

English Language Arts 3

Guide

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English Language Arts 3

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English Language Arts 3

Curriculum Guide

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Outcomes and Indicators

Citizenship (CZ) Communication (COM) Creativity and Innovation (CI) Critical Thinking (CT) Personal Career Development (PCD) Technological Fluency (TF)

Learners will interact using effective oral language skills considering audience, purpose, and situation. (CZ, COM, CI, CT, TF)

Indicators:

- demonstrate effective active listening habits (skills) in keeping with the student's cultural context
- ask and respond to questions to seek clarification of others' ideas to consolidate information
- describe a personal experience in sequential order, and offer an opinion about a topic with at least three supporting details Note to Teacher: Be mindful of different communication styles
- express and explain opinions, and respond to questions and reactions of others
- use intonation, expression, and tone in small- and whole-group interactions that contribute to conversation
- demonstrate comprehension of oral language by engaging in, responding to, and reflecting upon informal and formal oral presentations with sensitivity and respect, considering audience and purpose
- use complex sentences that incorporate rich vocabulary and transition words to connect phrases
- respond to and give directions that are multi-step with increased complexity
- use social conventions (turn-taking, politeness, when to speak, and when to listen) in a range of conversations and co-operative play situations, in multiple cultural contexts
- choose when and where to use intonation, tone, and expression to communicate ideas and feelings in selected small- and whole-group situations
- use thoughtful, respectful, and non-hurtful vocabulary, considering audience and purpose, and begin to make vocabulary choices that affirm sensitivity to the personal ideas and experiences of others
- use different kinds of language as appropriate to audience and purpose
- use established courtesies and conventions of conversation in group work and co-operative play situations with consideration for audience and purpose

Learners will demonstrate a variety of ways to comprehend and select from a range of culturally diverse texts. (CZ, COM, CI, CT, TF)

Indicators:

Strategic Processing

- use all sources of information (meaning, structure, visual) to search, monitor, check, and self-correct)
- monitor and self-correct quickly, confidently, and independently with automaticity
- read independently with stamina

- apply a variety of word-solving strategies
 - use punctuation to appropriately guide reading such as pausing, and use of inflection to support comprehension and fluency
 - use text features to gather information and support comprehension (captions, diagrams, maps)
- read texts with understanding, at level P or beyond, through a variety of genres

View with Understanding (Print and Digital Text)

- use picture cues to support understanding
- retell a narrative, making reference to vocabulary such as characters, problem, solution
- explain orally and/or in writing their understanding of and reactions to fiction, non-fiction, and poetry texts they are reading
- talk about text with reference to titles, authors, and illustrators
- demonstrate comprehension—thinking within, thinking about, and thinking beyond the text
- visualize, to support comprehension, with a variety of culturally relevant texts
- infer meaning within and beyond a variety of texts
- discuss how prior knowledge supports comprehension of culturally relevant text
- talk about how using comprehension strategies enhanced their understanding
- complete reading graphic organizers about their understanding of culturally relevant texts
- use before-, during-, and after-reading strategies with culturally relevant text

Selecting (Print and Digital Texts)

- growing range of genres—narrative (realistic fiction, adventure, mysteries, etc.), non-fiction
 - (information text, biography, procedural text), and poetry
 - talk about what makes a text just right* for them
 - select just-right* texts for independent reading
 - explain how a non-fiction text is usually illustrated (photographs) versus a fiction text (drawings)
- *being mindful of interests, background knowledge, and level

Fluency (Accuracy/Automaticity/Prosody [Rhythm and Intonation])

- uses punctuation marks effectively to convey meaning
- change the rate of reading depending on the mood of the text
- chunk words into phrases to sound like talking
- change expression for dialogue when signaled by words such as "screamed," "whispered," and "murmured"

Learners will select, interpret, and combine information in multicultural contexts.
(CZ, COM, CI, CT, TF)

Indicators:

- formulate questions to guide their research
- use a table of contents and index (print) and navigation menus (digital) to locate information
- generate higher-level thinking questions (“in the head” versus “in the text”)
- use key words in a search engine to locate information electronically
- discuss how they researched and found answers to their questions

Learners will respond personally and critically to a range of culturally diverse texts.
(CZ, COM, CI, CT, TF)

Indicators:

- make meaningful personal connections that enhance comprehension
- share their connections orally and/or in writing
- share their opinions about the print and/or digital text and give reasons for those opinions in a variety of multicultural contexts
- ask critical thinking questions such as, Who/What group is included/considered/ represented in this text?
- identify the point of view of the author of print and/or digital text
- identify and use text features of fiction and non-fiction texts that support comprehension
- give opinions about information in or message of a print and/or digital text based on a personal point of view
- identify examples of stereotyping, bias, or prejudice
- recognize different points of view

Learners will convey meaning by creating print and digital texts collaboratively and independently using imagination, personal experiences, and feelings.
(CZ, COM, CI, CT, TF)

Indicators:

- express ideas in complete thoughts using simple, compound, and complex sentences
- label and define drawings to explain ideas/topics
- understand and apply readers’/listeners’ comments to clarify meaning

Learners will use writing and other forms of representing including digital to explore, clarify and reflect on their thoughts feeling and experiences and learnings. (CZ, COM, CI, CT, TF)

Indicators:

- write a variety of poetry, fiction and non-fiction texts
- explain the purpose for their writing
- write with attention to descriptive detail and word choice (e.g., about a character)—concrete nouns, adjectives, adverbs, precise verbs, description, etc.
- create and record higher level questions both in print and/or digital format
- write an organized text with a beginning, middle, and end; write an effective lead, write a descriptive middle, write a satisfying conclusion
- select appropriate print and digital graphic organizers from several options
- begin to make their own print and digital graphic organizers to plan their writing

Learners will create text including digital collaboratively and independently using a variety of forms for a range of audiences and purposes. (CZ, COM, CI, CT, TF)

Indicators:

- choose forms of writing that are appropriate to specific purposes and audiences (e.g., narrative, expository, descriptive, and persuasive)
- include information that is relevant and purposeful for an intended audience
- work with a partner, in small groups and independently, to create writing
- use role plays to convey meaning (other ways of representing)

Learners will use a range of strategies to develop effective writing and media products to enhance their clarity, precision and effectiveness. (CZ, COM, CI, CT, TF)

Indicators:

Writing Processes

Prewriting

- talk about the ideas they plan to write about
- draw pictures to develop ideas for writing
- choose, use, and create simple graphic organizers (such as the five-finger plan, story map, web, list, five Ws, and graphic organizers for specific forms of writing.)
- create jot notes for research writing

Drafting

- recognize that writing is reflective of prewriting

- write on a single topic, with a beginning, middle, and end; some elaboration and organization
- reread their writing to monitor meaning and message

Revision

- make changes to writing to clarify meaning through strategies, such as crossing out words, inserting words using a caret, adding details, and replacing overused words (e.g., said, good, like)
- begin to use a thesaurus

Editing

- use the word wall and personal spelling references to check high-frequency words
- use self-editing checklists to edit for grade-level conventions

Proofreading

- use a co-created anchor chart of proofreading strategies
- conduct a final reread of their draft before publishing

Publishing/information sharing

- publish student-selected final pieces of writing that demonstrate grade-level traits and conventions

Writing Traits

Ideas

- write about specific topics with elaboration
- begin to experiment with dialogue

Organization

- experiment with a sense of flow throughout a piece, experimenting with leads, using sequencing (first, next, then, finally) when appropriate for the text
- develop a sense of flow throughout a piece of writing
- experiment with effective leads
- experiment with transitional words (in the morning, later that day, etc.)
- experiment with conclusions

Language use

- use a variety of sentence beginnings (including people's names)
- use transitional words and phrases
- use a variety of simple and compound sentences
- use concrete nouns
- use precise verbs
- use multi-sensory details

- use comparison words
- begin to demonstrate a unique, energetic voice in writing
- recognize voice through a comprehensive range of texts
- demonstrate through writing a connection to audience

Writing conventions

- use proper page margins
- use lower-case letters within words
- use capitals for proper nouns (names or places and days/months)
- use a comma in a date and series
- edit for end punctuation and capitals
- use compound sentences (two simple sentences combined with a comma and conjunction)
- begin to use apostrophes for singular possessives and contractions
- begin to use quotation marks (simple quote)
- begin to use new paragraphs when starting a new idea/topic
- use verb tense correctly

Word Study (Word Work)

