being a respectful participant of group interactions, and listening courteously and critically to oral communication. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9* (Nova Scotia Department of Education 2007), page 7.

The following ICT grade 9 key-stage outcome also aligns with this English language arts GCO:

**Social, Ethical, and Human Issues 9.2:** identify and demonstrate the values and techniques of mass media, popular culture, and electronic information environments, and evaluate the effects of these techniques

**Note:** While there is not an expectation that students in grade 7 will be able to completely demonstrate these grade 9 outcomes, there is an expectation that teachers provide instruction and assessment opportunities that allow students to show their growing proficiency with meeting these outcomes.

Students will be expected to		
<b>SCO 3.1:</b> demonstrate active listening skills and respect for the needs, rights, cultural differences, and feelings of others		
Instructional links to: Speaking and Listening SCO 1.1, 1.3, 1.4, 2.1, and 2.2		
This is about ...	This means students need to ...	This means teachers need to ...
<p>knowing and using a range of active listening strategies</p> <p>and</p> <p>being a respectful group or audience participant.</p>	<ul style="list-style-type: none"> <li>know and use with support a growing range of verbal and non-verbal responses during discussions</li> <li>listen attentively and respectfully, and respond appropriately during presentations and performances</li> </ul>	<ul style="list-style-type: none"> <li>explicitly teach verbal and non-verbal conventions for listening and responding during discussions</li> <li>explicitly teach appropriate means of listening and responding to presentations and performances</li> <li>establish appropriate rules and guidelines for fostering a safe, encouraging classroom environment that supports student discussion, presentation, and performance</li> </ul>

**SCO 3.2:** evaluate the effectiveness of their own and others' talk in a variety of contexts; consider the effects of verbal and non-verbal language

Instructional links to: Speaking and Listening: SCO 1.1, 1.3, 2.1, and 2.2

Writing and Representing SCO 8.1 and 10.4

Information and Communication Technology Key-stage Outcomes: SEHI 9.2

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
analyzing and reflecting upon the strategies that make their own and others' spoken texts effective.	<ul style="list-style-type: none"> <li>▪ know and be able to identify a growing number of effective verbal and non-verbal strategies for a variety of informal, formal, and performance speaking situations</li> <li>▪ identify strategies for effective talk used by others in a variety of speaking situations, and analyze how well the speaker conveyed a message</li> <li>▪ self-identify strategies for effective talk used in a variety of speaking situations, and analyze how well they conveyed a message</li> </ul>	<ul style="list-style-type: none"> <li>▪ co-create with students criteria for the successful demonstration of a range of speaking and listening skills for a variety of purposes and settings</li> <li>▪ explicitly teach the elements of effective talk, including verbal and non-verbal cues</li> <li>▪ explicitly teach appropriate ways of providing feedback on other students' use of speaking and listening skills</li> <li>▪ provide opportunities, either orally or in writing, for students to reflect upon and self-assess their performance in a variety of speaking and listening situations</li> <li>▪ provide opportunities, either orally or in writing, for students to give descriptive feedback on the performance of other students</li> <li>▪ provide opportunities for students to hear spoken messages created for a variety of informal, formal, and performance speaking situations</li> </ul>

**SCO 3.3:** listen carefully to identify key points in oral presentations, and evaluate the relevancy of supporting details

Instructional links to: Speaking and Listening SCO 3.1 and 3.2

Reading and Viewing SCO 4.3 and 7.1

Writing and Representing SCO 8.2, 9.4, and 9.5

Information and Communication Technology Key-stage Outcomes: SEHI 9.2

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
<p>being able to identify the main ideas and important supporting details in oral presentations</p> <p>and</p> <p>deciding how well supporting details defend a speaker's message.</p>	<ul style="list-style-type: none"> <li>▪ be able to articulate the assertion or point of view of a spoken message, and identify important supporting details with support</li> <li>▪ know a growing range of strategies for supporting an assertion or a point of view with details</li> <li>▪ decide whether to accept, reject, or accept with conditions what others have said</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach the organizational structures and transitions commonly used to assert and support main ideas with supporting details in formal spoken texts</li> <li>▪ provide opportunities for students to hear and view a number of spoken texts such as speeches, lectures, presentations, and debates</li> <li>▪ scaffold the understanding of formal spoken texts for students</li> <li>▪ provide opportunities that require students, either orally or in writing, to identify the main idea and supporting details in spoken formal texts, and to reflect upon the relevance of details used to support others' arguments</li> </ul>

## Assessment, Teaching, and Learning

There are many reading and writing assessment opportunities that involve students listening to each other in whole class and small group settings during a variety of informal, formal, and performance situations. Such assessment situations provide teachers with the opportunity to cluster speaking and listening outcome assessment together with reading or writing outcomes. It is strongly suggested that teachers limit their tracking of outcomes from each strand to one or two for any one specific speaking and listening activity.

- Use observational checklists, anecdotal notes, or rubrics to record and track student use of active listening strategies observed during a variety of whole class or small group informal speaking and listening situations such as Author's Chair, Literature Circles, or Peer Writers' Conferences.
  - Speaking and Listening: SCO 3.1
- Use observational checklists, anecdotal notes, or rubrics to record and track student use of appropriate audience behaviours observed during a variety of formal speaking situations or performances, such as speeches, debates, readers' theatre and drama presentations.
  - Speaking and Listening: SCO 3.1
- Provide opportunities, such as in Learning Logs, Quickwrites, and Exit Slips, for students to respond and reflect in writing upon a speakers' use of verbal and non-verbal cues, tone, rate of speech, and diction during formal speaking or performance situations.
  - Speaking and Listening: SCO 2.2, 2.3, 3.2, and 3.3
  - Writing and Representing: SCO 8.1
  - Information and Communication Technology Key-stage Outcomes: SEHI 9.2, CT 9.1
- Use observational checklists, anecdotal notes, or rubrics to record and track observed student use of oral language during a variety of formal speaking situations such as speeches, oral presentations, and debates.
  - Speaking and Listening: SCO 2.1, 2.2, 2.3, and 3.3

## Resources/Notes

### Print

- Bennett, Barrie, and Carol Rolheiser. 2001. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto, ON: Bookation Inc.
- Copeland, Matt. 2005. *Socratic Circles*. Portland, ME: Stenhouse.
- Dixon, Neil, Anne Davies, and Colleen Politano. 1996. *Learning with Readers Theatre*. Winnipeg, MB: Peguis Publishers.
- Donahue, Lisa. 2007. *Guided Listening*. Markham, ON: Pembroke.
- Holbrook, Sara, and Michael Salinger. 2006. *Outspoken!—How to Improve Writing and Speaking Skills through Poetry Performance*. Portsmouth, NH: Heinemann.
- Routman, Regie. 2000. *Conversations: Strategies for Teaching, Learning and Evaluating*. Portsmouth, NH: Heinemann.
- Thornton, Jo, and Jessica Pegis. 2005. *Speaking with a Purpose*. Toronto, ON: Emond Montgomery Publications.

## Suggestions for Differentiated Instruction of Speaking and Listening Outcomes

The following suggestions for differentiated speaking and listening instruction are provided only as models to support teachers' planning. Some of these suggestions are intended to provide enrichment for those students in need of a more challenging program. Decisions around differentiation need to be made in reference to the needs of specific students within the context of specific learning situations.

**GCO 1: Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.**

Sample learning situation: Small Group Informal Discussion

- Carefully select group size and membership, considering the learning styles and needs of students in relation to the task.
- Allow students to bring prepared notes/summaries of key information and concepts likely to arise in discussion and/or provide an appropriate graphic organizer for note making during discussion.
- Provide cue card of appropriate places and phrases to enter into a group discussion, or to monitor the number of times the student contributes to the conversation.
- Videotape discussions and have students complete a meta-analysis of their own participation.

**GCO 2: Students will speak and listen to communicate information and ideas effectively and clearly, and to respond personally and critically.**

Sample learning situation: Formal Speaking and Performance Presentations

- Provide cue card of verbal and non-verbal language techniques when students are preparing for or listening to formal presentations.
- Present video recordings of formal speaking and performance situations and have students complete a meta-analysis of the presentations.
- Provide cue card of verbal and non-verbal language techniques when students are listening to aid in identifying those techniques.
- Provide sequencing graphic organizer for students to make notes while listening to instructions, and when giving instructions provide cue cards.

**GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.**

Sample learning situation: Exploring an Issue

- Have students explicitly articulate their own listening strategies used during a formal speaking situation.
- Model language that demonstrates sensitivity and respect and provide prompts as necessary.
- Activate prior knowledge on topics or issues that are the focus of spoken messages.
- Provide cue card of verbal and non-verbal language techniques when students are listening to identify those techniques.

## Reading and Viewing

**GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media and visual texts.**

This is about making appropriate choices of texts, and reading or viewing them with understanding. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9* (Nova Scotia Department of Education 2007), page 7.

The following ICT grade 9 key-stage outcomes align with this English language arts GCO:

**Basic Operations and Concepts 9.1:** operate a wide variety of school media, computer, and other educationally appropriate equipment for learning, communication, and the representation of their learning, independently and safely with teacher supervision

**Basic Operations and Concepts 9.5:** from a range of resource options, knowledgeably select, manage, and use technological resources to solve curriculum problems and enhance their learning, with teacher guidance

**Productivity 9.3:** explore the curriculum through a wide range of print and electronic forms; accessing and processing information by means of the specialized techniques associated with the technology they select

**Note:** While there is not an expectation that students in grade 8 will be able to completely demonstrate these grade 9 outcomes, there is an expectation that teachers provide instruction and assessment opportunities that allow students to show their growing proficiency in meeting these outcomes.

Students will be expected to		
<p><b>SCO 4.1:</b> Select texts that address their learning needs and range of special interests.</p> <p>Instructional links to: Reading and Viewing SCO 5.1</p> <p>Writing and Representing SCO 9.5</p> <p>Information and Communication Technology Key-stage Outcomes: PTS 9.3, BOC 9.5</p> <p>See Appendix I for description of ICT Key-stage Outcomes.</p>		
This is about ...	This means students need to ...	This means teachers need to ...
<p>self-selecting texts for reading and viewing that match the students' levels of reading development</p> <p>and</p> <p>selecting texts for reading and viewing with growing independence that are of interest or are useful to their learning.</p>	<ul style="list-style-type: none"> <li>▪ know how to identify texts that present no more than a minimal challenge for their reading ability when selecting texts that match a specific interest or task</li> <li>▪ identify texts for which their current background knowledge of a topic is sufficient to make those texts accessible</li> <li>▪ know previewing strategies such as skim and scan to identify texts that may be of interest or useful to their learning</li> <li>▪ justify their reading or viewing choices</li> <li>▪ track texts read or viewed</li> <li>▪ share reading or viewing suggestions with other students</li> <li>▪ set reading/viewing goals</li> </ul>	<ul style="list-style-type: none"> <li>▪ use classroom strategies such as interest inventories, reading surveys, and Oral Reading Records to get to know student interests and abilities</li> <li>▪ establish a classroom library containing a wide range of genres and texts appropriate for a broad range of reading abilities</li> <li>▪ provide opportunities for students to choose from a variety of print and non-print texts while exploring their learning needs and interests</li> <li>▪ track and assess the reading and viewing habits of students as well as students' justifications for their text choices</li> <li>▪ explicitly teach a variety of previewing strategies that involve use of text features and text structures</li> <li>▪ explicitly teach strategies such as the Five-finger rule for selecting texts of an appropriate reading challenge</li> <li>▪ share with students strategies for identifying and exploring texts that match and expand their reading interests</li> </ul>

**SCO 4.2:** read widely and experience a variety of young adult fiction and literature from different provinces and countries

Instructional links to: Writing and Representing SCO 9.1 and 9.5

This is about ...	This means students need to ...	This means teachers need to ...
sampling a variety of print and non-print texts, including both fiction and non-fiction, from different parts of Canada and the world.	<ul style="list-style-type: none"> <li>▪ read a range of novels, short stories, poems, plays, and various non-fiction and information texts</li> <li>▪ view a range of both fiction and non-fiction non-print texts, such as video dramas, documentaries, and other information texts</li> <li>▪ sample a variety of genre</li> </ul>	<ul style="list-style-type: none"> <li>▪ require that students explore a wide variety of texts and genre</li> <li>▪ provide class time dedicated to independent reading and viewing</li> <li>▪ track the reading and viewing choices students make</li> <li>▪ provide access to a wide variety of texts and genre where possible</li> </ul>

**SCO 4.3:** use cueing systems and a variety of strategies, including use of text features, to read and view increasingly complex print and non-print texts with greater fluency, confidence, and comprehension

Instructional links to: Speaking and Listening SCO 1.4, 2.4, and 3.3

Writing and Representing SCO 8.1

This is about ...	This means students need to ...	This means teachers need to ...
applying a range of comprehension strategies to a variety of print and non-print texts.	<ul style="list-style-type: none"> <li>▪ read age-appropriate print texts with accuracy and fluency</li> <li>▪ with growing independence, apply knowledge of the following to make meaning with age-appropriate texts:               <ul style="list-style-type: none"> <li>– cueing systems</li> <li>– reading comprehension strategies</li> <li>– self-monitoring strategies</li> <li>– fix-up strategies</li> <li>– print and non-print text features</li> <li>– text structures</li> </ul> </li> <li>▪ personal background knowledge to assist in making meaning</li> <li>▪ independently apply knowledge of the cueing systems, reading comprehension strategies, and print and non-print text features to make meaning with age-appropriate texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ assess student needs and use individual student information to guide instruction</li> <li>▪ review, and continue to explicitly teach and model how to use text features to help construct comprehension and find information in texts</li> <li>▪ use mentor texts to teach text features and text structures characteristic of a variety of print and non-print texts</li> <li>▪ activate student schema</li> <li>▪ review and continue to model word solving and fix-up strategies</li> <li>▪ review and continue to model self-monitoring and comprehension strategies</li> <li>▪ provide visuals such as posters, anchor charts, bookmarks, etc. to support students' comprehension</li> <li>▪ provide opportunities for students to demonstrate understanding in whole class, small group or individual settings</li> </ul>

**SCO 4.4:** develop an understanding of the personal processes and strategies applied when reading and viewing; reflect on personal growth as readers and viewers of texts and use this awareness of personal development to push reading and viewing ability even further

Instructional links to: Speaking and Listening SCO 1.1, 1.4, and 3.3

Writing and Representing SCO 8.1

This is about ...	This means students need to ...	This means teachers need to ...
<p>identifying and discussing the kinds of strategies good readers and viewers use</p> <p>and</p> <p>reflecting upon their personal processes and strategies used for reading and viewing various texts to identify areas of strength and areas in need of growth.</p>	<ul style="list-style-type: none"> <li>▪ know which reading strategies work best for them while reading a variety of texts</li> <li>▪ describe and explain how they can apply a variety of strategies to make sense of texts</li> <li>▪ set learning goals to improve their ability to make sense of texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ assess student needs and use individual student information to guide instruction</li> <li>▪ explicitly teach and model for students how to talk about their own reading</li> <li>▪ provide opportunities, either orally or in writing, for students to reflect upon the effectiveness of their use of reading and viewing comprehension strategies</li> </ul>

There are many reading and viewing assessment opportunities that are supported by a variety of informal speaking and listening situations. There are a variety of formal and performance speaking situations that may provide opportunities to also assess reading and viewing outcomes, either during the presentation events themselves or in preparation for them. There are also many reading and viewing opportunities that may involve the demonstration of a number of writing and representing outcomes, as well as Information and Communication Technology outcomes. Such assessment situations provide teachers with the opportunity to cluster speaking and listening or reading and viewing outcome assessment together with the assessment of writing outcomes. It is strongly suggested, however, that teachers limit their tracking of outcomes to a small number from each strand for any one specific reading activity.

## Assessment, Teaching, and Learning

- Teacher observations and conversations during independent reading time in the classroom, library or computer lab to check if students know and use the Five-finger rule to choose appropriate texts.
  - Reading and Viewing: SCO 4.1 and 4.4
  - Speaking and Listening: SCO 1.1
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.5
- Informal reading conferences during independent reading time in the classroom, library or computer lab.
  - Reading and Viewing: SCO 4.1, 4.2, 4.3, and 4.4
  - Speaking and Listening: SCO 1.1
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.5

- Reading logs or tracking charts to track the amount, genre, and range of text students read and view, as well as indicate student interest.
  - Reading and Viewing: SCO 4.1 and 4.2
  - Writing and Representing: SCO 8.2
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.5 and PTS 9.3
- Oral Reading Records taken during independent reading time in the classroom, library or computer lab to assess students' accuracy, fluency, comprehension, problem-solving and strategy use while reading and viewing.
  - Reading and Viewing: SCO 4.3 and 4.4
  - Speaking and Listening: SCO 1.1
- Book talks where students informally talk to the class about a current text they are reading or viewing.
  - Reading and Viewing: SCO 4.1 and 4.2
  - Speaking and Listening: SCO 2.1, or 1.1 and 1.2
- Scavenger hunt where students skim texts to locate and identify text features and record them on a graphic organizer or note template.
  - Reading and Viewing: SCO 4.3
  - Writing and Representing: SCO 8.2
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.5
- Reading response journals where students are asked to reflect upon the reading strategies they know, apply, and find most useful when reading and viewing.
  - Reading and Viewing: SCO 4.3, 4.4, 6.1, 6.2, 7.1, 7.2, and 7.3
  - Writing and Representing: SCO 8.1

## Resources/Notes

### Print

- Beers, Kylene. 2003. *When Kids Can't Read*. Portsmouth, NH: Heinemann
- Lesesne, Teri. 2003. *Making the Match*. Portland, ME: Stenhouse
- Robb, Laura. 2000. *Teaching Reading in Middle School*. Toronto, ON: Scholastic
- Serafini, Frank. 2004. *Lessons in Comprehension*. Portsmouth, NH: Heinemann
- Tovani, Cris. 2000. *I Read It, But I Don't Get It*. Portland, ME: Stenhouse
- Wilhelm, Jeffrey. 2000. *Improving Comprehension with Think Aloud Strategies*. New York, NY: Scholastic

**GCO 5: Students will be expected to interpret, select, and combine information using a variety and strategies, resources, and technologies.**

This is about reading and viewing to gathering information from a variety of sources. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9* (Nova Scotia Department of Education 2007), page 8.

Students may be involved in conducting research for a variety of purposes such as preparing for speeches and debates, or in preparation for writing an essay or creating a video documentary. Such situations involving research provide teachers with the opportunity to cluster reading and viewing outcomes assessment together with speaking or writing outcomes. These situations also provide opportunities to connect English language arts with other content area subjects such as social studies, science, and personal development and health.

When assessing GCO 5, it is strongly suggested that teachers focus on the process of conducting research and the students' ability to understand information—questions generated and the information discovered—rather than the product of notes or charts. This GCO is about how well students use reading and viewing to conduct research. Other assessment criteria, such as how well research notes are organized or matters of correctness are assessed under GCOs 8 and 10.

The following ICT grade 9 key-stage outcomes also align with this English language arts GCO:

**Basic Operations and Concepts 9.1:** operate a wide variety of school media, computer, and other educationally appropriate equipment for learning, communication, and the representation of their learning, independently and safely with teacher supervision

**Basic Operations and Concepts 9.5:** from a range of resource options, knowledgeably select, manage, and use technological resources to solve curriculum problems and enhance their learning, with teacher guidance

**Social, Ethical, and Human Issues 9.3:** understand, model, and assume personal responsibility for the acceptable use of copyrighted and other information resources

**Productivity 9.3:** explore the curriculum through a wide range of print and electronic forms; accessing and processing information by means of the specialized techniques associated with the technology they select

**Research, Problem Solving, and Decision Making 9.6:** select and refine a research topic, according to teacher-provided criteria, to fulfill a curriculum requirement, with teacher assistance

**Research, Problem Solving, and Decision Making 9.7:** assess the strengths and limitations of different approaches to research, then select those approaches that more efficiently meet their learning needs, with teacher assistance

**Research, Problem Solving, and Decision Making 9.8:** experience comfort, security and clarity that well-researched solutions and conclusions are valid and reliable, though uncommon or unexpected

**Note:** While there is not an expectation that students in grade 8 will be able to completely demonstrate these grade 9 outcomes, there is an expectation that teachers provide instruction and assessment opportunities that allow students to show their growing proficiency in meeting these outcomes.

Students will be expected to		
<p><b>SCO 5.1:</b> access appropriate print and non-print sources with increasing independence and select information to meet specific needs with increasing speed, accuracy, and confidence</p> <p>Instructional links to: Speaking and Listening SCO 1.4</p> <p>Writing and Representing: SCO 8.1</p> <p>Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.5, SEHI 9.3, PTS 9.3, RPSD 9.6, 9.7 and 9.8.</p> <p>See Appendix I for description of ICT Key-stage Outcomes.</p>		
This is about ...	This means students need to ...	This means teachers need to ...
with increasing independence, finding and using a variety of text resources to research topics assigned and/or of personal interest to the student.	<ul style="list-style-type: none"> <li>▪ list or state topics of interest</li> <li>▪ choose an area of inquiry and narrow it to a specific topic</li> <li>▪ make reading and viewing choices appropriate to their reading abilities and the task demands</li> <li>▪ access a variety of print and non-print sources, including blogs, podcasts, websites, video documentaries, and books to gather information</li> <li>▪ evaluate the appropriateness and relevance of information to answer research questions</li> <li>▪ recognize the need for additional information to meet learning needs and know how to find this information quickly and accurately</li> <li>▪ successfully use a variety of search methods including a variety of search engines to locate information</li> <li>▪ use key words to broaden or narrow an information search</li> </ul>	<ul style="list-style-type: none"> <li>▪ provide opportunities to access a variety of print and non-print sources of information</li> <li>▪ review and model the use of a number of search techniques, including:               <ul style="list-style-type: none"> <li>– search engines</li> <li>– card catalogues</li> <li>– databases (online and hardcopy)</li> <li>– tables of content</li> <li>– an index</li> </ul> </li> <li>▪ review and model cross-checking, and use of reputable sources as strategies for verifying sources</li> <li>▪ reinforce the concept of copyright and plagiarism</li> <li>▪ provide opportunities for students to conduct research on increasingly more complex research questions with growing independence</li> </ul>

**SCO 5.2:** employ various relevant research strategies like generating questions, drafting an outline, or interviewing peers to determine what questions they would like answered by their research

Instructional links to: Speaking and Listening SCO 1.4 and 3.3

Reading and Viewing SCO 4.1, 7.1, and 7.2

Writing and Representing SCO 8.1, 8.2, 9.1, 9.5, and 10.3

This is about ...	This means students need to ...	This means teachers need to ...
planning a research process and using organizational templates to focus research.	<ul style="list-style-type: none"> <li>▪ generate a number of research questions to focus their research</li> <li>▪ use a number of study guides or graphic organizers as they gather information</li> <li>▪ with support, determine whether a particular information source provides information relevant to their research</li> <li>▪ use a range of reading strategies to determine that information gathered answers their research questions:               <ul style="list-style-type: none"> <li>– questioning</li> <li>– making connections</li> <li>– determining importance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ review brainstorming strategies and provide opportunities for students to generate research questions</li> <li>▪ demonstrate a range of organizational templates for guiding research, and help students choose ones to suit their research needs</li> <li>▪ provide opportunities for students to plan and determine their research focus and research questions with some support</li> </ul>

## Assessment, Teaching, and Learning

- Use anecdotal records, rubrics, or checklists during informal reading conferences with students as they research and present information for essays, speeches, multimedia presentations, or documentaries in the classroom, library, or computer lab.
  - Reading and Viewing: SCO 5.1, 5.2, 5.3, 4.4, and 7.2
  - Speaking and Listening: SCO 1.1 and 1.4
- Assess students' graphic organizers and notes made by students as they conducted research to verify research techniques and the quality of information found.
  - Reading and Viewing: SCO 5.3 and 5.2
  - Writing and Representing: SCO 8.2 and 9.5
- Use anecdotal notes, checklists or rubrics during observations of students as they research information for essays, speeches, multimedia presentations, or documentaries in the classroom, library, or computer lab.
  - Reading and Viewing: SCO 5.1, 5.2, and 5.3

- 
- Information and Communication Technology Key-stage Outcomes: BOC 9.1, 9.5, SEHI 9.3, PTS 9.3, RPSD 9.6, 9.7 and 9.8
  - Assess sources listed in students' research notes or bibliographies to determine the range of sources accessed by students.
    - Reading and Viewing: SCO 5.2 and 4.1
    - Writing and Representing: SCO 8.2 and 9.5
    - Information and Communication Technology Key-stage Outcomes: BOC 9.5, RPSD 9.6, 9.7 and 9.8
  - Assess completed students' study guides, graphic organizers, or research charts for thoroughness in addressing their research focus.
    - Reading and Viewing: SCO 5.2
    - Writing and Representing: SCO 8.2 and 9.5
    - Information and Communication Technology Key-stage Outcomes: BOC 9.5, RPSD 9.6, 9.7 and 9.8

## Resources/Notes

### Print

- Allen, Janet. 2004. *Tools for Teaching Content Literacy*. Portland, ME: Stenhouse.
- Allen, Janet. 2008. *More Tools for Teaching Content Literacy*. Portland, ME: Stenhouse.
- Daniels, Harvey and Steve Zemelman. 2004. *Subjects Matter*. Portsmouth, NH: Heinemann.
- Daniels, Harvey and Stephanie Harvey. 2010. *Comprehension and Collaboration: Inquiry Circles in Action*. Portsmouth, NH: Heinemann.
- The Council of Atlantic Ministers of Education. CAMET. 2006. *Cross-Curricular Reading Tools*. Halifax, NS.
- Wilhelm, Jeffrey. 2007. *Engaging Readers and Writers with Inquiry*. New York, NY: Scholastic.

**GCO 6: Students will be expected to respond personally to a range of texts.**

This is about holding personal opinions and having personal reactions to texts. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9* (Nova Scotia Department of Education 2007), page 8.

Students will be expected to		
<b>SCO 6.1:</b> elaborate personal reactions to what is read and viewed by providing some extended explanations, examples, and supporting arguments Instructional links to: Speaking and Listening SCO 1.1, 1.2, and 3.1 Reading and Viewing SCO 4.3 Writing and Representing SCO 8.1, 9.3, and 10.4		
This is about ...	This means students need to ...	This means teachers need to ...
students personally responding in detail to print and non-print texts they have read or viewed and supporting their claims with reasons	<ul style="list-style-type: none"> <li>▪ have opportunities to read and view a variety of texts</li> <li>▪ respond personally to texts, providing details that support their opinion</li> <li>▪ read, and re-read a text to find evidence to support their reactions</li> <li>▪ making connections between what they read or view, and personal experiences or background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>▪ provide time for independent reading and opportunities to view non-print texts</li> <li>▪ explicitly teach and model how to respond personally, both orally and in writing, to texts read or viewed</li> <li>▪ provide opportunities for students to respond personally, both orally and in writing, to texts read or viewed</li> <li>▪ provide students with opportunities to share and record their responses through the use of such tools as a reading response journal</li> </ul>

**SCO 6.2:** state and justify personal points of view about what is read and viewed with increasing regularity; and with increasing confidence and flexibility, find evidence in texts to support personal claims and viewpoints about issues, themes, and situations

Instructional links to: Speaking and Listening SCO 1.1, and 1.2

Reading and Viewing SCO 7.2 and 7.3

Writing and Representing SCO 8.1 and 9.3

This is about ...	This means students need to ...	This means teachers need to ...
students formulating opinions and supporting them with evidence.	<ul style="list-style-type: none"> <li>▪ read, view, and review a text to find evidence to support their opinions and judgments</li> <li>▪ making connections between the opinions they have stated and supporting evidence cited from print and non-print texts with some support</li> <li>▪ understand the difference between facts and opinions</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly demonstrate how to state a personal point of view and support opinions with evidence from the text</li> <li>▪ continue to provide students with organizational strategies for re-reviewing texts to find evidence, such as highlighters, sticky notes, double entry diaries, and graphic organizers, with the intention of building independence</li> <li>▪ provide students with opportunities to share and record their responses</li> </ul>

## Assessment, Teaching, and Learning

- Provide students with opportunities to perform monologues or dialogues as a character from a text and respond to these performances.
  - Reading and Viewing: SCO 6.1 and 6.2
  - Speaking and Listening: SCO 2.1
  - Writing and Representing: SCO 9.1 and 9.3
- Use graphic organizers such as double entry diaries to assess and support students' personal reflections and reactions to a text.
  - Reading and Viewing: SCO 6.1, 6.2, and 4.3
  - Writing and Representing: SCO 8.1, 8.2
- Assess students' growing ability to make personal responses over time through the use of such tools as: reading response journals, Socratic Circles, or Radio Show. (Wilhelm, 2002)
  - Reading and Viewing: SCO 6.1, 6.2, 4.1, 4.2, and 4.3
  - Speaking and Listening: SCO 1.1, 1.4
  - Writing and Representing: SCO 8.1

- Support and assess students' ability to express points of view and support them with references to texts with structured job sheets during Literature Circles.
  - Reading and Viewing: SCO 6.2, 7.1, and 7.3
  - Speaking and Listening: SCO 1.1, 1.2, and 3.1
- Provide students with opportunities to extend and express their responses to texts by debating or defending their ideas during a panel discussion or book club, and tracking their ability to support their point of view with a rubric.
  - Reading and Viewing: SCO 6.1, 6.2, and 7.3
  - Speaking and Listening: SCO 1.1 and 1.4
- Use checklists and anecdotal notes while observing students as they make personal responses, evaluations and reactions to a text during book talks.
  - Reading and Viewing: SCO 6.1, 6.2, 7.2, and 7.3
  - Speaking and Listening: SCO 1.2, 2.1, 3.3

## Resources/Notes

### Print

- Beers, Kylene. 2003. *When Kids Can't Read*. Portsmouth, NH: Heinemann.
- Daniels, Harvey. 2002. *Literature Circles*. Portland, ME: Stenhouse.
- Daniels, Harvey, and Steve Zemelman. 2004. *Subjects Matter*. Portsmouth, NH: Heinemann.
- Daniels, Harvey, and Stephanie Harvey. 2010. *Comprehension and Collaboration: Inquiry Circles in Action*. Portsmouth, NH: Heinemann.
- Serafini, Frank. 2004. *Lessons in Comprehension*. Portsmouth, NH: Heinemann.
- Tovani, Cris. 2000. *I Read It, But I Don't Get It*. Portland, ME: Stenhouse.
- Wilhelm, Jeffrey. 2002. *Action Strategies for Deepening Comprehension*. New York, NY: Scholastic.

**GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.**

This is about recognizing, evaluating, and appreciating the way texts are crafted. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9* (Nova Scotia Department of Education 2007), page 9.

The following ICT grade 9 key-stage outcomes also align with this English language arts GCO:

**Social, Ethical, and Human Issues 9.2:** identify and demonstrate the values and techniques of mass media, popular culture, and electronic information environments, and evaluate the effects of these techniques

**Communication 9.3:** critically evaluate how style, form, source, and medium influence the accessibility, validity and meaning of information with independence

**Research, Problem Solving, and Decision Making 9.4:** assess the quality, comprehensiveness, biases, and perspectives of print, media and electronic resources for use in their curricular studies, with teacher guidance

**Research, Problem Solving, and Decision Making 9.5:** critically evaluate how style, form, source, and medium influence the accessibility, validity, and meaning of information independently

**Note:** While there is not an expectation that students in grade 8 will be able to completely demonstrate these grade 9 outcomes, there is an expectation that teachers provide instruction and assessment opportunities that allow students to show their growing proficiency in meeting these outcomes.

Students will be expected to		
<p><b>SCO 7.1:</b> recognize that texts need to be assessed for bias and broaden their understanding and awareness of the ways in which print and non-print texts can be biased; begin to question and think critically about the relevance and reliability of information when answering questions and inquiries</p> <p>Instructional links to: Reading and Viewing SCO 5.1</p> <p>Speaking and Listening SCO 2.3 and 3.3</p> <p>Writing and Representing SCO 9.4</p> <p>Information and Communication Technology Key-stage Outcomes: SEHI 9.2, CT 9.3, RPSD 9.4 and 9.5</p> <p>See Appendix I for description of ICT Key-stage Outcomes.</p>		
This is about ...	This means students need to ...	This means teachers need to ...
<p>understanding that words, pictures, charts, diagrams and images can be presented in a manner that manipulates a particular response from the reader/viewer</p> <p>and</p> <p>recognizing that sources of information must be verified.</p>	<ul style="list-style-type: none"> <li>▪ understand how presentation and organization can affect the message of a text</li> <li>▪ identify how a writer's word choice can be used to bias or influence the reader or viewer</li> <li>▪ identify ways that writers position information in a text, or choose to omit or emphasize some information, can bias or influence the reader or viewer</li> <li>▪ begin to apply their knowledge of bias to assess a variety of texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ review the idea of bias and the idea that most texts display it</li> <li>▪ explicitly teach a variety of techniques for biasing texts</li> <li>▪ teach students how to weigh the validity of sources of information</li> <li>▪ provide examples of texts which adopt two different perspectives on an event or issue</li> <li>▪ teach students how to cross-check sources to verify information</li> <li>▪ provide examples of texts which contain conflicting information on an event or issue</li> </ul>

**SCO 7.2:** identify the various features and elements writers use when composing for specific audiences and purposes, including pictorial, typographical, and other organizational devices such as tables and graphs; describe how texts are organized to accommodate particular audiences' needs and to contribute to meaning and effect

Instructional links to: Reading and Viewing SCO 5.1

Writing and Representing SCO 9.2 and 9.4

Information and Communication Technology Key-stage Outcomes: SEHI 9.2, CT 9.3, RPSD 9.4 and 9.5

This is about ...	This means students need to ...	This means teachers need to ...
<p>how authors use</p> <ul style="list-style-type: none"> <li>▪ font</li> <li>▪ colour</li> <li>▪ whitespace</li> <li>▪ placements of words and pictures</li> <li>▪ placement of information</li> <li>▪ word choice</li> <li>▪ visuals</li> <li>▪ graphs</li> <li>▪ charts</li> <li>▪ bulleted lists</li> </ul> <p>to purposefully present a message to a specific audience</p> <p>and</p> <p>knowing about text structures used to organize print and non-print texts.</p>	<ul style="list-style-type: none"> <li>▪ understand point of view</li> <li>▪ identify the purpose of the text</li> <li>▪ find and identify textual elements</li> <li>▪ recognize the target audience for a particular text</li> <li>▪ deconstruct non-print text</li> <li>▪ know a number of text features and other textual elements used in a variety of print and non-print texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ teach students that texts are constructed for particular audiences and purposes</li> <li>▪ use mentor texts to demonstrate audience and purpose affect authors' choice of genre and a the elements of text used</li> <li>▪ teach students to identify the textual elements used by authors</li> <li>▪ explicitly teach students visual literacy skills and how to deconstruct non-print texts</li> </ul>

**SCO 7.3:** expand on earlier abilities to respond critically to a range of texts in various ways

- understand how personal knowledge, ideas, values, perceptions, and points of view influence how writers create texts
- recognize how and when the reader's/viewer's personal background influences comprehension and textual response
- describe how cultures and reality are portrayed in print and non-print texts

Instructional links to: Speaking and Listening SCO 2.3 and 3.3

Reading and Viewing SCO 4.4 and 5.1

Writing and Representing SCO 9.1, 9.2, and 9.4

Information and Communication Technology Key-stage Outcomes: SEHI 9.2, CT 9.3, RPSD 9.4 and 9.5

This is about ...	This means students need to ...	This means teachers need to...
becoming proficient in responding critically to a variety of texts in a variety of ways by adopting an analytical perspective.	<ul style="list-style-type: none"> <li>▪ know and identify elements found in print and non-print fiction texts, for example plot, setting, character development, theme</li> <li>▪ know and identify elements found in print and non-print information texts, such as introduction, thesis or premise, concluding statements</li> <li>▪ know and identify organizational structures, for example cause/effect, or comparison/contrast, commonly used in a variety of information texts, such as persuasive essay or documentary</li> <li>▪ with growing independence, identify places in texts where writers' personal knowledge, beliefs and points of view influenced the texts they created</li> <li>▪ understand that texts are not neutral, and with growing independence, identify places in texts that reveal the author's point of view</li> <li>▪ with growing independence, identify places in texts where culture and beliefs influence the portrayal of reality</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach the concept of values, point of view, and the idea that texts contain bias</li> <li>▪ explicitly teach the elements found in print and non-print fiction texts, for example plot, setting, character development, theme</li> <li>▪ explicitly teach the range of organizational structures, for example cause/effect, or comparison/contrast, used in a variety of information texts, such as persuasive essay or documentary</li> <li>▪ use Think-Aloud to model a critical response to texts</li> <li>▪ provide whole-class, small group, and individual opportunities to deconstruct text</li> </ul>

## Assessment, Teaching, and Learning

- Use study guides such as “Questioning the Author” (Burke, 2000) to assess and support students’ critical appreciation of the writer’s craft in a text.
  - Reading and Viewing: SCO 7.2
  - Writing and Representing: 8.1 and 8.2
- Assess students’ growing ability to make critical responses over time through the use of such tools as: reading response journals, Socratic Circles, or Radio Show. (Wilhelm, 2002)
  - Reading and Viewing: SCO 7.1, 7.2, 7.3, 4.1, 4.2, and 4.3
  - Speaking and Listening: SCO 1.1, 1.4
  - Writing and Representing: SCO 8.1
  - Information and Communication Technology Key-stage Outcomes: SEHI 9.2, CT 9.3, RPSD 9.4 and 9.5
- Support and assess students’ ability to identify and analyze elements of different texts with structured jobs sheets and job sharing during Literature Circles.
  - Reading and Viewing: SCO 7.2, 7.3
  - Speaking and Listening: 1.1
  - Writing and Representing: 8.2
- Provide students with opportunities to identify and discuss examples of biased reporting in news media coverage, advertising, or video clips of historical speeches.
  - Reading and Viewing: SCO 7.1 and 7.3
  - Speaking and Listening: 1.1, 2.2, 2.3, and 3.2
- Information and Communication Technology Key-stage Outcomes: SEHI 9.2, CT 9.3
- Use checklists, anecdotal records or rubrics during observations of, and conversations with students as they discuss their critical analysis and judgments about texts during small group discussions and Literature Circles.
  - Reading and Viewing: SCO 7.2 and 7.3
  - Speaking and Listening: 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, and 3.2

## Resources/Notes

### Print

- Allen, Janet. 2004. *Tools for Teaching Content Literacy*. Portland, ME: Stenhouse.
- Allen, Janet. 2008. *More Tools for Teaching Content Literacy*. Portland, ME: Stenhouse.
- Beers, Kylene. 2003. *When Kids Can’t Read*. Portsmouth, NH: Heinemann.
- Copeland, Matt. 2005. *Socratic Circles*. Portland, ME: Stenhouse.
- Daniels, Harvey. 2002. *Literature Circles*. Portland, ME: Stenhouse.

- Daniels, Harvey, and Stephanie Harvey. 2010. *Comprehension and Collaboration: Inquiry Circles in Action*. Portsmouth, NH: Heinemann.
- Robb, Laura. 2000. *Teaching Reading in Middle School*. Toronto, ON: Scholastic
- Sejnost, Roberta, and Sharon Thiese. 2001. *Reading and Writing across Content Areas*. Glenview IL: Skylight Training and Publishing.
- Wilhelm, Jeffrey. 2002. *Action Strategies for Deepening Comprehension*. New York, NY: Scholastic.

## **Suggestions for Differentiated Instruction of Reading and Viewing Outcomes**

### **GCO 4: Teach students how to use text features to navigate and comprehend information text.**

- Group students according to similar “just right” reading levels. Provide each group with sample texts that are at an independent reading level for the group of student for practice using text features for navigation and comprehension.
- After explicit instruction, use an exit slip to assess students’ understandings of text features which sorts students into three groups according to their understanding of text features: understands text features, beginning to understand text features, having difficulty understanding text features. Then provide additional support, in small groups, to the students needing further explicit instruction, while the rest of the class begins to complete an assigned task on text features.
- Vary the level of support by giving a visual representation, which includes definitions of the text features or examples for each text feature, to students who require this scaffolding.
- Vary the task for students. Some students can show understanding by identifying the text feature in a variety of non-fiction texts. Others can create their own example of a non-fiction writing that includes a variety of appropriate text features to support the reader.

**GCO 5: Teach students how to find relevant information and to synthesize these ideas from a variety of sources.**

- Allow students to choose their own topics which will differentiate according to interest.
- Vary the number and types of sources required. Examples could include the following: use 3 or 5 sources, use at least two print or multimedia text sources, or at least two internet and print sources, use a data base such as ERIC or EBSCO.
- Provide students with appropriate scaffolding to assist with note-making and organization of relevant information such as graphic organizers, sentence strips, index cards, color coding of information according to topics.
- Vary the task by allowing student to move from one that is strictly conveying information such as “did you know bubbles” or a poster, brochure, to a research essay that synthesizes and expands ideas from multiple sources or states opinions about the topic researched.

**GCO 6: Respond personally to a text.**

- Allow students to indicate understanding and comprehension in a variety of ways that utilizes their strengths. For example students could demonstrate an understanding of a character by writing a character sketch, creating a poster, making a play list for the character’s iPod, building a model of a character’s bedroom and decorating it according to personality traits, or drawing a symbolic picture/sculpture of the character.
- Provide reading response exemplars, at a variety of thinking and responding levels, for independent reading.
- Provide small group instruction to move students from a literal retelling to a response that focuses, develops, and supports personal opinions.
- Provide opportunities for students to discuss their reading and viewing and to collaborate to form more sophisticated responses. Students can also share methods of responding to text before writing a response or in place of a written response.

**GCO7: Teach students how to detect bias and or stereotyping.**

- Provide a variety of texts—newspapers articles, editorials, political cartoons, YouTube, TV news clips from different stations, internet web pages, and magazine articles—to practice finding bias. These texts can be provided by the teacher or found by students.
- Organize students into groups to work together to identify examples of bias. Change the groups for each new text, so that students can collaborate with many students.
- Vary task. For a text, have some students identify the bias by highlighting the biased words. Have others students change the biased words and make them neutral. Have another group create their own text from the original by manipulating the words according to the perspective of a particular group identified by the teacher.
- After students have generated a persuasive text on a topic of their choice using a medium of their choice, have the class respond to others’ texts by identifying the bias, the techniques used to created bias and the point of view of the author.

## Writing and Representing

**GCO 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning.**

This is about using writing and other representations to think, learn, problem-solve, and reflect. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9*, page 10.

The following ICT grade 9 key-stage outcomes also align with this English language arts GCO:

**Basic Operations and Concepts 9.4:** manage their electronic files and correspondence efficiently

**Productivity 9.1:** use software to brainstorm, develop thought web, outline, and map ideas under study with independence

**Communication 9.1:** use language, in a range of aural, print, media, and electronic forms to explore and express their perceptions, feelings, ideas, and attitudes; refine their thinking; and interact, negotiate, and collaborate with others in order to build their understanding

**Research, Problem Solving, and Decision Making 9.2:** create and use electronic charts, maps, tables, graphs, spreadsheets, and databases to collect, analyze and display data independently

**Research, Problem Solving, and Decision Making 9.9:** accurately and independently cite information sources

**Note:** While there is not an expectation that students in grade 8 will be able to completely demonstrate these grade 9 outcomes, there is an expectation that teachers provide instruction and assessment opportunities that allow students to show their growing proficiency with meeting these outcomes.

Students will be expected to		
<p><b>SCO 8.1:</b> demonstrate competence in the frequent use of writing and representing strategies to:</p> <ul style="list-style-type: none"> <li>▪ extend learning</li> <li>▪ explore their own thoughts</li> <li>▪ reflect on their feelings, values, and attitudes</li> <li>▪ consider others' ideas</li> <li>▪ identify problems and describe logical solutions</li> <li>▪ identify and reflect upon strategies that are effective in helping them learn</li> <li>▪ describe their personal growth as language learners and users</li> </ul> <p>Instructional links to: Speaking and Listening SCO 1.1, 1.2, 1.3, and 3.2  Reading and Viewing SCO 4.4, 6.1, 6.2, and 7.3  Writing and Representing 10.3  Information and Communication Technology Key-stage Outcomes: PTS 9.1, CT 9.1  See Appendix I for description of ICT Key-stage Outcomes.</p>		
This is about ...	This means students need to ...	This means teachers need to ...
becoming increasingly competent with a range of strategies such as writing, sketching, charting, and brainstorming to think, problem-solve and reflect on personal growth and learning—thinking on paper.	<ul style="list-style-type: none"> <li>▪ increase their repertoire of strategies to think, plan, and/or problem-solve “on paper” and be familiar with their use</li> <li>▪ know and use writing and other representations to show that their understanding of a concept, issue or skill has grown over time</li> <li>▪ reflect upon their own learning using writing and other representations with increasing independence</li> <li>▪ express their own learning strengths and needs, and create goals</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach and model a variety of strategies for reflecting, planning, thinking, and problem-solving through writing and representing such as sketching, brainstorming and Quickwrites</li> <li>▪ provide purposeful opportunities for students to use writing and other representation strategies for thinking, planning, and solving problems</li> <li>▪ describe and model examples of self-reflection in writing and in other ways of representing</li> <li>▪ provide opportunities for reflection and critiquing of various strategies used to support learning, such as learning logs or portfolios</li> <li>▪ scaffold the use of writing and other representation strategies</li> </ul>

**SCO 8.2:** begin to use various forms of note-making appropriate to various purposes and situations

Instructional links to: Speaking and Listening SCO 1.1 and 2.1

Reading and Viewing SCO 5.1 and 5.2

Writing and Representing SCO 9.5

Information and Communication Technology Key-stage Outcomes: BOC 9.4, PTS 9.1, CT 9.1, RPSD 9.2 and 9.9

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
knowing and using a growing number of strategies using writing and other representations to highlight, hold onto, and collect information and ideas from a variety of sources for a variety of purposes.	<ul style="list-style-type: none"> <li>▪ know and use a growing range of note-making strategies to hold and organize information</li> <li>▪ use a number of strategies for keeping track of information sources</li> <li>▪ with growing independence, develop guiding research questions or categories, and sort information into categories</li> <li>▪ with growing independence, use a number of strategies for noting information (highlighters, sticky notes)</li> <li>▪ with growing independence, use appropriate note-making templates and graphic organizers, and understand why each organizer is effective</li> <li>▪ prepare and use speaking notes or cue cards during presentations</li> <li>▪ where appropriate, use proper bibliographic forms to record sources of information</li> <li>▪ begin to use proper forms to cite source of quoted information, such as APA or MLA</li> </ul>	<ul style="list-style-type: none"> <li>▪ model and explicitly teach a number of strategies for making notes, such as determining importance, lifting key words, examining text features and text structure, as well as annotating text</li> <li>▪ explicitly teach why specific organizers and templates are a good fit for specific purposes and text structures</li> <li>▪ provide a number of a templates and allow student choice to match the text structure or purpose of a task</li> <li>▪ analyze models of completed templates for an examination of note making</li> <li>▪ explicitly teach and model a range of strategies that use writing and other representations for collecting, and organizing information and ideas</li> <li>▪ explicitly teach strategies that use writing and other representations to hold facts and ideas while reading or listening, such as the use of sticky notes and highlighters</li> <li>▪ explicitly teach strategies that use writing and other representations to hold facts and organize ideas while presenting or speaking, such</li> </ul>

		<p>as the use of speaking notes and cue cards</p> <ul style="list-style-type: none"> <li>▪ explicitly teach or review proper bibliographic forms to record sources of information, and proper forms to cite source of quoted information, such as APA or MLA</li> <li>▪ provide purposeful opportunities for students to use writing and other representations to collect and note information and ideas from a variety of print and non-print sources</li> </ul>
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## Assessment, Teaching, and Learning

- Assess students' Reading Response Journals to identify and track changes over time in the use of writing to explore and extend their understanding, reflect on their own learning, or problem-solve.
  - Writing and Representing: SCO 8.1
  - Reading and Viewing: SCO 4.4, 6.1, and 6.2
  - Information and Communication Technology Key-stage Outcomes: PTS 9.1, CT 9.1
- Assess students' Quickwrites, semantic webs, or other samples of brainstorming, dated and collected by the students in their Writing Portfolios, to demonstrate change in their use of writing or representing to extend and explore ideas and feelings.
  - Writing and Representing: SCO 8.1, 10.3, and 10.5
  - Information and Communication Technology Key-stage Outcomes: PTS 9.1, CT 9.1
- Assess students' Learning Logs written for their Writing Portfolios comparing earlier samples of reflections on their work with later reflections, focusing on change and growth in their ability to think about their own learning.
  - Writing and Representing: SCO 8.1 and 10.5
  - Information and Communication Technology Key-stage Outcomes: CT 9.1
- Use rubrics or checklists to assess students' research notes.
  - Writing and Representing: SCO 8.2
  - Reading and Viewing: SCO 4.1 and 5.2
  - Information and Communication Technology Key-stage Outcomes: BOC 9.4, PTS 9.1, CT 9.1, RPSD 9.2 and 9.9
- Assess students' ability to choose a graphic organizer, and use it as support with a specific reading or research task.

- Writing and Representing: SCO 8.2
- Reading and Viewing: SCO 5.2
- Use rubrics, checklists, or anecdotal notes to assess students’ research notes observed and discussed with students during writing conferences.
  - Writing and Representing: SCO 8.2
  - Reading and Viewing: SCO 4.1, 4.4, 5.1, and 5.2
  - Speaking and Listening: SCO 1.1 and 1.2
  - Information and Communication Technology Key-stage Outcomes: BOC 9.4, PTS 9.1, CT 9.1, RPSD 9.2 and 9.9

## Resources/Notes

### Print

- Allen, Janet. 2004. *Tools for Teaching Content Literacy*. Portland, ME: Stenhouse Publishers.
- Bender, Jenny Mechem. 2007. *The Resourceful Writing Teacher*. Portsmouth, NH: Heinemann.
- Buehl, Doug. 2001. *Classroom Strategies for Interactive Learning*. Newark, NJ: International Reading Association.
- Carty, Maria. 2005. *Exploring Writing in the Content Areas*. Markham, ON: Pembroke Publishers.
- Graves, Donald. 2005. *Inside Writing*. Portsmouth, NH: Heinemann.
- Muschla, Gary Robert. 2006. *Writing Workshop: Survival Kit*. San Francisco, CA: Jossey-Bass.

**GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.**

This is about creating a variety of texts to communicate for a variety of purposes. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9*, page 11.

The following ICT grade 9 key-stage outcomes also align with this English language arts GCO:

**Basic Operations and Concepts 9.1:** operate a wide variety of school media, computer, and other educationally appropriate equipment for learning, communication, and the representation of their learning, independently and safely with teacher supervision

**Basic Operations and Concepts 9.2:** use and create information texts in a range of media, using specialized text features of those media to support the communication, with teacher assistance

**Social, Ethical, and Human Issues 9.4:** demonstrate an understanding of, and a commitment to, accuracy, ethical behaviour, and personal privacy and safety as they create and distribute information about themselves, others, and curriculum topics under study

**Productivity 9.4:** create and manipulate sound, images and video, using digital equipment and computer-based editing, to represent their learning for particular audiences and purposes, independently

**Productivity 9.5:** develop multimedia presentations, based on sound principles of design, with increasing confidence, efficiency and independence

**Communication 9.2:** design and build intranet or Internet websites of student-produced pages about a curriculum topic, in small groups with teacher supervision

**Research, Problem Solving, and Decision Making 9.3:** write and represent their research using the structures, features, conventions, and techniques of specialized publication and presentation formats with growing fluency

**Note:** While there is not an expectation that students in grade 8 will be able to completely demonstrate these grade 9 outcomes, there is an expectation that teachers provide instruction and assessment opportunities that allow students to show their growing proficiency with meeting these outcomes.

Students will be expected to

**SCO 9.1:** continue to develop writing forms previously introduced and expand this range to produce a variety of print and non-print texts. (including visual arts, music, drama, multimedia, and electronic technologies)

Instructional links to: Speaking and Listening SCO 2.1, 2.2, 2.3, and 3.3

Reading and Viewing SCO 4.2, 7.2, and 7.3

Writing and Representing SCO 10.5

Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2, PTS 9.4 and 9.5, CT 9.2, and RPSD 9.3

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
creating an expanding range of narrative, non-narrative, and multimedia texts, as well as other non-print ways of representing to persuade, inform, and entertain.	<ul style="list-style-type: none"> <li>▪ write stories, poems, essays and other information texts to persuade, inform, and entertain with growing confidence and independence</li> <li>▪ create visual, sound, and/or multimedia presentations, such as photo essays, graphic fiction, collages, drama and soundscapes to persuade, inform, and entertain with growing confidence and independence</li> </ul>	<ul style="list-style-type: none"> <li>▪ provide model texts that demonstrate a variety of organizational structures for a growing range of fiction and non-fiction texts</li> <li>▪ explicitly teach the organizational structures of a growing range of fiction and non-fiction texts</li> <li>▪ provide purposeful opportunities for students to create a growing range of print and non-print texts, both independently and in collaboration with others to persuade, inform, and entertain</li> <li>▪ provide opportunities for students to create texts for audiences other than the teacher</li> </ul>

**SCO 9.2:** consider and choose writing and representing forms that match both the purpose, and the reader for whom the text is intended

Instructional links to: Speaking and Listening SCO 2.3, 2.4, and 3.3

Reading and Viewing SCO 4.1, 4.2, 7.2 and 7.3

Writing and Representing SCO 9.1 and 10.5

Information and Communication Technology Key-stage Outcomes: BOC 9.2, PTS 9.5, CT 9.2, and RPSD 9.3

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
students deciding upon the kind of texts they create based on the audience for the text, and the reason they are creating it.	<ul style="list-style-type: none"> <li>▪ know the characteristics and qualities of a growing range of print and non-print text forms, such as autobiography, drama, narrative essays, photo documentaries, and book reviews</li> <li>▪ select print and non-print text forms for an intended audience</li> <li>▪ select print and non-print text forms for a stated purpose</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach and model the elements and features distinctive of a growing range of narrative fiction, non-fiction, poetry, and other print texts</li> <li>▪ explicitly teach the elements and features distinctive of a growing range of multimedia, visual, and other non-print texts</li> <li>▪ provide a classroom environment in which students create texts for audiences other than the teacher</li> <li>▪ provide a classroom environment in which students can exercise some choice of the text forms they create</li> <li>▪ explicitly teach the “hooks” that creators of text use to capture reader and viewer interest</li> </ul>

**SCO 9.3:** understand that ideas can be represented in more than one way and used with other forms of representing. (speeches, demonstrations plays)

Instructional links to: Speaking and Listening SCO 2.1

Reading and Viewing SCO 4.1, 4.2, 7.2, and 7.3

Writing and Representing SCO 9.1 and 10.5

Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2, PTS 9.4 and 9.5, and CT 9.2

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
knowing that the same ideas or information can be conveyed in a combination of print and non-print texts forms.	<ul style="list-style-type: none"> <li>▪ use print and non-print texts in combinations to convey their ideas or information</li> <li>▪ know a growing number of ways for representing ideas and information in both print and non-print text formats</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach and model how an idea can be represented by a combination of genre or forms</li> <li>▪ provide opportunities for students to be exposed to a range of print and non-print texts that express the same idea, concept or theme using a combination of genre or forms</li> <li>▪ provide purposeful opportunities for students to use a range of print and non-print texts in combination to express the same idea, concept or theme</li> </ul>

**SCO 9.4:** keep the reader and purpose for writing in mind when choosing content, writing style, tone of voice, language choice, and text organization

Instructional link to: Speaking and Listening SCO 2.1, 2.2, 2.3, and 3.3

Reading and Viewing SCO 7.1 and 7.2

Writing and Representing SCO 9.1, 10.2, 10.3, and 10.5

Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2, PTS 9.4 and 9.5, and CT 9.2

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
<p>making decisions about how something is written or represented:</p> <ul style="list-style-type: none"> <li>▪ tone of voice</li> <li>▪ style</li> <li>▪ word choice</li> <li>▪ sentence fluency</li> <li>▪ organization</li> <li>▪ presentation</li> </ul> <p>based on the intended audience and purpose.</p>	<ul style="list-style-type: none"> <li>▪ know the Six Write Traits and begin to understand how they work together to suit the audience and purpose</li> <li>▪ purposely draw upon their knowledge of the Six Write Traits when drafting texts</li> <li>▪ have a growing knowledge of the traits of effective non-print texts</li> <li>▪ purposely draw upon their knowledge of these traits when drafting non-print and multimedia texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ provide purposeful opportunities for students to choose when to use the elements of effective writing in print and non-print texts</li> <li>▪ provide a classroom environment in which students exercise some choice when creating texts for audiences other than the teacher</li> <li>▪ provide explicit instruction on the Six Write Traits</li> <li>▪ provide explicit instruction on the elements of effective non-print texts, such as graphics, video, and other sound or visual media</li> </ul>

**SCO 9.5:** gather information from a variety of sources and integrate ideas in communication

Instructional links to: Speaking and Listening SCO 1.4 and 3.3

Reading and Viewing SCO 4.1, 5.1, 5.2, 5.3, and 7.1

Writing and Representing SCO 8.2 and 9.1

Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2, SEHI 9.4, PTS 9.4 and 9.5, CT 9.2, and RPSD 9.3

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
use information from several sources when creating fiction or information texts.	<ul style="list-style-type: none"> <li>▪ use information to develop an argument and support a thesis position</li> <li>▪ know and use a variety of non-fiction organizational structures when writing information texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ provide purposeful opportunities to create information texts and use research in order to inform or persuade</li> <li>▪ explicitly teach a range of organizational structures used in non-fiction texts (see <i>Teaching in Action</i>, page 74)</li> </ul>

## Assessment, Teaching, and Learning

- Use anecdotal notes or checklists during writing conferences to record and track the different types of writing and other ways of representing with which students have experimented and placed as draft samples in their writing portfolios.
  - Writing and Representing: SCO 9.1 and 10.5
  - Speaking and Listening: SCO 1.1 and 1.2
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2, PTS 9.4 and 9.5, CT 9.2 and RPSD 9.3
- Assess students' Learning Logs written for their Writing Portfolios, reflecting upon the purpose and audience they had in mind for each sample piece, how they attempted to meet the purpose and audience in each piece, and what they might change to better meet them in each piece on another occasion.
  - Writing and Representing: SCO 8.1, 9.2, and 10.5
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2, SEHI 9.4, PTS 9.4 and 9.5, CT 9.2 and RPSD 9.3
- Engage students in conversation about the purpose, audience and choice of form for a piece during writing conferences, and track the responses using anecdotal notes.
  - Writing and Representing: SCO 9.1, 9.2, 9.3, 9.4, 10.4, and 10.5
  - Speaking and Listening: SCO 1.1 and 1.2

- Use checklists or keep anecdotal notes of students' use of voice, style, word choice, sentence fluency, and organization observed and heard during author's chair, or conferring with peers.
  - Writing and Representing: SCO 9.1, 9.2, 9.3, and 10.2
  - Speaking and Listening: SCO 1.1, 1.4, 2.2, and 3.1
- Assess students' re-telling of a familiar story, such as fairy tales, myths, or fables, using another genre or representational form, for example as poetry, graphics, drama, or other visual or sound representations.
  - Writing and Representing: SCO 9.1, 9.2, and 9.4
  - Reading and Viewing: SCO 7.2
  - Speaking and Listening: SCO 2.1 and 2.2
- Record and track student growth on rubrics used to assess collected representative samples of student finished drafts in various genre.
  - Writing and Representing: SCO 9.1, 9.2, 9.3, 9.4, 9.5, 10.1, 10.2, and 10.5
- Record and track student growth on rubrics used to assess collected representative samples of student working drafts in various genre.
  - Writing and Representing: SCO 9.1, 9.2, 9.3, 9.4, 9.5, 10.3, 10.4, and 10.5

## Resources/Notes

### Print

- Anderson, Jeff. 2005. *Mechanically Inclined*. Portland, ME: Stenhouse.
- Atwell, Nancie. 2002. *Lessons That Change Writers*. Portsmouth, NH: Heinemann.
- Bender, Jenny Mechem. 2007. *The Resourceful Writing Teacher*. Portsmouth, NH: Heinemann.
- Burke, Jim. 2003. *Writing Reminders*. Portsmouth: Heinemann.
- Fletcher, Ralph. 2007. *Craft Lessons: Teaching Writing K–8*. Markham, ON: Pembroke Publishers.
- Graves, Donald. 2005. *Inside Writing*. Portsmouth, NH: Heinemann.
- Muschla, Gary Robert. 2006. *Writing Workshop: Survival Kit*. San Francisco, CA: Jossey-Bass.
- Jamieson, Lori and Paul Kropp. 2004. *The Write Genre*. Markham, ON: Pembroke Publishers.
- Spandel, Vicki. 2005. *Creating Writers through 6-Trait Writing Assessment and Instruction*. Toronto, ON: Pearson Education, Inc.
- Wells, Jan and Janine Reid. 2004. *Writing Anchors*. Markham, ON: Pembroke Publishers.

**GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.**

This is about using a variety of strategies in the drafting process to craft writing and other representations. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9*, page 12.

The following ICT grade 9 key-stage outcomes also align with this English language arts GCO:

**Basic Operations and Concepts 9.1:** operate a wide variety of school media, computer, and other educationally appropriate equipment for learning, communication, and the representation of their learning, independently and safely with teacher supervision

**Basic Operations and Concepts 9.2:** use and create information texts in a range of media, using specialized text features of those media to support the communication, with teacher assistance

**Social, Ethical, and Human Issues 9.4:** demonstrate an understanding of, and a commitment to, accuracy, ethical behaviour, and personal privacy and safety as they create and distribute information about themselves, others, and curriculum topics under study

**Productivity 9.4:** create and manipulate sound, images and video, using digital equipment and computer-based editing, to represent their learning for particular audiences and purposes, independently

**Productivity 9.5:** develop multimedia presentations, based on sound principles of design, with increasing confidence, efficiency and independence

**Communication 9.2:** design and build intranet or Internet websites of student-produced pages about a curriculum topic, in small groups with teacher supervision

**Research, Problem Solving, and Decision Making 9.3:** write and represent their research using the structures, features, conventions, and techniques of specialized publications and presentation formats with growing fluency

**Note:** While there is not an expectation that students in grade 8 will be able to completely demonstrate these grade 9 outcomes, there is an expectation that teachers provide instruction and assessment opportunities that allow students to show their growing proficiency with meeting these outcomes.

Students will be expected to		
<p><b>SCO 10.1:</b> expand vocabulary and build a broad knowledge of spelling patterns and strategies in order to spell unfamiliar words</p> <p>Instructional links to: Writing and Representing SCO 9.1 and 10.3</p> <p>Information and Communication Technology Key-stage Outcomes: BOC 9.1</p> <p>See Appendix I for description of ICT Key-stage Outcomes.</p>		
This is about ...	This means students need to ...	This means teachers need to ...
developing a growing range of strategies in order to produce final drafts that are virtually free of spelling errors.	<ul style="list-style-type: none"> <li>▪ know and use a wide range of spelling strategies and patterns</li> <li>▪ know and appropriately use increasingly complex and less common words in their writing</li> <li>▪ produce a number of final drafts of writing and other representations suitably edited for publication</li> </ul>	<ul style="list-style-type: none"> <li>▪ provide multiple opportunities for students to edit and proofread final, polished drafts of some of their work</li> <li>▪ provide students with access to a variety of editing and proofreading supports, such as thesauri, spellcheckers, peer editing circles, on-line dictionaries</li> <li>▪ explicitly teach a variety of spelling strategies, such as knowledge of prefixes, suffixes, and root words, through word study</li> </ul>

**SCO 10.2:** use punctuation and grammatical structures capably and accurately

Instructional links to: Writing and Representing SCO 9.1, 9.4, and 10.3

Information and Communication Technology Key-stage Outcomes: BOC 9.1

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
correctly producing final drafts that contain increasingly complex grammatical structures and less common punctuation.	<ul style="list-style-type: none"> <li>▪ know and correctly use a variety of sentence patterns</li> <li>▪ know and correctly use all of the commonly used punctuation marks</li> <li>▪ produce a number of final drafts of writing and other representations suitably edited for publication</li> </ul>	<ul style="list-style-type: none"> <li>▪ multiple opportunities for students to edit and proofread final, polished drafts of some of their work</li> <li>▪ explicitly teach the uses of a variety of punctuation marks, and link these lessons to lessons on voice, tone and other considerations</li> <li>▪ explicitly teach a variety of sentence patterns and grammatical usage for increasingly complex sentence structures, and link these lessons to lessons on voice, tone and other considerations</li> <li>▪ provide students with access to a variety of editing and proofreading supports, such as grammar checkers and peer editing circles</li> </ul>

**SCO 10.3:** choose, with increasing regularity, prewriting, drafting, revising, editing, and proofreading strategies to aid in producing various forms of writing and other representations

Instructional link to: Speaking and Listening SCO 1.4

Writing and Representing SCO 8.1, 9.1, 10.4, and 10.5

Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2, SEHI 9.4, PTS 9.4 and 9.5, CT 9.2, and RPSD 9.3

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
choosing, with support, a range of pre-writing, drafting, revising, editing, proofreading, and presentation strategies.	<ul style="list-style-type: none"> <li>▪ use various free-writing, brainstorming, sketching, and outlining strategies when necessary</li> <li>▪ use drafts as working documents to be revised and edited</li> <li>▪ use a variety of strategies, such as cut/paste, re-writes, diagramming, outlining, and mark-up symbols to revise for clarity, word choice, and effectiveness</li> <li>▪ use a variety of strategies, such as mark-up symbols, rehearsing in margins, spell-checking, and reference to dictionaries and thesauri to edit for precision and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach and model a variety of strategies for pre-writing, revising, editing, and proof-reading</li> <li>▪ allow sufficient time for students to use a variety of revision and editing strategies</li> <li>▪ provide a classroom environment that provides opportunities for students to receive descriptive feedback on their drafts before they reach a final finished stage</li> </ul>

**SCO 10.4:** know how and when to ask for reader feedback while drafting and incorporate appropriate suggestions when revising subsequent drafts

Instructional links to: Speaking and Listening SCO 1.1, 1.2, 1.3, 1.4, and 3.1

Reading and Viewing SCO 6.1, 6.2, 7.2, and 7.3

Writing and Representing SCO 9.1, 9.4, and 10.5

This is about ...	This means students need to ...	This means teachers need to ...
seeking and considering feedback about their work and acting upon it when appropriate.	<ul style="list-style-type: none"> <li>summarize comments and suggestions made about their drafts</li> <li>decide which comments and suggestions would improve the clarity, precision and effectiveness of their work</li> </ul>	<ul style="list-style-type: none"> <li>provide structured, consistent opportunities for students to receive oral and/or written descriptive feedback from both their teachers and their peers, before final work is completed</li> <li>provide explicit instruction about how to provide helpful descriptive feedback to a writer, and model a variety of forms such feedback can take</li> <li>provide opportunities for students to reflect upon feedback about their work</li> </ul>

**SCO 10.5:** demonstrate a commitment to crafting pieces of writing and other representations

Instructional link to: Speaking and Listening SCO 1.1, 1.2, 1.3, and 1.4

Writing and Representing SCO 8.1, 9.1, 10.3, and 10.4

Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2

This is about ...	This means students need to ...	This means teachers need to ...
engaging in the act of creating texts, and making changes to their work in order to improve it.	<ul style="list-style-type: none"> <li>▪ use time allotted for independent writing and representing productively</li> <li>▪ complete multiple drafts of their work when it suits the context and purpose</li> <li>▪ engage in conversations about their work with teachers and peers</li> <li>▪ act upon some of the suggestions and comments made about their drafts</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach and model for students how to revise drafts in response to descriptive feedback</li> <li>▪ model a commitment to writing and representing by drafting pieces and sharing them with the students</li> <li>▪ track changes students make to their drafts</li> <li>▪ track suggestions and comments made about their work, and compare them to the changes made in students' work</li> <li>▪ provide opportunities for students to receive feedback about their work from teachers and peers before final drafts are complete</li> </ul>

## Assessment, Teaching, and Learning

- Record and track student growth on rubrics used to assess collected representative samples of student finished drafts in various genre.
  - Writing and Representing: SCO 9.1, 9.2, 9.3, 9.4, 9.5, 10.1, 10.2, and 10.5
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2, SEHI 9.4, PTS 9.4 and 9.5, and CT 9.1
- Record and track student growth on rubrics used to assess collected representative samples of student working drafts in various genre.
  - Writing and Representing: SCO 9.1, 9.2, 9.3, 9.4, 9.5, 10.3, 10.4, and 10.5
- During writing conferences, engage students in conversation about the possible changes they might make in a piece and what strategies they might employ to make those changes, and track their responses using anecdotal notes or checklists.
  - Writing and Representing: SCO 9.1, 10.3, 10.4, and 10.5
  - Speaking and Listening: SCO 1.1 and 1.2

- Information and Communication Technology Key-stage Outcomes: BOC 9.1
- Record and track with anecdotal notes or checklists evidence seen in students' drafts where they made changes to their pieces in response to peer or teacher descriptive feedback from written sources .
  - Writing and Representing: SCO 9.4, 10.2, 10.3, 10.4, and 10.5
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1

## Resources/Notes

### Print

- Anderson, Jeff. 2005. *Mechanically Inclined*. Portland, ME: Stenhouse.
- Atwell, Nancie. 2002. *Lessons That Change Writers*. Portsmouth, NH: Heinemann.
- Bender, Jenny Mechem. 2007. *The Resourceful Writing Teacher*. Portsmouth, NH: Heinemann.
- Brookhart, Susan M. 2008. *How to Give Effective Feedback to Your Students*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Francois, Chantal, and Elisa Zonana. *Catching up on Conventions: Grammar Lessons for Middle School Writers*. Portsmouth, NH: Heinemann.
- Jamieson, Lori, and Paul Kropp. 2004. *The Write Genre*. Markham, ON: Pembroke Publishers.
- Ready, Tom. 2000. *Grammar Wars*. Chicago, IL: Merryweather Publishing.
- Muschla, Gary Robert. 2006. *Writing Workshop Survival Kit*. San Francisco, CA: Jossey-Bass Publishers.

## Suggestions for Differentiated Instruction of Writing and Representing Outcomes

The following suggestions for differentiated speaking and listening instruction are provided only as models to support teachers' planning. Some of these suggestions are intended to provide enrichment for those students in need of a more challenging program. Decisions around differentiation need to be made in reference to the needs of specific students within the context of specific learning situations.

**GCO 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning.**

Task: Note-making for inquiry based research

- Provide appropriate graphic organizers with research headings.
- Provide appropriate graphic organizers without research headings.
- Provide choice of organizers without headings from which students can choose.
- Student creates their own organizer to suit their research purposes.

**GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.**

Task: Fiction Writing

- Confer with student to help them develop a main character.
- Provide graphic organizers ranging from:
  - beginning / middle / end
  - story map with characters, setting, problem, events, resolution
  - sophisticated story map that includes all of above plus theme and point of view
- Provide options for other ways of representing (graphics, Comic Life, Photo Story, one-act play).
- Provide “Main Character Questionnaire” or inventory.

**GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.**

Task: Personal Narrative

- Provide a focused lesson in guided writing to a small group of students based on shared need.
- Provide descriptive feedback on early drafts in individual writing conferences.
- Organize peer conferences to provide descriptive feedback.
- Provide traits-based and process-based checklists for self-assessment.



## **Grade 9**



# Specific Curriculum Outcomes at a Glance

## Speaking and Listening

**GCO 1: Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.**

This is about students learning about themselves and the world through discussion.

Students will be expected to			
SCO 1.1 participate constructively in small group and whole-group discussions, using a range of strategies that contribute to effective talk	SCO 1.2 articulate, advocate, and support points of view, presenting view points in a convincing manner	SCO 1.3 examine others' ideas in discussion to extend their own understanding	SCO 1.4 ask relevant questions calling for elaboration, clarification, or qualification and respond thoughtfully to such questions

**GCO 2: Students will speak and listen to communicate information and ideas effectively and clearly, and to respond personally and critically.**

This is about effectively presenting ideas and information, and evaluating verbal communication.

Students will be expected to			
SCO 2.1 participate effectively in formal speaking situations such as presentations, speeches, and debates, using a range of strategies that contribute to an effective talk	SCO 2.2 demonstrate an awareness that spoken language has different conventions in different situations and cultures by adapting vocabulary, sentence structure, and rate of speech appropriate to the speaking occasion	SCO 2.3 demonstrate an awareness of the power of spoken language to influence and manipulate, and to reveal ideas, values, and attitudes	SCO 2.4 give and follow oral instructions or directions of increasing complexity

**GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.**

This is about being a respectful participant of group interactions, and listening courteously and critically to oral communication.

Students will be expected to		
SCO 3.1 demonstrate active listening (such as by making eye contact, rephrasing when appropriate, clarifying comments extending, refining, and/or summarizing points already made) and respect for the needs, rights, cultural differences, and feelings of others	SCO 3.2 evaluate their own and others' use of spoken language in a range of contexts, recognizing the effects of significant verbal and non-verbal language features	SCO 3.3 listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented

## Reading and Viewing

**GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media and visual texts.**

This is about making appropriate choices of texts, and reading or viewing them with understanding.

Students will be expected to			
SCO 4.1 select texts that address their learning needs and range of special interests	SCO 4.2 read widely and experience a variety of young adult fiction and literature from different provinces and countries	SCO 4.3 use cueing systems and a variety of strategies to read and view increasingly complex print and non-print texts with fluency, confidence, and comprehension	SCO 4.4 articulate their own processes and strategies for reading and viewing texts of increasing complexity

**GCO 5: Students will speak and listen to interpret, select, and combine information using a variety of strategies, resources, and technologies.**

This is about gathering information from a variety of sources.

Students will be expected to
SCO 5.1 independently access and select specific information to meet personal and learning needs <ul style="list-style-type: none"> <li>▪ select from a wide range of sources information appropriate to their purposes</li> <li>▪ use the internet</li> <li>▪ develop approaches and strategies to conduct their research</li> </ul>

**GCO 6: Students will be expected to respond personally to a range of texts.**

This is about holding personal opinions and having reactions to text.

Students will be expected to	
SCO 6.1 respond to some of the materials they read or view by questioning, connecting, evaluating, and extending <ul style="list-style-type: none"> <li>▪ move beyond initial understanding to more thoughtful interpretation</li> </ul>	SCO 6.2 express and support points of view about texts and about issues, themes, and situations within texts, citing appropriate evidence

**GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.**

This is about recognizing, evaluating, and appreciating the way texts are crafted.

Students will be expected to		
SCO 7.1 critically evaluate information presented in print and non-print texts <ul style="list-style-type: none"> <li>▪ assess relevance and reliability of available information to answer their questions</li> </ul>	SCO 7.2 demonstrate that print and non-print texts are constructed for particular purposes and particular audiences <ul style="list-style-type: none"> <li>▪ describe how specific texts and genre characteristics contribute to meaning and effect</li> <li>▪ demonstrate an understanding that information texts are constructed for particular purposes</li> </ul>	SCO 7.3 respond critically to texts of increasing complexity <ul style="list-style-type: none"> <li>▪ analyze and evaluate a text in terms of its form, structure, and content</li> <li>▪ recognize how their own ideas and perceptions are framed by what they read and view</li> <li>▪ demonstrate an awareness that personal values and points of view influence both the creation of texts and the reader's/viewer's interpretation and response</li> <li>▪ explore and reflect on culture and reality as portrayed in media texts</li> <li>▪ identify the values inherent in a text</li> </ul>

## Writing and Representing

**GCO 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning.**

This is about using writing and other representations to think, learn, problem-solve, and reflect.

Students will be expected to	
SCO 8.1 use a range of strategies in writing and other ways of representing to: <ul style="list-style-type: none"> <li>▪ extend ideas and experiences</li> <li>▪ explore and reflect on their feelings, values, and attitudes</li> <li>▪ consider others' perspectives</li> <li>▪ reflect on problems and responses to problems</li> <li>▪ describe and evaluate their learning processes and strategies</li> <li>▪ reflect on their growth as language learners</li> </ul>	SCO 8.2 use note-making to reconstruct knowledge and select effective strategies appropriate to the task

**GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.**

This is about creating a variety of texts to communicate for a variety of purposes.

Students will be expected to		
SCO 9.1 demonstrate facility in using a variety of forms of writing and representing to create texts for specific purposes and audiences, and represent their ideas in other forms (including visual arts, music, drama, multi-media, and electronic technologies) to achieve their purposes.	SCO 9.2 demonstrate an awareness of the effect of context on writing and other forms of representing: <ul style="list-style-type: none"> <li>▪ make appropriate choices of form, style, content and presentation for specific audiences and purposes</li> <li>▪ make informed choices of language to create a range of interesting effects in writing and other ways of representing</li> </ul>	SCO 9.3 integrate information from several sources to construct and communicate meaning

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**GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.**

This is about using a variety of strategies in the drafting process to craft writing and other representations.

Students will be expected to				
SCO 10.1 consistently use the conventions spelling in written final products	SCO 10.2 consistently use the conventions grammar and punctuation in written final products	SCO 10.3 demonstrate awareness of what prewriting, drafting, revising, editing, proofreading, and presentation strategies work for them with various forms of writing and other representations	SCO 10.4 analyze and assess responses to their writing and other representations	SCO 10.5 demonstrate a commitment to crafting pieces of writing and other representations

# Specific Curriculum Outcomes in Detail

## Speaking and Listening

GCO 1: Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

This is about using talk to think, learn, and reflect through discussion. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9*, page 6.

The following ICT grade 9 key-stage outcome also aligns with this English language arts GCO:

**Communication 9.1:** use language, in a range of aural, print, media, and electronic forms to explore and express their perceptions, feelings, ideas, and attitudes; refine their thinking; and interact, negotiate, and collaborate with others in order to build their understanding

Students will be expected to		
<b>SCO 1.1:</b> participate constructively in small group and whole-group discussions, using a range of strategies that contribute to effective talk  Instructional links to: Speaking and Listening SCO 3.1, 3.2, and 3.3  Information and Communication Technology Key-stage Outcomes: CT 9.1  See Appendix I for description of ICT Key-stage Outcomes.		
This is about ...	This means students need to ...	This means teachers need to ...
taking part in a variety of informal discussion situations while independently deploying a number of discussion strategies that best fit the situation.	<ul style="list-style-type: none"> <li>stay on task during group discussions</li> <li>contribute information and ideas when and as appropriate</li> <li>know and be able to use a variety of speaking and questioning strategies to maintain discussions in a variety of informal settings</li> </ul>	<ul style="list-style-type: none"> <li>provide opportunities for students to independently engage in purposeful dialogue together</li> <li>establish appropriate rules and guidelines to foster a safe, encouraging classroom environment that supports informal discussions</li> <li>provide explicit instruction on a variety of strategies for participating in and maintaining informal discussions</li> <li>provide opportunities for students to reflect on the effectiveness of their use of strategies for talk</li> </ul>

**SCO 1.2:** articulate, advocate, and support points of view, presenting view points in a convincing manner

Instructional links to: Speaking and Listening SCO 3.1, 3.2, and 3.3

Reading and Viewing SCO 6.1, 6.2, 7.1, 7.2, and 7.3

Writing and Representing SCO 8.1 and 9.3

This is about ...	This means students need to ...	This means teachers need to ...
speaking persuasively to present, support and defend a point of view on a topic or issue during a discussion.	<ul style="list-style-type: none"> <li>state a position clearly and convincingly</li> <li>know and use a range of strategies to defend a position and to counter alternative viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>explicitly teach how to construct and defend an argument, including use of declarative statements and supporting evidence</li> </ul>

**SCO 1.3:** examine others' ideas in discussion to extend their own understanding

Instructional links to: Speaking and Listening SCO 3.1

Reading and Viewing SCO 6.2

Writing and Representing SCO 8.1, and 10.4

This is about ...	This means students need to ...	This means teachers need to ...
listening to, reflecting upon, and learning from others during a discussion.	<ul style="list-style-type: none"> <li>summarize what others have said</li> <li>consider others' ideas in relation to their own</li> <li>describe how their understanding or point of view has changed after a discussion</li> </ul>	<ul style="list-style-type: none"> <li>explicitly teach paraphrasing and summarizing strategies</li> <li>explicitly teach the language cues that indicate a change of understanding or point of view:               <ul style="list-style-type: none"> <li>“Oh, now I see ...”</li> <li>“I agree ...”</li> <li>“I admit ...”</li> </ul> </li> <li>provide opportunities for students to re-state their positions and opinions after discussions that may reveal changes in students' thinking</li> </ul>

**SCO 1.4:** ask relevant questions calling for elaboration, clarification, or qualification and respond thoughtfully to such questions

Instructional links to: Speaking and Listening SCO 3.1

Reading and Viewing SCO 4.4

Writing and Representing SCO 8.1 and 10.4

This is about ...	This means students need to ...	This means teachers need to ...
<p>asking for further information from others to gain a deeper understanding from a discussion and</p> <p>providing additional information requested by others to deepen their understanding from a discussion.</p>	<ul style="list-style-type: none"> <li>▪ question and paraphrase a speaker to clear up confusion and deepen the discussion</li> <li>▪ ask questions that require the connecting of several pieces of information</li> <li>▪ ask questions that require more than a “yes” or “no” answer</li> <li>▪ provide additional information, analogies and metaphors when clarification is requested by others</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach ways to formulate questions that ask for elaboration and explanation:               <ul style="list-style-type: none"> <li>– “Could you tell me more...?”</li> <li>– “What did you mean by...?”</li> <li>– “So what you are saying is...”</li> <li>– “I hear you saying...Have I heard you correctly?”</li> </ul> </li> <li>▪ explicitly teach ways to summarize:               <ul style="list-style-type: none"> <li>– “So, we have covered the following points...”</li> </ul> </li> <li>▪ explicitly teach techniques for elaboration and explanation, such as analogies and metaphors</li> </ul>

## Assessment, Teaching, and Learning

There are many reading and writing assessment opportunities that involve students talking about their learning in a variety of informal whole class and small group settings. Such assessment situations provide teachers with the opportunity to cluster speaking and listening outcome assessment together with reading or writing outcomes. It is strongly suggested that teachers limit their tracking of outcomes from each strand to one or two for any one specific speaking and listening activity.

- Use observational checklists, anecdotal notes, or rubrics to record and track student contributions and engagement observed in whole class discussion settings, such as Socratic Circles, Book Talks, and Fishbowl, while they make reflections or responses to texts they have read or viewed.
  - Speaking and Listening: SCO 1.1, 1.2, 1.4, 3.1, 3.2, and 3.3
  - Reading and Viewing: SCO 4.1, 4.2, 4.4, 6.2, 7.2, and 7.3
- Use observational checklists, anecdotal notes, or rubrics to record and track student contributions and engagement observed in small group discussion settings, such as Literature Circles, Save the

Last Word, Think-Pair-Share, or Four Corners while they make reflections or responses to texts they have read or viewed.

- Speaking and Listening: SCO 1.1, 1.2, 3.1, 3.2, and 3.3
- Reading and Viewing: SCO 4.1, 4.2, 4.4, 6.1, 6.2, 7.2, and 7.3
- Use observational checklists, anecdotal notes, or rubrics to record and track student contributions and engagement observed in whole class discussion settings such as Author’s Chair, while they make reflections, responses, and provide feedback about students’ writing.
  - Speaking and Listening: SCO 1.1, 1.2, 1.4, 3.1, 3.2, and 3.3
  - Writing and Representing: SCO 9.1, 9.2, 9.3, 10.2, 10.3, 10.4, and 10.5
- Use observational checklists, anecdotal notes, or rubrics to record and track student contributions and engagement observed in small group discussion settings, such as Save the Last Word, or Peer Writers’ Conferences, while they make reflections, responses, and provide feedback about students’ writing.
  - Speaking and Listening: SCO 1.1, 1.2, 1.4, 3.1, 3.2, and 3.3
  - Writing and Representing: SCO 9.1, 9.2, 9.3, 10.4, and 10.5

## Resources/Notes

### Print

- Bennett, Barrie, and Carol Rolheiser. 2001. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto, ON: Bookation Inc.
- Copeland, Matt. 2005. *Socratic Circles*. Portland, ME: Stenhouse.
- Daniels, Harvey. 2002. *Literature Circles*. Portland, ME: Stenhouse.
- Donahue, Lisa. 2007. *Guided Listening*. Markham, ON: Pembroke.
- Routman, Regie. 2000. *Conversations: Strategies for Teaching, Learning and Evaluating*. Portsmouth, NH: Heinemann.
- Thornton, Jo, and Jessica Pegis. 2005. *Speaking with a Purpose*. Toronto, ON: Emond Montgomery Publications.