- demonstrate an increasing knowledge of spelling patterns and use patterns from simple words to spell more complex multi-syllabic words
- use increasing numbers of accurately spelled high-frequency words
- use meaning and syntax patterns as well as sound cues to spell words
- use a range of spelling strategies with independence
- begin to use other vowel combinations (au, aw, ui, oo, oy, oi, ow)
- begin to spell the r-controlled vowels (ir, er, or, ur, ar) with more consistency
- use apostrophes for contractions
- begin to use possessives
- begin to consider meanings of homophones
- begin to use double consonants when necessary
- use plurals and past tense consistently
- spell many words conventionally

Learners will interact using effective oral language skills considering audience, purpose, and situation

Background

Transitional
Students will be expected to
describe, share, and discuss thoughts, feelings, and experiences and consider others' ideas
ask and respond to questions to clarify information and to explore possibilities or solutions to problems
express and explain opinions and respond to the questions and reactions of others
listen critically to others' ideas and opinions
participate in conversation, small-group, and whole-group discussion, understanding when to speak and when to listen
adapt volume, projection, facial expression, gestures, and tone of voice to the speaking occasion
give and follow instructions and respond to questions and directions
engage in and respond to a variety of oral presentations and other texts
use basic courtesies and conventions of conversation in group work and co-operative play
identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people
demonstrate a growing awareness that different kinds of language are appropriate to different situations

Indicators

- demonstrate effective active listening habits (skills) in keeping with the student's cultural context
- ask and respond to questions to seek clarification of others' ideas to consolidate information
- describe a personal experience in sequential order, and offer an opinion about a topic with at least three supporting details Note to Teacher: Be mindful of different communication styles
- express and explain opinions, and respond to questions and reactions of others

- use intonation, expression, and tone in small- and whole-group interactions that contribute to conversation
- demonstrate comprehension of oral language by engaging in, responding to, and reflecting upon informal and formal oral presentations with sensitivity and respect, considering audience and purpose
- use complex sentences that incorporate rich vocabulary and transition words to connect phrases
- respond to and give directions that are multi-step with increased complexity
- use social conventions (turn-taking, politeness, when to speak, and when to listen) in a range of conversations and co-operative play situations, in multiple cultural contexts
- choose when and where to use intonation, tone, and expression to communicate ideas and feelings in selected small- and whole-group situations
- use thoughtful, respectful, and non-hurtful vocabulary, considering audience and purpose, and begin to make vocabulary choices that affirm sensitivity to the personal ideas and experiences of others
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- use established courtesies and conventions of conversation in group work and co-operative play situations with consideration for audience and purpose

Concepts (and Guiding Questions)

Active Listening

- What does active listening look and sound like?
- How do you know when someone is actively listening to you?

Ideas and Information

- What questions can you ask to get more information from teachers and classmates?
- How could asking questions before, during, and after reading, help you to understand the story?

Opinions

- What do you think is the most important message from this text?
- What is your favorite part of the book and why?

Communication Forms

- What are the different ways that you can communicate with a person? A group?
- How would you communicate differently to a class, a friend, or an assembly?

Intonation, expression, and tone

- How does your expression change when you are happy, sad, angry, excited?
- How does your voice change when presenting a play, reading a poem, sharing your reading?

Audience and purpose

- What might be your reasons for communicating with someone?(to inform, entertain, amuse, persuade)

- What information do you think the reader will want to know about your story?

Word Choice

- How does your choice of words make your message more interesting, entertaining, humorous?
- What influences what words you use when communicating?

Social Awareness

- What does it look like to take part in a conversation?
- What does it sound like to take part in a conversation?

Assessment, Teaching, and Learning

Use a variety of assessment tools such as checklists, rubrics, and anecdotal note taking. Assess students multiple times, using multiple tools, on multiple speaking and listening experiences.

- Engage students in a conversation about their personal opinions and reasons for those opinions.
- Guide students to compare their listening habits to those listed on the class anchor chart. Together with the students, establish a listening learning goal and action plan.
- Listen and make notes as students interact with their learning partners.
- Listen and make notes as students work in small groups in planned and spontaneous talking contexts.
- Talk with students and specifically notice their use of tone of voice, facial expressions, and gestures to convey meaning.
- Observe students in group situations and make notes about their interactions (e.g., how to change topic, how and when to interrupt appropriately, how to add to a person's ideas, how to agree or disagree respectfully).
- Observe students as they follow directions that have several parts.
- Listen to students as they present orally and use a checklist to note their presentation behaviours (e.g., clarity of message, focus on listeners' ability to answer questions, use of gestures, projection, facial expression and intonation).
- Observe students as they interact with a guest speaker or peer presenter (e.g., asking questions and making comments).
- Talk to students about their feelings and note their ability to give I-messages.
- Observe students as they interact with their learning partners or in small groups. Make notes about their social interactions.
- Observe students in a variety of situations and note their appropriate volume, tone of voice, etc.

Time to Teach

Make learning goals as explicit as possible by beginning instruction with models and demonstrations.

- Model expressing feelings about a character, event(s) in a story, or an ending to a story.
- Model expressing reactions to information in a non-fiction text (e.g., surprised, amazed, wondering, comparing to other information).

- Model using detail and description to enhance verbal explanations and descriptions.
- Model answering open-ended questions, such as
 - What do you think about ...?
 - Tell us about your idea ...
 - What did you like and/or dislike about a book you read or film you viewed?
 - What did you discover about (a topic) that you feel is important enough to share with others?
 - Who would you recommend this book to and why?
- Model how to give an opinion about something (I like/I don't like because ..., I agree/I disagree because ...).
- Model how to respectfully agree and disagree with another person's opinion.
- Model how to think critically about the information and presentation experienced through
 - guest speakers
 - field trips
 - films
 - books read aloud to the class
 - classroom conversations/decisions
- Model a multisensory visualization from a story or poem read.
- Model retelling a story in one's own words.
- Demonstrate how gestures, facial expressions, and tone of voice convey meaning (e.g., whispering to convey secrecy, screaming to express fear, jumping up and down with hand over mouth to express surprise, wringing hands to express nervousness).
- Model how to give a book talk about a book worthy of recommendation to others (e.g., title of the book, author, genre, what makes it a good book).
- Model how to add to classmates' ideas, how to change topic, how to interrupt effectively, and how to disagree respectfully.
- Develop non-verbal signals to facilitate classroom management (e.g., music for transition time, hand raised to gather students' attention).
- Model giving an explanation of how to do something (e.g., follow a procedure, play a game).
- Model giving a short oral presentation about a person who has been interviewed (e.g., link to biography through interview).
- Model how to follow multi-step directions in the classroom.
- Model the use of a talking prop (e.g., stick, puppet, feather, small stuffed animal).
- Model how to disagree with a person in a respectful manner (e.g., I disagree because ...).
- Model how to solicit help if needed (e.g., I am having some trouble with ...).
- Model the use of put-ups, rather than put-downs.
- Model how to share materials and be fair.
- Provide a visual so that students can have a better sense of volume (e.g., loud/tiger—3; productive conversation/bumblebee—2; quiet/mouse—1; silent/ant—0)

- Demonstrate playing the I-message game. Draw cards (on which feeling words are printed), identify situations that might have led to these feelings, state the feelings, and give I-messages for these feelings.

Time to Practise

Provide a wide variety of contexts for talking including student/whole group, student/small group, learning partners (e.g., talking about books, personal experiences, opinions, each others' writing). Involve students in problem solving in collaborative groups (e.g., solving a math problem, carrying out a science investigation).

- Ask students to express their feelings and ideas during an interactive read-aloud by talking to their learning partner based on a teacher prompt, such as
 - What do you think will happen when ...? Why do you think that?
 - Where do you think this story is taking place? What reasons do you have for thinking that?
 - Talk about the main character's personality.
 - Do you like this character? Give reasons for your opinion.
 - What does this part remind you of? Give support for those memories.
- During science-related experiences, co-construct a properties chart to provide a visual reminder of categories and related words (e.g., size, shape, colour, thickness, texture, flexibility, hardness). Model referring to this chart to describe experiences and give detail.
- Revisit the co-constructed properties chart to help students enrich their oral communication skills with detail and description.
- Co-construct an anchor chart of good listening habits.
- Co-construct an anchor chart of questions students might ask to clarify understandings.
- Co-construct an anchor chart of respectful comments when opinions differ.
- Provide opportunities for students to express their feelings about music, dramatic performances, visual art displays, etc.
- Provide opportunities for students to talk with and listen to their learning partner's personal experiences, ideas, opinions, etc. (e.g., Think-Pair-Share).
- Engage students in critiques about information learned and presentations experienced. Encourage students to respond about
 - likes and dislikes
 - comparisons with other texts, presentations and/or experiences
 - agreeing or disagreeing with information or point of view
- Provide opportunities for students to orally share what they are visualizing (seeing, hearing, touching, tasting, smelling, feeling).
- Provide opportunities for students to retell stories in their own words.
- Co-construct an anchor chart about how to add to a classmate's ideas, how to change topic, how to interrupt effectively, and how to disagree respectfully.
- Provide frequent opportunities for students to consistently respond to non-verbal signals.