**GCO 2: Students will speak and listen to communicate information and ideas effectively and clearly, and to respond personally and critically.**

This is about effectively presenting ideas and information orally. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9*, page 6.

Students will be expected to		
<p><b>SCO 2.1:</b> participate effectively in formal speaking situations such as presentations, speeches, and debates, using a range of strategies that contribute to effective talk</p> <p>Instructional links to: Speaking and Listening SCO 3.1, 3.2, and 3.3</p> <p>Writing and Representing SCO 9.1, 9.2, and 9.3</p>		
This is about ...	This means students need to ...	This means teachers need to ...
using a range of active speaking and listening skills in a variety of formal speaking situations.	<ul style="list-style-type: none"> <li>▪ plan, prepare, and deliver presentations and speeches, and participate in debates</li> <li>▪ present information and ideas in an organized manner</li> <li>▪ use appropriate verbal and non-verbal cues during formal speaking situations</li> </ul>	<ul style="list-style-type: none"> <li>▪ provide opportunities for students to make presentations and perform for an audience</li> <li>▪ explicitly teach the purposes and organizational structures of a variety of formal speaking situations</li> <li>▪ explicitly teach verbal and non-verbal conventions that contribute to the effective oral presentation of ideas</li> </ul>

**SCO 2.2:** demonstrate an awareness that spoken language has different conventions in different situations and cultures by adapting vocabulary, sentence structure, and rate of speech appropriate to the speaking occasion

Instructional links to: Speaking and Listening SCO 1.1, 1.2, 2.1, and 2.3

Reading and Viewing SCO 7.2

Writing and Representing SCO 9.1 and 9.2

This is about ...	This means students need to ...	This means teachers need to ...
adapting the manner of speaking to suit the situation and audience.	<ul style="list-style-type: none"> <li>▪ independently use more formal rates of speech, word choice, tone and diction during presentations</li> <li>▪ independently use informal rates of speech, word choice, tone and diction during discussions</li> <li>▪ independently adjust voice, volume, rate, and diction to the audience and setting during performances</li> </ul>	<ul style="list-style-type: none"> <li>▪ provide opportunities for students to present and perform for an audience</li> <li>▪ provide opportunities for students to discuss in whole class and small peer groupings</li> <li>▪ explicitly teach conventions of formal and informal speaking, and for delivering performances, in a variety of settings for a variety of audiences</li> </ul>

**SCO 2.3:** demonstrate an awareness of the power of spoken language to influence and manipulate, and to reveal ideas, values, and attitudes

Instructional links to: Speaking and Listening SCO 3.2

Reading and Viewing SCO 7.1, 7.2, and 7.3

Writing and Representing SCO 9.1 and 9.2

This is about ...	This means students need to ...	This means teachers need to ...
<p>identifying attempts to persuade, manipulate opinion, and bias information in spoken text</p> <p>and</p> <p>using spoken language to persuade and sway opinion</p> <p>and</p> <p>identifying speakers' bias, values and attitudes revealed by their spoken texts.</p>	<ul style="list-style-type: none"> <li>▪ analyze spoken texts to find places where speakers are attempting to persuade or sway opinion</li> <li>▪ use a number of strategies for persuading and swaying opinion during formal speaking situations</li> <li>▪ analyze spoken texts to identify speakers' purpose, bias, and underlying values</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach a variety of strategies speakers may use to persuade and manipulate audience opinion</li> <li>▪ provide opportunities, either orally or in writing, that require students to identify speakers' point of view and use of persuasive speaking strategies in spoken texts, and to reflect upon their effectiveness</li> <li>▪ provide opportunities for students to use persuasive language strategies during formal speaking situations</li> <li>▪ provide examples, in either print or non-print form, of spoken texts which reveal influences of the speaker's background or context</li> <li>▪ provide opportunities, either orally or in writing, that require students to reflect on ways speakers' points of view and biases influenced the construction of spoken texts</li> </ul>

**SCO 2.4:** give and follow oral instructions or directions of increasing complexity

Instructional links to: Reading and Viewing SCO 4.3

Writing and Representing SCO 9.2

This is about ...	This means students need to ...	This means teachers need to ...
<p>giving oral instructions or directions comprising several steps to others for the completion of tasks</p> <p>and</p> <p>completing tasks comprising a series of steps as directed orally by others.</p>	<ul style="list-style-type: none"> <li>▪ organize and articulate a series of instructions in a logical order</li> <li>▪ check that the person(s) receiving directions understands them and clarifies as necessary</li> <li>▪ complete a task as directed orally</li> <li>▪ ask for clarification of directions as necessary</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach commonly used conventions for giving direction such as use of sign-post words</li> <li>▪ explicitly teach strategies for breaking down complex directions into manageable steps</li> <li>▪ provide opportunities for students to present and receive directions orally for the completion of tasks</li> </ul>

## Assessment, Teaching, and Learning

There are many reading and writing assessment opportunities that involve students orally presenting information and ideas in a variety of formal whole class and small group settings. Such assessment situations provide teachers with the opportunity to cluster speaking and listening outcome assessment together with reading or writing outcomes. It is strongly suggested that teachers limit their tracking of outcomes from each strand to one or two for any one specific speaking and listening activity.

- Use observational checklists, anecdotal notes, or rubrics to record and track student use of oral language observed during formal speaking situations such as speeches or oral presentations about researched topics.
  - Speaking and Listening: SCO 2.1, 3.3
  - Reading and Viewing: 5.1, 6.2, 7.1, 7.3, 8.2, and 9.3
- Use observational checklists, anecdotal notes, or rubrics to record and track student use of listening skills in an audience observed during a variety of formal speaking situations and performances.
  - Speaking and Listening: SCO 2.1 and 3.1
- Provide opportunities for students to identify, with support from appropriate graphic organizers, a speaker's main ideas and supporting details during a speech, presentation, or debate.
  - Speaking and Listening: SCO 1.4 and 3.3
  - Writing and Representing: SCO 8.2
- Provide opportunities for students to identify, with support from appropriate graphic organizers, a speaker's attempts to persuade or manipulate the listeners' beliefs about a product during a radio or television advertisement.
  - Speaking and Listening: SCO 2.3 and 3.3

- Writing and Representing: SCO 8.2 and 9.3
- Provide opportunities for students to identify, with support from appropriate graphic organizers, a speaker’s biases or beliefs during a speech, presentation, or debate.
  - Speaking and Listening: SCO 2.3
  - Writing and Representing: SCO 8.2
- Observe students’ ability to complete a straightforward task, such as completing a puzzle or building a simple structure, by following a step-by-step set of directions given orally.
  - Speaking and Listening: SCO 1.4, 2.4
  - Writing and Representing: SCO 8.2

## Resources/Notes

### Print

- Bennett, Barrie, and Carol Rolheiser. 2001. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto, ON: Bookation Inc. (ISBN 0-9695388-3-9)
- Dixon, Neil, Anne Davies, and Colleen Politano. 1996. *Learning with Readers Theatre*. Winnipeg, MB: Peguis Publishers. (ISBN 1-895411-80-7)
- Donahue, Lisa. 2007. *Guided Listening*. Markham, ON: Pembroke. (ISBN 9781551382197)
- Holbrook, Sara, and Michael Salinger. 2006. *Outspoken!—How to Improve Writing and Speaking Skills through Poetry Performance*. Portsmouth, NH: Heinemann. (ISBN 9780325009650)
- Routman, Regie. 2000. *Conversations: Strategies for Teaching, Learning and Evaluating*. Portsmouth, NH: Heinemann. (ISBN 0-325-00109-X)
- Thornton, Jo, and Jessica Pegis. 2005. *Speaking with a Purpose*. Toronto, ON: Emond Montgomery Publications. (ISBN 1-55239-165-5)

**GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.**

This is about being a respectful participant of group interactions, and listening courteously and critically to oral communication. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9*, page 7.

The following ICT grade 9 key-stage outcome also aligns with this English language arts GCO:

**Social, Ethical, and Human Issues 9.2:** identify and demonstrate the values and techniques of mass media, popular culture, and electronic information environments, and evaluate the effects of these techniques

Students will be expected to		
<b>SCO 3.1:</b> demonstrate active listening (such as by making eye contact, rephrasing when appropriate, clarifying comments extending, refining, and/or summarizing points already made) and respect for the needs, rights, cultural differences, and feelings of others Instructional links to: Speaking and Listening SCO 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, and 2.4		
This is about ...	This means students need to ...	This means teachers need to ...
knowing and using a range of active listening strategies and being a respectful group or audience participant.	<ul style="list-style-type: none"> <li>▪ use appropriate verbal and non-verbal responses during discussions</li> <li>▪ adjust verbal and non-verbal responses to other speakers as a result of others' reactions</li> <li>▪ consider how their contributions are received by others and adjust their talk accordingly</li> <li>▪ take turns during discussions</li> <li>▪ know and use inclusive language during presentations and discussions</li> <li>▪ listen attentively and respectfully, and respond appropriately during presentations and performances</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach verbal and non-verbal conventions for listening during discussions</li> <li>▪ explicitly teach appropriate means of listening and responding to presentations and performances</li> <li>▪ establish appropriate rules and guidelines for fostering a safe, encouraging classroom environment that supports student discussion, presentation, and performance</li> </ul>

**SCO 3.2:** evaluate their own and others' use of spoken language in a range of contexts, recognizing the effects of significant verbal and non-verbal language features

Instructional links to: Speaking and Listening SCO 1.1, 1.2, 2.1, and 2.3

Information and Communication Technology Key-stage Outcomes: SEHI 9.2

This is about ...	This means students need to ...	This means teachers need to ...
analyzing and reflecting upon their own and others' ability to speak in a variety of situations.	<ul style="list-style-type: none"> <li>▪ know and be able to identify a range of effective verbal and non-verbal strategies for a variety of informal, formal, and performance speaking situations</li> <li>▪ make judgments about their own and others' speaking and listening skills in informal, formal, and performance situations</li> </ul>	<ul style="list-style-type: none"> <li>▪ co-create with students criteria for the successful demonstration of a range of speaking and listening skills for a variety of purposes and settings</li> <li>▪ explicitly teach the elements of effective talk, including verbal and non-verbal cues</li> <li>▪ explicitly teach appropriate ways of providing feedback on other students' use of speaking and listening skills</li> <li>▪ provide opportunities for students to hear spoken messages created for a range of informal, formal, and performance speaking situations</li> <li>▪ provide opportunities, either orally or in writing, for students to reflect upon and self-assess their performance in a variety of speaking and listening situations</li> <li>▪ provide opportunities, either orally or in writing, for students to give descriptive feedback on the performance of other students</li> </ul>

**SCO 3.3:** listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented

Instructional links to: Speaking and Listening SCO 3.1

Reading and Viewing SCO 7.1

Writing and Representing SCO 9.3

Information and Communication Technology Key-stage Outcomes: SEHI 9.2

This is about ...	This means students need to ...	This means teachers need to ...
deciding whether a speaker's argument is well supported with suitable and valid evidence and reasoning.	<ul style="list-style-type: none"> <li>▪ be able to independently articulate the assertion or point of view of a spoken message, and identify important supporting details</li> <li>▪ know a range of strategies for orally supporting an assertion or a point of view</li> <li>▪ decide whether to accept, reject, or accept with conditions what others have said</li> <li>▪ be able to explain or defend the decision to accept, reject, or accept with conditions another's argument</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach how to support propositions or points of view with information and reasoning</li> <li>▪ explicitly teach how to evaluate the validity of evidence provided as support for an argument</li> <li>▪ provide opportunities for students to hear and view a variety of spoken texts such as speeches, lectures, presentations, and debates</li> <li>▪ provide opportunities that require students to reflect, either orally or in writing, upon the strength of others' arguments</li> </ul>

## Assessment, Teaching, and Learning

There are many reading and writing assessment opportunities that involve students listening to each other in whole class and small group settings during a variety of informal, formal, and performance situations. Such assessment situations provide teachers with the opportunity to cluster speaking and listening outcome assessment together with reading or writing outcomes. It is strongly suggested that teachers limit their tracking of outcomes from each strand to one or two for any one specific speaking and listening activity.

- Use observational checklists, anecdotal notes, or rubrics to record and track student use of active listening strategies observed during a variety of whole class or small group informal speaking and listening situations such as Author's Chair, Literature Circles, or Peer Writers' Conferences.
  - Speaking and Listening: SCO 3.1
- Use observational checklists, anecdotal notes, or rubrics to record and track student use of appropriate audience behaviours observed during a variety of formal speaking situations or performances, such as speeches, debates, readers' theatre and drama presentations.
  - Speaking and Listening: SCO 3.1

- Provide opportunities, such as in Learning Logs, Quickwrites, and Exit Slips, for students to respond and reflect in writing upon a speakers' use of verbal and non-verbal cues, tone, rate of speech, and diction during formal speaking or performance situations.
  - Speaking and Listening: SCO 2.2, 2.3, 3.2, and 3.3
  - Writing and Representing: SCO 8.1
  - Information and Communication Technology Key-stage Outcomes: SEHI 9.2, CT 9.1

## Resources/Notes

### Print

- Bennett, Barrie, and Carol Rolheiser. 2001. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto, ON: Bookation Inc. (ISBN 0-9695388-3-9)
- Dixon, Neil, Anne Davies, and Colleen Politano. 1996. *Learning with Readers Theatre*. Winnipeg, MB: Peguis Publishers. (ISBN 1-895411-80-7)
- Donahue, Lisa. 2007. *Guided Listening*. Markham, ON: Pembroke. (ISBN 9781551382197)
- Holbrook, Sara, and Michael Salinger. 2006. *Outspoken!—How to Improve Writing and Speaking Skills through Poetry Performance*. Portsmouth, NH: Heinemann. (ISBN 9780325009650)
- Routman, Regie. 2000. *Conversations: Strategies for Teaching, Learning and Evaluating*. Portsmouth, NH: Heinemann. (ISBN 0-325-00109-X)
- Thornton, Jo, and Jessica Pegis. 2005. *Speaking with a Purpose*. Toronto, ON: Emond Montgomery Publications. (ISBN 1-55239-165-5)

### Notes

## Suggestions for Differentiated Instruction of Speaking and Listening Outcomes

[Teachers may add their own notes here/]

## Reading and Viewing

**GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media and visual texts.**

This is about making appropriate choices of texts, and reading or viewing them with understanding. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9* (Nova Scotia Department of Education 2007), page 7.

The following ICT grade 9 key-stage outcomes align with this English language arts GCO:

**Basic Operations and Concepts 9.1:** operate a wide variety of school media, computer, and other educationally appropriate equipment for learning, communication, and the representation of their learning, independently and safely with teacher supervision

**Basic Operations and Concepts 9.5:** from a range of resource options, knowledgeably select, manage, and use technological resources to solve curriculum problems and enhance their learning, with teacher guidance

**Productivity 9.3:** explore the curriculum through a wide range of print and electronic forms; accessing and processing information by means of the specialized techniques associated with the technology they select

Students will be expected to		
<p><b>SCO 4.1:</b> select texts that address their learning needs and range of special interests</p> <p>Instructional links to: Reading and Viewing SCO 5.1</p> <p>Writing and Representing SCO 9.5</p> <p>Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.5, and PTS 9.3</p> <p>See Appendix I for description of ICT Key-stage Outcomes.</p>		
This is about ...	This means students need to ...	This means teachers need to ...
<p>self-selecting texts for reading and viewing that match the students' levels of reading development</p> <p>and</p> <p>self-selecting texts for reading and viewing that are of interest or are useful to their learning.</p>	<ul style="list-style-type: none"> <li>▪ know how to identify texts that present a minimal challenge for them</li> <li>▪ know how to find and access a variety of print and non-print texts</li> <li>▪ know how to skim and scan, using titles, pictures, captions, and other text features, to identify texts that may be of interest or useful to their learning</li> <li>▪ be aware of topics and genre that are of interest to them</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach and model strategies such as the “Five-finger rule” for identifying texts that match their level of reading development</li> <li>▪ explicitly teach ways to find and access a variety of texts</li> <li>▪ establish a classroom library containing a wide range of genres and texts appropriate for a broad range of reading abilities</li> <li>▪ explicitly teach a variety of previewing strategies that involve use of text features and text structures</li> <li>▪ track and assess the reading and viewing habits of students as well as students' justifications for their text choices</li> <li>▪ provide opportunities for students to choose from a variety of print and non-print texts while exploring their learning needs and interests</li> </ul>

**SCO 4.2:** read widely and experience a variety of young adult fiction and literature from different provinces and countries

Instructional links to: Writing and Representing SCO 9.1 and 9.3

This is about ...	This means students need to ...	This means teachers need to ...
sampling a variety of print and non-print texts, including both fiction and non-fiction, from different parts of Canada and the world.	<ul style="list-style-type: none"> <li>▪ read a range of novels, short stories, poems, plays, and various non-fiction and information texts</li> <li>▪ view a range of both fiction and non-fiction non-print texts, such as video dramas, documentaries, and other information texts</li> <li>▪ sample a variety of genre</li> </ul>	<ul style="list-style-type: none"> <li>▪ require that students explore a wide variety of texts and genre</li> <li>▪ provide class time dedicated to independent reading and viewing</li> <li>▪ track the reading and viewing choices students make</li> <li>▪ provide access to a wide variety of texts and genre where possible</li> </ul>

**SCO 4.3:** use cueing systems and a variety of strategies to read and view increasingly complex print and non-print texts with fluency, confidence, and comprehension

Instructional links to: Speaking and Listening SCO 1.4, 2.4, and 3.3

Writing and Representing SCO 8.1

This is about ...	This means students need to ...	This means teachers need to ...
applying a range of strategies to comprehend a variety of print and non-print texts.	<ul style="list-style-type: none"> <li>▪ read age-appropriate print texts with accuracy and fluency</li> <li>▪ know the range of strategies good readers use to make sense of texts</li> <li>▪ independently apply the cueing systems, reading comprehension strategies, and knowledge of print and non-print text features to make meaning with age-appropriate texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ assess student needs and use individual student information to guide instruction</li> <li>▪ activate student schema</li> <li>▪ review and continue to explicitly teach and model the use of the cueing systems, comprehension strategies, text features, and structures required to read and view age-appropriate print and non-print texts with comprehension</li> <li>▪ provide opportunities for students to demonstrate understanding in whole class, small group or individual settings</li> </ul>

**SCO 4.4:** articulate their own processes and strategies for reading and viewing texts of increasing complexity

Instructional links to: Speaking and Listening SCO 1.1 and 1.4

Writing and Representing SCO 8.1

This is about ...	This means students need to ...	This means teachers need to ...
recognizing, explaining, and self-assessing how students makes sense of a variety of texts.	<ul style="list-style-type: none"> <li>▪ know which reading strategies work best for them while reading a variety of texts</li> <li>▪ describe and explain how they independently apply a variety of strategies to make sense of a variety of texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach and model for students how to talk about their own reading</li> <li>▪ provide opportunities, either orally or in writing, for students to reflect upon and self-assess the effectiveness of their use of reading and viewing comprehension strategies and processes</li> </ul>

## Assessment, Teaching, and Learning

- Teacher observations and conversations during independent reading time in the classroom, library or computer lab to check if students know and use the Five-finger rule to choose appropriate texts.
  - Reading and Viewing: SCO 4.1 and 4.4
  - Speaking and Listening: SCO 1.1
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.5
- Informal reading conferences during independent reading time in the classroom, library or computer lab.
  - Reading and Viewing: SCO 4.1, 4.2, 4.3, and 4.4
  - Speaking and Listening: SCO 1.1
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.5
- Reading logs or tracking charts to track the amount, genre, and range of text students read and view, as well as indicate student interest.
  - Reading and Viewing: SCO 4.1 and 4.2
  - Writing and Representing: SCO 8.2
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.5 and PTS 9.3
- Oral Reading Records taken during independent reading time in the classroom, library or computer lab to assess students' accuracy, fluency, comprehension, problem-solving and strategy use while reading and viewing.
  - Reading and Viewing: SCO 4.3 and 4.4
  - Speaking and Listening: SCO 1.1

- Book talks where students informally talk to the class about a current text they are reading or viewing.
  - Reading and Viewing: SCO 4.1 and 4.2
  - Speaking and Listening: SCO 2.1, or 1.1 and 1.2
- Scavenger hunt where students skim texts to locate and identify text features and record them on a graphic organizer or note template.
  - Reading and Viewing: SCO 4.3
  - Writing and Representing: SCO 8.2
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.5
- Reading response journals where students are asked to reflect upon the reading strategies they know, apply, and find most useful when reading and viewing.
  - Reading and Viewing: SCO 4.3, 4.4, 6.1, 6.2, 7.1, 7.2, and 7.3
  - Writing and Representing: SCO 8.1

## Resources/Notes

### Print

- Beers, Kylene. 2003. *When Kids Can't Read*. Portsmouth, NH: Heinemann.
- Lesesne, Teri. 2003. *Making the Match*. Portland, ME: Stenhouse.
- Robb, Laura. 2000. *Teaching Reading in Middle School*. Toronto, ON: Scholastic.
- Serafini, Frank. 2004. *Lessons in Comprehension*. Portsmouth, NH: Heinemann.
- Tovani, Cris. 2000. *I Read It, But I Don't Get It*. Portland, ME: Stenhouse.
- Wilhelm, Jeffrey. 2000. *Improving Comprehension with Think-Aloud Strategies*. New York, NY: Scholastic.

**GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.**

This is about reading and viewing to gathering information from a variety of sources. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7-9*, page 8.

The following ICT grade 9 key-stage outcomes also align with this English language arts GCO:

**Basic Operations and Concepts 9.1:** operate a wide variety of school media, computer, and other educationally appropriate equipment for learning, communication, and the representation of their learning, independently and safely with teacher supervision

**Basic Operations and Concepts 9.5:** from a range of resource options, knowledgeably select, manage, and use technological resources to solve curriculum problems and enhance their learning, with teacher guidance

**Social, Ethical, and Human Issues 9.3:** understand, model, and assume personal responsibility for the acceptable use of copyrighted and other information resources

**Productivity 9.3:** explore the curriculum through a wide range of print and electronic forms; accessing and processing information by means of the specialized techniques associated with the technology they select

**Research, Problem Solving, and Decision Making 9.6:** select and refine a research topic, according to teacher-provided criteria, to fulfill a curriculum requirement, with teacher assistance

**Research, Problem Solving, and Decision Making 9.7:** assess the strengths and limitations of different approaches to research, then select those approaches that more efficiently meet their learning needs, with teacher assistance

**Research, Problem Solving, and Decision Making 9.8:** experience comfort, security and clarity that well-researched solutions and conclusions are valid and reliable, though uncommon or unexpected

Students will be expected to

**SCO 5.1:** independently access and select specific information to meet personal and learning needs

- select, from a wide range, sources appropriate to their purposes
- use the internet
- develop approaches and strategies to conduct their research

Instructional links to: Speaking and Listening SCO 1.4 and 2.2

Reading and Viewing SCO 4.1, 7.1, and 7.2

Writing and Representing SCO 8.1, 8.2, 9.1, 9.3, and 10.3

Information and Communication Technology Key-stage Outcomes: BOC 9.1, 9.5; SEHI 9.3; PTS 9.3; RPSD 9.6, 9.7, and 9.8

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
independently planning and conducting research to answer inquiry topics assigned and/or of personal interest to the student.	<ul style="list-style-type: none"> <li>▪ independently apply a range of reading strategies such as               <ul style="list-style-type: none"> <li>– skim and scan</li> <li>– determining importance</li> <li>– summarizing</li> <li>– paraphrasing</li> </ul> </li> <li>▪ determine whether a particular information source provides information relevant to their research</li> <li>▪ use library filing systems to locate information sources</li> <li>▪ use web-based search engines to locate information sources</li> <li>▪ develop inquiry questions, narrow topic searches, and cross-reference topic searches</li> <li>▪ recognize the need for additional information to answer their research questions</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach skimming and scanning strategies, and how to use text features such as indexes, table of contents and bibliographies to locate information</li> <li>▪ explicitly teach how to use library file systems and web-based search engines to search for information</li> <li>▪ explicitly teach strategies for place holding information details and main ideas while reading or viewing</li> <li>▪ explicitly teach strategies for determining importance in non-fiction texts</li> <li>▪ explicitly teach how to create focused research questions</li> <li>▪ provide purposeful opportunities for students to develop their own research questions and conduct research</li> </ul>

Students may be involved in conducting research for a variety of purposes such as preparing for speeches and debates, or in preparation for writing an essay or creating a video documentary. Such situations involving research provide teachers with the opportunity to cluster reading and viewing outcomes assessment together with speaking or writing outcomes. These situations also provide opportunities to connect English language arts with other content area subjects such as social studies, science, and personal development and health.

When assessing GCO 5, it is strongly suggested that teachers focus on the process of conducting research and the students' ability to understand information—questions generated and the information discovered—rather than the product of notes or charts. This GCO is about how well students use reading and viewing to conduct research. Other assessment criteria, such as how well research notes are organized or matters of correctness are assessed under GCOs 8 and 10.

## Assessment, Teaching, and Learning

- Use anecdotal records, rubrics, or checklists during informal reading conferences with students as they research and present information for essays, speeches, multimedia presentations, or documentaries in the classroom, library, or computer lab.
  - Reading and Viewing: SCO 5.1, 4.4, and 7.2

- Speaking and Listening: SCO 1.1 and 1.4
- Assess students’ graphic organizers and notes made by students as they conducted research to verify research techniques and the quality of information found.
  - Reading and Viewing: SCO 5.1
  - Writing and Representing: SCO 8.2 and 9.3
- Use anecdotal notes, checklists or rubrics during observations of students as they research information for essays, speeches, multimedia presentations, or documentaries in the classroom, library, or computer lab.
  - Reading and Viewing: SCO 5.1
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1, 9.5; SEHI 9.3; PTS 9.3; RPSD 9.6, 9.7, and 9.8
- Assess sources listed in students’ research notes or bibliographies to determine the range of sources accessed by students.
  - Reading and Viewing: SCO 5.1 and 4.1
  - Writing and Representing: SCO 8.2 and 9.5
  - Information and Communication Technology Key-stage Outcomes: BOC 9.5; RPSD 9.6, 9.7, and 9.8
- Assess completed students’ study guides, graphic organizers, or research charts for thoroughness in addressing their research focus.
  - Reading and Viewing: SCO 5.1
  - Writing and Representing: SCO 8.2 and 9.5
  - Information and Communication Technology Key-stage Outcomes: BOC 9.5; RPSD 9.6, 9.7, and 9.8

## Resources/Notes

### Print

- Allen, Janet. 2004. *Tools for Teaching Content Literacy*. Portland, ME: Stenhouse.
- Allen, Janet. 2008. *More Tools for Teaching Content Literacy*. Portland, ME: Stenhouse.
- Daniels, Harvey, and Steve Zemelman. 2004. *Subjects Matter*. Portsmouth, NH: Heinemann.
- Daniels, Harvey, and Stephanie Harvey. 2010. *Comprehension and Collaboration: Inquiry Circles in Action*. Portsmouth, NH: Heinemann.
- The Council of Atlantic Ministers of Education. CAMET. 2006. *Cross-Curricular Reading Tools*. Halifax, NS.
- Wilhelm, Jeffrey. 2007. *Engaging Readers and Writers with Inquiry*. New York, NY: Scholastic.

**GCO 6: Students will be expected to respond personally to a range of texts.**

This is about holding personal opinions and having reactions to texts. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9*, page 8.

Students will be expected to

**SCO 6.1:** respond to some of the materials they read or view by questioning, connecting, evaluating, and extending

- move beyond initial understanding to more thoughtful interpretation

Instructional links to: Speaking and Listening SCO 1.1, 1.2, and 3.1

Reading and Viewing SCO 4.3 and 7.1

Writing and Representing SCO 8.1, 9.3, and 10.4

This is about ...	This means students need to ...	This means teachers need to ...
reacting and connecting to texts in a deeper, personal way, extending beyond a surface understanding.	<ul style="list-style-type: none"> <li>▪ independently make connections, ask questions about authors' intent, and make value judgments about texts</li> <li>▪ make connections to other texts and broader issues</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach and model the kinds of language used to express personal opinions and reactions to texts</li> <li>▪ provide a classroom environment that allows for alternative interpretations of texts</li> <li>▪ provide opportunities for students to express their views about texts with their peers</li> </ul>

**SCO 6.2:** express and support points of view about texts and about issues, themes, and situations within texts, citing appropriate evidence

Instructional links to: Speaking and Listening SCO 1.1, 1.2, and 2.3

Reading and Viewing SCO 7.2 and 7.3

Writing and Representing SCO 8.1 and 9.3

This is about ...	This means students need to ...	This means teachers need to ...
stating opinions and backing them up by giving evidence from both print and non-print texts and explaining their reasoning.	<ul style="list-style-type: none"> <li>▪ identify main ideas, issues and themes in texts</li> <li>▪ identify details and information in texts that support these big ideas in texts</li> <li>▪ express personal opinions about big ideas, themes and issues found in texts</li> <li>▪ express what they like and dislike about texts</li> <li>▪ support these personal opinions, using evidence drawn for texts, and explain their reasoning</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach and model how to identify main ideas, issues and themes in texts</li> <li>▪ explicitly teach and model how to draw on evidence and examples within texts to support a point of view</li> <li>▪ provide opportunities for students to express personal opinions, and share them with their peers</li> <li>▪ provide a classroom environment that provides opportunities for students to act upon their personal opinions by exercising some choice of texts for reading/viewing</li> <li>▪ provide opportunities for students to abandon unfinished texts</li> </ul>

## Assessment, Teaching, and Learning

- Provide students with opportunities to perform monologues or dialogues as a character from a text and respond to these performances.
  - Reading and Viewing: SCO 6.1 and 6.2
  - Speaking and Listening: SCO 2.1
  - Writing and Representing: SCO 9.1 and 9.3
- Use graphic organizers such as double entry diaries to assess and support students' personal reflections and reactions to a text.
  - Reading and Viewing: SCO 6.1, 6.2, and 4.3
  - Writing and Representing: SCO 8.1, 8.2

- Assess students' growing ability to make personal responses over time through the use of such tools as: reading response journals, Socratic Circles, or Radio Show. (Wilhelm, 2002)
  - Reading and Viewing: SCO 6.1, 6.2, 4.1, 4.2, and 4.3
  - Speaking and Listening: SCO 1.1, 1.4
  - Writing and Representing: SCO 8.1
- Provide students with opportunities to extend and express their responses to texts by representing their ideas in a multimedia presentation, combining visuals, text, and music.
  - Reading and Viewing: SCO 6.1, 6.2, 7.1, 7.2, and 7.3
  - Speaking and Listening: SCO 2.1
  - Writing and Representing: SCO 9.1, 9.2, 9.3, 10.1, and 10.2
- Provide students with opportunities to extend and express their responses to texts by debating or defending their ideas during a panel discussion or book club, and tracking their ability to support their point of view with a rubric.
  - Reading and Viewing: SCO 6.1, 6.2, and 7.3
  - Speaking and Listening: SCO 1.1 and 1.4
- Provide students with opportunities to write a prologue, epilogue or alternative ending to a narrative text.
  - Reading and Viewing: SCO 6.1, 6.2, 7.2, and 7.3
  - Writing and Representing: SCO 9.1, 9.2, 10.1, and 10.2

## Resources/Notes

### Print

- Beers, Kylene. 2003. *When Kids Can't Read*. Portsmouth, NH: Heinemann.
- Burke, Jim. 2003 *The English Teacher's Companion*. Portsmouth, NH: Heinemann.
- Gallagher, Kelly. 2004. *Deeper Reading*. Portland, ME: Stenhouse.
- Tovani, Cris. 2000. *I Read It, But I Don't Get It*. Portland, ME: Stenhouse.
- Wilhelm, Jeffrey. 2002. *Action Strategies for Deepening Comprehension*. New York, NY: Scholastic.

**GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.**

This is about recognizing, evaluating, and appreciating the way texts are crafted. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grade 7-9* (Nova Scotia Department of Education 2007), page 9.

The following ICT grade 9 key-stage outcomes align with this English language arts GCO:

**Social, Ethical, and Human Issues 9.2:** identify and demonstrate the values and techniques of mass media, popular culture, and electronic information environments, and evaluate the effects of these techniques

**Communication 9.3:** critically evaluate how style, form, source, and medium influence the accessibility, validity and meaning of information with independence

**Research, Problem Solving, and Decision Making 9.4:** assess the quality, comprehensiveness, biases, and perspectives of print, media and electronic resources for use in their curricular studies, with teacher guidance

**Research, Problem Solving, and Decision Making 9.5:** critically evaluate how style, form, source, and medium influence the accessibility, validity, and meaning of information independently

Students will be expected to		
<p><b>SCO 7.1:</b> critically evaluate information presented in print and non-print texts</p> <ul style="list-style-type: none"> <li>▪ assess relevance and reliability of available information to answer their questions</li> </ul> <p>Instructional links to: Reading and Viewing SCO 5.1 Speaking and Listening SCO 2.2 and 2.3 Writing and Representing SCO 9.2 Information and Communication Technology Key-stage Outcomes: SEHI 9.2, CT 9.3, RPSD 9.4 and 9.5 See Appendix I for description of ICT Key-stage Outcomes.</p>		
This is about ...	This means students need to ...	This means teachers need to ...
<p>understanding that print and non-print texts are biased in some way and</p> <p>being able to assess sources of information for validity and relevance.</p>	<ul style="list-style-type: none"> <li>▪ understand and identify where presentation and organization of text or images intentionally affected the message of a text</li> <li>▪ identify a writer's point of view or intent in a text as indicated by word choice, positioning of information in a text, omission, or emphasis of some information over other</li> <li>▪ understand the relative credibility of a variety of sources</li> </ul>	<ul style="list-style-type: none"> <li>▪ review the idea of bias and the idea that most texts display it</li> <li>▪ explicitly teach a variety of techniques for biasing texts</li> <li>▪ teach students how to weigh the validity of sources of information</li> <li>▪ provide examples of texts which adopt two different perspectives on an event or issue</li> <li>▪ teach students how to cross-check sources to verify information</li> <li>▪ provide examples of texts which contain conflicting information on an event or issue</li> </ul>

**SCO 7.2:** demonstrate that print and non-print texts are constructed for particular purposes and particular audiences

- describe how specific texts and genre characteristics contribute to meaning and effect
- demonstrate an understanding that information texts are constructed for particular purposes

Instructional links to: Speaking and Listening SCO 2.2 and 2.3

Reading and Viewing SCO 5.1

Writing and Representing SCO 9.2

Information and Communication Technology Key-stage Outcomes: SEHI 9.2, CT 9.3, RPSD 9.4 and 9.5

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
knowing that the purpose and intended audience shape the structure of the text.	<ul style="list-style-type: none"> <li>▪ identify ways that word choice, sentence structure, topic choice, and content reflect the knowledge and background of an intended audience</li> <li>▪ identify ways that various text features and structures are used in information texts</li> <li>▪ identify the intended audience and purpose of a text</li> </ul>	<ul style="list-style-type: none"> <li>▪ provide models of different genre and forms treating the same content topic or issue</li> <li>▪ provide models of texts treating the same content topic or issue for different audiences</li> <li>▪ explicitly teach a range of text features and organizational text structures commonly used in information texts</li> <li>▪ provide opportunities for students to explore a variety of information text forms written for a variety of purposes</li> </ul>

**SCO 7.3:** respond critically to texts of increasing complexity

- analyze and evaluate a text in terms of its form, structure, and content
- recognize how their own ideas and perceptions are framed by what they read and view
- demonstrate an awareness that personal values and points of view influence both the creation of texts and the reader's/viewer's interpretation and response
- explore and reflect on culture and reality as portrayed in media texts
- identify the values inherent in a text

Instructional links to: Speaking and Listening SCO 2.2 and 2.3

Reading and Viewing SCO 4.3, 5.1, and 6.2

Writing and Representing SCO 9.1 and 9.2

Information and Communication Technology Key-stage Outcomes: SEHI 9.2, CT 9.3, RPSD 9.4 and 9.5

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
<p>independently responding critically to a variety of texts in a variety of ways by adopting an analytical perspective</p> <p>and</p> <p>evaluating the effectiveness of a text's construction.</p>	<ul style="list-style-type: none"> <li>▪ know and identify elements of a range of print and non-print fiction texts</li> <li>▪ know and identify elements of a variety of print and non-print information texts</li> <li>▪ make connections to other texts, personal points of view and beliefs</li> <li>▪ make inferences, question authors' intent, summarize authors' opinions and beliefs, both stated and implied by texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach the elements of a variety of print and non-print fiction texts</li> <li>▪ explicitly teach the elements of a variety of print and non-print information texts</li> <li>▪ provide opportunities for students to explore a variety of fiction and information texts</li> <li>▪ provide opportunities for students to sample a number of examples of a single writer's work</li> <li>▪ provide background information on some writers and explore how events and beliefs influence a writer's work</li> </ul>

## Assessment, Teaching, and Learning

- Use study guides to assess and support students' ability to identify examples of cultural bias and point of view in current popular mass media, such as a blockbuster movie or popular music.
  - Reading and Viewing: SCO 7.1 and 7.3
  - Writing and Representing: 8.1 and 8.2

- Information and Communication Technology Key-stage Outcomes: SEHI 9.2, CT 9.3
- Assess students' growing ability to make critical responses over time through the use of such tools as: reading response journals, Socratic Circles, or Radio Show. (Wilhelm, 2002)
  - Reading and Viewing: SCO 7.1, 7.2, 7.3, 4.1, 4.2, 4.3, and 6.2
  - Speaking and Listening: SCO 1.1 and 1.4
  - Writing and Representing: SCO 8.1
- Use checklists, anecdotal records or rubrics to record and track student critical analysis of a text observed during debates or panel discussions.
  - Reading and Viewing: SCO 7.1, 7.2, and 7.3
  - Speaking and Listening: SCO 2.1, 2.3, 3.1, and 3.3
- Use a rubric to assess students' written identification and analysis of a current multimedia ad campaign.
  - Reading and Viewing: SCO 7.1, 7.2, 7.3, 6.1, and 6.2
  - Writing and Representing: SCO 9.1, 9.2, 9.3, 10.1, and 10.2
  - Information and Communication Technology Key-stage Outcomes: SEHI 9.2, CT 9.3
- Provide students with opportunities to identify and discuss examples of biased reporting in news media coverage, advertising, or video clips of historical speeches.
  - Reading and Viewing: SCO 7.1 and 7.3
  - Speaking and Listening: SCO 1.1, 2.2, 2.3, and 3.2
  - Information and Communication Technology Key-stage Outcomes: SEHI 9.2, CT 9.3, RPSD 9.4 and 9.5
- Use checklists, anecdotal records or rubrics during observations of, and conversations with students as they discuss their critical analysis and judgments about texts during small group discussions and Literature Circles.
  - Reading and Viewing: SCO 7.2 and 7.3
  - Speaking and Listening: SCO 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, and 3.2
  - Information and Communication Technology Key-stage Outcomes: SEHI 9.2, CT 9.3

## Resources/Notes

### Print

- Allen, Janet. 2004. *Tools for Teaching Content Literacy*. Portland, ME: Stenhouse.
- Allen, Janet. 2008. *More Tools for Teaching Content Literacy*. Portland, ME: Stenhouse.
- Beers, Kylene. 2003. *When Kids Can't Read*. Portsmouth, NH: Heinemann.
- Burke, Jim. 2003 *The English Teacher's Companion*. Portsmouth, NH: Heinemann.
- Copeland, Matt. 2005. *Socratic Circles*. Portland, ME: Stenhouse.

- Daniels, Harvey. 2002. *Literature Circles*. Portland, ME: Stenhouse.
- Daniels, Harvey, and Stephanie Harvey. 2010. *Comprehension and Collaboration: Inquiry Circles in Action*. Portsmouth, NH: Heinemann.
- Gallagher, Kelly. 2004. *Deeper Reading*. Portland, ME: Stenhouse.
- Sejnost, Roberta, and Sharon Thiese. 2001. *Reading and Writing across Content Areas*. Glenview IL: Skylight Training and Publishing.
- Wilhelm, Jeffrey. 2002. *Action Strategies for Deepening Comprehension*. New York, NY: Scholastic.

## Suggestions for Differentiated Instruction of Reading and Viewing Outcomes

### **GCO 4: Teach students how to use text features to navigate and comprehend information text.**

- Group students according to similar “just right” reading levels. Provide each group with sample texts that are at an independent reading level for the group of student for practice using text features for navigation and comprehension.
- After explicit instruction, use an exit slip to assess students’ understandings of text features which sorts students into three groups according to their understanding of text features: understands text features, beginning to understand text features, having difficulty understanding text features. Then provide additional support, in small groups, to the students needing further explicit instruction, while the rest of the class begins to complete an assigned task on text features.
- Vary the level of support by giving a visual representation, which includes definitions of the text features or examples for each text feature, to students who require this scaffolding.
- Vary the task for students. Some students can show understanding by identifying the text feature in a variety of non-fiction texts. Others can create their own example of a non-fiction writing that includes a variety of appropriate text features to support the reader.

### **GCO 5: Teach students how to find relevant information and to synthesize these ideas from a variety of sources.**

- Allow students to choose their own topics which will differentiate according to interest.
- Vary the number and types of sources required. Examples could include the following: use 3 or 5 sources, use at least two print or multimedia text sources, or at least two internet and print sources, use a data base such as ERIC or EBSCO.
- Provide students with appropriate scaffolding to assist with note-making and organization of relevant information such as graphic organizers, sentence strips, index cards, color coding of information according to topics.
- Vary the task by allowing student to move from one that is strictly conveying information such as “did you know bubbles” or a poster, brochure, to a research essay that synthesizes and expands ideas from multiple sources or states opinions about the topic researched.

**GCO 6: Respond personally to a text.**

- Allow students to indicate understanding and comprehension in a variety of ways that utilizes their strengths. For example students could demonstrate an understanding of a character by writing a character sketch, creating a poster, making a play list for the character's iPod, building a model of a character's bedroom and decorating it according to personality traits, or drawing a symbolic picture/sculpture of the character.
- Provide reading response exemplars, at a variety of thinking and responding levels, for independent reading.
- Provide small group instruction to move students from a literal retelling to a response that focuses, develops, and supports personal opinions.
- Provide opportunities for students to discuss their reading and viewing and to collaborate to form more sophisticated responses. Students can also share methods of responding to text before writing a response or in place of a written response.