- Provide frequent opportunities for students to follow multi-step directions.
- Co-construct an anchor chart of what makes a good book talk and provide opportunities for students to give book talks.
- Ask students to repeat directions given.
- Ask students to explain how to do something (e.g., follow a procedure, play a game).
- Provide opportunities for students to give short oral presentations about a person who was interviewed.
- Ask students to explain to a new student some of the classroom and school routines/procedures (e.g., placing lunch orders, changing for physical education class, playing on the playground).
- Co-construct an anchor chart of appropriate behaviours for communicating in large and small groups. Include what each behaviour looks like and sounds like.

Behaviour	Looks Like	Sounds Like
Interrupting appropriately	Eyes on the speaker	Excuse me ...

- Provide a wide variety of experiences for students to use a talking prop when interacting in a large or small group.
- Regularly reinforce positive behaviours with respect to disagreeing, soliciting help, sharing materials, following classroom routines, etc.
- Regularly reinforce the use of a volume visual with the use of numbers (3, 2, 1, 0).
- Engage students in experiences of connecting emotions to situations, memories, etc.
- Regularly reinforce put-ups.
- Engage students in discussions about language that is unfair or hurtful; use stories, poems, and songs as a stimulus for such discussions (e.g., Oliver Button Is a Sissy).
- Provide opportunities for students to self-assess their speaking and listening skills.
- Did I listen to other students' ideas?
- Did I share my ideas with my group?
- Did I take turns to speak?
- Did I disagree with someone respectfully?
- Gradually co-construct an anchor chart of issues that arise in the classroom and language that helps and hurts.

Issue	Helps	Hurts
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One person is using a marker that another person wants.	Could I please have that when you finish that part?	Give me that!
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- Provide opportunities for students to play the I-message game.

Time to Reflect and Share

- Ask students to reflect on good listening habits (anchor chart) and discuss what they are doing well and/or may need to work on.
- Ask students to share an experience where two classmates had different opinions and talked about the issue respectfully.
- Ask students to share possible solutions to a specific problem.
- Ask students to reflect on what helped them contribute to discussions in a small group.
- Ask students to reflect on how they made decisions about important and interesting information to include in the graphic organizer for the purposes of presentation.
- Ask students to reflect on oral presentations they experienced and comment on what made them effective.
- Ask students to reflect on a new understanding, concept, skill, strategy, etc.
- Ask students to share ways a classmate worked effectively in a small group.
- Ask students to share an emotion, why they felt that way, and an appropriate I-message.
- Ask students to share a put-up they recently received.
- Ask students to identify language they heard or read that was unfair or disrespectful.
- Ask students to share an issue where there were different points of view and how the problem was solved.

Learners will demonstrate a variety of ways to comprehend and select from a range of culturally diverse texts.

Background

Transitional
Students will be expected to
select independently, and with teacher assistance, texts appropriate to their interests and learning needs
read widely and experience a variety of children's literature
use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information
<p>use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning</p> <ul style="list-style-type: none"> ▪ predict on the basis of what would make sense, what would sound right, and what the print suggests (semantics, syntax, graphophonics) ▪ monitor reading by cross-checking the various cues (Did that make sense? Did it sound right? If that were "fire" would it have a "t" at the end?) ▪ use a variety of self-correcting strategies (e.g., rereading, reading on and trying to think about what would make sense, trying to find a little word in the big word) ▪ read silently, vocalizing only when a major problem with word recognition or meaning occurs ▪ visually survey the text when reading and abandon finger pointing unless a problem occurs ▪ word solve by using analogy with known words; knowledge of affixes, roots, or compounds; and syllabication ▪ use blending as one strategy for decoding words ▪ recognize a wide variety of sight words ▪ use a dictionary ▪ identify the main idea and supporting details of a text ▪ identify principles of order in text (time, cause and effect, space) ▪ interpret figurative language ▪ use clues from the text and personal experiences to gain an understanding of character ▪ recognize the elements of a story or plot ▪ recognize different emotions and empathize with literary characters ▪ use pre-reading/previewing strategies <ul style="list-style-type: none"> ○ predicting what the text will be about based on its title and pictures, as well as their personal experiences with the topic

<ul style="list-style-type: none"> ○ making connections between what they read and their own experiences and knowledge ○ setting their own purposes for reading/viewing ○ asking themselves questions about what they want to find out ■ use during reading/viewing strategies <ul style="list-style-type: none"> ○ verifying and adjusting predictions / making further predictions ○ making connections between what they read and their own experiences and knowledge ○ visualizing characters, settings, and situations (making pictures in their minds) ■ use after-reading/viewing strategies <ul style="list-style-type: none"> ○ reflecting about the text ○ responding to the text (through talking, writing, or some other means of representation) ○ asking questions about the text
describe their own reading and viewing processes and strategies

Indicators:

Strategic Processing

- use all sources of information (meaning, structure, visual) to search, monitor, check, and selfcorrect)
- monitor and self-correct quickly, confidently, and independently with automaticity
- read independently with stamina
- apply a variety of word-solving strategies
- use punctuation to appropriately guide reading such as pausing, and use of inflection to support comprehension and fluency
- use text features to gather information and support comprehension (captions, diagrams, maps) read texts with understanding, at level P or beyond, through a variety of genres

View with Understanding (Print and Digital Text)

- use picture cues to support understanding
- retell a narrative, making reference to vocabulary such as characters, problem, solution
- explain orally and/or in writing their understanding of and reactions to fiction, non-fiction, and poetry texts they are reading
- talk about text with reference to titles, authors, and illustrators
- demonstrate comprehension—thinking within, thinking about, and thinking beyond the text
- visualize, to support comprehension, with a variety of culturally relevant texts
- infer meaning within and beyond a variety of texts
- discuss how prior knowledge supports comprehension of culturally relevant text
- talk about how using comprehension strategies enhanced their understanding
- complete reading graphic organizers about their understanding of culturally relevant texts

- use before-, during-, and after-reading strategies with culturally relevant text

Selecting (Print and Digital Texts)

- growing range of genres—narrative (realistic fiction, adventure, mysteries, etc.), non-fiction
 - (information text, biography, procedural text), and poetry
 - talk about what makes a text just right* for them
 - select just-right* texts for independent reading
 - explain how a non-fiction text is usually illustrated (photographs) versus a fiction text (drawings)
- *being mindful of interests, background knowledge, and level

Fluency (Accuracy/Automaticity/Prosody [Rhythm and Intonation])

- uses punctuation marks effectively to convey meaning
- change the rate of reading depending on the mood of the text
- chunk words into phrases to sound like talking
- change expression for dialogue when signaled by words such as "screamed," "whispered," and "murmured"

Concepts (and Guiding Questions)

Strategic processing

- How do the text features help you to understand the information?
- How can you infer the meaning of new words based on the context?

Viewing with understanding

- How could you use this information in your life? (non-fiction)
- What do you predict will happen at the end of the story, video? (Fiction)

Selecting texts

- How do you decide which books to select for independent reading?
- What are your favorite books? Why?

Fluency

- How do punctuation marks change the way you read?
- How can words be grouped together, to create more rhythm in your reading?

Assessment, Teaching, and Learning

Gather evidence of students' learning through conversations, observations, and products to inform instruction. Use the continuum of reading development and a variety of assessment tools such as reading records, checklists, interest inventories, rubrics, and observation/anecdotal notes. Assess students multiple times, using multiple tools, on multiple reading experiences.

- Confer with students
 - to discuss just-right book selections
 - about books selected based on interest and enjoyment

- whether their reading made sense, sounded right, and looked right
- their self-corrections and strategies applied
- their use of a table of contents and/or index to locate specific information, or glossary to check word meanings
- Observe students as they
 - give book talks, and note their comments about genres, interesting parts of texts, recommendations, etc.
 - converse with each other about texts they are reading and enjoying, as well as listen to their contributions during reflection/sharing times
 - give responses to teacher's and classmates' comments and questions ♦ read independently—interest, stamina, etc.
 - make text choices for independent reading
- Check students' reading logs (texts read during independent reading).
- On a daily basis, conduct short, informal, on-the-run records of oral reading.
- Occasionally administer a record of oral reading to determine cueing systems applied (make sense, sound right, look right).
- Observe students' completed graphic organizers of text features noticed and information found in them (e.g., scaled drawings, graphs, diagrams).
- Ask individual students to read high-frequency words in a list or on separate cards.
- Listen to students' conversations with each other as well as their contributions during reflection/sharing time about how they are reading and what they are learning about reading.
- Confer with students to discuss their comprehension of texts read, as well as their meaning-making processes.
- Listen to students
 - contribute during shared and guided reading discussions
 - talk with each other about their understanding of texts read and enjoyed
 - give book talks
 - contribute during reflection and sharing time
 - share their oral responses about texts
- Observe completed graphic organizers.
- Listen to oral reading responses.
- Collect written reading responses.

Time to Teach

Make learning focuses explicit through focus lessons embedded in read-alouds/think-alouds, interactive read-alouds, and shared reading.

- Share your reading life with students—the books you are currently reading, how you chose them, what you are enjoying about them, learning from them, etc.
- Read interesting texts to students from a range of genres (fiction, non-fiction, poetry), books, magazine and newspaper articles, etc.

- Read the title, author, illustrator, and back cover summary to demonstrate one strategy for selecting appropriate fiction texts.
- Read the title and table of contents to demonstrate selecting appropriate non-fiction texts.
- Choose books that are just-right (demonstrate with examples that are just-right as well as those that are too difficult and too easy).
- Explain how a comprehension focus sets a specific purpose for reading.
- Demonstrate how to give book talks, making specific reference to features such as genre, title, author, illustrator, gist of the text, as well as what makes it interesting or informative, recommendations, etc.
- Co-construct an anchor chart of ideas to include in an effective book talk.
- Use fiction, non-fiction, and poetry texts to demonstrate how to access sources of information and apply reading strategies.
- With students, gradually co-construct an anchor chart of the strategies readers use to overcome challenges in their reading.
- Model
 - the use of cloze activities with a whole word or part of the word covered and demonstrate how to make predictions based on what makes sense, sounds right, and looks right
 - making miscues and self-correcting them based on one or more cueing systems (meaning, structure, visual)
 - applying reading strategies such as rereading, reading on, finding a little word in a bigger word
 - locating information in non-fiction texts using the table of contents
 - locating information in non-fiction texts using the index
 - how to use a glossary
 - how to find words in a dictionary (using alphabetical order, guide words, reading multiple meanings, and returning to the text to ensure the meaning found is appropriate)
 - how words and phrases emphasized with bold print or italics have different purposes in fiction (expression) and non-fiction (importance)
 - using titles, headings, and sub-headings to activate prior knowledge, make predictions about what the text may be about, and formulate questions
 - reading information in text features (e.g., captions, bulleted lists, diagrams, scaled drawings, maps, charts, etc.)
 - reading a variety of non-fiction text layouts, focusing on the print and text features appropriately (i.e., not stopping mid-sentence to focus on text features)
 - writing the first one or two entries in a non-fiction text features booklet
- With students, gradually co-construct a class anchor chart of text features.
- With students, build collections of words (from texts used in whole and small groups) that share similar patterns (e.g., blends, rimes, prefixes, suffixes, roots).
- Read aloud and think aloud the processes being applied to gain meaning from the text. Make reference to a variety of meaning-making strategies—before, during and after.

- Model
 - drawing meaning from reading—within the text, about the text, beyond the text
 - what to do when meaning breaks down (e.g., recapping with a learning partner, stopping periodically and thinking about what has happened in the text so far, or rereading a short chunk)
- Shared experiences to apply comprehension strategies such as
 - predicting what might happen next
 - inferring why something happened
 - asking questions
 - using background knowledge to enhance understanding
 - noticing how different texts are structured (e.g., question/answer)
 - visualizing (in multi-sensory ways)
 - making meaningful connections to enhance understanding
 - summarizing and synthesize
- During interactive read-aloud experiences, encourage students to talk about ideas, such as
 - why some characters are main characters and others are considered to be minor
 - the meaning of some figurative language in a text
 - inferences about a character’s personality
 - predictions of what might happen next
 - reasons for a character’s actions (cause and effect)
 - a character’s personality based on his or her behaviour (inferring)
 - questions about why something may have happened
 - making connections between the text and students’ background knowledge
 - making connections between the text and other texts about the same topic, by the same author, in the same genre, etc.
 - visualizing a setting (what might be heard, seen, smelled, tasted, felt)
 - identifying main ideas in a non-fiction text
 - identifying main events in a fiction text
 - developing the gist of a text
 - interpreting author’s point of view
 - interpreting the main reasons why a text was written (for enjoyment, information, to provide directions, to give a point of view, etc.)
- Review the repertoire of comprehension strategies from previous grades including
 - setting a purpose for reading
 - accessing background knowledge (and inferring)
 - visualizing (and inferring)
 - questioning and wondering (and inferring)
- Teach a repertoire of comprehension strategies in more depth, including
 - determining important information (and inferring)
 - summarizing and synthesizing (and inferring)
 - analyzing (and inferring)

- With the students, gradually co-construct an anchor chart of what readers do to understand what they are reading (comprehension strategies).
- During reading, make specific reference to words used to keep a fiction story moving through time (in the morning, after lunch, a while later, at midnight ...).
- Make strong connections between the text and background knowledge and experiences. Demonstrate how those connections enhance comprehension.
- Read aloud
 - short mystery stories and other fiction texts to teach inferring
 - poetry and other descriptive texts to teach visualizing
 - non-fiction texts to demonstrate how to focus on important information
- Model
 - using a story map graphic organizer to keep track of characters, plot events, etc.
 - using a Venn diagram or other reading graphic organizer to compare and contrast (characters, two texts in the same genre, two texts written by the same author, etc.)
 - rereading the last page from a previous day's reading as a reminder of what has happened so far before continuing to read the same text
 - using sticky notes to mark a section of text pertinent to a comprehension strategy for later discussion
 - writing a reading response from a text read aloud to the class ✦ Share experiences to write reading responses.
- Gradually co-construct an anchor chart of a variety of ideas to include in a response.

Time to Practise

On a daily basis, provide small-group instruction and/or confer with students while the rest of the class engages in reading practice experiences based on a variety of genres, students' strengths, needs, choice, and interest.

- Make appropriate selections from the classroom library and, with a predetermined purpose, independently read every day for approximately 30 minutes (to find information, to read between the lines about a character's personality, to wonder and ask questions, to visualize, etc.).
- Talk about books they are currently reading and how they chose them.
- Practise reading just-right texts most of the time during independent reading.
- Gather information from non-fiction texts that may be too difficult but have been chosen based on interest.
- Work in small groups to develop effective book talks based on a text read aloud to the class.
- Present book talks and sharing information about authors, illustrations, genre, and gist of a fiction or non-fiction text.
- Use reading strategies to navigate a variety of genres (fiction, non-fiction, poetry).
- Read just-right texts (95–99 percent accuracy with comprehension and fluency) to practise and solidify their use of reading strategies.

- Talk about information they find in non-fiction text features in their independent reading books.
- Refer to their non-fiction text features booklets to compare entries they made with text features in information texts they are reading.
- Talk about the information they notice in non-fiction text features.
- Complete graphic organizers, such as names of text features and the kind of information usually presented in those features.
- Skim the table of contents and/or index to locate information.
- Notice bold and italicized print and how it may change the way words and phrases are read or appreciated.
- Make entries in non-fiction text features booklets that include the name of the feature, purpose of the feature, and an example of the feature (example may be based on background knowledge or borrowed from a non-fiction text).
- Provide daily opportunities to practise reading just-right texts and apply comprehension strategies.
- Set a purpose for reading and share that purpose with students, for example, to
 - determine who are the main and minor characters and why they are considered to be main and minor
 - find out specific information in a non-fiction text (e.g., how long an iguana lives, what a mouse eats)
 - find out how to make something (e.g., a greeting card on the computer)
 - find out the many uses of something (e.g., uses of recycled tires)
 - notice passage of time words and how they move a story along
 - determine the duration of time in which the story takes place
 - notice how a text is organized (categorical, sequential, chronological)
- Practice applying comprehension strategies to
 - predict what might happen next
 - infer why something happened
 - ask questions
 - use background knowledge to enhance understanding
 - notice how different texts are structured (e.g., question/answer)
 - visualize (in multi-sensory ways)
 - make meaningful connections to enhance understanding
 - summarize and synthesize
- Compare and contrast opportunities, for example,
 - two or more texts by the same author
 - two or more texts in the same genre
 - two or more texts about the same topic
 - main and minor characters
- Use sticky notes to flag pertinent sections during independent reading.
- Complete reading graphic organizers for specific purposes.