**GCO7: Teach students how to detect bias and or stereotyping.**

- Provide a variety of texts –newspapers articles, editorials, political cartoons, YouTube, TV news clips from different stations, internet web pages, and magazine articles—to practise finding bias. These texts can be provided by the teacher or found by students.
- Organize students into groups to work together to identify examples of bias. Change the groups for each new text, so that students can collaborate with many students.
- Vary task. For a text, have some students identify the bias by highlighting the biased words. Have others students change the biased words and make them neutral. Have another group create their own text from the original by manipulating the words according to the perspective of a particular group identified by the teacher.
- After students have generated a persuasive text on a topic of their choice using a medium of their choice, have the class respond to others' texts by identifying the bias, the techniques used to created bias and the point of view of the author.

## Writing and Representing

**GCO 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning.**

This is about using writing and other representations to think, learn, problem-solve, and reflect. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9*, page 10.

The following ICT grade 9 key-stage outcomes also align with this English language arts GCO:

**Basic Operations and Concepts 9.4:** manage their electronic files and correspondence efficiently

**Productivity 9.1:** use software to brainstorm, develop thought web, outline, and map ideas under study with independence

**Communication 9.1:** use language, in a range of aural, print, media, and electronic forms to explore and express their perceptions, feelings, ideas, and attitudes; refine their thinking; and interact, negotiate, and collaborate with others in order to build their understanding

**Research, Problem Solving, and Decision Making 9.2:** create and use electronic charts, maps, tables, graphs, spreadsheets, and databases to collect, analyze and display data independently

**Research, Problem Solving, and Decision Making 9.9:** accurately and independently cite information sources

Students will be expected to

**SCO 8.1:** use a range of strategies in writing and other ways of representing to:

- extend ideas and experiences
- explore and reflect on their feelings, values, and attitudes
- consider others' perspectives
- reflect on problems and responses to problems
- describe and evaluate their learning processes and strategies
- reflect on their growth as language learners

Instructional links to: Speaking and Listening SCO 1.1, 1.2, 1.3, and 3.2

Reading and Viewing SCO 4.4, 6.1, 6.2, and 7.3

Writing and Representing 10.3

Information and Communication Technology Key-stage Outcomes: PTS 9.1, CT 9.1

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
using writing, journaling, sketching, charting, brainstorming, and other means of representing ideas to think, problem-solve, and reflect on personal growth and learning.	<ul style="list-style-type: none"> <li>▪ know and use several strategies to think, plan, reflect and/or problem-solve “on paper”</li> <li>▪ express in writing and in other representations how their understanding of a concept, issue or skill has grown over time</li> <li>▪ use writing and other representations to reflect upon their own learning</li> <li>▪ know which strategies work best for them when using writing and other representations to think (thinking about their thinking)</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach and model strategies for reflecting and problem-solving through writing and representing, such as sketching, brainstorming, and Quickwrites</li> <li>▪ provide purposeful opportunities for students to independently select and use writing and other representation strategies for thinking, planning, and solving problems</li> <li>▪ describe and model examples of self-reflection in writing and in other ways of representing</li> <li>▪ provide opportunities for reflection and critiquing of various strategies used to support learning, such as in learning logs or portfolios</li> </ul>

**SCO 8.2:** use note-making to reconstruct knowledge and select effective strategies appropriate to the task

Instructional links to: Speaking and Listening SCO 1.1 and 2.1

Reading and Viewing SCO 5.1

Writing and Representing SCO 9.3

Information and Communication Technology Key-stage Outcomes: BOC 9.4, PTS 9.1, CT 9.1, RPSD 9.2, and 9.9

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
independently using a variety of strategies using writing and other representations to highlight, hold onto, and collect information and ideas from a variety of sources for a variety of purposes.	<ul style="list-style-type: none"> <li>▪ know and apply a number of strategies for keeping track of information or ideas to answer questions, research, and solve problems</li> <li>▪ know a number of strategies for organizing research information</li> <li>▪ where appropriate, use proper bibliographic forms to keep track of research sources in an organized way</li> </ul>	<ul style="list-style-type: none"> <li>▪ review, or explicitly teach and model, strategies that use writing and other representations for collecting and organizing information and ideas, such as graphic organizers and double-entry notes</li> <li>▪ review, or explicitly teach, strategies to hold facts and ideas while reading or listening, such as the use of sticky notes and highlighters, or annotating text</li> <li>▪ review, or explicitly teach strategies to hold facts and organize ideas while presenting or speaking, such as the use of speaking notes and cue cards</li> <li>▪ review, or explicitly teach, proper bibliographic forms to record sources of information, and proper forms to cite source of quoted information, such as APA or MLA</li> <li>▪ provide purposeful opportunities for students to use writing and other representations to collect and note information and ideas from a variety of print and non-print sources</li> </ul>

## Assessment, Teaching, and Learning

- Assess students' Reading Response Journals to identify and track changes over time in the use of writing to explore and extend their understanding, reflect on their own learning, or problem-solve.
  - Writing and Representing: SCO 8.1
  - Reading and Viewing: SCO 4.4, 6.1, and 6.2
  - Information and Communication Technology Key-stage Outcomes: PTS 9.1, CT 9.1
- Assess students' Quickwrites, semantic webs, or other samples of brainstorming, dated and collected by the students in their Writing Portfolios, to demonstrate change in their use of writing or representing to extend and explore ideas and feelings.
  - Writing and Representing: SCO 8.1, 10.3, and 10.5
  - Information and Communication Technology Key-stage Outcomes: PTS 9.1, CT 9.1
- Assess students' Learning Logs written for their Writing Portfolios comparing earlier samples of reflections on their work with later reflections, focusing on change and growth in their ability to think about their own learning.
  - Writing and Representing: SCO 8.1 and 10.5
  - Information and Communication Technology Key-stage Outcomes: CT 9.1
- Use rubrics or checklists to assess students' research notes.
  - Writing and Representing: SCO 8.2
  - Reading and Viewing: SCO 4.1 and 5.1
  - Information and Communication Technology Key-stage Outcomes: BOC 9.4, PTS 9.1, CT 9.1, RPSD 9.2 and 9.9
- Assess students' ability to create a graphic organizer if necessary, and use it as support with a specific reading or research task.
  - Writing and Representing: SCO 8.2
  - Reading and Viewing: SCO 5.1
- Use rubrics, checklists, or anecdotal notes to assess students' research notes observed and discussed with students during writing conferences.
  - Writing and Representing: SCO 8.2
  - Reading and Viewing: SCO 4.1, 4.4, and 5.1
  - Speaking and Listening: SCO 1.1 and 1.2
  - Information and Communication Technology Key-stage Outcomes: BOC 9.4, PTS 9.1, CT 9.1, RPSD 9.2 and 9.9
- Collect and assess students' speaking notes used to support formal speaking situations.
  - Writing and Representing: SCO 8.2
  - Reading and Viewing: SCO 5.1

## Resources/Notes

### Print

- Allen, Janet. 2004. *Tools for Teaching Content Literacy*. Portland, ME: Stenhouse Publishers.
- Bender, Jenny Mechem. 2007. *The Resourceful Writing Teacher*. Portsmouth, NH: Heinemann.
- Buehl, Doug. 2001. *Classroom Strategies for Interactive Learning*. Newark, NJ: International Reading Association.
- Carty, Maria. 2005. *Exploring Writing in the Content Areas*. Markham, ON: Pembroke Publishers.
- Graves, Donald. 2005. *Inside Writing*. Portsmouth, NH: Heinemann.
- Muschla, Gary Robert. 2006. *Writing Workshop: Survival Kit*. San Francisco, CA: Jossey-Bass.

**GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.**

This is about creating a variety of texts to communicate for a variety of purposes. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9*, page 11.

The following ICT grade 9 key-stage outcomes align with this English language arts GCO:

**Basic Operations and Concepts 9.1:** operate a wide variety of school media, computer, and other educationally appropriate equipment for learning, communication, and the representation of their learning, independently and safely with teacher supervision

**Basic Operations and Concepts 9.2:** use and create information texts in a range of media, using specialized text features of those media to support the communication, with teacher assistance

**Social, Ethical, and Human Issues 9.4:** demonstrate an understanding of, and a commitment to, accuracy, ethical behaviour, and personal privacy and safety as they create and distribute information about themselves, others, and curriculum topics under study

**Productivity 9.4:** create and manipulate sound, images and video, using digital equipment and computer-based editing, to represent their learning for particular audiences and purposes, independently

**Productivity 9.5:** develop multimedia presentations, based on sound principles of design, with increasing confidence, efficiency and independence

**Communication 9.2:** design and build intranet or Internet websites of student-produced pages about a curriculum topic, in small groups with teacher supervision

**Research, Problem Solving, and Decision Making 9.3:** write and represent their research using the structures, features, conventions, and techniques of specialized publication and presentation formats with growing fluency

Students will be expected to

**SCO 9.1:** demonstrate facility in using a variety of forms of writing and representing to create texts for specific purposes and audiences, and represent their ideas in other forms (including visual arts, music, drama, multi-media, and electronic technologies) to achieve their purposes

Instructional links to: Speaking and Listening SCO 2.1, 2.2, 2.3, and 3.3

Reading and Viewing SCO 4.2, 7.2, and 7.3

Writing and Representing SCO 10.5

Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2, PTS 9.4 and 9.5, CT 9.2, RPSD 9.3

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
creating a range of narrative, non-narrative, and multimedia texts, as well as other non-print ways of representing to persuade, inform, and entertain.	<ul style="list-style-type: none"> <li>▪ independently write stories, poems, essays and other information texts to persuade, inform, and entertain</li> <li>▪ independently create visual, sound, and/or multimedia presentations, such as photo essays, graphic fiction, collages, drama and soundscapes to persuade, inform, and entertain</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach, through the use of mentor text, the elements and features distinctive of a variety of narrative fiction, non-fiction, poetry and other print media texts</li> <li>▪ explicitly teach the elements and features distinctive of a variety of multimedia, visual, and other non-print media</li> <li>▪ explicitly teach the organizational structures of a growing range of fiction and non-fiction texts</li> <li>▪ provide purposeful opportunities for students to create a variety of print and non-print texts, both independently and in collaboration with others in order to persuade, inform, and entertain</li> </ul>

**SCO 9.2:** demonstrate an awareness of the effect of context on writing and other forms of representing:

- make appropriate choices of form, style, content and presentation for specific audiences and purposes
- make informed choices of language to create a range of interesting effects in writing and other ways of representing

Instructional links to: Speaking and Listening SCO 2.2, 2.3, 2.4, and 3.3

Reading and Viewing SCO 4.1, 4.2, 7.1, 7.2, and 7.3

Writing and Representing SCO 9.1, 10.2, 10.3, and 10.5

Information and Communication Technology Key-stage Outcomes: BOC 9.2, PTS 9.5, CT 9.2, RPSD 9.3

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
<p>students independently making decisions about the kind of texts to create and about how those texts will be written or represented:</p> <ul style="list-style-type: none"> <li>▪ tone of voice</li> <li>▪ style</li> <li>▪ word choice</li> <li>▪ sentence fluency</li> <li>▪ organization</li> <li>▪ presentation</li> </ul> <p>based on the audience for the text, and the reason they are creating it.</p>	<ul style="list-style-type: none"> <li>▪ be aware of the intended audience of their writing and other representations</li> <li>▪ know and be able to apply in their own work differences in form, tone of voice, organization, and word choice in a variety of fiction, non-fiction, poetry and other print media texts</li> <li>▪ know and be able to apply in their own work differences in form, tone of voice, organization, and word choice in a variety of multimedia, visual, and other non-print media</li> <li>▪ use color, font, text size, white space, and other considerations of arrangement to match the context and to create interesting effects</li> <li>▪ be able to choose from among a growing range text forms and genre that suit their intended audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>▪ provide a classroom environment in which students exercise choice of form style, content and organization to create texts for audiences other than the teacher</li> <li>▪ explicitly teach and model the elements and features distinctive of a variety of narrative fiction, non-fiction, poetry, and other print texts</li> <li>▪ explicitly teach the elements and features distinctive of a variety of multimedia, visual, and other non-print texts</li> <li>▪ explicitly teach and model how an idea can be represented using a combination of print and non-print text genre and forms</li> <li>▪ provide purposeful opportunities for students to use a variety of writing and other representations in combination to express an idea, concept or theme</li> </ul>

**SCO 9.3:** integrate information from several sources to construct and communicate meaning

Instructional links to: Speaking and Listening SCO 1.4 and 3.3

Reading and Viewing SCO 4.1, 5.1, and 7.1

Writing and Representing SCO 8.2 and 9.1

Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2, SEHI 9.4, PTS 9.4 and 9.5, CT 9.2, RPSD 9.3

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
use writing and other representations to combine and synthesize information from several sources.	<ul style="list-style-type: none"> <li>▪ use information to develop an argument and support a thesis position</li> <li>▪ know and use a variety of non-fiction organizational structures when writing information texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ provide purposeful opportunities to create information texts and use research in order to inform or persuade</li> <li>▪ explicitly teach a range of organizational structures used in non-fiction texts (see <i>Teaching in Action</i>, page 74)</li> </ul>

## Assessment, Teaching, and Learning

- Use anecdotal notes or checklists during writing conferences to record and track the different types of writing and other ways of representing with which students have experimented and placed as draft samples in their writing portfolios.
  - Writing and Representing: SCO 9.1 and 10.5
  - Speaking and Listening: SCO 1.1 and 1.2
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2, PTS 9.4 and 9.5, CT 9.2 and RPSD 9.3
- Assess students' Learning Logs written for their Writing Portfolios, reflecting upon the purpose and audience they had in mind for each sample piece, how they attempted to meet the purpose and audience in each piece, and what they might change to better meet them in each piece on another occasion.
  - Writing and Representing: SCO 8.1, 9.2, and 10.5
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2, SEHI 9.4, PTS 9.4 and 9.5, CT 9.2 and RPSD 9.3
- Engage students in conversation about the purpose, audience and choice of form for a piece during writing conferences, and track the responses using anecdotal notes.
  - Writing and Representing: SCO 9.1, 9.2, 9.3, 10.4, and 10.5
  - Speaking and Listening: SCO 1.1 and 1.2
- Use checklists or keep anecdotal notes of students' use of voice, style, word choice, sentence fluency, and organization observed and heard during author's chair, or peer conferring.

- Writing and Representing: SCO 9.1, 9.2, 9.3, and 10.2
- Speaking and Listening: SCO 1.1, 1.4, 2.2, and 3.1
- Assess students’ re-telling of a familiar story, such as fairy tales, myths, or fables, using another genre or representational form, for example as poetry, graphics, drama, or other visual or sound representations.
  - Writing and Representing: SCO 9.1 and 9.2
  - Reading and Viewing: SCO 7.2
  - Speaking and Listening: SCO 2.1 and 2.2
- Record and track student growth on rubrics used to assess collected representative samples of student finished drafts in various genre.
  - Writing and Representing: SCO 9.1, 9.2, 9.3, 10.1, 10.2, and 10.5
- Record and track student growth on rubrics used to assess collected representative samples of student working drafts in various genre.
  - Writing and Representing: SCO 9.1, 9.2, 9.3, 10.3, 10.4, and 10.5

## Resources/Notes

### Print

- Anderson, Jeff. 2005. *Mechanically Inclined*. Portland, ME: Stenhouse.
- Atwell, Nancie. 2002. *Lessons That Change Writers*. Portsmouth, NH: Heinemann.
- Bender, Jenny Mechem. 2007. *The Resourceful Writing Teacher*. Portsmouth, NH: Heinemann.
- Burke, Jim. 2003. *Writing Reminders*. Portsmouth, NH: Heinemann.
- Graves, Donald. 2005. *Inside Writing*. Portsmouth, NH: Heinemann.
- Muschla, Gary Robert. 2006. *Writing Workshop: Survival Kit*. San Francisco, CA: Jossey-Bass.
- Jamieson, Lori and Paul Kropp. 2004. *The Write Genre*. Markham, ON: Pembroke Publishers.
- Kittle, Penny. 2008. *Write Beside Them*. Portsmouth, NH: Heinemann.
- Spandel, Vicki. 2005. *Creating Writers through 6-Trait Writing Assessment and Instruction*. Toronto, ON: Pearson Education, Inc.
- Wells, Jan and Janine Reid. 2004. *Writing Anchors*. Markham, ON: Pembroke Publishers.

**GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.**

This is about using a variety of strategies in the drafting process to craft writing and other representations. For specific learning and assessment classroom strategies, see the Outcomes In Action section of this guide, and *Teaching in Action, Grades 7–9*, page 12.

The following ICT grade 9 key-stage outcomes also align with this English language arts GCO:

**Basic Operations and Concepts 9.1:** operate a wide variety of school media, computer, and other educationally appropriate equipment for learning, communication, and the representation of their learning, independently and safely with teacher supervision

**Basic Operations and Concepts 9.2:** use and create information texts in a range of media, using specialized text features of those media to support the communication, with teacher assistance

**Social, Ethical, and Human Issues 9.4:** demonstrate an understanding of, and a commitment to, accuracy, ethical behaviour, and personal privacy and safety as they create and distribute information about themselves, others, and curriculum topics under study

**Productivity 9.4:** create and manipulate sound, images and video, using digital equipment and computer-based editing, to represent their learning for particular audiences and purposes, independently

**Productivity 9.5:** develop multimedia presentations, based on sound principles of design, with increasing confidence, efficiency and independence

**Communication 9.2:** design and build intranet or Internet websites of student-produced pages about a curriculum topic, in small groups with teacher supervision

**Research, Problem Solving, and Decision Making 9.3:** write and represent their research using the structures, features, conventions, and techniques of specialized publications and presentation formats with growing fluency

Students will be expected to

**SCO 10.1:** consistently use the conventions of spelling in written final products

Instructional links to: Writing and Representing SCO 9.1 and 10.3

Information and Communication Technology Key-stage Outcomes: BOC 9.1

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
producing final drafts that are virtually free of spelling errors.	<ul style="list-style-type: none"> <li>▪ know and use a variety of spelling strategies and patterns</li> <li>▪ produce a number of final drafts of writing and other representations suitably edited for publication</li> </ul>	<ul style="list-style-type: none"> <li>▪ provide multiple opportunities for students to edit and proofread final, polished drafts of some of their work</li> <li>▪ provide students with access to a variety of editing and proofreading supports, such as thesauri, spellcheckers, peer editing circles, on-line dictionaries</li> <li>▪ explicitly teach a variety of spelling strategies, such as knowledge of prefixes, suffixes, and root words, through word study</li> </ul>

**SCO 10.2:** consistently use the conventions of grammar and punctuation in final written products

Instructional links to: Writing and Representing SCO 9.1, 9.2, and 10.3

Information and Communication Technology Key-stage Outcomes: BOC 9.1

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
producing final drafts that are virtually free of grammatical and punctuation errors.	<ul style="list-style-type: none"> <li>▪ know and correctly use a variety of sentence patterns</li> <li>▪ know and correctly use all of the commonly used punctuation marks</li> <li>▪ produce a number of final drafts of writing and other representations suitably edited for publication</li> </ul>	<ul style="list-style-type: none"> <li>▪ provide multiple opportunities for students to edit and proofread final, polished drafts of some of their work</li> <li>▪ explicitly teach the uses of a variety of punctuation marks, and link these lessons to lessons on voice, tone and other considerations</li> <li>▪ explicitly teach a variety of sentence patterns and grammatical usage for increasingly complex sentence structures, and link these lessons to lessons on voice, tone and other considerations</li> <li>▪ provide students with access to a variety of editing and proofreading supports, such as grammar checkers and peer editing circles</li> </ul>

**SCO 10.3:** demonstrate awareness of what prewriting, drafting, revising, editing, proofreading, and presentation strategies work for them with various forms of writing and other representations

Instructional link to: Speaking and Listening SCO 1.4

Writing and Representing SCO 8.1, 9.1, 10.4, and 10.5

Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2, SEHI 9.4, PTS 9.4 and 9.5, CT 9.2, RPSD 9.3

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
independently choosing and applying, from a range of possibilities, pre-writing, drafting, revising, editing, proofreading, and presentation strategies when creating texts.	<ul style="list-style-type: none"> <li>▪ independently use various free-writing, brainstorming, sketching, and outlining strategies when necessary</li> <li>▪ independently use drafts as working documents to be revised and edited</li> <li>▪ independently use a variety of strategies, such as cut/paste, re-writes, diagramming, outlining, and mark-up symbols to revise for clarity, word choice, and effectiveness</li> <li>▪ independently use a variety of strategies, such as mark-up symbols, rehearsing in margins, spell-checking, and reference to dictionaries and thesauri to edit for precision and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach and model a variety of strategies for pre-writing, revising, editing, and proof-reading</li> <li>▪ allow sufficient time for students to use a variety of revision and editing strategies</li> <li>▪ provide a classroom environment that provides opportunities for students to receive descriptive feedback on their drafts before they reach a final finished stage</li> </ul>

**SCO 10.4:** analyze and assess responses to their writing and other representations

Instructional links to: Speaking and Listening SCO 1.1, 1.2, 1.3, 1.4, and 3.1

Reading and Viewing SCO 6.1, 6.2, 7.1, 7.2, and 7.3

Writing and Representing SCO 9.1, 9.3, and 10.5

This is about ...	This means students need to ...	This means teachers need to ...
considering feedback on their work and act upon it when appropriate.	<ul style="list-style-type: none"> <li>summarize comments and suggestions made about their drafts</li> <li>decide which comments and suggestions would improve the clarity, precision and effectiveness of their work</li> </ul>	<ul style="list-style-type: none"> <li>provide structured, consistent opportunities for students to receive oral and/or written descriptive feedback from both their teachers and their peers, before final work is completed</li> <li>provide explicit instruction about how to provide helpful descriptive feedback to a writer, and model a variety of forms such feedback can take</li> <li>provide opportunities for students to reflect upon feedback about their work</li> </ul>

**SCO 10.5:** demonstrate a commitment to crafting pieces of writing and other representations

Instructional link to: Speaking and Listening SCO 1.1 and 1.2

Writing and Representing SCO 8.1, 9.1, 10.3, and 10.4

Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2

See Appendix I for description of ICT Key-stage Outcomes.

This is about ...	This means students need to ...	This means teachers need to ...
engaging in the act of creating texts, and making changes to their work in order to improve it.	<ul style="list-style-type: none"> <li>▪ use time allotted for independent writing and representing productively</li> <li>▪ complete multiple drafts of their work when it suits the context and purpose</li> <li>▪ engage in conversations about their work with teachers and peers</li> <li>▪ act upon some of the suggestions and comments made about their drafts</li> </ul>	<ul style="list-style-type: none"> <li>▪ explicitly teach and model for students how to revise drafts in response to descriptive feedback</li> <li>▪ model a commitment to writing and representing by drafting pieces and sharing them with the students</li> <li>▪ track changes students make to their drafts</li> <li>▪ track suggestions and comments made about their work, and compare them to the changes made in students' work</li> <li>▪ provide opportunities for students to receive feedback about their work from teachers and peers before final drafts are complete</li> </ul>

## Assessment, Teaching, and Learning

- Record and track student growth on rubrics used to assess collected representative samples of student finished drafts in various genre.
  - Writing and Representing: SCO 9.1, 9.2, 9.3, 9.4, 9.5, 10.1, 10.2, and 10.5
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1 and 9.2, SEHI 9.4, PTS 9.4 and 9.5, and CT 9.1
- Record and track student growth on rubrics used to assess collected representative samples of student working drafts in various genre.
  - Writing and Representing: SCO 9.1, 9.2, 9.3, 9.4, 9.5, 10.3, 10.4, and 10.5
- During writing conferences, engage students in conversation about the possible changes they might make in a piece and what strategies they might employ to make those changes, and track their responses using anecdotal notes or checklists.

- Writing and Representing: SCO 9.1, 10.3, 10.4, and 10.5
- Speaking and Listening: SCO 1.1 and 1.2
- Information and Communication Technology Key-stage Outcomes: BOC 9.1
- Record and track with anecdotal notes or checklists evidence seen in students’ drafts where they made changes to their pieces in response to peer or teacher descriptive feedback from written sources.
  - Writing and Representing: SCO 9.4, 10.2, 10.3, 10.4, and 10.5
  - Information and Communication Technology Key-stage Outcomes: BOC 9.1

## Resources/Notes

### Print

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## Suggestions for Differentiated Instruction of Writing and Representing Outcomes

The following suggestions for differentiated speaking and listening instruction are provided only as models to support teachers' planning. Some of these suggestions are intended to provide enrichment for those students in need of a more challenging program. Decisions around differentiation need to be made in reference to the needs of specific students within the context of specific learning situations.

**GCO 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning.**

Task: Note-making for inquiry based research

- Provide appropriate graphic organizers with research headings.
- Provide appropriate graphic organizers without research headings.
- Provide choice of organizers without headings from which students can choose.
- Student creates their own organizer to suit their research purposes.

**GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.**

Task: Fiction Writing

- Confer with student to help them develop a main character.
- Provide graphic organizers ranging from:
  - beginning / middle / end
  - story map with characters, setting, problem, events, resolution
  - sophisticated story map that includes all of above plus theme and point of view
- Provide options for other ways of representing (graphics, Comic Life , Photo Story , one-act play).
- Provide “Main Character Questionnaire” or inventory.

**GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.**

Task: Personal Narrative

- Provide guided writing focus lesson based on shared need.
- Provide descriptive feedback on early drafts in individual writing conferences.
- Organize peer conferences to provide descriptive feedback.
- Provide traits-based and process-based checklists for self-assessment.

# Outcomes in Action: Components of a Balanced Instructional Program

[Insert VENN diagram from Grade 7–9 Desk Blotter]

The English language arts curriculum rests upon a number of underlying principles (see the Introduction section of this guide). Key among them is the understanding that language learning is an active process, best done in the service of authentic purposes, providing meaningful reasons for applying learning. Of equal importance is the understanding that Speaking and Listening, Reading and Viewing, and Writing and Representing are interrelated and can most effectively be developed interdependently. Language users deploy the same fundamental cognitive, problem-solving strategies to make meaning of text as they read and create text (Olson 2003). Students learn about reading by writing, and learn about writing by reading. Development of both reading and writing is facilitated and supported by talk. Teachers must make every effort to maintain a balance among the literacy strands, so that students can take advantage of this interdependence. The instructional framework, and the classroom environment sustained by it, must reflect these fundamental understandings about language learning by fostering interdependent language use, as well as addressing the diverse needs, interests, and skills of adolescent learners.

## The Gradual Release of Responsibility

...” teaching is composed of actively guiding and explicitly assisting students to more competent performances ...” (Wilhelm, *Action Strategies for Deepening Comprehension*, p. 21)

[Insert blotter image of Gradual Release of Responsibility]

Instructional approaches utilized by teachers should be framed around the Gradual Release of Responsibility model (Pearson and Gallagher 1983). In this model, teachers provide explicit instruction through modelling and guided practice. Students practice the lesson collaboratively and independently, applying the concept taught as they use language to speak and listen, read and view, and write and represent for authentic purposes. Teachers gather assessment information in order to determine their students’ level of independence and what they need to know next. This does not necessarily mean that planning for every class will follow the characteristic pattern of “Modeled-Shared-Guided-Independent” learning. Not all students will need the same amount of explicit instruction or level of collaborative support from their teacher and their peers at any given time (Daniels and Harvey 2009). Planning for the Gradual Release of Responsibility is differentiation in action.

The Gradual Release of Responsibility does not only apply to planning for explicit instruction. It is a mindset that teachers apply to other elements of instructional planning, such as selection of appropriate texts, as well as long range planning of assigned student work across a reporting period or the entire school year.

## The Classroom as Workshop: A Framework for Instruction

“What does it look like when students are doing the work of thinking? The work of learning? The work of achieving? The work of becoming better human beings? Literally and metaphorically, It looks like a workshop, a place where works—concrete demonstrations of understanding—are created. (Bennett, *That Workshop Book*, p. 3)

Woodworking shops are places where students learn the craft of woodworking by building something, acquiring the skills and strategies needed to accomplish the task along the way through explicit instruction, help from their peers, and coaching from an instructor experienced in the craft. English language arts workshops are places where a community of learners engages in the act of creating and using text to learn, to communicate and to entertain. In Reading Workshop, students read. In Writing Workshop, students write. Explicit instruction and lots of talk time support these two fundamental activities.

Why a workshop and not some other organizing framework? The workshop metaphor captures the active nature of language learning, and provides a concrete example of the Principles Underlying the English language arts curriculum in action. Another suitable metaphor might be the art studio. In workshops and studios students:

- make something real
- exercise some choice of form, medium, or project topic
- spend most of their time working, not watching
- have skills demonstrated to them as they need them
- receive coaching and feedback throughout the process of construction
- can incorporate feedback and coaching into their work prior to completion of final products (unsanded, unpolished projects don't leave the shop, rough pencil sketches don't hang in the gallery)

A classroom workshop provides an instructional framework where students are actively engaged in making sense of a variety of texts, and creating texts of their own, through an ongoing cycle of Time to Teach, Time to Practise and Develop, and Time to Share and Reflect. It is important to note that this cycle is not a lock step sequence, but rather flexible set of components re-arranged in any order to meet the learning needs of the students, and the demands of the work in which they are engaged. The workshop framework provides a consistent, flexible environment through which the curriculum outcomes are addressed, while facilitating the provision of differentiated instruction addressing the diverse learning needs of junior high / middle level students.

[Insert blotter image of Workshop Framework of Instruction]

## Time to Practise and Develop

At the core of the classroom as workshop is the provision of large blocks of time for students to engage in authentic, purposeful acts of literacy. These essential blocks of work time need to be of sufficient length to allow for sustained student engagement, and need to be a frequent, predictable constant in the weekly schedule of English Language Arts instruction. Research supports the provision of frequent, consistent time for students to read and write. (Allington et al. 1988; Pearson and Fielding 1991; Graves 1994)

This is the time when the “work” of the workshop is done; when students practise strategies and concepts learned during explicit instruction, and apply them to the task of creating or using text. In a woodworking shop, this is when students make a project out of wood, not merely practise using power tools or applying a coat of varnish to scraps of wood. In a reading workshop, students do not merely demonstrate the use of particular reading strategies taught in a mini-lesson, but instead make meaning from texts by applying a range of strategies in order to enjoy a text, research a topic, solve problems and learn something from it. In a writing workshop, students create texts to think, inform, persuade or entertain an audience, they do not just practise a number of writing techniques and strategies to demonstrate acquisition of a skill. This active construction of meaning provides a purposeful context for explicit instruction, the sharing of ideas and reflection.

The Time to Practise and Develop phase of the workshop framework is usually an independent learning setting, although students may also be organized into small groups to collaborate on work. Regardless of the way they are organized during this phase, while students read and work, the teacher uses this time for systematic, ongoing assessment through conversation and observation that informs instruction, either in more formal ways such as Records of Oral Reading, or more informally during reading or writing conferences. Within the context of these conferences teachers also provide students with timely descriptive feedback about their work and individual explicit instruction while the rest of the class is otherwise engaged in independent work.

During the Time to Practise and Develop phase of the workshop teachers can also respond to assessed student learning needs by providing small group guided reading or writing instruction. While the rest of the class reads or works, the teacher gathers a small group of students together at some designated area for further instruction. These groups are created to address some common assessed need or challenge, and therefore the membership of such groups are ever-changing and may last for only short periods of time.

Time to Practise and Develop is also an opportunity for classroom teachers to provide differentiated instruction to various students on IPPs and other adaptation models. This independent time also facilitates the in-class work of resource teachers, other student support staff, parent volunteers, and others who may at times provide support to students with educational needs.

## Time to Teach

As well as time to speak and listen, read and view, and write and represent, language learners need explicit instruction. A classroom workshop provides specific time for short, focused whole class instruction, as well as providing opportunities within the Time to Practise and Develop phase for both individual instruction and small group guided reading or writing sessions.

Whole-class instructional settings are usually teacher-centered, and need to be of shorter duration. Lengthy oral instruction or sets of directions are forgotten rapidly. Lessons that combine a number of concepts or ideas may be confusing for students. Lessons that extend beyond ten to fifteen minutes may tax the attention span of many adolescent learners. Whole-class instruction is commonly used to provide

directions to students for the completion of a learning task, or provide focused, explicit literacy instruction addressing a specific learning outcome and assessed student needs. This is also the time when teachers can instruct students about classroom procedures, such as how to organize themselves for group work.

During whole-class instruction teachers might

- conduct mini-lessons
- Read-Aloud
- demonstrate a strategy or skill, or Think-Aloud while reading or writing
- pose questions or make statements to generate discussion
- demonstrate story-telling techniques
- outline or review

Guided reading or writing sessions are forms of explicit instruction that occur in a small group setting, and usually occur during the Time to Practise and Develop phase of the workshop. Small group settings may be either teacher or student-centered, depending upon the purpose of the groups and the task set for them. In guided reading or writing sessions, a small group of students receive additional focused instruction along with some time for practice and instructional feedback while the rest of the class is independently engaged in reading and writing. Typically, these focused instruction groups last only a short time before participating students return to their independent work. Participation is based upon an identified instructional need of several students in the class, and therefore the groupings usually change throughout the course of the term or year.

Individual students may also receive explicit instruction during the Time to Practise and Develop phase. Usually this occurs within the context of reading or writing conferences. These conferences are brief, yet can yield a great deal of information about the learning needs of individual students. This information in some cases can be acted upon immediately by the teacher; providing the student with focused, explicit instruction to address their immediate concerns on the spot. At other times, it may be necessary to schedule follow-up lessons to address the identified concerns.

## **Time to Reflect and Share**

In a classroom workshop, lengthy periods of time are regularly scheduled for students to interact with each other in support of their learning. This important phase of the workshop provides opportunities for students to receive descriptive feedback from the teacher as well as their peers, and also provides an audience for student work other than the teacher. Creating an audience for student work is a defining feature of the classroom workshop environment. Student engagement is facilitated when the context within which they use language to speak and listen, read and view, and write and represent is broadened beyond a bilateral transaction between each individual student and his or her teacher. The classroom workshop is a community of language users. As such, that community influences and informs the work of each person within it. Audiences beyond the classroom should be sought out as much as possible, so that students are required to put to use a broad range of genre and styles.

Time to Reflect and Share within the classroom workshop provides a purposeful context within which students learn and practise many of the Speaking and Listening Outcomes (see especially GCOs 1 and 3). In order to benefit from peer discussion groups and other informal speaking and listening situations, students need explicit instruction. Students also need to learn how to be a respectful audience in both formal and informal settings, and how to provide appropriate and effective descriptive feedback to their

peers. The classroom workshop provides authentic purposes to learn effective speaking and listening strategies as students meet in groups to go about the business of using language to make meaning.

This phase of the classroom workshop includes time for student metacognition. Teachers may use this time to have students reflect and refocus on the lessons taught during the Time to Teach phase. Students should also be given opportunities to reflect upon learning that may not have been the teacher's focus of instruction, but are also indicators of growth in the student's development as a language user. This provides opportunities for students to extend and build upon their learning, and celebrate their own and others' successes. It also validates their learning.

Time to Reflect and Share also provides opportunities for teachers to collect important evidence of student learning that can be used to inform further instruction. For example, during small group discussions teachers can observe students using speaking and listening outcomes addressed during focus lessons. As students read their work aloud, or discuss their thoughts and understanding of text with their peers, teachers can make note of reading and writing strategies in use. Information gathered in this way can be used to inform further instruction. It may also be used to inform decisions about the students as learners when evaluating and reporting on students' achievement of outcomes at the end of a reporting period. Student information gathered during Time to Reflect and Share also provides important feedback concerning the success of teachers' instructions or planning. In the classroom workshop, teachers are learners, too.

Because peer interactions form such an integral part of the classroom workshop, the Time to Share and Reflect phase needs to be carefully and purposefully planned. Examples of whole class instructional strategies for sharing and reflection include the following:

- Author's Chair
- Book Talks
- Talking Sticks
- Socratic Circles
- Fish bowl

Examples of small group instructional strategies for sharing and reflection include the following:

- Literature Circles
- Peer Writers' Conference Groups
- Book Clubs
- Think-Pair-Share
- Save the Last Word

Examples of independent student instructional strategies for sharing and reflection include the following:

- Quickwrites in Learning Logs or Journals
- Exit Slip
- Various graphic organizers such as KWL, 3-2-1, and the Frayer Model

For explanations of these and other examples see the Sample Instructional Strategies section.

The following chart, Snapshot of a Classroom as Workshop, provides an example of how all this might play out over a number of classes in a junior high/middle level context.

## SNAPSHOT OF A CLASSROOM AS WORKSHOP

### Sample Organizational Approach: Short Story Genre Study

<b>Time to Teach</b> 10–15 minutes	<b>Time to Practise</b> 25–30 minutes	<b>Time to Share and Reflect</b> 10–15 minutes
Teacher uses Think-aloud strategy with a brief narrative mentor text, focusing on one element of narrative fiction such as establishment of setting, or introduction of main character.	<p>Students choose and read various short stories during Independent Reading Time, either individually or in groups.</p> <p>Teacher uses reading conferences to informally assess individual students' reading development and/or understanding of narrative element targeted during the Think-aloud.</p>	<p>Using a Think-Pair-Share, students write then talk about personal reactions to the stories they read, and discuss the story element that was the focus of instruction.</p> <p>Teacher assesses informal speaking and listening strategies by observing group interactions, hands out and collects exit slip.</p>
<b>Differentiated Instruction</b>	<b>Assessment</b>	<b>Reflection and Next Steps</b>
<ul style="list-style-type: none"> <li>choose mentor texts with broad appeal to the class that are easily understood by all and clearly demonstrate the target element</li> <li>provide a collection of short stories representing a range of reading development</li> <li>provide discussion prompts (what to say next)</li> </ul>	<ul style="list-style-type: none"> <li>Exit slip on the targeted element of narrative fiction</li> <li>Speaking and Listening observational checklist, SCO 1.4.</li> </ul>	<p><i>I noticed</i> that students were not demonstrating meaningful talk.</p> <p><i>Next steps:</i> focus on strategies for effective discussion next class.</p> <p><i>I noticed</i> that students need more instruction about elements of narrative fiction, and more practise identifying them.</p> <p><i>Next steps:</i> later in the week, regroup students based on exit slip results.</p>

<b>Time to Teach</b> 10–15 minutes	<b>Time to Practise</b> 30 minutes	<b>Time to Share</b> 15–20 minutes
<p>Teacher conducts a focused lesson on one or two strategies for effective small group discussion, or</p> <p>co-constructs assessment criteria for effective small group discussion with the class.</p>	<p>Students continue reading short stories during independent reading.</p> <p>Teacher meets with students who were identified from exit slips as struggling to identify narrative elements work in a guided reading group setting.</p>	<p>Using a Think-Pair-Share, students write then talk about personal reactions to the stories they read, and discuss the story element that was the focus of instruction.</p> <p>Teacher observes group interactions, and collects small group discussion graphic organizer (if used).</p>
<b>Differentiated Instruction</b>	<b>Assessment</b>	<b>Reflection and Next Steps</b>
<ul style="list-style-type: none"> <li>provide a graphic organizer with discussion prompts</li> <li>provide a collection of short stories representing a range of stages of reading development</li> <li>meet with guided reading group</li> </ul>	<ul style="list-style-type: none"> <li>Speaking and Listening observational checklist SCO 1.4.</li> <li>Discussion graphic organizer (if used)</li> </ul>	<p><i>I noticed</i> that all students can identify the targeted element of narrative text.</p> <p><i>Next steps:</i> students will apply this understanding to their writing.</p>

<b>Time to Share</b>	<b>Time to Teach</b>	<b>Time to Practise</b>	
15 minutes	10 minutes	35 minutes	
In whole class setting, students share the various ways authors introduce the short stories they have been reading during independent reading.	Teacher uses Think-aloud strategy with the mentor text used last day, focusing on effectiveness of the lead in establishing setting or character.	<p>Students do a quickwrite in their Writer's Notebook experimenting with writing leads, and then work on writing short stories during Independent Writing Time.</p> <p>Teacher uses writing conferences to informally assess individual students' writing development and/or ability to write leads. (Focus of the day's lesson).</p> <p>Possible conference questions:</p> <ul style="list-style-type: none"> <li>▪ Why did you choose this particular lead?</li> <li>▪ How does the lead hook the reader?</li> <li>▪ What does your audience learn about the setting or main character from this lead?</li> </ul> <p>Teacher gathers a sampling of Writer's Notebooks at the end of class.</p>	
<b>Differentiated Instruction</b>		<b>Assessment</b>	<b>Reflection and Next Steps</b>
<ul style="list-style-type: none"> <li>▪ confer with students needing additional support or enrichment</li> </ul>		<ul style="list-style-type: none"> <li>▪ Teacher's conference notes or checklist records evidence on SCO 9.2 and 10.3</li> <li>▪ Collect selected Writer's Notebooks for evidence of SCO 9.2 and 10.3</li> </ul>	<p><i>I noticed</i> in conferences and selected Writers' Notebooks that the majority of students are struggling to write effective leads (for example: "It all began when ...").</p> <p><i>Next steps:</i> revisit this lesson focus tomorrow in a different format.</p>

<b>Time to Teach</b> 10–15 minutes	<b>Time to Share</b> 10–15 minutes	<b>Time to Practise</b> 30 minutes
Teacher re-visits the co-created criteria for effective small group discussion, then uses fishbowl strategy to model how students should provide effective feedback to a writer, placing themselves in the Author's Chair with a piece of their own writing.	<p>In small writing groups, students share their current short story drafts, and talk about their writing with a focus on leads.</p> <p>Teacher assesses informal speaking and listening strategies by observing group interactions.</p>	<p>Students return to their independent writing to continue writing their pieces during Independent Writing Time.</p> <p>Teacher confers with students.</p> <p>Teacher meets with a small group of students for follow-up instruction about how to provide effective feedback to writers based on assessed need identified during writing group observations.</p> <p>Teacher gathers a sampling of students' drafts at the end of class to assess use of effective leads.</p>
<b>Differentiated Instruction</b>	<b>Assessment</b>	<b>Reflection and Next Steps</b>
<ul style="list-style-type: none"> <li>post anchor charts showing examples of good leads around the classroom</li> <li>provide or post a list of sample questions or comments as prompts for providing effective feedback to writers</li> </ul>	<ul style="list-style-type: none"> <li>Speaking and Listening observational checklist SCO 1.4.</li> <li>Teacher's conference notes or checklist records evidence for SCO 9.2 and 10.3</li> <li>Samples of students' drafts to assess SCO 9.2 and 10.3</li> </ul>	<p><i>I noticed</i> that most students are now exploring with a variety of of leads.</p> <p><i>Next steps:</i> explore another element of narrative fiction in focused lessons, Think-Alouds, and during students' writing groups. Meet with those students who still struggle with this concept in a Guided Writing group setting next week.</p>

<b>Time to Share</b>	<b>Time to Teach</b>	<b>Time to Practise</b>
20 minutes	10 minutes	30 minutes
<p>Students volunteer to read from their own drafts aloud in Author's Chair.</p> <p>Teacher focuses some of the student feedback responses on the leads and how they develop the piece.</p> <p>Teacher observes audience feedback responses, and assesses drafts of those reading aloud by listening.</p>	<p>Teacher displays a sample draft of his or her own writing to demonstrate one or two techniques for revising content or organization in response to feedback.</p>	<p>Students return to their writing with a focus on revising some aspect of their short stories during Independent Writing Time.</p> <p>Teacher confers with students and collects selected samples of student drafts.</p>
<b>Differentiated Instruction</b>	<b>Assessment</b>	<b>Reflection and Next Steps</b>
<ul style="list-style-type: none"> <li>post anchor charts showing examples of good leads around the classroom</li> <li>provide or post a list of sample questions or comments as prompts for providing effective feedback to writers</li> </ul>	<ul style="list-style-type: none"> <li>Speaking and Listening observational checklist SCO 3.1 and 1.4</li> <li>Teacher's conference notes or checklist records evidence on GCOs 9 and 10</li> <li>Samples of students' drafts to assess GCOs 9 and 10</li> </ul>	<p><i>I noticed</i> more students are providing focused, descriptive feedback to their peers</p> <p><i>Next steps:</i> Introduce additional questions or comments that encourage deeper thinking about their text. Include these questions as part of the Reading Log responses during Independent Reading time.</p>

## Approaches to Organizing Instruction

“Time and again, we noticed that when kids have authentic opportunities to read, think, and talk together, their curiosity explodes and their questions come fast and furiously.” ( Harvey and Daniels, *Comprehension and Collaboration*, p. 12)

Working within a classroom workshop framework, English language arts teachers in grades 7–9 can choose from a variety of organizational approaches as they plan learning experiences that allow students to demonstrate their learning in relation to the curriculum outcomes. Prime considerations informing the teacher’s decision about which approach to take must include which outcomes can best be demonstrated through the chosen approach. Other considerations should be how students will be asked to demonstrate these outcomes, and at what point within the approach can the students best show the various targeted outcomes. There are many specific outcomes that can be demonstrated in process, for example in students’ first drafts of writing, or during small group discussions. Decisions about how and when to assess students’ ability in these outcomes cannot wait till the end of a unit of work.

Once the outcomes and means of demonstrating them are chosen, decisions about key vocabulary, strategies, and concepts to be taught can be made. Planning for instruction by starting with the end in mind is sometimes referred to as Backward Design (Wiggins and McTighe 1998). Further instructional decisions about the timing and content of specific lessons is informed by ongoing assessment as the students engage in their work.

There is no one organizational approach that will meet the needs of all teachers and students. It is important that teachers strive to provide a balance of the following approaches as they plan the delivery of the English language arts curriculum throughout the year. At times teachers may plan units of work that emphasize a single strand of the outcomes framework. As much as possible, however, teachers are encouraged to explore ways that two or more of the outcomes strands may work together in support of their students’ language learning and use. Although the sections that follow treat each strand in isolation, an attempt has been made to indicate possible connections among the outcome strands. Teachers may find that such an approach not only benefits their students, but also facilitates the job of planning, assessing, instructing, and evaluating their students’ growth as language users. It is also important that whenever possible, learning in English language arts be connected and applied to learning in other subject areas. Additional information and examples supporting the implementation of each organizational approach in the classroom can be found in *Teaching in Action, Grades 7–9* (Nova Scotia Department of Education 2007).

## SUGGESTED APPROACHES FOR ORGANIZING LEARNING EXPERIENCES WITHIN A WORKSHOP FRAMEWORK

Approach	Suggested number of units per year	Description	Examples
<b>Genre Study</b>	1–3	Students explore a specific genre in depth. Students read/view and analyze multiple texts in a genre for their characteristics, while engaging in the creation of their own texts in the same genre.	<ul style="list-style-type: none"> <li>▪ Poetry</li> <li>▪ Personal narrative/memoir</li> <li>▪ Video documentary</li> <li>▪ Short story</li> <li>▪ Print media</li> <li>▪ Mythology</li> <li>▪ Graphic Fiction</li> </ul>
<b>Multigenre Inquiry</b>	1–3	Students investigate an issue, theme, or question using a variety of texts from many different genres and sources. Inquiries may be specific to English language arts, or they may be cross-curricular in nature.	<ul style="list-style-type: none"> <li>▪ Inquiry: “How is culture shared?”</li> <li>▪ Inquiry: “What makes a good relationship?”</li> <li>▪ Theme: “Courage”</li> <li>▪ Issue: Child Poverty</li> </ul>
<b>Research Project</b>	0–1	Students investigate an issue or topic, locating resources, conducting research, and presenting their findings in writing or multimedia representation. Projects may be specific to English language arts, or they may be cross-curricular in nature.	<ul style="list-style-type: none"> <li>▪ Biography</li> <li>▪ Research Essay</li> <li>▪ Documentary</li> <li>▪ Photo Essay</li> <li>▪ Multimedia museum display</li> </ul>
<b>Author Study</b>	0–1	Students do an in-depth study of a collection of texts created by one author. The emphasis is on understanding the texts, the author’s craft, and larger issues addressed by the texts.	<ul style="list-style-type: none"> <li>▪ Langston Hughes</li> <li>▪ Budge Wilson</li> <li>▪ Leonard Cohen</li> <li>▪ Rita Joe</li> <li>▪ Michael Moore</li> </ul>
<b>Major Text Study</b>	0–1	Students do an in-depth study of one major text. The emphasis is on understanding the text, the author’s craft, the essential characteristics of the genre represented by the	<ul style="list-style-type: none"> <li>▪ Novel</li> <li>▪ Film</li> <li>▪ Play</li> <li>▪ Documentary</li> </ul>

		work, and larger issues addressed by the text.	▪ Biography
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For examples of charts demonstrating how teachers might balance the approaches to instruction across a school year, see Appendix H.

A short list of professional resources providing additional information and support for each organizational approach can be found below.

#### Genre Study:

- Atwell, Nancie. *Lessons That Change Writers*
- Atwell, Nancie. *Naming the World*
- Kittle, Penny. *Write Beside Them*

#### Multigenre Inquiry:

- Daniels, Harvey, and Stephanie Harvey. *Comprehension and Collaboration: Inquiry Circles in Action*
- Wilhelm, Jeffrey. *Engaging Readers and Writers with Inquiry*

#### Author Study:

- Daniels, Harvey. *Literature Circles*
- Wilhelm, Jeffrey. *Action Strategies for Deepening Comprehension*

#### Major Text:

- Daniels, Harvey. *Literature Circles*
- Wilhelm, Jeffrey. *Action Strategies for Deepening Comprehension*



# Outcomes in Action: Speaking and Listening

“We need to teach our students to use conversation to build better ideas collaboratively than any of us will come to on our own. We need them to be able to watch press conferences and think about the answers they hear and the questions they would’ve asked themselves, had they been there.” (Probst, Robert, *Adolescent Literacy*, p. 59)

Talk is essential to the learning process. Through conversation, students collect data, construct arguments, defend ideas, and try out theories. They explore possibilities, convey feelings, and gain deeper understanding. This purposeful use of expressive talk is the bridge between what is already known and the construction of new knowledge. Students can have greater success completing a task if they first have the opportunity to rehearse it aloud. The ability to reinterpret knowledge through speaking and listening is crucial to learning. The freedom to participate in exploratory, natural, free-flowing talk where doubts and confusion can be expressed and where questions are formed as dialogue is essential in the English language arts classroom.

While speaking and listening are important in their own right as a means for students to make sense of the world, they are equally important as a route to the development of reading and writing skills. Talking about texts read or viewed is something good readers and viewers do. Being able to talk to others about a book, article, film or video essay extends and deepens students’ understanding of these texts. It builds confidence in their ability to interact with such texts successfully in the future. Writers need to talk about and reflect upon their work in progress. It helps students to talk through problems and sustains them through the hard work of expressing themselves in a variety of genre that may be unfamiliar to them.

At times, however, oral communication needs to be studied as an end in itself. As well as encouraging students to use exploratory and reflective talk, there need to be opportunities where students participate in more formal speaking and listening activities where the purpose is to effectively communicate information or present and defend a point of view. The ability to present oneself verbally in a variety of contexts is an important life skill.

Dramatic activities are an excellent medium for integrating many of the listening and speaking outcomes into the classroom. Drama allows students to create and entertain for an audience beyond the teacher. It is a learning process permitting students to work together to share ideas, solve problems, and create meaning. A unit of study that incorporates some aspect of performance should be part of a balanced approach to the English language arts.

## Planning To Address Outcomes

Developing a classroom environment that supports speaking and listening outcomes takes time. It also does not happen by chance. Teachers need to carefully consider classroom routines and instructional strategies that encourage purposeful talk by creating a safe, accepting, and comfortable atmosphere. Classrooms organized as workshops provide ongoing, consistent opportunities where informal Speaking and Listening outcomes linked to dialogue and discussion can be assessed and explicitly taught. Refer to the Sample Instructional Strategies section at the end of Outcomes In Action for a list of classroom strategies that provide structured, purposeful opportunities to explicitly instruct and assess a number of Speaking and Listening outcomes in both whole and small group settings.

Students need explicit instruction on a range of acceptable and supportive behaviours and strategies that facilitate productive speaking and listening in a variety of whole class and small group settings. The importance of explicit instruction in relation to various speaking and listening situations cannot be overstated. It is especially essential to emphasize the importance of courteous, careful listening, aligning especially with GCO 3. Students need to be taught how to be a good audience during formal speaking and performance situations. They also need to apply a range of verbal and non-verbal cues as active listeners in less formal exploratory conversations and discussions. It is important to note that a balanced English language arts program allocates between twenty and thirty per cent of instructional time to explicit instruction and practise in Speaking and Listening.

A variety of formal, informal, and performance learning experiences are aligned with the Speaking and Listening outcomes. It is suggested that whenever possible, these experiences be linked to complement and support Reading and Viewing, and/or Writing and Representing outcomes, providing opportunities for teachers to assess Speaking and Listening outcomes within purposeful contexts throughout the year.

The following chart indicates categories of Speaking and Listening requiring explicit instruction, and lists a number of examples of learning situations typically associated with each. In no way should this list be considered comprehensive, and it is recognized that aspects of one category may be found in others. The pages following the chart explain how many of these learning situations may be linked to specific outcomes.

Although it is not intended nor recommended that every literary form in each category be studied, teachers are required to provide explicit instruction and learning experiences with a variety of forms from each text category. It is essential that students be provided with opportunities to explore and create a variety of non-print and multimedia texts in keeping with the demands of twenty-first century literacies.

## Categories of Speaking and Listening Experiences

Explicit instruction is required in each category.

Category	Examples	Focus of Instruction
<b>Formal speaking and listening</b>	Speech Presentation Demonstration Debate Interview Survey Panel Discussion	Addressed primarily in GCO 2 and GCO 3: <ul style="list-style-type: none"> <li>▪ Speaking elements emphasized               <ul style="list-style-type: none"> <li>– organizing information and ideas</li> <li>– planning and preparation</li> <li>– verbal and non-verbal cues</li> <li>– persuasive language and techniques</li> <li>– giving verbal directions</li> <li>– formal spoken language patterns</li> </ul> </li> <li>▪ Listening elements emphasized               <ul style="list-style-type: none"> <li>– appropriate behaviours as audience, debater, panelist, interviewer, etc.</li> <li>– determining purpose, main ideas, point of view, and bias</li> <li>– audience awareness, sensitivity</li> <li>– following verbal directions</li> </ul> </li> </ul>
<b>Informal speaking and listening</b>	Book Club or Literature Circle Author's Chair Book Talk Peer writers' conference Discussion Video conferences On-line discussion forum	Addressed primarily in GCO 1 and GCO 3: <ul style="list-style-type: none"> <li>▪ Speaking elements emphasized               <ul style="list-style-type: none"> <li>– state and defend a position</li> <li>– participant awareness, sensitivity</li> <li>– informal spoken language patterns</li> <li>– focus on topic</li> </ul> </li> <li>▪ Listening elements emphasized               <ul style="list-style-type: none"> <li>– active listening strategies such as clarifying questions, elaborating, explaining, responding to questions, paraphrasing, and summarizing</li> <li>– non-verbal feedback</li> <li>– appropriate behaviours as small group and whole class discussion participant</li> </ul> </li> </ul>

<b>Performance</b>	Readers' Theatre Dramatic Performance Story-telling and Recitation Narration or Voice Over See also Visual/Multimedia in Writing and Representing	Addressed primarily in GCO 2 and GCO 3: <ul style="list-style-type: none"> <li>▪ Speaking elements emphasized             <ul style="list-style-type: none"> <li>– planning and preparation</li> <li>– dramatic use of voice, movement</li> <li>– verbal and non-verbal cues</li> <li>– space, light, costume, staging</li> <li>– audience awareness, sensitivity</li> </ul> </li> <li>▪ Listening elements emphasized             <ul style="list-style-type: none"> <li>– appropriate behaviours as audience</li> </ul> </li> </ul>
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## Formal Speaking and Listening

Examples	Focus of Instruction
Speech Presentation Demonstration Debate Interview Survey Panel Discussion	Addressed primarily in GCO 2 and GCO 3: <ul style="list-style-type: none"> <li>▪ Speaking elements emphasized             <ul style="list-style-type: none"> <li>– organizing information and ideas</li> <li>– planning and preparation</li> <li>– verbal and non-verbal cues</li> <li>– persuasive language and techniques</li> <li>– giving verbal directions</li> <li>– formal spoken language patterns</li> </ul> </li> <li>▪ Listening elements emphasized             <ul style="list-style-type: none"> <li>– appropriate behaviours as audience, debater, panelist, interviewer, etc.</li> <li>– determining purpose, main ideas, point of view, and bias</li> <li>– audience awareness, sensitivity</li> <li>– following verbal directions</li> </ul> </li> </ul>

Formal speaking and listening situations generally serve to communicate information, promote ideas, or persuade listeners to accept a particular opinion. They often involve an audience, and therefore share elements of a performance with more dramatic forms of formal speech such as a play or monologue. Generally students are required to use more sophisticated diction and vocabulary, and a more decorous tone of voice than they would in informal situations. Close attention to non-verbal cues is also important for effective delivery in formal speaking situations.

Because of the rehearsed, performance nature of formal speaking and listening situations, assessment of learning tends to focus more on end products, while instruction within the classroom workshop may tend to occur more heavily in the earlier drafting stages of the students' work with their scripts or speaking notes. Such instruction should seek to provide clear explanations and examples of what a good speech, debate, performance, or presentation looks like and sounds like.

Since there is often a specific audience in formal speaking situations, there are also many opportunities for assessment and explicit instruction addressing appropriate and effective listening behaviours and strategies. Students need to know what being a good audience participant looks like and sounds like in a variety of formal situations. They will need lots of explicit instruction and many opportunities to practise.

Following are a number of suggested learning experiences aligning with specific speaking and listening outcomes under GCO 2 and 3 that may provide purposeful contexts for explicit instruction as well as opportunities for assessment of student learning.

## **Speech**

A speech is usually prepared and rehearsed. It often contains elements of persuasion and argument common to persuasive writing, with the added special demands of appropriate use of voice and non-verbal cues placed upon the students' delivery. Students may benefit from reading the text of speeches, and viewing or listening to the recorded delivery of speeches by famous, adept public speakers. Engaging students in crafting their own speeches is one way of addressing the persuasive writing component of the Writing and Representing outcomes. Teachers are able to address and assess a number of outcomes from all three curriculum strands within a purposeful context. Because speeches are written for a specific audience, the connection of speaking, reading, and writing activities has the potential to heighten students' awareness of the impact of audience on forms of writing.

## **Presentation/Demonstration**

Oral presentations and demonstrations require individuals or small groups of students to acquire and organize information, and orally communicate that information to an audience. Organizing student work around researching and organizing information from a variety of sources in preparation for oral presentations provides teachers with a rich opportunity to create a purposeful context within which to explicitly teach and assess outcomes across Speaking and Listening, Reading and Viewing, and Writing and Representing strands. Oral presentations can create opportunities to incorporate a variety of other ways of representing through multimedia representations and electronic media.

Demonstrating a procedure or the use of an item requires similar elements of oral language use. Some students may find such tasks as showing how to do or use something easier than a presentation, since they can bring their personal interest and expertise into the classroom.

Both presentations and demonstrations provide opportunities for cross-curricular learning. Teachers can also use presentation and demonstration situations to assess listening outcomes by observing students in the audience.

## **Debate**

A formal debate is governed by a relatively strict set of rules and procedures. Students will need explicit instruction about the rules of debate and lots of practice stating a case, supporting their claims, staying on topic, and listening closely to the opposing side in more informal situations in order to gradually work up to a full debate effectively. Much of the preparation, and many of the strategies used in other persuasive talks and persuasive writing are also applied within a debate. Just as with persuasive speech and oral presentation situations, there are many opportunities for teachers to link instruction and

assessment of Reading and Viewing, and Writing and Representing outcomes to students' work in preparation for debates.

## **Interview/Survey**

Interviews and surveys require students to formulate and ask questions of another person or group of people for the purpose of gathering information. By conducting interviews and surveys, students have the opportunity to develop and demonstrate a number of speaking and listening outcomes, not only in the asking of questions, but especially in listening and appropriately responding verbally and non-verbally to another's remarks.

Students can interview each other, guest speakers brought into the classroom, or members of the broader community beyond the school. Interviewing scenarios may also be role-played to allow opportunities for students to explore important life skills such as job interview situations. Role-playing a variety of media interview situations can create a purposeful context within which a number of Reading and Viewing outcomes can be addressed, while demonstrating a number of Speaking and Listening outcomes. For example, teachers may be able to combine a Speaking and Listening interview unit with a Reading and Viewing multi-media unit exploring a variety of popular media genre, such as the late-night talk show, in-the-street news interview, and the radio phone interview.

## **Panel Discussion**

Students involved in a panel discussion present various viewpoints around an issue or provide information that supports a particular solution to a problem. Panel discussions typically require much advance preparation. Students often need to do preliminary reading or research to become acquainted with the issue or problem being discussed. Teachers will have to establish a set of procedures, and provide explicit instruction, as panel participants not only present information, but need to listen and respond to the information and opinions of the other participants. Panel discussion usually requires significant amounts of class time, depending upon the number of participants, but teachers may decide the opportunities for combining outcomes from Speaking and Listening, Reading and Viewing, and Writing and Representing strands in preparation for them may be worth the class time required.

## INFORMAL SPEAKING AND LISTENING

Examples	Focus of Instruction
book club Literature Circle Author's Chair book talk Peer writers' conference discussion video conferences on-line discussion forum	Addressed primarily in GCO 1 and GCO 3: <ul style="list-style-type: none"> <li>▪ Speaking elements emphasized               <ul style="list-style-type: none"> <li>– state and defend a position</li> <li>– participant awareness, sensitivity</li> <li>– informal spoken language patterns</li> <li>– focus on topic</li> </ul> </li> <li>▪ Listening elements emphasized               <ul style="list-style-type: none"> <li>– active listening strategies such as clarifying questions, elaborating, explaining, responding to questions, paraphrasing, and summarizing</li> <li>– non-verbal feedback</li> <li>– appropriate behaviours as small group and whole class discussion participant</li> </ul> </li> </ul>

Informal speaking and listening situations tend to be exploratory and collaborative in nature. Whether in whole class situations, in small groups, or with a partner, the purpose of informal talk is to learn, process information, revise thinking, and deepen understanding. As such, these types of speaking and listening situations are greatly supportive of reading and writing processes. They can provide opportunities for teachers to assess a number of Speaking and Listening outcomes, especially GCOs 1 and 3, as well as a number of Reading and Viewing, and Writing and Representing outcomes. Time to talk, reflect, and share with others is a fundamental aspect of the classroom workshop. Teachers need to take special care to develop a repertoire of strategies and organizational structures that support ongoing opportunities for talk as a regular part of the weekly English language arts program.

Informal opportunities for talk are most effective when they remain task-focused and goal-related. Teachers need to supply clear, simple instructions as to the purpose of the discussion. They also need to provide explicit instruction of strategies used to sustain exploratory conversation. Students need to see and hear what effective conversation looks like and sounds like. Teachers and students will have successful, positive experiences with informal speaking and listening situations in classrooms where explicit instruction and clear expectations around the criteria of success have been provided for participating students.

Many classroom strategies have been developed to organize and support informal talk among students. Refer to the Sample Instructional Strategies section at the end of Outcomes In Action for a list of classroom strategies that provide structured, purposeful opportunities to explicitly instruct and assess a number of Speaking and Listening outcomes in both whole and small group settings. Teachers are also encouraged to explore the professional resources listed at the end of the Speaking and Listening section to further develop their repertoire of classroom strategies.

Following are brief explanations of a number of informal Speaking and Listening learning experiences that form an integral part of the classroom workshop. These provide a purposeful context for informal talk, as well as opportunities for explicit instruction and assessment of specific speaking and listening outcomes.

## Book Club or Literature Circles

Book Clubs and Literature Circles are student-led book groups that allow students to discuss texts read either independently or as a shared experience. Although originally developed for use with novels, book clubs and literature circles can be used with a variety of texts, including poetry, short stories, and non-fiction. Students are organized into small groups, ideally no larger than four per group. Sometimes a common text is assigned to each group, but ideally students should also have opportunities to exercise some choice.

At regular intervals throughout a reporting period, the groups meet to talk about texts they have been reading or viewing during the Time to Practise and Develop phase of the classroom workshop, supported with explicit instruction and the establishment of consistent expectations. The informal talk within the groups deepens comprehension of the texts, broadens the cognitive strategies they apply to make sense of the texts, and encourages deeper personal and critical responses to the texts and their authors. Students benefit from the interactions and the range of perspectives among the group members as they build their understanding of the texts together. Group interactions may be supported with the inclusion of a written component, such as Reading Logs or Journals, providing a purposeful context for instruction and assessment aligned with GCO 8.

Book Clubs and Literature Circles provide the teacher with a purposeful context for teaching a range of small group discussion strategies that align especially with GCO 1 and 3, as well as ongoing opportunities to assess these outcomes. Through observation and conversation, teachers can also assess a number of Reading and Viewing outcomes made evident during these small group discussions.

## Author's Chair

Author's Chair is a whole class informal speaking opportunity that is an important component of the Time to Share and Reflect phase of writing workshop. At regular intervals in the weekly scheduled time for writing, students are invited to orally share parts of a current draft with the class, and receive descriptive feedback to support their writing process. Classroom structures and procedures for conducting Author's Chair must be carefully and explicitly developed to ensure student authors feel safe and secure while sharing their work, and that the integrity of the work is maintained. Students will need explicit instruction about how to constructively respond to an author's work in progress in order for this classroom strategy to produce good results for student writers.

Not only does Author's Chair provide student writers with descriptive feedback for work in progress, it creates an essential audience for student writing other than the teacher. Author's Chair provides a context through which to address and assess specific speaking and listening outcomes, and creates opportunities for teachers to assess through observation and conversation a number of specific Writing and Representing outcomes under GCO 9 and 10 having to do with the drafting and crafting of texts.

## Book Talk

Book Talk is an important component of the reading workshop that can be structured as whole class or as small group activity. Students volunteer or are scheduled to take turns sharing their thoughts, feelings and understandings about texts they are presently reading or viewing either during the Time to Practise and Develop phase of the reading workshop or on their own time. Book Talks may involve a student reading an excerpt aloud from the chosen text to illustrate a point being made. A short, structured time is usually left for group participants to ask questions of the student doing the Book Talk. The intent is to create conversations that resemble those found in book clubs.

Students will need explicit instruction in talking critically and personally about texts, as well as instruction in ways to orally present their ideas informally to a group, aligned with Speaking and Listening outcomes under GCO 2. Also, students will need instruction in ways to respectfully interact as an audience in such situations, touching on GCO 3. Not only does this provide opportunities for students to demonstrate a number of Speaking and Listening outcomes, but also provides opportunities to demonstrate personal and critical responses to text, aligned with specific outcomes under GCO 6 and 7.

## **Peer Writers' Conference**

Writing conferences are discussions about students' writing in progress for the purpose of providing an audience for their writing, to provide descriptive feedback intended to help writers develop control over their writing process, and to encourage reflective dialogue that will promote their growth as writers. For peer conferences, students are usually organized into small groups to read, view, or listen as one member of the group shares a sample of a draft in progress. Group participants then ask probing questions that cause the author to think and talk about various aspects of their work.

This classroom strategy not only provides a purposeful context for the development and assessment of informal Speaking and Listening outcomes under GCO 1 and 3, but also provides the teacher with opportunities to gather assessment information and provide explicit instruction on a number of Writing and Representing outcomes under GCO 9 and 10.

## **Discussion**

The ability to conduct discussions with a group of students, in class as well as in secure on-line contexts such as the Nova Scotia Virtual School, should be part of the instructional repertoire of every teacher. During such discussions, the teacher often takes on the role of facilitator, posing a question or introducing a topic to the class, then directing and moderating the flow of dialogue among the students. Procedural guidelines may need to be established with students to ensure discussions are more than a series of bilateral exchanges between individual students and the teacher. Students may need explicit instruction demonstrating how to elaborate on main ideas or points made, and how to support their claims. For example, the teacher may want to provide explicit speaking and listening instruction by modelling the sorts of questions that help to promote and support exploratory talk before the students engage in such talk in small groups. Perhaps to support students in their reading of a text, the teacher may want to provide background knowledge and stimulate interest in a topic before the students read about it. Perhaps before embarking upon a unit of work, the teacher may wish to engage the students in reflecting upon the criteria by which their work will be assessed.

Discussion should be used sparingly as a classroom strategy. The attainment of specific outcomes should be clearly in mind, and rarely should a discussion extend for the length of a typical class period. Maintaining the interest and engagement of any large group of students for extended periods of time in a discussion, no matter what the topic may be, can be extremely challenging. Quiet cooperation on the part of the class should not be confused with engagement.

## PERFORMANCE

Examples	Focus of Instruction
Readers' Theatre dramatic performance story-telling and recitation narration or voice over See also visual/multimedia in writing and representing	Addressed primarily in GCO 2 and GCO 3: <ul style="list-style-type: none"> <li>▪ Speaking elements emphasized               <ul style="list-style-type: none"> <li>– Planning and preparation</li> <li>– Dramatic use of voice, movement</li> <li>– Verbal and non-verbal cues</li> <li>– Space, light, costume, staging</li> <li>– Audience awareness, sensitivity</li> </ul> </li> <li>▪ Listening elements emphasized               <ul style="list-style-type: none"> <li>– Appropriate behaviours as audience</li> </ul> </li> </ul>

Speaking and listening situations involving performance tend to involve the presentation of narrative, poetic and other expressive forms of language to an audience, usually through use of role-play and other dramatic elements. Most performances emphasize entertainment of the audience, although the intended purpose of a performance may also include the communication of information, the exploration of an idea, or the persuasion of an audience as in other formal speaking situations such as a presentation or speech.

Drama is an especially powerful medium for development of oral language and personal growth, providing an important outlet for the effusive energy and need for interaction so typical of young adolescents. It is an art that requires students to work together to share ideas, solve problems, practise and rehearse, and create meaning in order to communicate with and entertain others. Such drama activities as improvisation, role-play, story-telling, mime, Readers' Theatre, montage, and wide range of other theatrical exercises should be an integral part of a balanced English language arts program.

Successful performances often require students to use sophisticated diction and vocabulary, and alteration of volume, inflection, rate of speech, and tone of voice to achieve a variety of purposes, as well as pay close attention to non-verbal cues. Performance situations provide an excellent purposeful context for explicit instruction in these elements aligning with GCO 2. Such instruction should seek to provide clear explanations and examples of what a good staged or video performance looks like and sounds like. Involving students in crafting their own performance productions provides teachers with an excellent opportunity to include instructions and assessments of a number of Writing and Representing outcomes aligned with GCO 9 and 10.

Since there is usually a specific targeted audience in performance situations, there are many opportunities for assessment and explicit instruction of appropriate and effective audience listening behaviours and strategies, aligning especially with GCO 3. Students need to know what being a good audience participant looks like and sounds like in a variety of performance situations. They need lots of explicit instruction and many opportunities to practise in order to increase the likelihood of success. Dramatic performances provide teachers with excellent opportunities for instruction and assessment of outcomes related to an understanding of how audience influences writers and their texts, aligning with GCO 7 and 9.

Following are examples of a number of Speaking and Listening learning experiences that involve performance. Situations such as these provide purposeful contexts for explicit instruction addressing

specific speaking and listening outcomes under GCO 2 and 3, as well as opportunities for assessment of student learning.

## **Readers' Theatre**

In Readers' Theatre, students do a dramatic reading of narrative text such as a short story, novel excerpt, some poetry, or short script to a live audience comprised usually of fellow students, and sometimes parents and other teachers. Such performances predominantly make use of dramatic alteration of inflection, volume, and tone of voice to portray character and tell a story, with few if any use of non-verbal dramatic staging or props. This should not be confused with choral reading. In Readers' Theatre specific roles are assigned to individual students, a known text is usually used, and there is time provided for rehearsal.

Preparing students for Readers' Theatre provides opportunities for explicit instruction aligning with specific speaking outcomes under GCO 2, and also provides an excellent opportunity to introduce appropriate audience listening behaviours aligning with GCO 3. Readers' Theatre, with its emphasis on reading aloud, also provides a purposeful context for instruction developing reading fluency, GCO 4.

## **Dramatic Performance**

Staged dramatic performances such as a monologue, one act play, and stage or video production of a scripted play create opportunities for teachers to engage students in work that addresses a number of outcomes from all three strands of the English language arts curriculum. Students working either independently or in small groups on the production of dramatic performances may be engaged in researching, drafting scripts, reading or viewing anchor texts, planning, problem-solving, reading and rehearsing, and producing the final product. Conducted over the course of several weeks within a classroom workshop environment—in this case, a drama workshop—such a process allows teachers to provide explicit instruction addressing specific outcomes in Speaking and Listening GCO 1, 2, and 3, Reading and Viewing GCO 4 and perhaps 5, as well as Writing and Representing GCO 8, 9, and 10.

## **Story-telling and Recitation**

Story-telling, one of the oldest forms of performance, involves the presentation of a short piece of narrative in a dramatic, engaging, entertaining way to an audience. The text should be known well enough that it is presented from memory. Such performances predominantly make use of dramatic alteration of rate of speech, volume, inflection, and tone of voice to portray character and tell the story, with few if any use of non-verbal dramatic staging or props, providing opportunities for instruction and assessment of Speaking and Listening GCO 2. Comprehension of oral text requires the listening audience to make use of many of the reading comprehension strategies used to make sense of written text. As such, story-telling makes an excellent context for explicit instruction and assessment of the range of reading behaviours addressed under Reading and Viewing GCO 4 and 6.

Recitation is commonly a presentation of poetry, or sometimes a short piece of narrative, in a dramatic, engaging, entertaining way to a live audience. Although the text may sometimes be Read-Aloud, it is often presented from memory. This form of presentation, once a popular form of entertainment in earlier centuries, may be seen in contemporary forms such as Spoken Word Poetry and Rap Battle.

Engaging students in the drafting of their own poetry to be presented in some sort of recitation situation such as a class or school Poetry Café provides an authentic context for explicit instruction and

assessment addressing specific Writing and Representing outcomes under GCO 9 and 10, as well as Speaking and Listening GCO 2. Engaging students in preparing the work of established poets to be presented in some sort of recitation situation provides an authentic context for explicit instruction and assessment addressing specific Reading and Viewing outcomes under GCO 4 and 5 as well.

Both story-telling and recitation also provide excellent opportunities for purposeful instruction and assessment of appropriate audience listening behaviours aligning with SCO 3.

## Narration or Voice Over

A number of electronic media, such as short video or audio productions in the style of media news, sports, current affairs, entertainment news, and docu-drama, make use of elements of oral presentation. Video drama and non-fiction, digital photo essay, and audio drama and documentary can also include narration, sometimes referred to as a voice-over, to help convey meaning. Students may study the work of established professionals in these genres, and create their own productions, then broadcast them within the classroom, across the school community, or up-load and podcast to the Internet.

Besides the obvious alignment with Speaking and Listening GCO 2 and 3, engaging in electronic multimedia projects such as these provide a broader audience beyond the classroom workshop, creating an authentic context for explicit instruction and assessment of a wide range of Reading and Viewing, and Writing and Representing outcomes, especially those dealing with critical literacy and the influence of audience on text.

## Professional Resources

- Bennett, Barry and Carol Rolheiser. 2001. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto, ON: Bookation, Inc.
- Burke, Jim. 2000. *Reading Reminders*. Portsmouth, NH: Heinemann.
- Burke, Jim. 2003. *Writing Reminders*. Portsmouth, NH: Heinemann.
- Koch, Arthur. 2007. *Speaking With a Purpose*. Boston, MA: Allyn and Bacon.
- Nova Scotia Department of Education. 2007. *Teaching in Action, Grades 7–9*, Halifax, NS: Nova Scotia Department of Education.
- Probst, Robert E. 2007. “Tom Sawyer, Talking, and Teaching,” *Adolescent Literacy: Turning Promise into Practice*. Portsmouth, NH: Heinemann, p. 43.

# Outcomes in Action: Reading and Viewing

“We need to widen our notion of texts; doing so will widen our repertoires of teaching and what curricula we can uncover, and will promote students’ strategic reading and widen their textual expertise” (Wilhelm, Jeffrey. “Making It Matter Through the Power of Inquiry,” *Adolescent Literacy: Turning Promise Into Practice*. p. 238)

Reading and viewing are active processes of constructing meaning from texts. The concept of text has expanded in today’s digital multimedia world. Students must be able to comprehend visual and audio imagery as well as print text, and be able to select, assimilate, synthesize, and evaluate information obtained through a variety of multimedia. Current notions of literacy have expanded to include the following:

- information literacy—the ability to access, select, interpret, evaluate, organize, produce, and communicate information through a variety of print and electronic media
- media literacy—the ability to understand how mass media such as television, magazines, and the internet produce, organize, and use information
- visual literacy—the ability to understand, interpret, and produce a variety of visual imagery to represent ideas
- critical literacy—the ability to examine how the information and messages of visual, print, and other representational texts are constructed and organized to make meaning, and how they have a particular impact on the reader or viewer

The ability to understand and respond personally and critically to a range of print, audio, video, and multimedia representations is crucial for lifelong independence and enjoyment. For further specific information regarding classroom strategies addressing the expanded notion of literacy, see *Teaching in Action, Grades 7–9: A Teaching Resource* (Nova Scotia Department of Education 2007), especially Appendices C through F.

## The Reading/Viewing Process

“So here’s lesson number one about comprehension: the prime determinant of understanding is prior knowledge. Period, point blank, case closed.” (Harvey and Daniels, *Comprehension and Collaboration*. p. 22)

Reading and viewing are active processes involving constant interaction between the reader or viewer, and the text, as cognitive strategies are intentionally brought to bear in order to make meaning. Reading and viewing are therefore highly personal and individual thinking activities. Each reader/viewer brings personal knowledge and experiences with visual, aural, print, and multimedia texts, as well as social, familial, cultural, and world knowledge to every interaction with text. The construction of meaning is also a social and collaborative one. The context within which reading and viewing experiences occur shapes the particular message constructed by the reader/viewer. The meaning individuals derive from a text may vary, but the more a group of readers/viewers share culture, background knowledge, and

linguistic experience, the more likely a shared interpretation will emerge from reading/viewing the same text (Wilhelm, Baker, and Dube, 2001; Harvey and Goudvis, 2007).

As students read and view text, they integrate information obtained through four cueing systems, and apply a range of cognitive strategies to make sense of the information. While the pragmatic, semantic, syntactic, and graphophonic cueing systems are discussed separately below, they function in concert, and must not be isolated from one another during the process of reading and viewing.

## The Cueing Systems

[Insert Venn diagram here.]

### Pragmatic

Pragmatics uses knowledge of text organizations, purposes of various kinds of texts, and the contextual situation in which the text is being read or viewed to make meaning. The ability to use pragmatic cues can be encouraged and supported by:

- establish a purpose for reading and viewing
- make explicit how reading for a specific purpose changes the way in which a text may be read or viewed, such as determining the relative importance of specific details
- explicitly teach text structures appropriate to the purpose and situation

### Semantic

Semantics uses background knowledge and prior experience with texts and words to make meaning. The ability to use semantic cues can be encouraged and supported by:

- reading aloud to students
- providing students with hands-on experiences related to the topic to be read or viewed
- activating students' prior knowledge of a topic or situation before reading or viewing
- providing background information and new vocabulary related to the topic to be read or viewed

### Syntactic

Syntactics uses knowledge of the structure of language to make meaning. The ability to use syntactic cues can be encouraged and supported by:

- providing reading experiences with predictable language patterns
- reading aloud to students
- providing opportunities for students to use predictable language patterns from familiar text in creating new texts, such as parody

- ensure students experience a wide range of language patterns created for a variety of purposes

## Graphophonic

Graphophonics uses knowledge of the relationships among written letters, letter patterns, and the sound of language to make meaning. The ability to use graphophonic cues can be encouraged and supported by:

- providing instruction in word patterns
- providing instruction in a variety of word attack strategies for unfamiliar words

## Understanding Text

The process resulting in comprehension of text occurs before, during, and after reading or viewing. Before students engage in reading or viewing, teachers can assist them in making connections between their personal knowledge and experience, and the texts to be read or viewed. Such prereading classroom strategies might include the following:

- make predictions about the topic or contents of the text to be read based on the title, illustrations, or other text features that may be present
- provide background knowledge about an unfamiliar topic or setting by viewing a video or still images related to the theme or topic
- activate students' existing background knowledge through reflective, metacognitive talk or writing, supported by graphic organizers when needed or appropriate

During reading or viewing, the cueing systems are used in an integrated way to get information from texts, and a number of thinking strategies are applied by readers/viewers to link that information with their prior knowledge to construct meaning. Teachers can support students' ability to understand texts by providing explicit instruction in the following during-reading comprehension strategies:

- analyzing
- clarifying
- connecting
- determining importance
- inferring
- predicting
- questioning
- reflecting
- summarizing
- synthesizing
- visualizing

Students also need to develop strategies to use when texts do not make sense to them as they read and view. Teachers can support students by providing explicit instruction in the following during-reading fix-up strategies that help readers and viewers get back on track when meaning breaks down:

- adjusting
- self-correcting
- self-monitoring
- word solving

Reading and viewing generally elicit some sort of response. Responding and comprehending are interdependent. Students need to be able to respond to texts through talk and a variety of writing and other ways of representing. As students grow in their ability to respond personally and critically to texts, they grow in their ability to understand. In their response to texts, students develop their ability for aesthetic appreciation, and to think imaginatively, analytically, and critically. The ways students are asked to respond to texts in school influence their development as speakers and listeners, readers and viewers, and writers and users of other ways of representing. It also influences their perceptions of themselves as literate, thinking individuals.

Students need plenty of opportunities to respond personally to texts, considering their thoughts, feelings, and making personal connections to their own experiences and other texts. Personal responses extend students' understanding, engage many levels of thinking, and provide opportunities to represent their thinking in a variety of ways. Personal responses heighten students' engagement with texts as well as assist in overall expressive language development.

More critical responses to texts emerge as students move from purely personal responses to more judgmental and explanatory evaluation of texts. Critical readers and viewers interpret and make judgments about content, authors' craft, authors' intent, and point of view implied by texts. Critical responses also involve citing and referencing specific words, images, passages, actions, or events that support opinions expressed by the reader or viewer. To read or view critically, students need to challenge assumptions they bring to a text. They also need to become aware that texts contain biases, often intentionally created by the authors, so readers and viewers must learn to consciously accept, resist, or accept with reservations the ideas, beliefs, and opinions expressed in texts.

## Stages of Reading Development

Learning to read is a developmental process. Students learn and gain greater control over the process gradually. With practice and explicit instruction, they continually expand their repertoire of concepts, skills, and strategies. Although considerable variations occur in students' rate of growth toward becoming confident and fluent readers, they generally pass through a continuum of development as reflected in the following diagram:

[Insert "Stages of Reading Development" chart from Active Readers Assessment Resource for Young Adolescents. p. 30]

## Emergent

Emergent readers understand that print and visual texts convey a message. These readers use pictures to predict text, they role-play reading behaviours, and rely on memory to reread familiar texts. Emergent readers are beginning to understand that text has directionality, and can recognize some words in various contexts. They are beginning to predict unknown words using visual cues and meaning, and can discuss content of a text, making predictions about what will come next.

## Early

Early readers know about most print conventions. They use context (semantics) and letter-sound (graphophonic) cues to make approximations, take risks, and frequently self-correct as they read. They read familiar texts confidently, can make personal connections and question texts.

## Transitional

Transitional readers possess a growing sense of independence and confidence in selecting texts, identifying purposes for reading, and making meaning through the application of an expanding repertoire of strategies. They can read longer texts that are not as strongly supported with illustrations, and generally show greater stamina when engaged with the reading process. They can make inferences in support of their comprehension, can respond personally, and are developing the ability to respond critically and aesthetically to texts.

## Fluent

Fluent readers can do all of the above with greater automaticity, and have developed an extensive vocabulary. When confronted with unfamiliar or challenging text, they resourcefully and confidently draw upon a wide range of strategies to construct meaning. They can respond personally, critically, and aesthetically to a wide variety of texts.

For more detailed information on the reading and viewing process, and the stages of reading development, please refer to *Active Readers Assessment Resource Young Adolescents: A Teaching Resource, Grades 7–9* (Nova Scotia Department of Education 2005).

Reading and viewing cannot be considered in isolation from the other language processes: speaking and listening, and writing and other ways of representing. A student's growth in one area influences and depends upon development in all the others. All three strands of the English language arts curriculum share many of the same cognitive strategies.