- Write reading responses from texts read during independent reading.
- Complete reading graphic organizers for specific purposes or related to comprehension strategies.

Time to Reflect and Share

Students talk with a learning partner, small group of students, or the whole class about

- books they selected and how they determined them to be just-right
- their growth and development with respect to varied genres, authors, series, etc.
- books selected and how they determined them to be just-right
- miscues made and how they were self-corrected
- reading strategies they are using effectively
- bold/italicized print in their fiction texts and how it may change the way the words are read
- bold/italicized print in their non-fiction texts and why these words or phrases merit such attention
- their attention to punctuation and how it impacted their reading fluency
- text features they noticed and the kind of information usually found in different features (maps, timelines, captions, graphs, etc.)
- how text features supplemented print in non-fiction texts
- their experiences in using a dictionary to find word meanings
- their experiences using a glossary to find word meanings in non-fiction texts
- books they are reading based on interest (topic, author, series, etc.)
- how they applied comprehension strategies to their independent reading
- ideas they recorded in reading graphic organizers
- parts of the text flagged with sticky notes
- evidence from the text to support their response ideas (It reminded me of ..., I think ..., I predict ..., etc.)

Learners will select, interpret, and combine information in multicultural contexts.

Background

Transitional
Students will be expected to
answer, with assistance, their own questions and those of others by seeking information from a variety of texts <ul style="list-style-type: none">▪ identify their own personal and learning needs for information▪ generate their own questions as a guide for research▪ use a range of print and non-print materials to meet their needs▪ use basic reference materials and a database or electronic search▪ reflect on their own research process

Indicators

- formulate questions to guide their research
- use a table of contents and index (print) and navigation menus (digital) to locate information
- generate higher-level thinking questions (“in the head” versus “in the text”)
- use key words in a search engine to locate information electronically
- discuss how they researched and found answers to their questions
- formulate questions to guide their research
- use a table of contents and index (print) and navigation menus (digital) to locate information
- begin to determine important information in a text
- discuss how they researched and found answers to their questions

Concepts (and Guiding Questions)

Research strategies

- How do you choose a topic to research?
- How can you organize your research information?

Information

- What is the most important information that you learned from this book/video/audio?
- What helps you to determine whether information is factual or fictional?

Assessment, Teaching, and Learning

Gather evidence of students' learning through conversations, observations, and products to inform instruction. Use the continuum of reading development and a variety of assessment tools such as reading records, checklists, interest inventories, rubrics, and observation/anecdotal notes. Assess students multiple times, using multiple tools, on multiple reading experiences.

- Confer with students about
 - their interest in a given topic and their questions
 - their plans to find the needed information
 - how they located information, next steps, etc.
- Observe students as they
 - explore a variety of texts to locate information
 - apply sticky notes, complete graphic organizers, and write jot notes
- Listen to students' conversations with each other as well as their contributions during reflection/sharing time.
- Make notes on sticky notes.
- Observe completed graphic organizers.
- Make jot notes.

Time to Teach

Make learning focuses explicit through focus lessons embedded in read-alouds/think-alouds, interactive read-alouds, and shared reading.

- Model
 - how to determine a topic of interest (e.g., hobby, pet, fascination, new information that stimulated an interest)
 - how to formulate effective questions that invite research (those that cannot be answered with a simple yes, no, word, or short phrase, but rather invite discussion)
 - how to draw on background knowledge to enhance understanding—highlighting key points and familiar vocabulary
 - how to use resources to locate information (e.g., table of contents, index, key words/search engine) to build knowledge
 - how to make decisions about where to apply sticky notes to pages in a text as a reminder of specific information found
 - how to write jot notes about the information found
 - how to question information found (What do I already know about this topic? Do I really believe this? How might I look further? Is this fact or opinion?)
 - perusing text features to find information (bulleted lists, charts, maps, etc.)
 - skimming and scanning headings, sub-headings, bold print, etc.
 - how to use a glossary or dictionary to build vocabulary

Time to Practise

On a daily basis, provide small-group instruction and/or confer with students while the rest of the class engages in reading practice experiences based on a variety of genres, students' strengths, needs, choices, and interests.

- Develop questions that invite investigation (not those that can be answered with yes, no, or simple one- or two-word answers).
- Use tables of contents and indexes to locate information.
- Apply sticky notes to pages in a text where specific information related to a question can be found.
- Write jot notes from a short piece of text to answer a specific question.
- Read independently and discuss with their learning partner information found and how they found it.
- Read texts to find information to answer their questions.
- Search for and read online information to answer their questions.
- Complete graphic organizers and/or write jot notes about the information they discovered.

Time to Reflect and Share

Students talk with a learning partner, small group of students, or the whole class about

- questions they developed
- information relevant to specific questions as well as where and how they found that information
- information they chose to flag with sticky notes
- their completed graphic organizers
- their jot notes

Learners will respond personally and critically to a range of culturally diverse texts.

Background

Transitional
Students will be expected to
make personal connections to texts and describe, share, and discuss their reactions and emotions
express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions
question information presented in print and visual texts <ul style="list-style-type: none">▪ use a personal knowledge base as a frame of reference
identify some different types of print and media texts <ul style="list-style-type: none">▪ recognize some of their language conventions and text characteristics▪ recognize that these conventions and characteristics help them understand what they read and view
respond critically to texts <ul style="list-style-type: none">▪ formulate questions as well as understandings▪ identify the point of view in a text and demonstrate an awareness of whose voices/positions are and are not being expressed▪ discuss the text from the perspective of their own realities and experiences▪ identify instances of prejudice, bias, and stereotyping

Indicators

- make meaningful personal connections that enhance comprehension
- share their connections orally and/or in writing
- share their opinions about the print and/or digital text and give reasons for those opinions in a variety of multicultural contexts
- ask critical thinking questions such as, Who/What group is included/considered/ represented in this text? Who/What group
- identify the point of view of the author of print and/or digital text
- identify and use text features of fiction and non-fiction texts that support comprehension
- give opinions about information in or message of a print and/or digital text based on a personal point of view

- identify examples of stereotyping, bias, or prejudice
- recognize different points of view

Concepts (and Guiding Questions)

Personal Connections

- How does what you already know help you understand the text?
- What text to self/text to text/text world connections can you make with this text?

Opinions

- Why do personal opinions matter?
- How would you describe your favorite text to someone else to convince them to read it?

Text features

- How are the text features different in fiction and nonfiction?
- How do the text features help you understand the text?

Stereotyping, bias, or prejudice

- How do you know if something is a fact or an opinion?
- Why is it important for people to tell their personal stories?

Point of View

- Who's telling the story?
- How could you have two different stories about the same event?

Assessment, Teaching, and Learning

Gather evidence of students' learning through conversations, observations, and products to inform instruction. Use the continuum of reading development and a variety of assessment tools such as reading records, checklists, interest inventories, rubrics, and observation/anecdotal notes. Assess students multiple times, using multiple tools, on multiple reading experiences.

- Confer with students about
 - how their personal connections enhance their comprehension
 - the personal connections they made to texts, focusing on their feelings about the text
 - their understanding of a genre they are studying
 - similarities and differences between two non-fiction texts about the same topic
 - similarities and differences between two versions of the same story
 - similarities and differences between the print version and movie of the same story
 - the intended purpose and audience of some advertisements (in print and multimedia)
- Listen as students
 - talk with a learning partner about the personal connections they made to the text
 - contribute to interactive read-alouds
 - reflect on their personal connections during reflection/sharing time
- Observe completed graphic organizers.

- Make notes on sticky notes.
- Listen to oral reading responses about personal connections.
- Collect written reading responses about personal connections.
- Observe students as they
 - discuss ideas with their learning partner (what they understand, what they wonder about, etc.)
 - contribute to whole-class and small-group discussions
 - complete a reading graphic organizer about similarities and differences
- Collect written reading responses that focus on an author's purpose, point of view, etc.

Time to Teach

Make learning focuses explicit through focus lessons embedded in read-alouds/think-alouds, interactive read-alouds, and shared reading.

- During read-alouds
 - model making personal connections and talk about how texts can make a reader feel
 - introduce students to authors who have written stories that help students make connections
 - (e.g., Eve Bunting, Kevin Henkes, Patricia Polacco, Cynthia Rylant)
 - discuss personal connections and how they aided comprehension (e.g., "This text reminded me of being at the beach. When I was there we built a sand castle and it got washed away by the waves. It was OK because I knew I could build another one the next day. I knew Josh was disappointed but that he would be OK because he would be able to build another one later.")
- During interactive reading experiences, give students prompts so they think about the text.
- Model
 - applying sticky notes to a part of the text that reminded you of something so that you will be able to recall it later when you want to share more (At the end of the read-aloud go back to the sticky note(s) to elaborate on the connection and how it enhanced comprehension.)
 - how making connections helps the reader access background knowledge and, as a result, engage more deeply in the reading.
 - making effective connections to think about the text
 - completing reading graphic organizers
 - writing reading responses about personal connections that enhance comprehension
- Share experiences
 - completing reading graphic organizers together
 - writing reading responses
- Co-construct an anchor chart of ideas to include in a reading response.
- Model
 - questioning text during read-alouds—Could that really happen? From what I know about ..., does that make sense?