Reading widely provides exemplary models for students' writing and other representations as they internalize the structures and conventions of particular genres, get ideas for themes and topics, and notice techniques of craft to try out on their own. Reading and viewing help students to develop an appreciation of craft and awareness of audience in their own creations. Their ability to understand is strengthened by adding to their knowledge about the forms and structures of a variety of texts. Students also need help understanding the many strategies and conventions that writers, journalists, screenwriters, filmmakers, website designers, and others employ to convey meaning. Comprehension is deepened, and the reading/viewing experience enhanced, when it is understood how devices such as metaphor and word choice, camera angle and point of view contribute to the richness of a text's message.

Through sharing and talk, students acquire new meanings and interpretations from their peers that help to refine and enhance their own initial understandings of texts. Articulating their own personal and critical responses serve to clarify and deepen understanding. Refer to the Sample Instructional Strategies section at the end of Outcomes In Action for a list of classroom strategies that provide structured, purposeful opportunities for students to interact in both whole and small group settings. Many of these strategies provide opportunities for teachers to assess a number of specific Reading and Viewing and Speaking and Listening outcomes.

## Planning To Address Outcomes

Teachers' program planning and instruction need to reflect current understandings of the reading and viewing process. The English language arts classroom workshop provides opportunities for timely explicit instruction, time for students to read and view independently, supports purposeful social interaction, and encourages diversity of interpretation and opinion. For detailed suggestions and explanations of approaches to instruction within a classroom workshop, refer to *Teaching in Action, Grades 7–9: A Teaching Resource* (Nova Scotia Department of Education 2007).

Regardless of the instructional approach or category of Reading and Viewing experiences chosen, a constant thread running through a balanced approach to Reading and Viewing is the provision of instructional time and classroom routines or structures devoted to addressing the following aspects of **GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.**

### Providing a range of reading and viewing experiences

A wide range of texts should be made available, and provisions made to allow some degree of student choice to accommodate the varied interests and abilities of all students. Students need experience with:

- a variety of narrative fiction genre, such as mystery, fantasy, horror, adventure and historical fiction
- a variety of narrative forms, such as short stories, novels, scripts, films, and biographies
- a variety of non-fiction texts, such as magazines, newspapers, essays, blogs, and documentaries
- a variety of media, such as print, audio, video, visual, and live dramatic presentations, as well as multimedia presentations.

### Providing Explicit Instruction in Reading and Viewing Strategies

Students need to develop a range of comprehension and fix-up strategies to successfully read and view texts. Teachers need to provide explicit instruction in the following comprehension strategies:

- |                          |                |
|--------------------------|----------------|
| ▪ analyzing              | ▪ questioning  |
| ▪ clarifying             | ▪ reflecting   |
| ▪ connecting             | ▪ summarizing  |
| ▪ determining importance | ▪ synthesizing |
| ▪ inferring              | ▪ visualizing  |
| ▪ predicting             |                |

and in the following fix-up strategies:

- adjusting

- self-correcting
- self-monitoring
- word solving

It is suggested that whenever possible, these experiences be linked to complement and support Speaking and Listening, and/or Writing and Representing outcomes, providing opportunities for teachers to assess Reading and Viewing outcomes within purposeful contexts throughout the year.

The following chart indicates categories of text, representing the range of fiction, non-fiction, poetry, visual, and multimedia texts required to address the Reading and Viewing outcomes in a balanced way. Examples of literary forms typically associated with each text category are listed, recognizing that aspects of one category may be found in others. In no way are the lists comprehensive or exclusive. The pages following the chart explain how providing explicit instruction and learning experiences with many of these forms may be linked to specific outcomes.

Although it is not intended or recommended that every literary form in each category be studied, teachers are required to provide explicit instruction and learning experiences with a variety of forms from each text category. It is essential that students are provided with opportunities to explore and create a variety of non-print and multimedia texts in keeping with the demands of Twenty-first Century literacies.

## CATEGORIES OF READING AND VIEWING EXPERIENCES

Explicit Instruction is required in each category.

Category	Examples	Focus of Instruction
<b>Narrative Fiction</b>	short story novel film episodic TV drama/sitcom dramatic script  see also visual/multimedia	Addressed primarily in GCO 4, GCO 6 and GCO 7: <ul style="list-style-type: none"> <li>▪ learn and apply a range of strategies to read and view for meaning</li> <li>▪ elements and organizational structures of forms and genre               <ul style="list-style-type: none"> <li>– plot</li> <li>– setting, character development, conflict, theme</li> <li>– literary devices</li> </ul> </li> <li>▪ emphasis on the following elements of personal and critical response               <ul style="list-style-type: none"> <li>– personal opinions about situations, characters, issues and themes</li> <li>– critical opinions about authors' style</li> <li>– critical opinions about authors' and texts' effectiveness</li> <li>– critical opinions about cultural values portrayed in texts</li> </ul> </li> <li>▪ defend personal and critical responses by citing examples from texts</li> </ul>

<b>Narrative Non-fiction</b>	memoir narrative essay blog biography/ autobiography friendly letter/ email/ social networking  see also visual/multimedia	Addressed primarily in GCO 4, GCO 6 and GCO 7: <ul style="list-style-type: none"> <li>▪ learn and apply a range of strategies to read and view for meaning</li> <li>▪ elements and organizational structures of forms and genre             <ul style="list-style-type: none"> <li>– plot, setting (narrative essay)</li> <li>– chronological, episodic</li> <li>– literary devices</li> </ul> </li> <li>▪ emphasis on the following elements of personal and critical response             <ul style="list-style-type: none"> <li>– personal opinions about situations, characters, issues and themes</li> <li>– critical opinions about authors’ style</li> <li>– critical opinions about authors’ purpose and point of view</li> <li>– critical opinions about authors’ and texts’ effectiveness</li> </ul> </li> <li>▪ defend personal and critical responses by citing examples from texts</li> </ul>
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<b>Expository/Information</b>	<p>essay/ report formal letter wiki/ web site periodical or magazine article research material audio or video documentary podcast</p> <p>see also visual/multimedia</p>	<p>Addressed primarily in GCO 4, GCO 5, and GCO 7:</p> <ul style="list-style-type: none"> <li>▪ learn and apply a range of strategies to read and view for meaning</li> <li>▪ elements and organizational structures of forms and genre <ul style="list-style-type: none"> <li>– problem/ solution, cause/ effect, proposition/support, compare/contrast, chronological</li> </ul> </li> <li>▪ research methods such as <ul style="list-style-type: none"> <li>– identify topics and research questions</li> <li>– conduct information searches</li> <li>– apply reading strategies to locate and understand pertinent information</li> </ul> </li> <li>▪ emphasis on the following elements of personal and critical response <ul style="list-style-type: none"> <li>– critical opinions about authors' purpose and point of view</li> <li>– critical opinions about validity of information and bias</li> </ul> </li> <li>▪ defend personal and critical responses by citing examples from texts</li> </ul>
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<b>Persuasive</b>	print media advertising electronic media advertising  editorial  persuasive essay  rant  see also visual/multimedia	Addressed primarily in GCO 4, GCO 6, and GCO 7: <ul style="list-style-type: none"> <li>▪ learn and apply a range of strategies to read and view for meaning</li> <li>▪ elements and organizational structures of forms and genre             <ul style="list-style-type: none"> <li>– proposition/support, compare/contrast, concept/definition</li> <li>– literary devices</li> </ul> </li> <li>▪ emphasis on the following elements of personal and critical response             <ul style="list-style-type: none"> <li>– critical opinions about authors' purpose and point of view</li> <li>– critical opinions about validity of information and bias</li> <li>– critical opinions about authors' and texts' effectiveness</li> <li>– critical opinions about cultural values portrayed in texts</li> </ul> </li> <li>▪ defend personal and critical responses by citing examples from texts</li> </ul>
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<b>Poetry</b>	<p>free verse</p> <p>structured poetry</p> <p>urban/spoken word</p> <p>song lyric</p>	<p>Addressed primarily in GCO 4, GCO 6, and GCO 7:</p> <ul style="list-style-type: none"> <li>▪ learn and apply a range of strategies to read and view for meaning</li> <li>▪ text features and organizational structures specific to the text form and genre</li> <li>▪ emphasize the following elements of personal and critical response <ul style="list-style-type: none"> <li>– personal opinions about situations, characters, issues and themes</li> <li>– critical opinions about authors' style</li> <li>– critical opinions about authors' purpose and point of view</li> <li>– critical opinions about authors' and texts' effectiveness</li> <li>– critical opinions about cultural values portrayed in texts</li> </ul> </li> <li>▪ defend personal and critical responses by citing examples from texts</li> </ul>
<b>Visual/Multimedia</b>	<p>photo essay</p> <p>print or electronic magazine</p> <p>graphic novel / comic book</p> <p>video or audio documentary</p> <p>video or audio drama</p> <p>stage play</p> <p>multimedia display</p>	<p>Addressed primarily in GCO 4, GCO 6, GCO 7, and depending on the purpose, GCO 5:</p> <ul style="list-style-type: none"> <li>▪ learn and apply a range of strategies to read and view for meaning</li> <li>▪ text features and organizational structures specific to the text form and genre</li> <li>▪ emphasis on the following elements of personal and critical response <ul style="list-style-type: none"> <li>– personal opinions about situations, characters, issues and themes</li> <li>– critical opinions about authors' purpose and point of view</li> <li>– critical opinions about validity of information and bias</li> <li>– critical opinions about authors' and texts' effectiveness</li> </ul> </li> <li>▪ defend personal and critical responses by citing examples from texts</li> </ul>

## NARRATIVE FICTION

Examples	Focus of Instruction
short story novel film episodic TV drama/sitcom dramatic script  see also visual/multimedia	Addressed primarily in GCO 4, GCO 6 and GCO 7: <ul style="list-style-type: none"> <li>▪ learn and apply a range of strategies to read and view for meaning</li> <li>▪ elements and organizational structures of forms and genre               <ul style="list-style-type: none"> <li>– plot</li> <li>– setting, character development, conflict, theme</li> <li>– literary devices</li> </ul> </li> <li>▪ emphasis on the following elements of personal and critical response               <ul style="list-style-type: none"> <li>– personal opinions about situations, characters, issues and themes</li> <li>– critical opinions about authors' style</li> <li>– critical opinions about authors' and texts' effectiveness</li> <li>– critical opinions about cultural values portrayed in texts</li> </ul> </li> <li>▪ defend personal and critical responses by citing examples from texts</li> </ul>

Narrative fiction plays an important role in the English language arts curriculum. It offers readers and viewers the opportunity to vicariously experience times, places, cultures, situations, and values different from their own. Readers and viewers can take on other roles and discover other voices, or see themselves reflected in fictional texts.

Genre Study, Author Study, or Multigenre Inquiry provide the best instructional approaches for a focus on shorter forms of narrative fiction, while Major Text Study or Multimedia Study may provide better instructional approaches for long narrative forms such as novel or film. Shorter selections of narrative fiction, such as short stories, film clips, and episodes of television drama, make excellent anchor texts around which to build explicit instruction designed to encourage and extend students' personal response, addressing specific outcomes under GCO 6. These forms are also useful vehicles for explicit instruction addressing specific outcomes under GCO 7. The elements of narrative fiction, such as setting, conflict, character development, plot and theme, can be illustrated, as well as techniques of author's craft such as use of figurative language, symbolism, and foreshadowing.

Choosing longer pieces of narrative fiction such as three-act play scripts or novels for whole class instructional settings requires careful consideration of students' reading ability, students' interests, and their level of maturity, as well as a clear focus on specific outcomes to be addressed. Whole class novels and longer pieces of challenging text often work best as teacher read-alouds, since most students can equitably access the oral text. This should not be confused with choral reading or "round robin reading," where students take turns reading portions of the text aloud. These particular classroom strategies are to be avoided.

Literature circles or book clubs are good options for studying longer fiction such as novels, as they allow students to choose texts they can successfully read independently, and discussion with reading partners can provide support in making meaning. Student selected novels can also make up a portion of the reading and viewing materials students consume throughout a reporting period during the independent Time to Practise and Develop phase of the classroom workshop. Providing opportunities for students sample and self-select a variety of texts addresses specific outcomes under GCO 4.

Learning experiences with narrative fiction provide purposeful opportunities for both personal and critical response addressing specific outcomes under GCO 6 and GCO 7. Spoken, print, visual, and multimedia responses, as well as dramatic interpretations, also create possibilities for addressing specific

Speaking and Listening, or Writing and Representing outcomes. Making instructional connections across the three curriculum strands can be an efficient and effective means of deepening students' understanding of narrative from the inside, as creators as well as consumers of narrative texts. Some examples of this might include the following:

- Students are organized into small groups to talk about their thoughts, opinions and reactions to a text providing opportunities for explicit instruction and assessment addressing outcomes under Reading and Viewing GCO 6 and GCO 7, as well as Speaking and Listening GCO 1.
- Students express their thoughts, opinions and reactions to a text in Response Journals or Reading Logs, providing opportunities for explicit instruction and assessment addressing outcomes under Reading and Viewing GCO 6 and GCO 7, as well as Writing and Representing GCO 8.
- Students respond personally to texts during Book Talks by selecting legally obtained pieces of music interpreting significant passages from the text, providing opportunities for explicit instruction and assessment addressing outcomes under Reading and Viewing GCO 6, Speaking and Listening GCO 3, as well as Writing and Representing GCO 9.
- Students read dramatic scripts aloud in Readers' Theatre providing a purposeful context for explicit instruction and experimentation with rate of speech, inflection and alteration of voice to portray character and action, addressing specific Speaking and Listening outcomes under GCO 2. To further prepare, students may need explicit instruction regarding script text features and structure, addressing specific Reading and Viewing outcomes under GCO 4.

## NARRATIVE NON-FICTION

Examples	Focus of Instruction
memoir narrative essay blog biography/ autobiography friendly letter/email/social networking  see also visual/ multimedia	Addressed primarily in GCO 4, GCO 6 and GCO 7: <ul style="list-style-type: none"> <li>▪ learn and apply a range of strategies to read and view for meaning</li> <li>▪ elements and organizational structures of forms and genre               <ul style="list-style-type: none"> <li>– plot, setting (narrative essay)</li> <li>– chronological, episodic</li> <li>– literary devices</li> </ul> </li> <li>▪ emphasis on the following elements of personal and critical response               <ul style="list-style-type: none"> <li>– personal opinions about situations, characters, issues and themes</li> <li>– critical opinions about authors' style</li> <li>– critical opinions about authors' purpose and point of view</li> <li>– critical opinions about authors' and texts' effectiveness</li> </ul> </li> <li>▪ defend personal and critical responses by citing examples from texts</li> </ul>

Narrative non-fiction often tells a story and has a point to make. It shares many elements in common with fiction, including characterization, setting, and conflict, as well as many of the same literacy devices. Tone and style are less formal and more personal than other non-fiction forms of expression, and are often presented from a first person point of view. Well-crafted narrative non-fiction is more than a rendition of actual events in the life of the author. Instead it uses the events and situations depicted as a means of examining or reflecting upon broader issues or universal themes.

Genre Study, Author Study, and Multigenre Inquiry provide the best instructional approaches for a focus on narrative non-fiction. Learning experiences with narrative non-fiction provide opportunities for both personal and critical response addressing specific outcomes under GCO 6 and GCO 7. As with narrative fiction, spoken, print, and non-print responses create possibilities for addressing specific Speaking and Listening, or Writing and Representing outcomes, as well as Reading and Viewing. Working within a classroom workshop framework, connections can be efficiently and effectively made across the three curriculum strands. Some examples might include the following:

- Students read from a collection of memoirs and narrative essays in independent reading during reading workshop while engaged in drafting their own memoirs or narrative essays during writing workshop. This provides a purposeful context for the study of a variety of text structures commonly found in these forms, addressing specific Reading and Viewing outcomes under GCO 4 and GCO 7, as well as specific Writing and Representing outcomes under GCO 9.
- Students are organized into book clubs or Literature Circles to read from a collection of narrative essays by one author, for example Stephen Leacock, Mordecai Richler, David Suzuki, or Margaret Atwood. Through guided study and group discussions students identify elements of style, content, and voice, characteristic of their author, and present their findings to the class. Author Studies such as the one described provide purposeful contexts for the study of various elements of critical reading addressed under GCO 7, as well as specific speaking and Listening outcomes under GCO 1 and GCO 2.

## INFORMATION/EXPOSITORY

Examples	Focus of Instruction
essay/report wiki/web site periodical or magazine article research material audio or video documentary podcast see also visual/multimedia	Addressed primarily in GCO 4, GCO 5, and GCO 7: <ul style="list-style-type: none"> <li>▪ learn and apply a range of strategies to read and view for meaning</li> <li>▪ elements and organizational structures of forms and genre               <ul style="list-style-type: none"> <li>– problem/ solution, cause/ effect, proposition/support, compare/contrast, chronological</li> </ul> </li> <li>▪ research methods such as               <ul style="list-style-type: none"> <li>– identify topics and research questions</li> <li>– conduct information searches</li> <li>– apply reading strategies to locate and understand pertinent information</li> </ul> </li> <li>▪ emphasis on the following elements of personal and critical response               <ul style="list-style-type: none"> <li>– critical opinions about authors' purpose and point of view</li> <li>– critical opinions about validity of information and bias</li> </ul> </li> <li>▪ defend personal and critical responses by citing examples from texts</li> </ul>

Information and expository non-fiction convey factual information or provide an explanation of an issue, topic, or idea. The organizational structures of information and expository texts are very different from narrative, often following cause and effect, problem-solution, concept-definition, or comparison text patterns. Information and expository non-fiction make use of a wide range of text features, such as bold and italicized print, or various illustrations and charts, to aid readers in navigating the texts. Providing explicit instruction enabling students to know and use these text features and structures successfully and efficiently aligns with specific outcomes under GCO 4.

The ability to read and understand non-fiction text is crucial. Information and exposition form the most common category of texts students will encounter both in school and in the broader community. To become effective information users, students need to know how to define research questions, locate and access information from a variety of print and non-print sources, using a range of technologies, addressed under GCO 5. Once information has been located, students must be able to evaluate information for bias, to distinguish fact from opinion, weigh conflicting opinions, and to evaluate the value of the sources. Reading and viewing information text involves critical thinking and problem solving strategies addressed under GCO 7.

In addition, many students prefer to read and view information instead of narrative fiction. A balanced English language arts program will provide explicit instruction that supports students' reading and viewing of information texts, as well as many opportunities for them to do so. Classroom libraries should include a significant collection of information and expository non-fiction from which students can select reading materials during the Time to Practise and Develop phase of reading workshop, addressing specific outcomes under GCO 4.

Research Project and Multigenre Inquiry provide the best instructional approaches for a focus on information and expository non-fiction. Working within a classroom workshop framework creates purposeful opportunities for learning experiences that address outcomes in Reading and Viewing as well as outcomes from other curriculum strands. Some examples might include the following:

- Students engage in a research process using a variety of sources such as EBSCO, Internet sites, and information texts, and then draft and publish research papers in an academic journal format or wiki. This provides a purposeful context for addressing specific Reading and Viewing outcomes under GCO 5 and GCO 7, as well as specific Writing and Representing outcomes under GCO 8 and 9.
- Students integrate information from a variety of sources to answer or form an opinion about an issue or topic as part of a Multigenre Inquiry, make notes and reflections upon their learning in reading journals, then engage in a series of panel discussions and debates on the issue. This provides a purposeful context for addressing specific Reading and Viewing outcomes under GCO 4, GCO 5, and GCO 7, Writing and Representing outcomes under GCO 8, as well as specific Speaking and Listening outcomes under GCO 2 and GCO 3.
- Students focus on reading information and expository non-fiction during independent reading times in the classroom workshop, then are organized into book clubs or Literature Circles to share and discuss their reading. This provides a purposeful context for addressing specific Reading and Viewing outcomes under GCO 4, GCO 6, and GCO 7, as well as specific Speaking and Listening outcomes under GCO 1.

## PERSUASIVE

Examples	Focus of Instruction
print or electronic media advertising	Addressed primarily in GCO 4, GCO 6, and GCO 7: <ul style="list-style-type: none"> <li>▪ learn and apply a range of strategies to read and view for meaning</li> <li>▪ elements and organizational structures of forms and genre               <ul style="list-style-type: none"> <li>– proposition/support, compare/contrast, concept/definition</li> <li>– literary devices</li> </ul> </li> <li>▪ emphasis on the following elements of personal and critical response               <ul style="list-style-type: none"> <li>– critical opinions about authors' purpose and point of view</li> <li>– critical opinions about validity of information and bias</li> <li>– critical opinions about authors' and texts' effectiveness</li> <li>– critical opinions about cultural values portrayed in texts</li> </ul> </li> <li>▪ defend personal and critical responses by citing examples from texts</li> </ul>
editorial	
persuasive essay	
rant	
see also visual/multimedia	

Being a skilled reader and viewer of persuasive text is an important part of becoming a citizen who actively participates in society, fully aware of how media, cultural, and political figures and institutions attempt to influence others for their own particular purposes. Persuasive text attempts to convince a reader or viewer to accept a point of view presented or to take action with regard to the topic presented. Sometimes persuasive texts do both. Reading and viewing critically means adopting a questioning stance in relation to the text and how it is constructed to manipulate. Developing an awareness of persuasive techniques as a reader also provides opportunities for students to consciously and purposefully employ these persuasive techniques when speaking and listening, and writing or using other means of representation.

Persuasive text is inherently biased, making the application of critical literacy skills when reading and viewing it essential. Students need explicit instruction in various aspects of critical literacy, including rhetorical techniques, addressing specific outcomes under GCO 7. Students also need to be taught organizational structures, such as proposition-support, problem-solution, and comparison, often used to construct specific types of arguments, addressing specific outcomes under GCO 4.

Learning experiences with persuasive text provide opportunities for both personal and critical response addressing specific outcomes under GCO 6 and 7. Spoken, print and non-print responses also create possibilities for addressing specific Speaking and Listening outcomes under GCO 1, or Writing and Representing outcomes under GCO 8. Working within a classroom workshop framework creates purposeful opportunities for learning experiences that address outcomes in Reading and Viewing as well as outcomes from other curriculum strands. Some examples might include the following:

- Students are organized into small groups to talk about their thoughts, opinions and reactions to written text such as the transcript of a speech, an editorial, or an essay, providing opportunities for explicit instruction and assessment addressing outcomes under Reading and Viewing GCO 4, GCO 6, and GCO 7, as well as Speaking and Listening GCO 1.
- Students are organized into small groups to deconstruct primarily visual text such as a billboard or campaign poster provides opportunities for explicit instruction and assessment addressing outcomes under Reading and Viewing GCO 4, GCO 6, and GCO 7, as well as Speaking and Listening GCO 1.

- Students engage in a research process providing background information to be used in podcasts or rants on specific contentious issues of interest to them. Such a process requires that students identify research questions and gaps in their knowledge, read or view critically for relevance and reliability of content, author bias, and intent, and integrate the information into their writing or other forms of representation. This provides opportunities for explicit instruction and assessment addressing outcomes under Reading and Viewing GCO 5, and GCO 7, as well as Writing and Representing outcomes under GCO 8 and GCO 9, and Speaking and Listening outcomes under GCO 2.

## POETRY

Examples	Focus of Instruction
free verse structured poetry urban/spoken word song lyric	<p>Addressed primarily in GCO 4, GCO 6, and GCO 7:</p> <ul style="list-style-type: none"> <li>learn and apply a range of strategies to read and view for meaning</li> <li>text features and organizational structures specific to the text form and genre</li> <li>emphasize the following elements of personal and critical response               <ul style="list-style-type: none"> <li>personal opinions about situations, characters, issues and themes</li> <li>critical opinions about authors' style</li> <li>critical opinions about authors' purpose and point of view</li> <li>critical opinions about authors' and texts' effectiveness</li> <li>critical opinions about cultural values portrayed in texts</li> </ul> </li> <li>defend personal and critical responses by citing examples from texts</li> </ul>

Poetry, generally short, imaginative writing with a personal message, can be found as discrete pieces of writing, as well as in poetic drama, lyrics, hymns and prose. Poetry can take many organizational forms and structures, or it may not be structured at all. Structure is often dictated by form such as sonnets, limericks, or haiku, which follow strict rules of line length, pattern and format. Study of poetic structure, considering use of punctuation, rhyme, meter, stanzas, and line length, addresses specific outcomes under GCO 4.

Elements commonly found in of poetry include colorful imagery and figurative language used to evoke emotion, rhythm, and poetic devices such as similes, metaphors, personification, hyperbole, alliteration, assonance, and consonance. Study of these elements, and the affects they create in poetic forms, when coupled with provision for students' personal and critical response provide opportunities to address and assess specific outcomes under GCO 6 and GCO 7.

Genre Study, Author Study, and Multigenre Inquiry provide the best instructional approaches for a focus on poetry. Working within a classroom workshop framework creates purposeful opportunities for learning experiences that address outcomes in Reading and Viewing as well as outcomes from other curriculum strands. Some examples might include the following:

- Students read and view performances of a variety of Rap, Slam, and other urban poetry forms, either independently or in small groups during the Time to Practise and Develop phase of reading workshop. Individual students or small groups choose to feature one author or artist by presenting representative samples of their work to the class, and discuss their choice's style and influences. This provides a purposeful context for the study of a variety of text structures commonly found in these forms, addressing specific Reading and Viewing outcomes under GCO 4, as well as

opportunities for explicit instruction and assessment of aspects of critical literacy addressing outcomes under GCO 7. Specific Speaking and Listening outcomes under GCO 2 and GCO 3 can be addressed and assessed within the context of the presentations.

- While students engage in crafting a number of poems within writing workshop, they read from a wide variety of poets and forms during the Time to Practise and Develop phase of reading workshop. Explicit instruction supports both the reading and writing leading to the “publishing” of samples of their work at a class Poetry Slam or coffee house. Purposeful contexts such as this provide a purposeful context for the study of a variety of poetry text structures, addressing specific Reading and Viewing outcomes under GCO 4, as well as opportunities for explicit instruction in and assessment of aspects of personal and critical response, addressing outcomes under GCO6 and GCO 7. Specific Speaking and Listening outcomes under GCO 2 and GCO 3 can be addressed and assessed within the context of the poetry performances, and a number of Writing and Representing specific outcomes can be addressed and assessed through the drafting process leading up to the performances.

## VISUAL/MULTIMEDIA

Examples	Focus of Instruction
photo essay	<p>Addressed primarily in GCO 4, GCO 6, GCO 7, and depending on the purpose, GCO 5:</p> <ul style="list-style-type: none"> <li>▪ learn and apply a range of strategies to read and view for meaning</li> <li>▪ text features and organizational structures specific to the text form and genre</li> <li>▪ emphasis on the following elements of personal and critical response               <ul style="list-style-type: none"> <li>– personal opinions about situations, characters, issues and themes</li> <li>– critical opinions about authors’ purpose and point of view</li> <li>– critical opinions about validity of information and bias</li> <li>– critical opinions about authors’ and texts’ effectiveness</li> </ul> </li> <li>▪ defend personal and critical responses by citing examples from texts</li> </ul>
print or electronic magazine	
graphic novel / comic book	
video or audio documentary	
video or audio drama	
stage play	
multimedia display	

Today students are required to make meaning from a variety of non-print texts in their daily lives, as well as a growing number of multimedia texts using combinations of print, audio and visual texts created through the application of communication technologies. Visual literacy and media literacy in this context involves comprehending multimedia texts with a critical eye, analyzing the perceived message as a product resulting from choices of form, design, and content made to meet the author’s purpose, point of view, and target audience. Providing opportunities for students to respond personally and critically to non-print texts addresses specific outcomes under GCO 6 and GCO 7.

Understanding visual, audio, and multimedia texts requires the viewer to use many of the same comprehension strategies required to make sense of print texts. Short video clips can serve as mentor texts supporting assessment and explicit instruction of such strategies as predicting, inferring, connecting, and questioning, addressed under GCO 4. Additionally, it is important that students be aware of the specific conventions used in the construction of visual and multimedia texts. Teachers can help students by guiding them through viewing experiences, providing explicit instruction about the elements of design characteristic of forms, such as poster, television commercial, and photo essay, as

well as techniques such as use of colour, sound effects, camera angle, text features, and music to create an intended message. Such instruction addresses specific outcomes under GCO 4 and GCO 7.

Video texts are accessible to almost all students, making them excellent anchor texts around which to build explicit instruction in the elements of narrative fiction, techniques of author's craft such as use of symbolism, and foreshadowing, addressing specific outcomes under GCO 7. Before using any videotaped or live broadcast materials in the classroom, refer to CanCopy copyright laws regarding educational uses of such materials.

Genre Study, Author Study, and Multigenre Inquiry provide the best instructional approaches for a focus on visual and multimedia texts. Working within a classroom workshop framework creates purposeful opportunities for learning experiences that address outcomes in Reading and Viewing as well as outcomes from other curriculum strands. Some examples might include the following:

- Students view film video clips for specific narrative story-telling techniques, such as use of music, sound effects, lighting, camera angle and point of view, and dialogue, while they engage in the creation of their own multimedia texts. This allows students to make comparisons between the use of text features in print and multimedia forms. It also supports a deeper understanding and critical appreciation of multimedia texts. Studying multimedia in this way addresses specific Reading and Viewing outcomes under GCO 6, and GCO 7. Making connections across curriculum strands also supports assessment and explicit instruction of Writing and Representing outcomes under GCO 9 and 10, as well as Speaking and Listening outcomes under GCO 2 and 3.
- Students research an issue or topic being explored through a multigenre inquiry during reading workshop by reading and viewing articles, editorials, photo essays, podcasts, and blogs. Various perspectives on the issue are then debated or discussed in a panel discussion format. Supporting students' reading and viewing with explicit instruction about multimedia formats, conventions, and text features, as well as various rhetorical strategies used in persuasive texts such as bias, omission, exaggeration, and placement of information address specific outcomes under Reading and Viewing GCO 4 and 7. Guiding students' research process addresses outcomes under GCO 5, and explicit instruction and assessment of students' note-making and organizing of information in preparation for the debates or discussions addresses specific Writing and Representing outcomes under GCO 8. The debate or panel discussion aligns with outcomes under Speaking and Listening GCO 2.
- Students read a variety of graphic novels or other graphic fiction, in preparation for making video or multimedia texts during writing workshop. Explicit instruction in such genre specific elements as organizational structures, text features like speech bubbles and narrative boxes supports students' comprehension, while instruction in use of perspective, point of view, and character dialogue, provides support for students authoring of their own multimedia texts. Purposeful contexts such as this provide opportunities to address specific Reading and Viewing outcomes under GCO 4, as well as specific Writing and Representing outcomes under GCO 9.

## Professional Resources

- Beers, Kylene. 2003. *When Kids Can't Read: What Teachers Can Do*. Portsmouth, NH: Heinemann.
- Burke, Jim. 2000. *Reading Reminders*. Boynton/Cooke.
- Christel, Mary, and Scott Sullivan. 2010. *Lesson Plans for Developing Digital Literacies*. Urbana, IL: National Council for the Teaching of English.
- Daniels, Harvey, and Stephanie Harvey. 2009. *Comprehension and Collaboration: Inquiry Circles in Action*. Portsmouth, NH: Heinemann.
- Learning Resources and Technology Services Media Library, Nova Scotia Department of Education and Early Childhood Development.
- Nova Scotia Department of Education. 2007. *Teaching in Action, Grades 7–9*. Halifax, NS: Nova Scotia Department of Education.
- Shamburg, Christopher. 2008. *English Language Arts Units for Grades 9–12*. Washington DC: International Society for Technology in Education.
- Smith, Grace E. and Stephanie Throne. 2009. *Differentiating Instruction with Technology in Middle School Classrooms*. Washington, DC: International Society for Technology in Education.



# Outcome in Action: Writing and Representing

“Writing is thinking on paper.” (William Zinnser)

Writing and Representing refers to the range of ways in which students construct meaning, and the many forms and processes they can use to represent that meaning. In addition to written language, a variety of representational forms include music, dance, visual media, drama, and a growing number of multimedia expressions that combine elements of these, such as video, photo essay, radio play, websites, Web 2.0 collaborative tools, and other multigenre productions. The English language arts classroom provides a context within which students can explore processes for creating these texts using a range of technologies for a variety of purposes, to both communicate and to learn. A balanced approach to instruction in writing and other representations will provide students with explicit instruction and plenty of opportunities to create a variety of transactional, poetic, and expressive texts.

## Transactional

Writing and other representations that communicate are generally transactional in nature. Transactional texts involve using language to primarily get things done: to inform, instruct, persuade, record, report, and explain. Transactional texts tend to be more formal and require that ideas be presented in a clear, organized manner. Examples of transactional texts include news reports, essays, photo essays, editorials, speeches, research projects, podcasts, documentaries, advertisements, and various other multimedia representations. Such texts are intended for an external audience, and sensitivity to that audience influences the selection of medium, form and style. It is important to note that most texts intended for an audience beyond the author will likely have elements of poetic text as well as transactional.

To create such texts, students consider elements of style, form, vocabulary choice, and conventions of the medium to strengthen the message. They need to know how to integrate information and ideas from a variety of sources, organize and develop content, quote, paraphrase and cite information sources, and use a range of technologies to create texts.

## Poetic

Writing and other representations that express the feelings and thoughts of the author primarily with a concern for the impact the text will have on an audience is poetic in nature. Poetic texts address the imagination and develop the readers’ or viewers’ sense of self. Such texts are to be appreciated as works of art, exhibiting elements of craft such as figurative language, sensory detail, and cinematic or literary devices to create interesting effects that entertain and engage an audience. Examples of poetic texts include narrative fiction, poetry, plays, lyrics, and cinema.

To create such texts, students consider elements of style, form, vocabulary choice, and conventions of the medium to make it more interesting or engaging. They need to know how to create images, evoke emotional responses, organize and develop content, using a range of technologies to create texts.

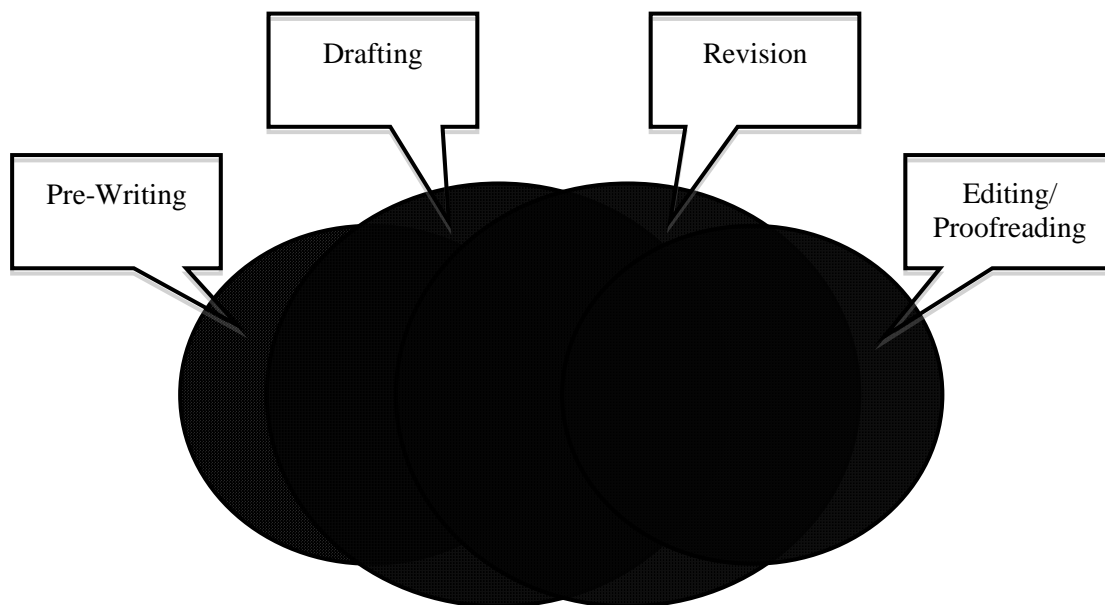
## Expressive

Writing and other representations that support the learning process are generally expressive in nature. Where creating transactional and poetic text is about conveying ideas to others, creating expressive texts is primarily about discovery, thinking about information, clarifying ideas, and solving problems. Expressive texts personalize learning, using language to explore, hypothesize, question, reflect, recall, and clarify ideas and feelings. Creating such texts employs language as a tool for discovery and an aid to learning, not merely as a means of demonstrating knowledge. Examples of these kinds of texts include journals, learning logs, sketches, research notes, semantic webs, and Quickwrites. These sorts of texts address the internal needs of the learner, and as such may not need to adhere as strictly to the dictates of convention and style as texts intended for a broader audience. Most importantly, engaging in the creation of expressive language serves to develop and support the successful use of transactional and poetic language.

Expressive language use should be an integral element of all three curriculum strands, and is represented especially under Speaking and Listening GCO 1 and Writing and Representing GCO 8. All three curriculum strands contain specific outcomes requiring metacognitive thinking that can be enhanced, supported, and assessed by providing students with opportunities to speak, write, and otherwise represent expressively.

## The Writing Process

“The time to begin writing an article is when you have finished it to your satisfaction.” (Mark Twain)



The creation of both print and non-print texts involves the use of a variety of strategies that require thought, trial and error, and risk-taking in the process of making meaning. While the specific strategies employed by each individual may be a unique function of the purpose and form of the text combined with personal choice, each phase of the drafting process may be categorized by a set of strategies intended to achieve an important aspect of the creative process.

Authors, including those representing ideas in a variety of non-text media, do not typically follow a discrete set of linear steps where a topic is first identified, a complete draft is created, revisions are made to that draft, followed by editing in the preparation of a finished, polished end product. Instead the drafting of text is a recursive process in which the author shifts back and forth among the various phases, employing an array of strategies to create, revise, and edit texts that are sometimes taken to a finished state for publication. Indeed for writing that is primarily expressive in nature, it may not be necessary to work through the entire writing process at all. It may meet the writer's purpose to work through the Pre-Writing or the initial stage of the Drafting Phase only.

The classroom environment needs to be supportive of this recursive authoring process. Provision should be made for some element of student choice of form, genre, topic or technology. Establishing an audience for student authors other than the teacher exclusively is also essential. Classroom instruction needs to include explicit instruction on a variety of drafting strategies for all the phases of this process, addressing specific Writing and Representing outcomes under GCO 10. It is also important that students be provided with plenty of time to explore which of these strategies work best for them, as well as opportunities for feedback during the authoring process. Structuring the classroom environment as a workshop provides a framework within which the needs of student authors can be met in a systematic and timely manner.

## **Pre-Writing Phase**

The initial phase of the writing process, typically called the Pre-Writing Phase, involves the generation of ideas and the discovery of topics. This title may well be a misnomer however, implying that this sort of work occurs before “real” composing, and reinforcing the misconception of a linear progression in the drafting process. It is not a necessity that writers make use of any of these Pre-Writing strategies before actually beginning to compose. The act of composing is in and of itself a thinking process. Many of these strategies for the generation and exploration of ideas may also be used throughout the drafting process to work past stumbling blocks or elaborate upon initial thoughts and ideas. The more strategies students know, the more they are able to independently apply them to meet their needs as they construct a variety of texts.

Many of the strategies employed in this phase do not involve generating text that conforms to the conventions of print. Insisting upon an adherence to all the conventions in this phase of idea generation may in fact interfere with the generation of ideas, problem solving, planning, and thinking. Many students find the use of authoring technologies supportive of this phase of the writing process. If writing from this phase is to be further developed, there will be time later in the writing process to attend to matters of correctness.

## Drafting Phase

In the Drafting Phase, text is composed. As stated above, the distinction between Pre-Writing and Drafting initially may be unclear, but generally the message and framework of the text begin to take shape during the drafting phase as the writer becomes more committed to the piece. Main ideas are made, details are added, and the form the text will take becomes clearer. The writer begins to work out the issues of purpose, audience, and tone for the piece, if they have not already been established. During this phase of the drafting process, text is typically generated more quickly, with less concern for matters of correctness or organization, since the primary focus of the author is getting ideas down. More experienced authors, however, can more easily attend to these initial concerns, while also managing to reconsider their initial organizational plans and ideas as well as attending to some matters of correctness. For even inexperienced writers, it is not necessary to complete a first draft from start to finish before shifting into the Revision Phase.

## Revision Phase

Revision quite literally means to “see again.” As authors generate a first draft of the piece, they begin to review their work. Just as the line between Pre-Writing and Drafting may be indistinct, so too is the line between Drafting and Revision. Indeed especially for experienced authors, there is no true distinction at all. Revision involves making decisions about enhancing clarity, organization and focus as text is generated and revisited. The focus continues to be content, with the added considerations of organization and crafting form, tone, and style. Authors may shift between Drafting and Revision a number of times, using any number of revision strategies during this phase. A number of revised drafts may be generated, as ideas, details, information, images, or scenes are added, moved, or deleted. In this phase, authors may also more carefully attend to word choice and sentence fluency, not only for clarity of message but also to add affects for issues of style.

## Editing/Proofreading

Generally speaking, authors move into the Editing Phase of the authoring process once the major considerations of content and organization have been settled. By and large, once it is required or decided that a piece be taken to a finished state, the author begins to focus more attention to matters of correctness, consistency, and style. By this point in the process authors are working on a piece that may already have been taken to a conclusion. Attention may be given at this time to matters of verb tense agreement, sentence fluency, and word choice. Matters of correctness become the main focus. In proofreading, the shift is made away from the creation of new text toward correction of grammar, spelling and punctuation errors. Many student authors find it challenging to attend to editing issues while exploring their own ideas and thoughts or considering issues of organization in drafts. With more experienced authors, of course, the demarcation between drafting/revising, and editing/proofreading is never completely fixed. Teachers can support student authors through this phase of the process by providing considerable time and practise with editing and spelling strategies; learning to identify problems with their own and others’ writing. Students will need explicit instruction on conventions of print and multimedia texts in order to be successful with this phase of the writing process.

## Planning To Address Outcomes

Teachers' program planning and instruction need to reflect current understandings of the writing and representation process, embracing elements essential to their students' development of Twenty-first Century literacies. The English language arts classroom workshop provides opportunities for timely explicit instruction, time for students to use a range of technologies to create texts for a variety of purposes, supports purposeful social interactions in support of student learning, and encourages a diverse range of expression. For detailed suggestions and explanations of approaches to instruction organized within a classroom workshop environment, refer to *Teaching in Action, Grades 7–9: A Teaching Resource* (Nova Scotia Department of Education 2007).

Regardless of the instructional approach or learning experiences chosen as a focus, a constant thread running through a balanced English language arts program is the provision of instructional time and classroom routines or structures devoted to addressing the following aspects of Writing and Representing GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing to enhance their clarity, precision, and effectiveness.

## Facilitating a Commitment to the Authoring Process

Students need a work environment that encourages them to make use of a variety of authoring strategies, and provides time for them to do so. Teachers need to strategically create a classroom environment that is supportive of the authoring process. The following suggestions can foster a supportive environment, and help to encourage a commitment to the authoring craft:

- provide sufficient time for students to engage and re-engage with the same piece to encourage revision
- arrange or develop authentic audiences for student work beyond the teacher
- schedule consistent class time for authoring weekly
- provide opportunities for student choice of topic, genre, form, or technology
- provide opportunities for students to re-visit the same topic, genre, form, or technology
- provide easy access to a variety of authoring resources, including dictionaries and thesauri
- provide access to a wide range of texts—fiction, non-fiction, multimedia
- ensure access to 4 current internet-connected classroom computers
- ensure access to at least one printer
- ensure classroom software supports a variety of authoring activities—
  - Office
  - Audacity
  - LAME MP3 encoder
  - Image Editor
  - Celtx
  - Inspirations

## Providing Opportunities for Timely Descriptive Feedback

Students need to receive descriptive feedback from teachers and peers before drafts reach the editing and presentation phases of the process so that they can consider it and respond by revising and editing. Teachers need to strategically create a classroom environment that consistently provides opportunities for students and their teachers to discuss each other's work in progress. In order to do so, teachers may find some of the following suggestions useful:

- collect a small sampling of students' work and provide written responses—not corrections—on the drafts
- use the Track Changes functions of word processing software to respond to students' drafts
- organize and schedule regular class time for students to meet with partners or in small groups to provide feedback on work in progress
- structure and schedule regular class time for whole group responses to students' work in progress with classroom strategies such as Author's Chair
- establish on-line authors' forums or blogs where students can post drafts and request specific feedback
- provide authoring checklists or rubrics for student self-assessment of work in progress before final drafting to meet deadlines

## Providing Explicit Instruction in a Range of Authoring Strategies

Students need to develop a range of pre-writing strategies in order to become confident, independent creators of texts. Teachers need to provide explicit instruction in strategies useful for the generation and exploration of ideas, such as the following:

- talk with others about a topic
- research to gather information about a topic
- brainstorm a list of ideas about a topic, either individually or with a group
- jot down a preliminary outline
- organize jot notes taken from research under broad categories or research questions using Inspiration or other software for manipulating text
- Quickwrite a topic, idea, scene or event to see where it leads
- sketch a scene or event, or depict an idea or concept visually
- map, web, or cluster ideas using semantic mapping
- storyboard a series of events, ideas, or scenes
- organize information or ideas in a graphic organizer chart
- develop an inventory of possible topics of interest or areas of expertise

Teachers will also need to consider providing timely, explicit instruction on the sorts of strategies used by authors as they draft, revise, and re-draft their work. Student authors may find one or more of the following strategies useful for the drafting and revision of text:

- double-space drafts of print text

- insert new ideas or information between the lines or in different text colors
- use arrows, underlining, highlighting feature of word processing software, or symbols (not necessarily edit notation) to mark and plan revisions on rough drafts
- use Track Changes features of word processing software
- use different colored pencils, pens, to mark and plan revisions on drafts
- rehearse alternative word choices or phrasings in the margins or on the back of drafts
- sketch draft story boards or semantic maps
- talk or ask questions about their work during Author's Chair or in peer writers' groups
- brainstorm alternative plot paths, character conversations, sequence of argument, leads, conclusions, etc.
- use cut, paste, and copy functions of word processing software, or audio/visual editing software for multimedia drafts
- outline or plan a revision, re-organizing sections of text by numbering them in the margin of the draft

Teachers need to consider providing timely, explicit instruction on the sorts of strategies used by authors to edit and proof-read their work. Spelling and grammar checkers are of some use in this process, but are insufficient alone for editing and proofing a draft. Students must still possess a range of word solving strategies in order to narrow the options for spell checkers, and they must be able to make the right choice of possible substitutions offered by grammar checkers. Many spell checkers will not identify a word that is spelled correctly, but improperly used in the context of a student's draft. An improperly placed comma, though grammatically correct, can drastically change the meaning of a passage, sometimes with humorous results. Student authors may find one or more of the following strategies useful for editing and proofreading of text:

- skim and scan drafts for spelling, grammatical, and punctuation errors, highlighting or circling them with colored markers
- rehearse alternative spelling options or sentence phrasings in the margins or on the back of drafts
- read a draft aloud to a partner or authors' group, making note of errors that become evident during the reading
- refer to dictionaries, thesauri and other supports to check for correct word usage and spelling
- use the Check Spelling option in word processing software
- reread a draft, asking yourself, "Does this look right?" , and , "Does this sound right?"
- use the Track Changes functions of word processing software

It is suggested that whenever possible, learning experiences in Writing and Representing be linked to complement and support Speaking and Listening, and/or Reading and Viewing outcomes, providing opportunities for teachers to assess Writing and Representing outcomes within purposeful contexts throughout the school year. The development of skills in writing and representing is informed and supported by reading and viewing, and especially by speaking and listening. Experiences with spoken language, and especially expressive language, can inform students' attempts to create texts. Students engaged in the process of creating texts find models for their work in the texts of others they read and view. Teachers need to remember that this is a reciprocal process fostered within an ongoing classroom as workshop framework, best supported by planning parallel learning focuses in the Speaking and Listening, Reading and Viewing, and Writing and Representing strands.

This is especially true of expressive language uses. Please refer to the section entitled Sample Ongoing Instructional Strategies for a list of ways expressive language uses may be incorporated into the daily and weekly fabric of life in the English language arts classroom. Many of these classroom strategies provide opportunities to address and assess specific Writing and Representing outcomes under GCO 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning.

The following chart indicates categories of primarily transactional and poetic text forms representing the range of fiction, non-fiction, poetry, visual, and multimedia texts required to address the Writing and Representing outcomes in a balanced way. Examples of literary forms typically associated with each text category are listed, recognizing that aspects of one category may be found in others. In no way are the lists comprehensive or exclusive. The pages following the chart explain how providing explicit instruction and learning experiences with many of these forms may be linked to specific outcomes.

Although it is not intended nor recommended that every literary form in each category be studied, teachers are required to provide explicit instruction and learning experiences with a variety of forms from each text category. It is essential that students be provided with opportunities to explore and create a variety of non-print and multimedia texts in keeping with the demands of Twenty-first Century literacies.

## WRITING AND REPRESENTING CATEGORIES OF INSTRUCTION

Explicit instruction is required in each category.

Category	Examples	Focus of Instruction
<b>Narrative Fiction</b>	<p>short story or novella script/ drama</p> <p>see also visual/multimedia</p>	<p>Addressed primarily in GCO 9 and GCO 10:</p> <ul style="list-style-type: none"> <li>▪ elements of the authoring process               <ul style="list-style-type: none"> <li>– planning</li> <li>– drafting</li> <li>– revision</li> <li>– editing</li> </ul> </li> <li>▪ elements of form structure               <ul style="list-style-type: none"> <li>– plot, conflict, climax</li> <li>– point of view</li> </ul> </li> <li>▪ elements of style, content and craft               <ul style="list-style-type: none"> <li>– establishing setting, developing character and plot</li> <li>– establishing tone and mood</li> <li>– literary devices</li> <li>– imagery, figurative language</li> <li>– 6 traits of writing</li> </ul> </li> </ul>

Category	Examples	Focus of Instruction
<b>Narrative Non-Fiction</b>	biography/autobiography memoir personal narrative blog friendly letter, email, social networking	Addressed primarily in GCO 9 and GCO 10: <ul style="list-style-type: none"> <li>▪ elements of the authoring process               <ul style="list-style-type: none"> <li>– planning</li> <li>– drafting</li> <li>– revision</li> <li>– editing</li> </ul> </li> <li>▪ elements of form structure               <ul style="list-style-type: none"> <li>– plot, setting (narrative essay) or chronological, episodic</li> <li>– point of view</li> <li>– introductions and conclusions</li> </ul> </li> <li>▪ elements of style, content and craft--               <ul style="list-style-type: none"> <li>– establishing and developing personal opinions about topic, issue, or theme</li> <li>– establishing purpose and tone</li> <li>– literary devices</li> <li>– 6 traits of writing</li> </ul> </li> </ul>
<b>Expository/Information</b>	documentary script essay/report news or magazine interview/article précis of research or lab findings wiki/web site formal letter résumé oral presentation	Addressed primarily in GCO 8, 9, and GCO 10: <ul style="list-style-type: none"> <li>▪ elements of the authoring process               <ul style="list-style-type: none"> <li>– planning</li> <li>– drafting</li> <li>– revision</li> <li>– editing</li> </ul> </li> <li>▪ elements of form structure               <ul style="list-style-type: none"> <li>– problem/solution, cause/effect, proposition/support, compare/contrast, chronological, sequential</li> <li>– introductions and conclusions</li> </ul> </li> <li>▪ recording research information               <ul style="list-style-type: none"> <li>– note-making and highlighting information</li> <li>– research charts, organizers</li> <li>– bibliographic information</li> </ul> </li> <li>▪ elements of style, content and craft               <ul style="list-style-type: none"> <li>– establishing main idea or thesis about topic, issue, or theme</li> <li>– supporting main ideas with details, supporting evidence</li> <li>– establishing purpose and tone</li> <li>– summarizing information</li> <li>– citing sources</li> <li>– 6 traits of writing</li> </ul> </li> </ul>

Category	Examples	Focus of Instruction
<b>Persuasive</b>	<p>essay, speech, or editorial</p> <p>job application/cover letter</p> <p>“rant” script</p> <p>audio or video commercial script</p> <p>print media ad</p> <p>see also visual/multimedia</p>	<p>Addressed primarily in GCO 8, 9, and GCO 10:</p> <ul style="list-style-type: none"> <li>▪ elements of the authoring process <ul style="list-style-type: none"> <li>– planning</li> <li>– drafting</li> <li>– revision</li> <li>– editing</li> </ul> </li> <li>▪ elements of form structure <ul style="list-style-type: none"> <li>– proposition/support, compare/contrast, concept/definition</li> <li>– introductions and conclusions</li> </ul> </li> <li>▪ recording research information <ul style="list-style-type: none"> <li>– note-making and highlighting information</li> <li>– research charts, organizers</li> <li>– bibliographic information</li> </ul> </li> <li>▪ elements of style, content and craft <ul style="list-style-type: none"> <li>– establishing main idea or thesis about topic, issue, or theme</li> <li>– supporting main ideas with details, supporting evidence</li> <li>– establishing purpose and tone</li> <li>– summarizing information</li> <li>– citing sources</li> <li>– rhetorical devices to persuade and bias</li> <li>– 6 traits of writing</li> </ul> </li> </ul>
<b>Poetry</b>	<p>free verse</p> <p>structured poetry</p> <p>song lyrics</p> <p>Spoken Word poetry</p> <p>see also visual/multimedia</p>	<p>Addressed primarily in GCO 9 and GCO 10:</p> <ul style="list-style-type: none"> <li>▪ elements of the authoring process <ul style="list-style-type: none"> <li>– planning</li> <li>– drafting</li> <li>– revision</li> <li>– editing</li> </ul> </li> <li>▪ text features and organizational structures specific to the text form and genre</li> <li>▪ elements of style, content and craft <ul style="list-style-type: none"> <li>– establishing tone and mood</li> <li>– literary devices</li> <li>– imagery, figurative language</li> <li>– purpose and point of view</li> <li>– 6 traits of writing</li> </ul> </li> </ul>

Category	Examples	Focus of Instruction
<b>Visual/Multimedia</b>	photo essay print or electronic magazine multimedia presentation or display graphic fiction/ comic book political cartoon storyboard for video production	Addressed primarily in GCO 9 and GCO 10: <ul style="list-style-type: none"> <li>▪ elements of the authoring process               <ul style="list-style-type: none"> <li>– planning</li> <li>– drafting</li> <li>– revision</li> <li>– editing</li> </ul> </li> <li>▪ text features and organizational structures specific to the text form and genre               <ul style="list-style-type: none"> <li>– placement of graphics</li> <li>– transitions</li> </ul> </li> <li>▪ elements of style, content and craft specific to the text form and genre               <ul style="list-style-type: none"> <li>– establishing purpose and tone</li> <li>– purposeful use of space, color, point of view, light, and perspective</li> <li>– purposeful use of music, audio and visual special effects</li> <li>– 6 traits of writing when appropriate to form and genre</li> </ul> </li> </ul>

## NARRATIVE FICTION

Examples	Focus of Instruction
short story or novella script/ drama  see also visual/multimedia	Addressed primarily in GCO 9 and GCO 10: <ul style="list-style-type: none"> <li>▪ elements of the authoring process               <ul style="list-style-type: none"> <li>– planning</li> <li>– drafting</li> <li>– revision</li> <li>– editing</li> </ul> </li> <li>▪ elements of form structure               <ul style="list-style-type: none"> <li>– plot, conflict, climax</li> <li>– point of view</li> </ul> </li> <li>▪ elements of style, content and craft               <ul style="list-style-type: none"> <li>– establishing setting, developing character and plot</li> <li>– establishing tone and mood</li> <li>– literary devices</li> <li>– imagery, figurative language</li> <li>– 6 traits of writing</li> </ul> </li> </ul>

Narrative fiction tells a story, following organizational patterns where setting is established, characters are introduced and developed, and conflict is faced, intensifying through a plot structure of rising action, climax, and resolution. Students are often most familiar with narrative forms of writing and representing, since it comprises a large percentage of their reading and viewing experiences both in school, and in the broader popular culture.

Genre Study and Multimedia Study provide the best instructional approaches for a focus on authoring forms of narrative fiction. Shorter selections of narrative fiction, such as short stories, film clips, and episodes of television drama, make excellent anchor texts around which to build explicit instruction on the elements of narrative fiction, such as setting, conflict, character development, plot and theme, as well as techniques of author's craft such as use of figurative language, symbolism, flashback, and foreshadowing, addressing specific Writing and Representing outcomes under GCO 9. Anchor texts may also be useful in identifying defining characteristics of various genre commonly associated with narrative fiction, such as horror, science fiction, teen romance, and historical fiction.

Working within a classroom workshop framework creates purposeful opportunities for learning experiences that address outcomes in Writing and Representing as well as outcomes from other curriculum strands. Some examples might include the following:

- Students draft a number of short story leads and first drafts in writing workshop while reading from a collection of short stories and novels in independent reading during reading workshop. This provides a purposeful context for the study of a variety of narrative elements commonly found in fiction, addressing specific Writing and Representing outcomes under GCO 9, as well as Reading and Viewing outcomes under GCO 4 and GCO 7.
- Students are organized into partners to rewrite a familiar piece of short narrative such as a fairy tale or fable as a play. Such a study not only provides a purposeful context for explicit instruction in elements of drama as a form of narrative, addressing specific Writing and Representing outcomes under GCO 9, but also provides opportunities to address, and assess specific Speaking and Listening outcomes under GCO 2 and GCO 3.

## NARRATIVE NON-FICTION

Examples	Focus of Instruction
biography/autobiography memoir personal narrative blog friendly letter, email, social networking	Addressed primarily in GCO 9 and GCO 10: <ul style="list-style-type: none"> <li>▪ elements of the authoring process               <ul style="list-style-type: none"> <li>– planning</li> <li>– drafting</li> <li>– revision</li> <li>– editing</li> </ul> </li> <li>▪ elements of form structure               <ul style="list-style-type: none"> <li>– plot, setting (narrative essay) or chronological, episodic</li> <li>– point of view</li> <li>– introductions and conclusions</li> </ul> </li> <li>▪ elements of style, content and craft               <ul style="list-style-type: none"> <li>– establishing and developing personal opinions about topic, issue, or theme</li> <li>– establishing purpose and tone</li> <li>– literary devices</li> <li>– 6 traits of writing</li> </ul> </li> </ul>

Narrative non-fiction often tells a story and has a point to make. It shares many elements in common with fiction, including characterization, setting, and conflict, as well as many of the same literacy devices. Tone and style are less formal and more personal than other non-fiction forms of expression, and are often presented from a first person point of view. Well-crafted narrative non-fiction is more than a rendition of actual events in the life of the author. Instead it uses the events and situations depicted as a means of examining or reflecting upon broader issues or universal themes.

Genre Study, Research Project, and Multigenre Inquiry provide the best instructional approaches for a focus on narrative non-fiction. Explicit instruction in drafting strategies utilized during the authoring process address outcomes under GCO 10. Over and above those ongoing considerations, explicit instruction supportive of student authors exploring narrative non-fiction might include various leads and conclusions used in narrative non-fiction, elements of craft that create voice and tone, as well as finding and narrowing a topic, addressing specific Writing and Representing outcomes under GCO 9.

Working within a classroom workshop framework, connections can be efficiently and effectively made across the three curriculum strands. Some examples might include the following:

- Students conduct research into the lives of prominent icons from history, current personalities, entertainment artists, and the like during reading workshop, then draft biographies during writing workshop. This provides a purposeful context for explicit instruction of text structures and other elements of style and craft commonly found in this form of narrative non-fiction, addressing specific Writing and Representing outcomes under GCO 9, as well as opportunities to address and assess note-making strategies aligned under GCO 8. It also provides a purposeful context for explicit instruction and assessment of research strategies addressing specific Reading and Viewing outcomes under GCO 5, as well as critical literacy reading strategies addressed under GCO 7.
- Students create digital images, audio and multimedia texts to publish personal blogs documenting and commenting on issues or topics of personal interest to them. Explicit instruction in visual

composition, arrangement, and other elements of craft and style common to this form addresses specific Writing and Representing outcomes under GCO 8 and 9, as well as Reading and Viewing outcomes under GCO 6, and perhaps Speaking and Listening outcomes under GCO 2 and 3 if voice-over narration or podcasting is included in the blogs.

## EXPOSITORY/INFORMATIVE

Examples	Focus of Instruction
documentary script essay/report news or magazine interview/article précis of research or lab findings wiki/web site formal letter résumé oral presentation  see also visual/multimedia	<p>Addressed primarily in GCO 8, 9, and GCO 10:</p> <ul style="list-style-type: none"> <li>▪ elements of the authoring process <ul style="list-style-type: none"> <li>– planning</li> <li>– drafting</li> <li>– revision</li> <li>– editing</li> </ul> </li> <li>▪ elements of form structure <ul style="list-style-type: none"> <li>– problem/ solution, cause/ effect, proposition/support, compare/contrast, chronological, sequential</li> <li>– introductions and conclusions</li> </ul> </li> <li>▪ recording research information <ul style="list-style-type: none"> <li>– note-making and highlighting information</li> <li>– research charts, organizers</li> <li>– bibliographic information</li> </ul> </li> <li>▪ elements of style, content and craft <ul style="list-style-type: none"> <li>– establishing main idea or thesis about topic, issue, or theme</li> <li>– supporting main ideas with details, supporting evidence</li> <li>– establishing purpose and tone</li> <li>– summarizing information</li> <li>– citing sources</li> <li>– 6 traits of writing</li> </ul> </li> </ul>

Information and expository non-fiction convey factual information or provide an explanation of an issue, topic, or idea. Students are often less familiar with information and expository forms of writing and representing, even though it comprises an expanding percentage of their reading and viewing experiences at the junior/middle school level. Requirements for them to demonstrate their learning and communicate information in writing or in some other way of representation also increases at this level. Explicit instruction in support of their efforts is essential.

One reason students often find it challenging to express themselves effectively in non-narrative forms is that the organizational structures of information and expository texts are very different from narrative. A variety of text structures can be used, depending upon the intent of the author, often following cause and effect, problem-solution, concept-definition, or comparison text patterns. Most often, non-narrative texts use combinations of these within a single piece. Providing explicit instruction enabling students to know and effectively use non-narrative text structures aligns with specific outcomes under GCO 9.

Another reason some students find expression in non-narrative challenging is that they are often called upon to do so about topics or issues which are unfamiliar to them, or about which they possess limited

information. Quite often students are called upon to create non-narrative text about information they have just learned. Even experienced authors find the task of composing text difficult in such situations. Teachers can support students in the task of creating information and expository texts by providing some element of choice of topic, instruction in strategies for identifying and narrowing topics, and plenty of time for experimental drafting and feedback. Providing students with a range of strategies for finding and narrowing a topic, as well as revision strategies for responding to descriptive feedback addresses specific Writing and Representing outcomes under GCO 10.

Students also need explicit instruction in support of their research efforts into new and unfamiliar topics. Providing strategies for defining research questions, locating and accessing information from a variety of print and non-print sources, and using a range of technologies, address Reading and Viewing outcomes under GCO 5. Providing explicit instruction in strategies for note-making, tracking, and organizing information gathered aligns with specific Writing and Representing outcomes under GCO 8. Explicit instruction on evaluating information for bias, distinguishing fact from opinion, weighing conflicting opinions, and evaluating the value of the sources, not only addresses Reading and Viewing outcomes under GCO 7, but also addresses Writing and Representing outcomes under GCO 9.

Research Project and Multigenre Inquiry provide the best instructional approaches for a focus on information and expository non-fiction. Working within a classroom workshop framework creates purposeful opportunities for learning experiences that address outcomes in Writing and Representing as well as outcomes from other curriculum strands. Some examples might include the following:

- Students engage in a research process using a variety of sources such as EBSCO, Internet sites, and print resources, making and organizing research notes, and then drafting and publishing research papers in an academic journal format magazine or wiki. This provides a purposeful context for addressing specific Writing and Representing outcomes under GCO 8 and GCO 9, as well as specific Reading and Viewing outcomes under GCO 4, GCO 5, and GCO 7.
- Students integrate information from a variety of sources to answer or form an opinion about an issue or topic as part of a multigenre inquiry, make notes and reflections upon their learning in learning logs, then engage in scripting and staging one-act plays that portray their understanding of the issue. This provides a purposeful context for addressing specific Writing and Representing outcomes under GCO 8 and GCO 9, Reading and Viewing outcomes under GCO 5, GCO 6, and GCO 7, as well as specific Speaking and Listening outcomes under GCO 2 and GCO 3.
- Students interview members of the school community and develop surveys to gather information on topics or issues of current interest to them, then draft feature columns for a periodically published class e-zine. Such a process addresses outcomes under Writing and Representing GCO 8, GCO 9, and GCO 10, as well as specific Speaking and Listening outcomes under GCO 2 and GCO 3.

## PERSUASIVE

Examples	Focus of Instruction
essay or editorial speech job application/ cover letter “rant” script audio or video commercial script print media ad  see also visual/multimedia	Addressed primarily in GCO 8, 9, and GCO 10: <ul style="list-style-type: none"> <li>▪ elements of the authoring process               <ul style="list-style-type: none"> <li>– planning</li> <li>– drafting</li> <li>– revision</li> <li>– editing</li> </ul> </li> <li>▪ elements of form structure               <ul style="list-style-type: none"> <li>– proposition/support, compare/contrast, concept/definition</li> <li>– introductions and conclusions</li> </ul> </li> <li>▪ recording research information               <ul style="list-style-type: none"> <li>– note-making and highlighting information</li> <li>– research charts, organizers</li> <li>– bibliographic information</li> </ul> </li> <li>▪ elements of style, content and craft               <ul style="list-style-type: none"> <li>– establishing main idea or thesis about topic, issue, or theme</li> <li>– supporting main ideas with details, supporting evidence</li> <li>– establishing purpose and tone</li> <li>– summarizing information</li> <li>– citing sources</li> <li>– rhetorical devices to persuade and bias</li> <li>– 6 traits of writing</li> </ul> </li> </ul>

Persuasive non-fiction uses many of the organizational structures and forms used in expository/informative texts to argue support for the personal opinions and assertions of the author, and sometimes to take action with regard to the topic presented. Developing the ability to present and defend an opinion on a particular topic or issue is essential for students’ success in secondary and post-secondary education as well as in the work community beyond school.

Students need to know a range of rhetorical strategies, such as use of understatement, or rhetorical questions, and other literary devices used to construct persuasive arguments. They need to learn organizational structures, such as proposition-support, problem-solution, and comparison, often used in persuasive texts, as well as a range of options for introducing and closing persuasive texts. Essays by established experts such as Jonathan Swift, current essayists from opinion sections of newspapers and magazines, as well as popular media opinion spots and rants can provide a wealth of mentor texts to support such instruction. Transcripts or recorded excerpts of noted orators could also serve this purpose. Explicit instruction in these elements addresses specific Writing and Representing outcomes under GCO 9, and also align with Speaking and Listening outcomes under GCO 2 and 3, as well as supporting students’ reading of persuasive texts that address specific Reading and Viewing outcomes under GCO 7.

Students also need to be taught a range of strategies for identifying and narrowing topics, and defining the purpose and tone for the piece, as well as strategies for establishing a thesis, and working through the drafting process to plan and outline a persuasive argument. Such instruction aligns with specific Writing and Representing outcomes under GCO 10.

Genre Study, Research Project, and Multigenre Inquiry provide the best instructional approaches for a focus on persuasive text. Working within a classroom workshop framework creates purposeful opportunities for learning experiences that address outcomes in Writing and Representing as well as outcomes from other curriculum strands. For example, the drafting of spoken, print, and non-print persuasive texts create possibilities for addressing specific Speaking and Listening outcomes under GCO 2, and Writing and Representing outcomes under GCO 9. Other examples might include the following:

- Students gather information from a variety of sources to answer questions or form an opinion about an issue or topic as part of a multigenre inquiry, making notes and reflections upon their learning in learning logs. Students are then organized into debating teams to develop and argue their case, providing opportunities for explicit instruction and assessment addressing outcomes under Writing and Representing GCO 8 and GCO 10, as well as Speaking and Listening GCO 2, and Reading and Viewing outcomes under GCO 5.
- Students are organized into small groups to construct primarily visual text such as a billboard, political campaign poster, or magazine style advertising campaign, providing opportunities for explicit instruction and assessment addressing outcomes under Writing and Representing GCO 9 and GCO 10, as well as Speaking and Listening GCO 1.
- Students script and produce podcasts of rants on specific contentious issues of interest to them, addressing outcomes under Writing and Representing GCO 9 and GCO 10, as well as Speaking and Listening outcomes under GCO 2.

## POETRY

Examples	Focus of Instruction
free verse structured poetry song lyrics Spoken Word poetry  see also visual/multimedia	Addressed primarily in GCO 9 and GCO 10: <ul style="list-style-type: none"> <li>▪ elements of the authoring process               <ul style="list-style-type: none"> <li>– planning</li> <li>– drafting</li> <li>– revision</li> <li>– editing</li> </ul> </li> <li>▪ text features and organizational structures specific to the text form and genre</li> <li>▪ elements of style, content and craft               <ul style="list-style-type: none"> <li>– establishing tone and mood</li> <li>– literary devices</li> <li>– imagery, figurative language</li> <li>– purpose and point of view</li> <li>– 6 traits of writing</li> </ul> </li> </ul>

Poetic forms of writing and other representations span the three curriculum strands, perhaps more so than any other literary form. With its concerns for rhyme, meter, rhythm, and line length, poetry is composed with an ear for oral recitation, and most poetry can best be appreciated with an oral reading. Many contemporary poetic forms are multimedia in nature, incorporating elements of audio and visual texts.

Engaging students in creating various forms of poetry provides opportunities for instruction in a great many literary devices and authoring strategies that can also be applied to numerous other forms of writing and representing. Providing explicit instruction regarding use of imagery, figurative language, and literary devices such as similes, metaphors, personification, hyperbole, alliteration, assonance, and consonance align with specific outcomes under GCO 9, as well as supporting Reading and Viewing outcomes under GCO 4 and GCO 7.

Poetry, dealing as it does with capturing impressions, feelings, and ideas and communicating them in a condensed fashion, is an ideal form supporting the kind of speculative and metacognitive thinking aligning with GCO 8, where students use writing and other representations to explore, clarify, and reflect on their thoughts, feelings, experiences and learning.

Genre Study and Multigenre Inquiry provide the best instructional approaches for a focus on poetry. Working within a classroom workshop framework creates purposeful opportunities for learning experiences that address outcomes in Writing and Representing as well as outcomes from other curriculum strands. Some examples might include the following:

- Students draft Rap, Slam, and other urban poetry forms, either independently or in small groups, then perform their work at a class or school coffee house. This provides a purposeful context for instruction in text structures commonly found in these forms, as well as opportunities for learning and using a variety of literary devices, addressing specific Writing and Representing outcomes under GCO 9. Specific Speaking and Listening outcomes under GCO 2 and GCO 3 can be addressed and assessed within the context of rehearsing and planning for the presentations.
- Students craft poems of a particular genre within writing workshop, while reading from a wide variety of poems representative of that genre during the Time to Practise and Develop phase of reading workshop. Explicit instruction supports reading and writing, addressing specific Reading and Viewing outcomes under GCO 4, GCO 6, and GCO 7, as well as a number of Writing and Representing outcomes under GCO 9 and GCO 10.

## VISUAL/MULTIMEDIA

Examples	Focus of Instruction
photo essay print or electronic magazine multimedia presentation or display graphic fiction/comic book political cartoon storyboard for video production visual advertisement	Addressed primarily in GCO 9 and GCO 10: <ul style="list-style-type: none"> <li>▪ elements of the authoring process               <ul style="list-style-type: none"> <li>– planning</li> <li>– drafting</li> <li>– revision</li> <li>– editing</li> </ul> </li> <li>▪ text features and organizational structures specific to the text form and genre               <ul style="list-style-type: none"> <li>– placement of graphics</li> <li>– transitions</li> </ul> </li> <li>▪ elements of style, content and craft specific to the text form and genre               <ul style="list-style-type: none"> <li>– establishing purpose and tone</li> <li>– purposeful use of space, color, point of view, light, and perspective</li> <li>– purposeful use of music, audio and visual special effects</li> <li>– 6 traits of writing when appropriate to form and genre</li> </ul> </li> </ul>

Advances in technology have made it possible for individuals to create a range of visual and multimedia texts. Making such texts for an audience is essential to the development of critical reading and thinking. The ability to use a variety of authoring technologies to make meaning is essential to success in school as well as the broader educational and work communities of the twenty-first century.

Engaging students in creating a variety of multimedia texts provides opportunities for instruction in many authoring strategies that can be applied to numerous other forms of writing and representing addressed under GCO 10. Explicit instruction about the elements of design characteristic of various technologies and forms, such as podcast, television commercial, and photo essay, as well as techniques such as use of colour, sound effects, camera angle, text features, and music to create an intended message addresses specific Writing and Representing outcomes under GCO 9, as well as Reading and Viewing outcomes under GCO 4 and GCO 7.

Genre Study, Research Project, and Multigenre Inquiry provide the best instructional approaches for a focus on visual and multimedia texts. Working within a classroom workshop framework creates purposeful opportunities for learning experiences that address outcomes in Writing and Representing as well as outcomes from other curriculum strands. Some examples might include the following:

- Students develop feature articles, editorials, photo essays, podcasts, and blogs as they work through a multigenre inquiry on an issue or topic being explored during reading workshop. Pieces are then published as an on-line ezine. Study of multimedia formats, conventions, and text features, as well as various rhetorical strategies used in persuasive texts such as bias, omission, exaggeration, and placement of information address specific outcomes under Writing and Representing GCO 9, and Reading and Viewing GCO 4 and 7.
- Students create new short graphic fiction, or adapt short stories previously written to a graphic format. Explicit instruction in the conventions of graphic fiction, such as the various types of speech bubbles, and types of frames, addresses specific outcomes under Writing and Representing GCO 9, and Reading and Viewing GCO 4 and 7, as does instruction in the use of various points of view in the illustrations. Exploration of graphic fiction as a form of expression makes an excellent lead-in support to work with video forms.
- Students gather information from a variety of sources to answer research questions about a topic as part of a multigenre inquiry, making notes and reflections upon their learning in learning logs, then present their findings in a virtual museum website. Such a process provides opportunities for explicit instruction and assessment addressing outcomes under Writing and Representing GCO 8 and GCO 9, and GCO 10, and Reading and Viewing outcomes under GCO 5 and GCO 7, as well as Speaking and Listening GCO 2, if voice-over narration or podcasting is used within the site.

## Professional Resources

- Atwell, Nancie. 2009. *Lessons That Change Writers*. Portsmouth, NH: Heinemann.
- Bull, Glen L. 2005. *Teaching with Digital Images: Acquire, Analyze, Create, Communicate*. Washington, DC: International Society for Technology in Education.
- Bull, Glen L. 2010. *Teaching with Digital Video: Watch, Analyze, Create*. Washington, DC: International Society for Technology in Education.
- Burke, Jim. 2003. *Writing Reminders*. Portsmouth, NH: Heinemann.
- Christel, Mary, and Scott Sullivan. 2010. *Lesson Plans for Developing Digital Literacies*. Urbana, IL: National Council for the Teaching of English.

- Daniels, Harvey, and Stephanie Harvey. 2009. *Comprehension and Collaboration: Inquiry Circles in Action*. Portsmouth, NH: Heinemann.
- Frazel, Midge. 2010. *Digital Storytelling Guide for Educators*. Washington, DC: International Society for Technology in Education.
- Kittle, Penny. 2008. *Write Beside Them*. Portsmouth, NH: Heinemann.
- Munschla, Gary Robert. 2006. *Writing Workshop Survival Kit*. San Francisco, CA: Jossey-Bass.
- Nova Scotia Department of Education. 2007. *Teaching in Action, Grades 7–9: A Teaching Resource*. Halifax, NS: Province of Nova Scotia.
- Nova Scotia Department of Education. 2008. *Spelling Primary–9: A Teaching Resource*. Halifax, NS: Province of Nova Scotia.
- Olson, Carol Booth. 2003. *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom*. Boston, MA: Pearson Education, Inc.
- Ratchford, Anne. 2009. *Get It Written, Get It Right!* Toronto, ON: Emond Montgomery Publications Ltd.
- Sejnost, Roberta, and Sharon Thiese. 2001. *Reading and Writing across Content Areas*. Glenview, IL: Skylight Training and Publishing Inc.
- Shamburg, Christopher. 2009. *Student-Powered Podcasting*. Washington DC: International Society for Technology in Education.
- Smith, Grace E., and Stephanie Throne. 2009. *Differentiating Instruction with Technology in Middle School Classrooms*. Washington DC: International Society for Technology in Education.

# Outcomes in Action: Sample Ongoing Instructional Strategies

There are a great many instructional strategies that can be used on a continuous basis within the classroom workshop throughout a reporting period to support student learning and foster a positive learning environment. These ongoing instructional strategies provide abundant opportunities for weaving explicit instruction and assessment of a variety of outcomes across the various curriculum strands into the fabric of daily classroom work.

Below are listed just a few of a great many available strategies that can be utilized by teachers to assess and provide explicit instruction addressing specific outcomes under Speaking and Listening, Reading and Viewing, or Writing and Representing strands. The list is by no means comprehensive. Teachers seeking further suggestions should refer to the list of professional resources provided in the curriculum outcomes section of this guide.

## Whole-Class/Large-Group Instructional Setting

### Fishbowl

This strategy provides a way of demonstrating and modelling any number of skills or literacy strategies in action. A small group, often comprising the teacher and between one and four students, sit in the centre of the room facing each other. The group participants engage in conversation about a topic, or make use of particular strategies, as directed by the teacher. The remainder of the class observes the interactions among the participants without engaging directly in the conversation.

Students can then be regrouped to discuss and reflect upon the observed conversation. Fishbowl makes an excellent guided or shared intermediate step supporting the Gradual Release of Responsibility model of instruction.

Possible opportunities for instruction or assessment of specific outcomes under:

- Speaking and Listening—GCO 1, GCO 2, GCO 3
- Reading and Viewing—GCO 6, GCO 7
- Writing and Representing—GCO 10

## Talking Stick

This strategy may be used in either whole class or small group settings. An interesting object or stick is used to signify the person who has permission to speak in the group. Only the person possessing the stick or object may speak; other participants must wait their turn with the stick or object in order to contribute. This strategy supports the respectful taking of turns in a conversation, and has many variations. Requirements for polite and respectful verbal exchanges as the “stick” is passed, or making the choice of who speaks next based upon the asking of elaborating questions, are variations that can be added.

Possible opportunities for instruction or assessment of specific outcomes under:

- Speaking and Listening—GCO 1, GCO 3
- Reading and Viewing—GCO 6, GCO 7
- Writing and Representing—GCO 9, GCO 10

## Radio Show

Radio show is a role-play that replicates the form of a radio phone-in talk show. The teacher, or perhaps a student, role-plays the radio show “host”; sometimes “studio guest experts” are role-played by others. Issues, questions, or content related to texts being read or viewed are explored as the topic of the Radio Show. The rest of the class take turns “calling” into the Radio Show, role-playing characters from texts, authors, real life figures, or fictional representative figures expressing opinions, posing questions or discussing the topic of the show.

This activity may be used to activate prior knowledge of an issue or situation in a text prior to reading or viewing, or before writing or using other means of representing. It may be used after reading or viewing to deepen understanding of a text, an issue, characters, or other literary elements. It may serve as a means of introducing the topic of a unit of study, and as an ongoing speaking and listening strategy supporting student thinking throughout the course of a unit.

Possible opportunities for instruction or assessment of specific outcomes under:

- Speaking and Listening—GCO 1, GCO 3
- Reading and Viewing—GCO 4, GCO 6, GCO 7

## Socratic Circle

Socratic Circles are a structured teaching strategy for facilitating large group student discussion. In its most basic form, students are organized into two groups—an inner circle facing inwards to discuss the topic, and a second concentric outer circle arranged to observe the interactions of the inner circle without actively participating in the discussion. After a short discussion time, the outer circle provides descriptive feedback regarding the interactions to the inner circle. After a time, participants in the inner circle switch roles with those in the outer circle. Time for de-briefing the discussion and reflection on the speaking and listening strategies used is usually also part of the process.

Discussions for Socratic Circles may focus on a single text that all participants of the circle have read or viewed, or the discussion may focus on some issue, concept or feature of a unit of study. This method of structuring student discussion could also be used to model effective verbal feedback to authors about

their drafts, or the ongoing study of a major text. Successful deployment of this teaching strategy requires lots of explicit instruction and many opportunities for students to practise.

Possible opportunities for instruction or assessment of specific outcomes under:

- Speaking and Listening—GCO 1, GCO 3
- Reading and Viewing—GCO 4, GCO 6, GCO 7
- Writing and Representing—GCO 9, GCO 10

## **Role-play**

Role-play, where students attempt to take on the character or persona of someone else, offers many opportunities for student interaction that can help them consider character motivation, point of view, emotional reaction, logical thinking, and ethics, and can deepen understanding of human conflict. This type of short drama exercise involves dramatic use of voice, as well as movement and non-visual cues. Often a poem, short story, or excerpt from a novel, film, or play can be used as the basis for role-playing. Role-playing scenarios can support personal response to texts after reading, can be used to provide background information or activate prior knowledge before reading, and can serve as a pre-writing strategy. Whatever the purpose, it is important that teachers hold short de-briefing discussions immediately following role-play sessions to maximize its learning potential.

Possible opportunities for instruction or assessment of specific outcomes under:

- Speaking and Listening—GCO 1, GCO 2, GCO 3
- Reading and Viewing—GCO 6

## **Reader's Chair or Book Talk**

Reader's Chair is an ongoing strategy of reading workshop where student volunteers select a short passage from a text currently being read or viewed, share it with the class, and provide some personal or critical response. Students may also be assigned a presentation date so that they may prepare and practise their Read-Aloud. A carefully structured and focused question and answer session can sometimes follow a book talk.

Reader's Chair provides an opportunity to do a miscue analysis while the class enjoys the passage and begins to discuss it. Follow-up questions can check on comprehension, and the discussion can demonstrate students' ability to make personal or critical responses to text. Reader's Chair also provides information and opportunities for instruction about appropriate audience behaviours. Opportunities for explicit instruction may present themselves as a result of a book talk.

Possible opportunities for instruction or assessment of specific outcomes under:

- Speaking and Listening—GCO 1, GCO 2, GCO 3
- Reading and Viewing—GCO 4, GCO 6, GCO 7

## **Author's Chair**

Author's Chair is an ongoing strategy of the writing workshop where student volunteers select a short passage from a piece currently being drafted, share it with the class, and receive focused descriptive

feedback from the teacher and fellow students. Author's Chair not only provides an all-important audience for student authors, it provides an opportunity for teachers to model appropriate descriptive feedback responses for students, and allows teachers to gather anecdotal information about students' writing ability or their authoring process. Author's Chair also provides information and opportunities for instruction about appropriate audience behaviours.

Possible opportunities for instruction or assessment of specific outcomes under:

- Speaking and Listening—GCO 1, GCO 3
- Writing and Representing—GCO 9, GCO 10

## Small group instructional setting

### Chorale Montage

With a chorale montage, students are able to develop and show a deeper comprehension of texts. In small group settings, students contribute quoted lines, feelings, or statements about a shared text, and fit them together to form a poem. Students then use alteration of their rate of speech, volume, inflection, and tone of voice to read their creation out loud to the whole class. Each student in the group participates by contributing a line for the poem and by presenting the finished piece to the class.

Possible opportunities for instruction or assessment of specific outcomes under:

- Speaking and Listening—GCO 2
- Reading and Viewing—GCO 6, GCO 7

### Four Corners and Chat Rooms

Four Corners is a way to structure and support opportunities for students to express and defend their opinions. The four corners of the room are designated as "Agree," "Strongly Agree," "Strongly Disagree," and "Disagree" areas. The teacher establishes the topic or issue for discussion, then students move to the corner that best matches their position on the topic of discussion. In each corner, students talk with others who share a similar opinion. The students may then be called back to a whole class discussion setting to share their thinking and perhaps be asked to express and defend their opinions in writing or some other form of representation. Some students may find that after multiple opportunities to talk and think, they have changed their position.

For Chat Rooms, each corner is designated as an area for discussion of a particular question or topic related to the unit or text under study. Students move to whichever corner they wish to discuss the topic or question of most interest to them. After a short time the teacher can signal for a switch of position to a new corner. Students may be required to visit more than one, or may be given the option of choosing to move or stay.