- the use of sticky notes coded in a variety of ways (e.g., question mark when a question was evoked while reading, an exclamation mark for surprising information, a check mark to confirm information from background knowledge)
- Read aloud and discuss
 - agreement or disagreement with information presented or a character's actions and believability of particular characters or events
 - two or more versions of the same text and highlight different perspectives (e.g., *The Three Little Pigs* written from the pigs' perspective versus one written from the wolf's perspective)
 - a variety of texts that have different durations, time lapses, etc.
 - texts that make gender stereotyping obvious (e.g., Anthony Browne's *Piggybook* or Robert Munsch's *The Paper Bag Princess*)
 - several texts with male main characters and identify their characteristics (Cross-reference these findings with students' perspectives of males. Encourage language that respects differences.)
 - several texts with female main characters and identify their characteristics (Cross-reference these findings with students' perspectives of females. Encourage language that respects differences.)
 - features of texts in a genre being explored in a specific unit of study (e.g., realistic fiction, biography)
 - a variety of texts written by the same author
 - texts about a particular topic—one recently written, another written some time ago; draw students' attention to publication dates
- Discuss intended purpose and targeted audience of advertisements (in print and multimedia)—who is included, who is left out, etc.
- Provide information about a topic in at least two ways (e.g., website versus magazine article).
- Enjoy a story in at least two formats (e.g., a story in print and a movie).
- Demonstrate the use of graphic organizers to identify similarities and differences between two texts, versions of the same story, etc.
- Provide each student with a copy of the same text or display the text (chart, LCD projector, overhead projector), reading the text together, and engaging all students in discussions about the text (e.g., questions, perspectives, point of view, comparisons).
- Co-construct anchor charts to draw attention to authors' styles, perspectives, themes, etc.
- Co-construct anchor charts to list characteristics of a particular genre.

Time to Practise

On a daily basis, provide small-group instruction and/or confer with students while the rest of the class engages in reading practice experiences based on a variety of genres, students' strengths, needs, choice, and interest.

- Provide daily opportunities to practice reading just-right texts with a purpose and focus.

- Apply sticky notes to a text as they read and give them time to discuss their connections later with a learning partner.
- Complete reading graphic organizers while they are reading independently.
- Write reading responses about their connections that enhance understanding.
- Work with a learning partner or in small groups to read and code a text (with question marks, exclamation marks, check marks).
- Interact with and discuss intended purpose and audience of some advertisements (in print and multimedia).
- Engage students in discussions about
 - the reason an author may have written a particular text (to share an idea, to inform, to persuade)
 - the believability/validity of information or happenings from reading and/or viewing
 - a different perspective than the one presented in a text (e.g., *The Little Red Hen*)
 - whether they agreed or disagreed with a character's actions, decisions, etc.
 - stereotyping, bias, and prejudice in texts
 - questioning the text (e.g., How could that have happened? Why would a character have felt so sad when everyone else was happy?)
 - similarities and differences between information found on a website and in a magazine article or text
 - similarities and differences between a story and a movie
 - a character in a text or film being fair or unfair (Encourage students to provide evidence for their opinions.)
 - the length of time represented in a particular story, implicit time lapses, flashbacks, etc.
 - publication dates and reasons why information may be different in texts written at different times
- Complete reading graphic organizers.
- Provide specific prompts to focus their thinking when reading.
- Provide students with specific prompts to guide their responses with the use of a graphic organizer or written reading response.

Time to Reflect and Share

Students talk with a learning partner, small group of students, or the whole class about

- personal connections that enhanced understanding
- feelings, opinions, and points of view about texts
- how they applied critical thinking to their independent reading—characteristics of a particular genre, author's point of view, stereotyping, bias, or prejudice noticed in a text, etc.
- purpose and audience of some advertisements (in print and multimedia) as well as who was included, left out, etc.
- their sticky notes, completed graphic organizers, or parts of their written reading responses that demonstrate their critical-thinking skills

Learners will convey meaning by creating print and digital texts collaboratively and independently using imagination, personal experiences, and feelings.

Background

Transitional
Students will be expected to
use writing and other forms of representing to <ul style="list-style-type: none"> ▪ formulate questions ▪ generate and organize language and ideas ▪ discover and express personal attitudes and opinions ▪ express feelings and imaginative ideas ▪ record experiences ▪ explore how and what they learn
explore, with assistance, ways for making their own notes
experiment with language choices in imaginative writing and other ways of representing

Indicators

- express ideas in complete thoughts using simple, compound, and complex sentences
- label and define drawings to explain ideas/topics
- understand and apply readers'/listeners' comments to clarify meaning

Concepts (and Guiding Questions)

Creative Writing Forms

- Why is imagination important to writers?
- What can you do to make your story more interesting to others?

Ideas

- Where do authors get their ideas?
- Where can you get ideas for your writing?

Assessment, Teaching, and Learning

Gather evidence of students' learning through conversations, observations, and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest inventories, and observation/anecdotal notes. Assess students multiple times, using multiple tools, on multiple writing experiences.

- Confer with students about their writing—the form, audience, and purpose.
- Observe students during independent writing to assess their interest, stamina, etc.
- Collect students’ writing samples with an assessment focus on
 - expression of their opinions and reasons for those opinions
 - organization of a narrative
 - lead of a narrative
 - lead of a piece of information text
 - line breaks in poetry
 - word choice in poetry
- Observe completed graphic organizers.
- Assess students’ strengths and needs.
- Analyze growth over time using dated writing samples.

Time to Teach

Make learning focuses explicit through modelled writing/think-alouds, interactive writing, demonstrations, shared writing, and with the use of mentor texts.

- Write for a wide variety of purposes, such as
 - to explore an idea
 - to convey messages
 - to recount personal experiences
 - to express feelings
 - to record important information
 - to record observations or learning
 - to persuade
- Develop a list of writing ideas (drawing on prior knowledge and interests).
- Decide on a writing topic and ensure that the topic is narrow enough to develop.
- Elaborate and add detail, using a variety of strategies, such as
 - adding a word (e.g., colour, shape, size, texture, brand name); develop an anchor chart of suggestions
 - writing buddy sentences (i.e., a second sentence with some detail to accompany the first which is likely more generic; e.g., We went to the park. We played on the jungle gym.)
 - using a simile (e.g., The spider was as big as my hand.)
 - using the “magic of three” with commas in a series (e.g., I packed my lunch. In my lunchbox I put a sandwich, a banana, and some juice.)
 - drawing on prior knowledge
 - using your imagination to elaborate (e.g., stretching the truth, exaggerating)
 - going beyond the sense of sight and drawing on the other senses (introducing them one at a time— adding information about sound, smell, taste, touch, emotions)
 - describing the background, setting, season, weather, etc.
 - using “showing, not telling” for feelings
 - using “showing, not telling” for weather

- Explore appealing leads and conclusions in both narrative and expository texts by revisiting previously read texts.
- Write leads for narrative text, using a variety of strategies, such as
 - beginning with dialogue
 - beginning with a sound (onomatopoeia)
 - beginning with action
 - beginning by introducing a character
- Write conclusions for narrative text, using a variety of strategies, such as
 - a memory of the main event
 - the main character's feelings
 - a wrap-around ending (linking the conclusion to the lead with a name, word or phrase)
- Write leads for expository text, using a variety of strategies, such as
 - beginning with the word, "Imagine ..."
 - beginning with an opinion
 - beginning with, "Have you ever wondered ...?"
- Write conclusions for expository text, using a variety of strategies, such as
 - ending with the phrase "No doubt about it."
 - ending with a piece of advice
 - ending with a question
 - using a wrap-around ending (linking the conclusion with a word or phrase included in the lead)
- Expand on an idea and make a web.
- Develop a web by drawing on prior knowledge.
- Organize the ideas in a web using numbers or colour coding.
- Model using graphic organizers and gradually encourage students to develop their own by
 - introducing a graphic organizer for a specific purpose (e.g., story map to develop the beginning, middle and end of a narrative)
 - beginning a display by posting a blank story map template; add a label explaining its purpose (e.g., to plan a story)
 - gradually introducing other graphic organizers for other purposes
 - adding to the display with other blank graphic organizer templates and labels
 - introducing an idea for a piece of writing and asking students to choose the graphic organizer that would best suit that purpose
 - demonstrating for students how to construct free-hand versions of the graphic organizers

Time to Practise

On a daily basis, provide small-group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students' strengths, needs, choice, and interest.

- Develop their own lists of writing ideas and topics.

- Decide on topics for writing and narrow them as necessary.
- Experiment with options for creating attention-grabbing leads.
- Experiment with options for creating satisfying conclusions.
- Select graphic organizers from a variety of options.
- Develop graphic organizers based on purpose of writing.

Time to Reflect and Share

Students talk with a learning partner, small group of students, or the whole class about

- how they decided on a topic
- how they narrowed a broad topic
- how they added description and detail to their writing
- the prior knowledge they accessed to develop a piece of writing
- leads they wrote and strategies they used to develop those leads
- conclusions they wrote and strategies they used to develop those conclusions
- reasons for choosing particular graphic organizers
- graphic organizers they developed

Learners will use writing and other forms of representing including digital to explore, clarify and reflect on their thoughts feeling and experiences and learnings.

Background

Transitional
Students will be expected to
use writing and other forms of representing to <ul style="list-style-type: none"> ▪ formulate questions ▪ generate and organize language and ideas ▪ discover and express personal attitudes and opinions ▪ express feelings and imaginative ideas ▪ record experiences ▪ explore how and what they learn
explore, with assistance, ways for making their own notes
experiment with language choices in imaginative writing and other ways of representing

Indicators

- write a variety of poetry, fiction and non-fiction texts
- explain the purpose for their writing
- write with attention to descriptive detail and word choice (e.g., about a character)—concrete nouns, adjectives, adverbs, precise verbs, description, etc.
- create and record higher level questions both in print and/or digital format
- write an organized text with a beginning, middle, and end; write an effective lead, write a descriptive middle, write a satisfying conclusion
- select appropriate print and digital graphic organizers from several options
- begin to make their own print and digital graphic organizers to plan their writing

Concepts (and Guiding Questions)

Genres

- How is poetry different from other forms of writing?
- What are the different genres of text?

Word Choice

- What are your favorite words to use when writing? Why?
- How do you include more “wow words”, “million dollar words”, “silver dollar words” in your writing?

Organization

- What are some strategies for organizing your writing?
- What information do you think the audience will want to know?

Assessment, Teaching, and Learning

Gather evidence of students’ learning through conversations, observations, and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest inventories, and observation/anecdotal notes. Assess students multiple times, using multiple tools, on multiple writing experiences.

- Confer with students about their writing—the form, audience, and purpose.
- Observe students during independent writing to assess their interest, stamina, etc.
- Collect students’ writing samples with an assessment focus on
 - expression of their opinions and reasons for those opinions
 - organization of a narrative
 - lead of a narrative
 - lead of a piece of information text
 - line breaks in poetry
 - word choice in poetry
- Observe completed graphic organizers.
- Assess students’ strengths and needs.
- Analyze growth over time using dated writing samples.

Time to Teach

Make learning focuses explicit through modelled writing/think-alouds, interactive writing, demonstrations, shared writing, and with the use of mentor texts.

- Write for a wide variety of purposes, such as
 - to explore an idea
 - to convey messages
 - to recount personal experiences
 - to express feelings
 - to record important information
 - to record observations or learning
 - to persuade
- Develop a list of writing ideas (drawing on prior knowledge and interests).
- Decide on a writing topic and ensure that the topic is narrow enough to develop.

- Elaborate and add detail, using a variety of strategies, such as
 - adding a word (e.g., colour, shape, size, texture, brand name); develop an anchor chart of suggestions
 - writing buddy sentences (i.e., a second sentence with some detail to accompany the first which is likely more generic; e.g., We went to the park. We played on the jungle gym.)
 - using a simile (e.g., The spider was as big as my hand.)
 - using the “magic of three” with commas in a series (e.g., I packed my lunch. In my lunchbox I put a sandwich, a banana, and some juice.)
 - drawing on prior knowledge
 - using your imagination to elaborate (e.g., stretching the truth, exaggerating)
 - going beyond the sense of sight and drawing on the other senses (introducing them one a time— adding information about sound, smell, taste, touch, emotions)
 - describing the background, setting, season, weather, etc.
 - using “showing, not telling” for feelings
 - using “showing, not telling” for weather
- Explore appealing leads and conclusions in both narrative and expository texts by revisiting previously read texts.
- Write leads for narrative text, using a variety of strategies, such as
 - beginning with dialogue
 - beginning with a sound (onomatopoeia)
 - beginning with action
 - beginning by introducing a character
- Write conclusions for narrative text, using a variety of strategies, such as
 - a memory of the main event
 - the main character’s feelings
 - a wrap-around ending (linking the conclusion to the lead with a name, word or phrase)
- Write leads for expository text, using a variety of strategies, such as
 - beginning with the word, “Imagine ...”
 - beginning with an opinion
 - beginning with, “Have you ever wondered ...?”
- Write conclusions for expository text, using a variety of strategies, such as
 - ending with the phrase “No doubt about it.”
 - ending with a piece of advice
 - ending with a question
 - using a wrap-around ending (linking the conclusion with a word or phrase included in the lead)
- Expand on an idea and make a web.
- Develop a web by drawing on prior knowledge.
- Organize the ideas in a web using numbers or colour coding.
- Model using graphic organizers and gradually encourage students to develop their own by

- introducing a graphic organizer for a specific purpose (e.g., story map to develop the beginning, middle, and end of a narrative)
- beginning a display by posting a blank story map template; add a label explaining its purpose (e.g., to plan a story)
- gradually introducing other graphic organizers for other purposes
- adding to the display with other blank graphic organizer templates and labels
- introducing an idea for a piece of writing and asking students to choose the graphic organizer that would best suit that purpose
- demonstrating for students how to construct free-hand versions of the graphic organizers

Time to Practise

On a daily basis, provide small-group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students' strengths, needs, choice, and interest.

- Develop their own lists of writing ideas and topics.
- Decide on topics for writing and narrow them as necessary.
- Experiment with options for creating attention-grabbing leads.
- Experiment with options for creating satisfying conclusions.
- Select graphic organizers from a variety of options.
- Develop graphic organizers based on purpose of writing.

Time to Reflect and Share

Students talk with a learning partner, small group of students, or the whole class about

- how they decided on a topic
- how they narrowed a broad topic
- how they added description and detail to their writing
- the prior knowledge they accessed to develop a piece of writing
- leads they wrote and strategies they used to develop those leads
- conclusions they wrote and strategies they used to develop those conclusions
- reasons for choosing particular graphic organizers
- graphic organizers they developed

Learners will create text including digital collaboratively and independently using a variety of forms for a range of audiences and purposes.

Background

Transitional
Students will be expected to
create written and media texts using a variety of forms <ul style="list-style-type: none"> ▪ experient with a combination of writing with other media to increase the impact of their presentations
demonstrate some awareness of purpose and audience <ul style="list-style-type: none"> ▪ make choices about form for a specific purpose/audience ▪ realize that work to be shared with an audience needs editing
consider their readers'/viewers'/listeners' questions, comments, and other responses in assessing their work and extending their learning

Indicators

- choose forms of writing that are appropriate to specific purposes and audiences (e.g., narrative, expository, descriptive, and persuasive)
- include information that is relevant and purposeful for an intended audience
- work with a partner, in small groups, and independently to create writing
- use role plays to convey meaning (other ways of representing)

Concepts (and Guiding Questions)

Audience and Purpose

- How does your writing change for different purposes?
- When reading your story, what information do you think the reader will want to know.

Information

- How do you choose what information to include in your writing?
- How do you make sure the information you include in your writing is clear?

Communication Forms

- What are the different forms of written communication? How do you decide what form of to use? Why?
- How is does your writing change if you are writing a procedural/persuasive/narrative/poetic text?

Assessment, Teaching, and Learning

Gather evidence of students' learning through conversations, observations, and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest inventories, and observation/anecdotal notes. Assess students multiple times, using multiple tools, on multiple writing experiences.

- Confer with students about
 - their writing (the form, audience, and purpose)
 - how their writing is developing, specifically in terms of organization, sentence fluency, word choice, or voice
- Observe students as they interact during a peer conference.
- Collect writing samples with a focus on
 - appropriate forms of writing for a specific audience
 - including information for an intended audience
 - revising to enhance clarity for their audience
 - strengths and needs
- Analyze growth over time, using dated writing samples.