When using either of these related strategies, students' thinking can be further developed and supported by providing a brief opportunity to use writing or some other way of representing before students move to their corners for discussion.

Possible opportunities for instruction or assessment of specific outcomes under:

- Speaking and Listening—GCO 1, GCO 3

- Reading and Viewing—GCO 6, GCO 7
- Writing and Representing—GCO 8 (with pre-activity or post-activity reflection)

## Turn and Talk and Think, Pair, Share

For Turn and Talk, students may work in a small group setting, but it is generally used with a partner. After a time spent reading or viewing text, or listening to instruction, the teacher poses a focusing question or statement, and students are asked to turn to a partner and talk about it. The students discuss, ask questions, and clarify ideas for a short time, then return to the previous activity or shift the discussion to the whole class.

Think, Pair, Share follows a very similar process, with the addition of using writing or some other form of representation to support students' thinking. After a time spent reading or viewing text, or listening to instruction, the teacher poses a focusing question or statement, and students are asked to free write or use some other form of representation to think about the topic for a few minutes. Students turn to a partner and talk about the topic for a short time, then shift the discussion to the whole class.

These classroom strategies help students understand difficult text or concepts, and clear up confusion that they might have. They provide quick, efficient means of providing talk time for students within the context of a wide variety of instructional approaches and classroom structures. They provide opportunities for students to activate prior knowledge about a topic or issue, to filter information, to draw conclusions and to consider points of view. Graphic organizers may be used to scaffold these activities for some students needing differentiation.

Possible opportunities for instruction or assessment of specific outcomes under:

- Speaking and Listening—GCO 1, GCO 3
- Writing and Representing—GCO 8

## Save the Last Word

This strategy organizes and structures student talk in small groups. While reading or viewing a shared text, students note specific passages where content or elements of craft caught their attention or caused them to question the text in some way. They also note personal or critical responses to these passages. Students meet in small groups to talk. One student in each group reads a selected passage and explains the reason for choosing it, then each member of the group responds to the passage in turn, considering the statement the first student made. The student who chose the passage then gets the “last word,” integrating what has been said to either revise their initial understanding or to refute what others have said. Another group member then reads from their notes, and the process continues until every group member has had at least one opportunity to read from their notes.

Possible opportunities for instruction or assessment of specific outcomes under:

- Speaking and Listening—GCO 1, GCO 3
- Reading and Viewing—GCO 4, GCO 6, GCO 7
- Writing and Representing—GCO 8

## Reciprocal Teaching

Reciprocal teaching involves the teacher and ideally a small group of students in a dialogue regarding segments of a shared text. The dialogue is structured around four strategies: summarizing, questioning, clarifying, and predicting. The teacher and students take turns assuming the role of leader in guiding this dialogue. The leader reads aloud a segment of a passage as group members follow along silently. The group members then pose questions that focus on main ideas. The leader answers and summarizes the content. The group discusses and clarifies any remaining difficulties in understanding meaning of the passage. The group then makes a prediction about the next segment of the passage. A second student takes on the role of leader for the next segment of text. This strategy is particularly useful in structuring Guided Reading sessions during reading workshop.

Possible opportunities for instruction or assessment of specific outcomes under:

- Speaking and Listening—GCO 1
- Reading and Viewing—GCO 4

## Double-entry Diary or Cornell Notes

There are many possible variations of this note-making strategy. Generally, students divide a notebook page into two columns: the questions/key word column on the left, and the note-making column, which is twice the size of question column, on the right. A space for summarizing and reflection is left at the bottom of the page. As students read or view text, conduct research, or listen to oral presentations, they can jot note main ideas in the right hand column, and record questions for future clarification on the left.

There are many applications and adaptations for this note-making strategy. Teachers might use this format support students' reading or viewing of difficult text. By changing the purpose of the columns, students can be guided to use targeted comprehension strategies, track when meaning breaks down, or respond to the text in other meaningful ways. Regardless of the variation, after note-making students write a brief summary or reflection in the space at the bottom of the page.

Possible opportunities for instruction or assessment of specific outcomes under:

- Speaking and Listening—GCO 1
- Reading and Viewing—GCO 4, GCO 6
- Writing and Representing—GCO 8

## Pass It On Written Conference

Students meet in groups of between two to four members to obtain and give descriptive feedback on working drafts during writing workshop. Students mark the segment of the draft on which they wish to receive feedback, and every student passes his or her draft to the person on his or her left. Students read the draft segment and write descriptive feedback in the margins or on the back of the draft. Teachers will need to focus and scaffold student feedback responses by modelling appropriate and acceptable responses, or by providing a template guiding the nature of the feedback. The process continues in a clockwise direction until each student receives his or her own draft back.

Possible opportunities for instruction or assessment of specific outcomes under:

- Speaking and Listening—GCO 1
- Writing and Representing—GCO 8, GCO 10

## Independent or Individual Instructional Setting

### Writing conference

Writing conferences are an ongoing strategy providing assessment and instructional opportunities during the Time to Practise and Develop phase of the writing workshop. Most often occurring as one-on-one conversations, the same basic format can be used in small group settings or even on paper. Lasting anywhere from one to ten minutes, the teacher engages individual students in conversation about a working draft and the authoring process, using questioning designed to encourage student metacognitive discussion about their work. Conferences allow the teacher to gather information about a variety of outcomes, treating drafts as artifacts of student thinking and ability. Although differentiated, explicit instruction may be provided in follow-up mini-lessons in subsequent guided writing or whole class settings, if enough students are in need of it, most often the teacher makes a decision to address one or two specific concerns within the context of the conference itself.

Possible opportunities for instruction or assessment of specific outcomes under:

- Speaking and Listening—GCO 1
- Writing and Representing—GCO 8, GCO 9, GCO 10

### Learning Journal or Log

There are many possible variations for providing ongoing, purposeful opportunities for students to use writing and other representations to think, explore, reflect, clarify, solve problems, and respond. Students can be asked to sketch, Quickwrite, create semantic maps, or otherwise use imagery and various technologies to activate prior knowledge and stimulate interest before reading or viewing texts. Students can use reading journal or log entries to record, in a variety of ways, personal and critical responses after reading or viewing texts. Journals and logs are also places for students to reflect upon their own learning. Students can be asked to make retrospective entries about their growth as a language user at the end of each week, or at the end of a unit of study or reporting period. Students can be asked to recall and reactivate learning at the beginning of each week, or before engaging in a unit of study. Journals and logs are useful for gathering assessment information on any specific curriculum outcome requiring introspection and metacognition on the part of the student. They can also be used as a support for productive student talk about content, issues, texts, and their own learning in a variety of informal speaking and listening contexts.

Possible opportunities for instruction or assessment of specific outcomes under:

- Speaking and Listening—GCO 1, GCO 3
- Reading and Viewing—GCO 4, GCO 6, GCO 7
- Writing and Representing—GCO 8

## Writer's Notebook

Unlike a log or journal, a Writer's Notebook is a place where students create speculative first drafts, record topics or story ideas, and otherwise use writing and other representations to practise elements of the authoring craft, or engage in pre-writing and drafting strategies in preparation for creation and further development of texts. The Writer's Notebook could be a physical binder, file folder, or notebook, or it might exist as a separate file in students' webspace or documents folder. Because of the tentative nature of the work found within, Writer's Notebooks are not places to address matters of correctness, although they can provide assessment information upon which future differentiated instruction can be based. Over-emphasis on conventions in speculative writing may actually interfere with that process.

Possible opportunities for instruction or assessment of specific outcomes under:

- Speaking and Listening—GCO
- Writing and Representing—GCO 8 and GCO 10

## Professional Resources

The professional resources suggested below are only a sample of the great many resources available to teachers wishing to expand their repertoire of instructional strategies:

- Allen, Janet. 2004. *Tools for Teaching Content Literacy*. Portland, ME: Stenhouse.
- Buehl, Doug. 2001. *Classroom Strategies for Interactive Classrooms*. Newark, DL: International Reading Association.
- Beers, Sue, and Lou Howell. 2003. *Reading Strategies for the Content Areas*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Beers, Sue, and Lou Howell. 2005. *Using Writing to Learn across the Content Areas*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Carty, Maria. 2005. *Exploring Writing in the Content Areas*. Markham, ON: Pembroke.
- The Council of Atlantic Ministers of Education and Training. CAMET. 2006. *Cross-Curricular Reading Tools*. Halifax, NS: The Council of Atlantic Ministers of Education and Training.
- Wilhelm, Jeffrey. 2002. *Action Strategies for Deepening Comprehension*. New York, NY: Scholastic.

# Glossary

<b>annotate text</b>	A process in which students identify by highlighting or coding specific sections of a text and adding comments about the text in the margin. Comments/coding can include information about comprehension strategies used, understandings, opinions, etc.
<b>anchor chart</b>	Teacher or student created charts that focus on a specific concept or strategy. These charts are usually created and posted early in a unit of instruction, and are frequently revisited and revised.
<b>anchor text</b>	Text that a teacher regularly refers to during a unit of study. This text serves as a reminder of a past point of instruction to students. A teacher can also use this text to teach multiple concepts or strategies
<b>Author's Chair</b>	A time for individual students to share created work, and to have others respond to the work by providing descriptive feedback. Students may also discuss their creative process with others. See Outcomes in Action: Sample Ongoing Instructional Strategies for further explanation.
<b>book talk</b>	An occasion for individual students to demonstrate an understanding of a text they are reading by sharing their connections, responses, questions, inferences, and awareness of author's craft and literary devices with the class. See Outcomes in Action: Sample Ongoing Instructional Strategies for further explanation.
<b>brainstorming</b>	An opportunity for a group to freely contribute or develop ideas, and solve problems without judgement. Information can be shared verbally or in writing using thought webs and other graphic organizers for example.
<b>conference</b>	A short meeting, often involving the teacher and usually conducted in pairs or a small group setting, to provide descriptive feedback to an individual student reader or author. This context also provides the teacher with opportunities for assessment and instruction. See Outcomes in Action: Sample Ongoing Instructional Strategies for further explanation.
<b>cueing systems</b>	The four systems—Graphophonemic, Syntactic, Semantic, and Pragmatic—used simultaneously to make sense of spoken, print, visual, and multimedia texts. See Outcomes in Action: Reading and Viewing for further explanation.

<b>descriptive feedback</b>	Feedback provided to a student in oral or written form explaining what the student has done well and what a student needs to do next in order to improve. See the Assessment and Evaluation: Using Assessment Information To Improve Student Learning for further explanation.
<b>double-entry diary</b>	A method of organizing note-making and reflective journals into two columns. One column is for noting specifics or literal detail, the other for recording responses, questions, reactions and otherwise annotating thinking. See Outcomes in Action: Sample Ongoing Instructional Strategies for further explanation.
<b>enrichment</b>	Providing additional instruction and opportunities for students to explore a concept at a deeper, more sophisticated level than the outcome requires.
<b>expressive text</b>	Texts that convey ideas, thoughts, opinions and reflections of the author. See Outcomes In Action: Writing and Representing for further information.
<b>five-finger rule</b>	A process by which students choose texts at a "just right" reading level by reading a sample page and holding up a finger for every spot on the page where meaning breaks down or they are confused by the information conveyed. If five fingers are raised, the text is too difficult.
<b>fix-up strategy</b>	A toolbox of problem-solving strategies that students may use to repair comprehension and solve words while they are reading or viewing. Examples of such strategies include, rereading, skipping ahead, and using context clues.
<b>grade</b>	A summary of assessment data for reporting purposes, usually rendered in the form of a letter or number reflecting the trend, not the average, of student achievement over a reporting period.
<b>graphic organizers</b>	General name given to a variety of note-making organizing strategies using charts and other non-print visual structures to help organize students' thinking and communicate their understanding of a text or topic.
<b>graphic fiction</b>	Trade term for narratives such as graphic novels and manga, told through a multimedia combination of still images and text.
<b>guided reading</b>	A small group instructional setting providing focused reading instruction to address an assessed learning need held in common by a number of students. See Outcomes In Action: Components of a Balanced Instructional Program, specifically The Classroom as a Workshop for further explanation.

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<b>guided writing</b>	A small group instructional setting providing focused writing instruction to address an assessed learning need held in common by a number of students. See <i>Outcomes In Action: Components of a Balanced Instructional Program</i> , specifically <i>The Classroom as a Workshop</i> for further explanation.
<b>just-right texts</b>	Texts that a student can read independently without difficulty and with a high degree of comprehension see <i>Teaching in Action, Grades 7–9</i> for further explanation
<b>learning log</b>	A place where students record their metacognitive reflections about their growth as learners, their understanding of topics or units of study.
<b>literature circles</b>	Student-led book groups that allow students to discuss texts they are reading or viewing either independently or as a shared experience. See <i>Outcomes in Action: Speaking and Listening</i> for further explanation.
<b>mark</b>	Symbols used to represent students' achievement relative to the criteria for successful demonstration of outcomes assessed in a specific assessment event.
<b>mentor text</b>	A text used to explicitly illustrate a technique of authoring craft, convention of text, or some other aspect of language use.
<b>metacognition, metacognitive</b>	Students' awareness of their own learning, what is required of them to accomplish tasks, and knowledge about when and how to use particular strategies for learning or for problem solving.
<b>peer writers' conferences</b>	Small groups of students organized for the purpose of providing an audience for their writing, to provide descriptive feedback intended to help writers develop control over their writing process and to encourage reflective dialogue that will promote their growth as writers.
<b>poetic text</b>	Texts that are composed primarily to entertain rather than to instruct or persuade.
<b>portfolio</b>	Student work collected over time that provides a clear/complete picture of the learner, offering opportunities for self-reflection and self-assessment of learning, as well as opportunity for teachers to see growth over time; elements of the portfolio may be used for assessment purposes.
<b>quickwrite</b>	A literacy strategy using very short expressive writing sessions to find topics, solve problems, do metacognitive thinking and reflecting, practise authoring techniques, and otherwise experiment with writing.

<b>Read-Aloud</b>	Oral presentation of a text, often by the teacher, modelling effective reading, for example expression, phrasing, and rate of reading.
<b>reading log</b>	A place where students record the titles, authors and genre of texts they have read or viewed over the course of a reporting period.
<b>reading response journal</b>	A place where students record their metacognitive reflections, reactions, responses, and understandings about texts they have read or viewed over the course of a reporting period.
<b>reciprocal reading</b>	A small group instructional strategy where students, often facilitated by a teacher, collaboratively apply a variety of reading strategies to construct meaning from a text. See Outcomes in Action: Sample Ongoing Instructional Strategies for further explanation.
<b>records of oral reading</b>	Analysis of accuracy, fluency and comprehension recorded by teachers while listening to students orally read a levelled text.
<b>rhetorical devices, strategies, techniques</b>	A strategy or technique used by authors or speakers to convey to persuade their audience towards considering a topic from a different perspective, or to state and defend an argument.
<b>scaffold</b>	A temporary but necessary support without which a task cannot be accomplished.
<b>schema</b>	A mental framework that helps organize and interpret information. New learning is “sorted” into files in the reader’s mind to connect with prior knowledge.
<b>self-monitoring strategy</b>	A form of metacognition where students attend to meaning as they read or view and are self-aware when meaning breaks down for them; asking the question, “Does this make sense?” Application of fix-up strategies such as re-reading or reading ahead is an essential follow-up.
<b>semantic web</b>	A visual representation of knowledge and the connections among ideas; it is a way of thinking about and organizing information drawn or jotted into patterns of the thinkers own making.
<b>sign-post word</b>	Words used as transitions linking various ideas or sentences in a text. Sometimes called connectives, they serve various functions such as showing cause and effect, changing topics, showing similarities among ideas, and transitioning time and setting changes in fiction.

<b>skim and scan</b>	Reading strategies to acquire specific information from a text. Skimming is a reading technique used to get the “gist” of a section or a chapter by looking at such things as headings, introductions, and summaries. Scanning is a reading technique used to quickly locate specific information in a text by using textual clues such as bold print, capital letters, and key words.
<b>story board</b>	A series of frames resembling a comic book page used to visually plan, draft, and organize a variety of visual or multimedia texts.
<b>strategy</b>	The thoughtful, critical, and usually intentional application of a set of skills or knowledge to accomplish a literacy task, or solve a problem; strategic readers, for example, intentionally use visualization and inference to make sense of text as they read.
<b>student-led conferences</b>	A method of structuring parent school visits where a student guides his or her parent(s) through an individual showcase of his or her work, demonstrating his or her strengths, needs, and growth as a language user.
<b>student portfolio</b>	A place where students archive, organize, and sometimes display representative samples of their work to demonstrate their strengths, needs, and growth as language users.
<b>text features</b>	The various print features (font, bold, bullets, etc.); visual supports (diagrams, graphs, maps, charts, etc.); organizational supports (table of contents, glossary, titles, etc.); and vocabulary cue (e.g., for example, in conclusion, on the other hand) used by authors and publishers to assist readers in locating information and making meaning from print texts.
<b>text structures</b>	The various ways a print text is organized. For example, narrative fiction text has a structure that includes the introduction of characters, development of conflict, and rising action to a climax, while a non-fiction text may be structured as a comparison, or cause and effect relationship.
<b>Think-Aloud</b>	An instructional strategy where a teacher/student stops periodically to explicitly reveal his or her in-head thought processes during the act of reading aloud.
<b>transactional text</b>	A text that provides information or argues a particular point of view in a convincing manner.

**visual cues** Same as graphophonic cueing system; decoding texts by attending to letter—sound relationships and the visual look of words on the page.

**word study** The study of the phonological composition and patterns within words.

# **Appendices**



# Appendix A1: Grade 9 Writing Conference Tracking Sheet (Sample)

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Stage in Process:      1st Draft      Working Draft      Revised Draft      Edited Draft

Instructional Focus of Conversation:

Outcome Focus

(8.2) uses note-making, symbols, illustrations or other ways of representing to think, plan, construct	Tracking Code:      1      2      3      4 Notes:
(9.2) makes appropriate choices of form, style, content and presentation for specific audiences and purposes	Tracking Code:      1      2      3      4 Notes:
(9.2) makes informed choices of language to create a range of interesting effects in writing and other ways of representing	Tracking Code:      1      2      3      4 Notes:
(10.3) has awareness of what prewriting, drafting, revising, editing, proofreading, and presentation strategies work for them	Tracking Code:      1      2      3      4 Notes:
(10.4) analyzes and assesses responses by others to their writing and other representations	Tracking Code:      1      2      3      4 Notes:
(10.5) Demonstrates a commitment to crafting pieces of writing and other representations	Tracking Code:      1      2      3      4 Notes:

Future Instructional Focus/ Student's Next Steps:

# Appendix A2: Grade 9 Writing Conference Tracking Sheet

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Stage in Process:      1st Draft      Working Draft      Revised Draft      Edited Draft

Instructional Focus of Conversation:

Outcome Focus

	Tracking Code:      1      2      3      4 Notes:
	Tracking Code:      1      2      3      4 Notes:
	Tracking Code:      1      2      3      4 Notes:
	Tracking Code:      1      2      3      4 Notes:
	Tracking Code:      1      2      3      4 Notes:
	Tracking Code:      1      2      3      4 Notes:

Future Instructional Focus/ Student's Next Steps:

# Appendix B1: Something to Look For: Focused Observation

Teacher	Subject	Date
Outcomes/Target		

	Student Names	Next Steps
Further Meeting or Exceeding		
Meeting		
Approaching or Beginning		
Not Yet Approaching		

# Appendix B2: Grade 9 Observation Tracking Sheet (Sample)

**Assessment:** Small Group Literature Circles

## Speaking and Listening Outcome Focus:

**SCO 3.1** demonstrate active listening (such as by making eye contact, rephrasing when appropriate, clarifying comments extending, refining, and/or summarizing points already made)

**Criteria:**

## Reading and Viewing Outcome Focus:

**SCO 6.1** respond to some of the materials they read or view by questioning, connecting, evaluating, and extending—moving beyond initial understanding to more thoughtful interpretation

**Criteria:**

Mary	Tracking Code: 1      2      3      4 Notes:	Tracking Code: 1      2      3      4 Notes:
Bob	Tracking Code: 1      2      3      4 Notes:	Tracking Code: 1      2      3      4 Notes:
Jamal	Tracking Code: 1      2      3      4 Notes:	Tracking Code: 1      2      3      4 Notes:
Miriam	Tracking Code: 1      2      3      4 Notes:	Tracking Code: 1      2      3      4 Notes:
Kiko	Tracking Code: 1      2      3      4 Notes:	Tracking Code: 1      2      3      4 Notes:
Sam	Tracking Code: 1      2      3      4 Notes:	Tracking Code: 1      2      3      4 Notes:

Future Instructional Focus/ Next Steps:

# Appendix B3: Grade 9 Observation Tracking Sheet

**Assessment:** \_\_\_\_\_

**Speaking and Listening Outcome Focus:**

**SCO**

**Criteria:**

**Reading and Viewing Outcome Focus:**

**SCO**

**Criteria:**

Name:	Tracking Code: 1      2      3      4 Notes:	Tracking Code: 1      2      3      4 Notes:
	Tracking Code: 1      2      3      4 Notes:	Tracking Code: 1      2      3      4 Notes:
	Tracking Code: 1      2      3      4 Notes:	Tracking Code: 1      2      3      4 Notes:
	Tracking Code: 1      2      3      4 Notes:	Tracking Code: 1      2      3      4 Notes:
	Tracking Code: 1      2      3      4 Notes:	Tracking Code: 1      2      3      4 Notes:
	Tracking Code: 1      2      3      4 Notes:	Tracking Code: 1      2      3      4 Notes:

**Future Instructional Focus/ Next Steps:**

# Appendix C1: Sample Grade 9 Rubric: Short Story Writing

Name: \_\_\_\_\_ Writing Sample: Working Draft

Title: \_\_\_\_\_ Date: \_\_\_\_\_

Explanation of codes:

- 4 strongly meets the curriculum outcome
- 3 adequately meets the curriculum outcome
- 2 approaches meeting the curriculum outcome
- 1 does not yet meet the curriculum outcome

## Writing and Representing

**SCO 9.2** demonstrate an awareness of the effect of context on writing and other forms of representing:

- make appropriate choices of form, style, content and presentation for specific audiences and purposes
- make informed choices of language to create a range of interesting effects in writing and other ways of representing

4	<ul style="list-style-type: none"> <li>▪ uses strong verbs and phrases appropriately</li> <li>▪ varies sentence pattern to avoid monotonous patterns</li> <li>▪ uses effective and interesting leads</li> <li>▪ uses dialogue and descriptive narration when appropriate</li> </ul>
3	<ul style="list-style-type: none"> <li>▪ uses descriptive verbs and phrases</li> <li>▪ varies sentence pattern to avoid monotonous patterns</li> <li>▪ uses effective leads</li> <li>▪ uses dialogue and descriptive narration</li> </ul>
2	<ul style="list-style-type: none"> <li>▪ occasionally uses descriptive verbs and phrases</li> <li>▪ occasionally varies sentence pattern to avoid monotonous patterns</li> <li>▪ leads provide little attempt to hook or engage the reader (“One day ...”)</li> <li>▪ piece is either largely dialogue or descriptive narration</li> </ul>
1	<ul style="list-style-type: none"> <li>▪ little use of descriptive verbs and phrases</li> <li>▪ one sentence pattern is maintained throughout the piece</li> <li>▪ leads provide little attempt to hook or engage the reader (“One day ...”)</li> <li>▪ piece is either largely dialogue or descriptive narration</li> </ul>

Additional notes:

# Appendix C2: Sample Grade 9 Rubric: Short Story Writing

Name: \_\_\_\_\_ Writing Sample: Working Draft

Title: \_\_\_\_\_ Date: \_\_\_\_\_

Explanation of codes:

- 4 strongly meets the curriculum outcome
- 3 adequately meets the curriculum outcome
- 2 approaches meeting the curriculum outcome
- 1 does not yet meet the curriculum outcome

## Writing and Representing

**SCO 10.3** demonstrate awareness of what prewriting, drafting, revising, editing, proofreading, and presentation strategies work for them with various forms of writing and other representations

4	<p>ALL of the following are evident:</p> <ul style="list-style-type: none"> <li>▪ uses strategies for discovering or developing ideas</li> <li>▪ uses several strategies for changing, moving or organizing text for clarity and expression</li> <li>▪ uses strategies for adding additional information or detail for clarity</li> <li>▪ uses strategies to correct errors</li> </ul>
3	<p>MOST of the following are evident:</p> <ul style="list-style-type: none"> <li>▪ uses strategies for discovering or developing ideas</li> <li>▪ uses several strategies for changing, moving or organizing text for clarity and expression</li> <li>▪ uses strategies for adding additional information or detail for clarity</li> <li>▪ uses strategies to correct errors</li> </ul>
2	<p>SOME of the following are evident:</p> <ul style="list-style-type: none"> <li>▪ uses strategies for discovering or developing ideas</li> <li>▪ uses several strategies for changing, moving or organizing text for clarity and expression</li> <li>▪ uses strategies for adding additional information or detail for clarity</li> <li>▪ uses strategies to correct errors</li> </ul>
1	<ul style="list-style-type: none"> <li>▪ requires specific suggestions or prompts to generate text</li> <li>▪ rarely uses any strategies for develop, adding, moving, or in any way changing text of the initial draft</li> </ul>

Additional notes:

# Appendix C3: Sample Grade 9 Rubric: Book Talk

Name: \_\_\_\_\_

Book Title: \_\_\_\_\_

Date: \_\_\_\_\_

Explanation of codes:

- 4 strongly meets the curriculum outcome
- 3 adequately meets the curriculum outcome
- 2 approaches meeting the curriculum outcome
- 1 does not yet meet the curriculum outcome

<b>Speaking and Listening</b>	
<b>SCO 2.2</b> demonstrate an awareness that spoken language has different conventions in different situations and cultures by adapting vocabulary, sentence structure, and rate of speech appropriate to the speaking occasion	
4	<ul style="list-style-type: none"> <li>▪ speaks in a clear, strong, confident, unhurried voice</li> <li>▪ vocabulary and sentence structure matches an informal presentation</li> <li>▪ maintains eye contact with audience</li> </ul>
3	<ul style="list-style-type: none"> <li>▪ speaks in a strong voice</li> <li>▪ vocabulary and sentence structure are informal and sometimes casual</li> <li>▪ makes eye contact with audience</li> </ul>
2	<ul style="list-style-type: none"> <li>▪ pace at times is too slow or rushed</li> <li>▪ vocabulary and sentence structure sometimes contain slang or casual phrasing</li> <li>▪ makes occasional eye contact with audience</li> </ul>
1	<ul style="list-style-type: none"> <li>▪ pace is often too slow or rushed</li> <li>▪ vocabulary and sentence structure includes many slang expressions and casual phrasing</li> <li>▪ no attempt was made to connect with the audience</li> </ul>
<b>Reading and Viewing</b>	
<b>SCO 6.2</b> express and support points of view about texts and about issues, themes, and situations within texts, citing appropriate evidence	
4	<ul style="list-style-type: none"> <li>▪ provides several personal opinions and reactions to the text with a brief summary</li> <li>▪ states several personal preferences or judgments about plot situations, characters' actions, ideas and issues, and/or the writer's style</li> <li>▪ consistently made reference to specific details from the text to support/ defend opinions and judgments</li> </ul>
3	<ul style="list-style-type: none"> <li>▪ provides some personal opinions and reactions to the text with a brief summary</li> <li>▪ personal preferences or judgments about plot situations, characters' actions, ideas and issues, and/or the writer's style</li> <li>▪ provides some reference to specific details from the text to support/ defend opinions and judgments.</li> </ul>

2	<ul style="list-style-type: none"> <li>▪ provides predominantly a summary with a few personal opinions and reactions to the text</li> <li>▪ few personal preferences or judgments about plot situations, characters' actions, ideas and issues, and/or the writer's style</li> <li>▪ provides few reference to specific details from the text to support/ defend opinions and judgments</li> </ul>
1	<ul style="list-style-type: none"> <li>▪ provides predominantly a summary the text</li> <li>▪ very few personal preferences or judgments about plot situations, characters' actions, ideas and issues, and/or the writer's style</li> <li>▪ provides no reference to specific details from the text to support/ defend opinions and judgments</li> </ul>
	<ul style="list-style-type: none"> <li>▪</li> </ul>

# Appendix D1: Sample Self-Assessment Form

My Reading Log					
Name:		Goal: (number of books to read)			
Title	Author	Information		Rating/Comment	
		Fit (easy, JR, challenging)	# of pages		
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
Someday Books					
Title	Author	Reason I want to read this book/Recommended by			
1					
2					
3					
4					
5					

# Appendix D2: Sample Student Self-Assessment Form

Self-Assessment Checklist: Oral Language			
Name:		Unit/Term:	
Oral Language Targets		Yes	Sometimes
I participate in large and small group discussions.			
I invite others into the conversation.			
I give my opinion and back it up with examples, facts, or other evidence.			
I listen to others to pick out the main points and details of their message.			
As I am listening to others I consider what they have to say and decide if I agree or disagree.			
I look at the person to whom I am speaking.			
I extend what someone has said to further the conversation.			
I summarize what I think I have heard in order to clarify.			
When I give a personal opinion I am respectful of the feelings of others.			
Date	Comments	Goal or area to work on next lesson:	
Goals for next unit/term:			

# Appendix E1: Sample Peer-Assessment Form

**SCO 1.1** participate in small-group and whole-class discussion, recognizing that there is a range of strategies that contribute to effective talk

Date: \_\_\_\_\_

Student assessed: \_\_\_\_\_

Student assessing: \_\_\_\_\_

Criteria	Circle if observed	Comments
stayed on task	YES NO	
contributed ideas or opinions	YES NO	
used strategies to initiate discussion	YES NO	
used strategies to maintain discussion	YES NO	
stated a personal position	YES NO	
supported position with evidence	YES NO	
took turns during discussion	YES NO	
responded to group members with appropriate feedback	YES NO	

# Appendix E2: Sample Peer-Assessment Form

## “TAG” Conference Sheet

Writer's Name: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_

First Conference	Partner's name
<p>Tell: I liked the part where ...</p> <p>because ...</p>	
<p>Ask: Tell me more about ... OR I didn't understand the part where ...</p>	
<p>Give: If this was my piece, I would ...</p>	
Second Conference	Partner's name
<p>Tell: I liked the part where ...</p> <p>because ...</p>	
<p>Ask: Tell me more about ... OR I didn't understand the part where ...</p>	
<p>Give: If this was my piece, I would ...</p>	

# Appendix F1: Think-Aloud for Determining Letter Grades

(See the Sample Grade Book used with Letter Grade Report Cards.)

- Evidence of student learning is collected throughout the course of the reporting period using a combination of assessment techniques using Conversations, Observations, and Products. Focus is on demonstration of outcomes addressed within any single assessment event.
- Assessment information is recorded using a coding system. Symbols indicate whether or not students have successfully demonstrated outcomes. Bolded symbols indicate success. Non-numeric symbols or colors can be used, but this example uses:
 

– Student strongly demonstrating outcome	4
– Student adequately demonstrating outcome	3
– Student approaches demonstrating outcome	2
– Student not yet demonstrating outcome	1
- When determining end-of-reporting-period letter grades, the essential question to be asked of the evidence is, “How many of the outcomes has this student successfully demonstrated?”
- Assessment information under any single GCO is not averaged. Instead professional judgment is used, looking for trends in the evidence toward a demonstration of competence. Consideration is also given to the frequency of successful demonstrations of outcomes, and how current the information is.
- A Summary Evaluation Code is assigned for each GCO, using the same symbols 1, 2, 3, or 4.
- The letter grade for each strand is assigned indicating in general terms how many outcomes have been successfully demonstrated during the reporting period.

# Appendix F2: Sample Grade Book Used with Letter Grade Report Card

Student Name: "Steve"											
Date	Assessment	GCO 1	GCO 2	GCO 3	GCO 4	GCO 5	GCO 6	GCO 7	GCO 8	GCO 9	GCO 10
08 Sep	Reading log						1		1		
12 Sep	Reading conference				1			2			
15 Sep	Writing conference	1									2
02 Oct	Book club	2		1			2				
03 Oct	Reading log						1	3	3		
07 Oct	Writing draft									2	2
09 Oct	Writing group	2		2							
12 Oct	Writing conference									3	3
21 Oct	Book presentation		3	1			3	3			
28 Oct	Research chart					2		2	4		
04 Nov	Reading log						3	3	3		
08 Nov	Essay draft									2	3
17 Nov	Writing group	3	3	2							
24 Nov	Reflective learning log			2	3				2		
24 Nov	Sample "Best Piece"									3	4
Summary evaluation code		2	3	2	3	2	3	3	3	3	3
Strand Grade		C			B			A			
Notes: Number code is used to mark and record individual assessment events:		Marks of 3 and 4 indicate success in demonstrating outcomes.						Professional judgment is used to determine a summary mark evaluation and a final letter grade in reference to the verbal descriptors on the report card. (See Appendix G.)			
Student strongly demonstrating outcome 4											
Student adequately demonstrating outcome 3											
Student approaches demonstrating outcome 2											
Student not yet demonstrating outcome 1											

# Appendix F3: Think-Aloud for Determining Percentage Grades

(See the Sample Grade Book used with Percentage Grade Report Cards.)

- Evidence of student learning is collected throughout the course of the reporting period using a combination of assessment techniques using Conversations, Observations, and Products. Focus is on the demonstration of outcomes addressed within any single assessment event.
- Assessment information is recorded using a coding system. Symbols indicate how well students have successfully demonstrated outcomes. Bolded symbols indicate success. Non-numeric symbols or colors can be used, but this example uses:
 

– Student strongly demonstrating outcome	4
– Student adequately demonstrating outcome	3
– Student approaches demonstrating outcome	2
– Student not yet demonstrating outcome	1
- When determining end-of-reporting-period percentage grades, the essential question to be asked of the evidence is, “How many of the outcomes has this student successfully demonstrated, and how well have they demonstrated them?”
- Assessment information under any single GCO is not averaged. Instead professional judgment is used, looking for trends in the evidence toward a demonstration of competence. Consideration is also given to the frequency of successful demonstrations of outcomes, and how current the information is.
- A Summary Evaluation Score is assigned for each GCO, using a value of 1, 2, or 3. This results in a total possible score of 30 for all 10 outcomes. The value for any given GCO can be adjusted to reflect the weighting of time, and focus for the reporting period.
- The Evaluation Scores are averaged, resulting in a percentage grade for the report card.

# Appendix F4: Sample Grade Book with Percentage Grade Report Card (Sample 1)

Student Name: "Sally"											
Date	Assessment	GCO 1	GCO 2	GCO 3	GCO 4	GCO 5	GCO 6	GCO 7	GCO 8	GCO 9	GCO 10
08 Sep	Reading log						2		2		
12 Sep	Reading conference				4			3			
15 Sep	Writing conference	2									2
02 Oct	Book club	3		1			3				
03 Oct	Reading log						2	4	4		
07 Oct	Writing draft									3	3
09 Oct	Writing group	3	2	1							
12 Oct	Writing conference									4	4
21 Oct	Book presentation		4	2			4	4			
28 Oct	Research chart					4		3	3		
04 Nov	Reading log						2	4	2		
08 Nov	Essay draft									2	4
17 Nov	Writing group	4	4	2							
24 Nov	Reflective learning log			2	4				3		
24 Nov	Sample "Best Piece"									4	3
Summary evaluation code		3	3	1	3	3	2	3	3	3	3
Grade 27/30				Total Possible Points = 30				90%			
Number code is used to mark and record individual assessment events:			Summary evaluation code summarizes professional judgment using following scores:			Marks of 5, 4, and 3 indicate success in demonstrating outcomes.					
Student strongly demonstrating outcome			4			Good to Excellent			Professional judgment is used to determine a summary mark evaluation and a final percentage grade in reference to the verbal descriptors on the report card. (See Appendix G.)		
Students adequately demonstrating outcome			3			Minimal to Good					
Student approaches demonstrating outcome			2			Not Yet Meeting					
Student not yet demonstrating outcome			1								

# Appendix F5: Sample Grade Book with Percentage Grade Report Card (Sample 2)

Student Name: "Gail"											
Date	Assessment	GCO 1	GCO 2	GCO 3	GCO 4	GCO 5	GCO 6	GCO 7	GCO 8	GCO 9	GCO 10
08 Sep	Reading log						2		2		
12 Sep	Reading conference				1			2			
15 Sep	Writing conference	2									2
02 Oct	Book club	3		3			3				
03 Oct	Reading log						2	2	3		
07 Oct	Writing draft									3	3
09 Oct	Writing group	2	2	4							
12 Oct	Writing conference									4	4
21 Oct	Book presentation		4	2			4	4			
28 Oct	Research chart					2		2	3		
04 Nov	Reading log						2	3	2		
08 Nov	Essay draft									2	4
17 Nov	Writing group	3	2	1							
24 Nov	Reflective learning log			2	2				3		
24 Nov	Sample "Best Piece"									4	3
Summary evaluation code		2	2	2	1	1	2	2	2	3	3
Grade 20/30		Total Possible Points = 30				67%					
Number code is used to mark and record individual assessment events:		Summary evaluation code summarizes professional judgment using following scores:				Marks of 5, 4, and 3 indicate success in demonstrating outcomes.					
Student strongly demonstrating outcome		4	Good to Excellent 3				Professional judgment is used to determine a summary mark evaluation and a final percentage grade in reference to the verbal descriptors on the report card. (See Appendix G.)				
Students adequately demonstrating outcome		3	Minimal to Good 2								
Student approaches demonstrating outcome		2	Not Yet Meeting 1								
Student not yet demonstrating outcome		1									

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# Appendix G: Province of Nova Scotia

## Descriptors for Report Card Grades

### Grades 9–12

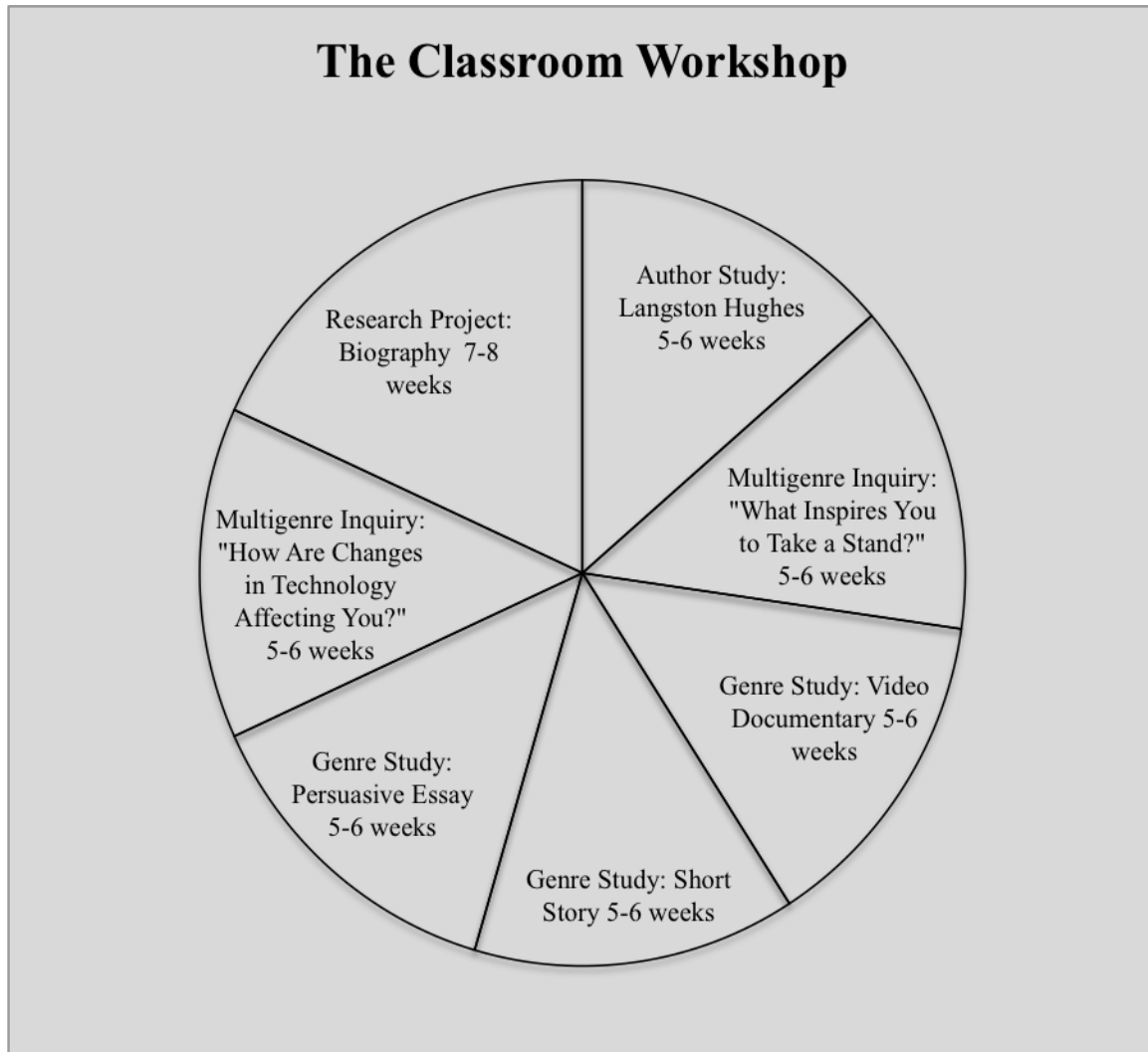
90–100%	The student demonstrates <b>excellent or outstanding</b> performance in relation to the expected learning outcomes for this course.
80–89%	The student demonstrates <b>very good</b> performance in relation to the expected learning outcomes for this course.
70–79%	The student demonstrates <b>good</b> performance in relation to the expected learning outcomes for this course.
60–69%	The student demonstrates <b>satisfactory</b> performance in relation to the expected learning outcomes for this course.
50–59 %	The student demonstrates <b>minimally acceptable</b> performance in relation to the expected learning outcomes for this course.
Below 50%	The student has not met minimum requirements in relation to the expected learning outcomes for this course.

### Grades 1–8

A	The student demonstrates achievement of the expected learning outcomes addressed during the current reporting period.
B	The student demonstrates achievement of most of the expected learning outcomes addressed during the current reporting period.
C	The student demonstrates achievement of some of the expected learning outcomes addressed during the current reporting period.
D	The student demonstrates achievement of few of the expected learning outcomes addressed during the current reporting period.

# Appendix H: Yearly Planning Chart

## Sample 1



## Sample 2