Time to Teach

Make learning focuses explicit through modelled writing/think-alouds, interactive writing, demonstrations, shared writing, and with the use of mentor texts.

- Write for a wide variety of purposes—to inform, persuade, entertain, etc.
- Explore text structures and elements in previously read texts, such as
 - beginning, middle, and end of a narrative
 - beginning, middle, and end of a piece of expository text
 - information included in a biography, piece of procedural text, or other genre
 - text features in non-fiction texts
 - varied sentence beginnings
 - varied sentence lengths
 - interesting word choices (e.g., precise verbs, specific nouns, similes, metaphors, alliteration, repetition, onomatopoeia)
 - voice (mood, tone, emotion evoked by a piece of text)
- Use revision strategies, such as
 - developing beginnings, middles, and ends of a variety of pieces of writing
 - varying sentence beginnings
 - combining simple sentences to create compound sentences
 - varying sentence lengths (simple and compound sentences)
 - using precise verbs (e.g., “skipping” down the street rather than “went”)
 - using specific nouns (e.g., a “water colour” or “sketch” rather than a “picture”)
 - using synonyms to create a clearer picture for the reader (e.g., options instead of “said;” limiting the use of simple, tired words such as big, pretty, things)

- creating a tone, mood or emotion (paying attention to voice)
- Co-construct anchor charts of revision strategies.
- Use text features to convey information in a variety of ways.
- Understand how a peer conference works.
- Understand how to listen to feedback about writing and make revisions based on some of those ideas.

Role of the Writer	Role of Learning Partner or Small Group
1. Read all or part of a piece of writing to others.	2. Identify two or three strengths of the writing. 3. Ask the writer one or two questions. 4. Make one or two suggestions to strengthen the writing.
5. Think about the feedback you have received from others. 6. Make some or all of the revisions, paying particular attention to the needs of your audience.	

Time to Practise

On a daily basis, provide small-group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students' strengths, needs, choices, and interests.

- Talk about their purposes and intended audiences.
- Use co-constructed anchor charts to support their writing development.
- Discuss the features and elements they notice in other texts and discuss how they support the reader
 - text structures (beginning, middle, end in narrative text)
 - text structures of non-fiction texts (e.g., question/answer, description, sequential) ✦
 - elements of specific genres
- Experiment with a wide range of revision strategies, such as those listed above.
- Explore the kinds of text features found in non-fiction texts and discuss how these features support the reader.
- Include text features in their pieces of expository writing.
- Follow a procedure for listening to others' writing, giving feedback and making some revisions based on that feedback.

Time to Reflect and Share

Students talk with a learning partner, small group of students, or the whole class about

- elements of specific genres being explored
- text structures of narrative and non-fiction texts
- varied sentence beginnings
- how two simple sentences were used to create a compound one
- specific verbs and/or precise nouns used to give the audience clear information
- the tone or mood of their piece
- how they revised their writing based on suggestions of others
- how they revised their writing based on their audience's needs

Learners will use a range of strategies to develop effective writing and media products to enhance their clarity, precision and effectiveness.

Background

Transitional
Students will be expected to
<p>experiment with a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies</p> <ul style="list-style-type: none"> ▪ use a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting) ▪ use appropriate drafting techniques (focusing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms/techniques, keeping audience in mind, using word processing software) ▪ use revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas/information, rearranging, using feedback from conferences to help revise) ▪ using editing strategies (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as a dictionary; using an editing checklist) ▪ use appropriate techniques for publishing/presenting (e.g., word processing to publish; illustrations, charts and diagrams to enhance writing where appropriate; sharing) ▪ writing/representing orally; publishing in a class newsletter; publishing online; submitting work to school/district newsletter)
<p>demonstrate engagement with the creation of pieces of writing and other representations</p> <ul style="list-style-type: none"> ▪ engage in writing/representing activities for sustained periods of time ▪ demonstrate pride and sense of ownership in writing/representing efforts ▪ work willingly on revising and editing for an audience
<p>use some conventions of written language</p> <ul style="list-style-type: none"> ▪ punctuation and capitalization <ul style="list-style-type: none"> ○ use periods at the ends of sentences and for abbreviations ○ use commas in a series and in dates ○ use apostrophes for possessives and contractions ○ use question marks, exclamation marks, and quotation marks ○ use capitals for proper names, titles, places, days, months, holidays, beginning of sentences

<ul style="list-style-type: none"> ■ language structure <ul style="list-style-type: none"> ○ make subjects and verbs agree ○ begin to use simple paragraphing ○ use a variety of simple and more complex sentence structure ○ use pronouns appropriately ■ spelling <ul style="list-style-type: none"> ○ use meaning and syntax patterns as well as sound cues ○ use a range of spelling strategies ○ spell many words conventionally ○ use a variety of strategies to edit for spelling (identifying misspelled words, trying another way, and using another resource to check them out)
<p>experiment with technology in writing and other forms of representing</p> <ul style="list-style-type: none"> ■ use an audio recorder to record dramatic presentations, readings of published work, and retellings ■ use a simple word processing program to draft, revise, edit, and publish ■ use a drawing program (computer software) ■ with assistance, use a database, CD-ROM, and the Internet as resources for finding information (prewriting strategy) ■ with assistance, use the Internet to communicate
<p>select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning</p>

Indicators

Writing Processes

Prewriting

- talk about the ideas they plan to write about
- draw pictures to develop ideas for writing
- choose, use, and create simple graphic organizers (such as the five-finger plan, story map, web, list, five Ws, and graphic organizers for specific forms of writing.)
- create jot notes for research writing

Drafting

- recognize that writing is reflective of prewriting
- write on a single topic, with a beginning, middle, and end; some elaboration and organization
- reread their writing to monitor meaning and message

Revision

- make changes to writing to clarify meaning through strategies, such as crossing out words, inserting words using a caret, adding details, and replacing overused words (e.g., said, good, like)
 - ✦ begin to use a thesaurus

Editing

- use the word wall and personal spelling references to check high-frequency words
- use self-editing checklists to edit for grade-level conventions

Proofreading

- use a co-created anchor chart of proofreading strategies
- conduct a final reread of their draft before publishing

Publishing/information sharing

- publish student-selected final pieces of writing that demonstrate grade-level traits and conventions

Writing Traits

Ideas

- write about specific topics with elaboration
- begin to experiment with dialogue

Organization

- experiment with a sense of flow throughout a piece, experimenting with leads, using sequencing (first, next, then, finally) when appropriate for the text
- develop a sense of flow throughout a piece of writing
- experiment with effective leads
- experiment with transitional words (in the morning, later that day, etc.)
- experiment with conclusions

Language use

- use a variety of sentence beginnings (including people's names)
- use transitional words and phrases
- use a variety of simple and compound sentences
- use concrete nouns
- use precise verbs
- use multi-sensory details
- use comparison words
- begin to demonstrate a unique, energetic voice in writing
- recognize voice through a comprehensive range of texts
- demonstrate through writing a connection to audience

Writing conventions

- use proper page margins
- use lower-case letters within words
- use capitals for proper nouns (names or places and days/months)

- use a comma in a date and series
- edit for end punctuation and capitals
- use compound sentences (two simple sentences combined with a comma and conjunction)
- begin to use apostrophes for singular possessives and contractions
- begin to use quotation marks (simple quote)
- begin to use new paragraphs when starting a new idea/topic
- use verb tense correctly

Word Study (Word Work)

- demonstrate an increasing knowledge of spelling patterns and use patterns from simple words to spell more complex multi-syllabic words
- use increasing numbers of accurately spelled high-frequency words
- use meaning and syntax patterns as well as sound cues to spell words
- use a range of spelling strategies with independence
- begin to use other vowel combinations (au, aw, ui, oo, oy, oi, ow)
- begin to spell the r-controlled vowels (ir, er, or, ur, ar) with more consistency
- use apostrophes for contractions
- begin to use possessives
- begin to consider meanings of homophones
- begin to use double consonants when necessary
- use plurals and past tense consistently
- spell many words conventionally

Concepts (and Guiding Questions)

Writing Processes

- How can talking about your ideas help you to write?
- How do you decide what your main idea will be in your writing?
- What different prewriting strategies do you use to organize your thinking?

Writing Traits

- How does an author convey information about the characters?
- How can you develop the characters in your writing?

Word Study

- What strategies can be used to spell new words?
- How does the prefix/suffix/root of the word, help you to use related words in your writing?

Assessment, Teaching, and Learning

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inventories, and observation/anecdotal notes. Assess students multiple times, using multiple tools, on multiple writing experiences.

- Confer with students about
 - their prewriting pieces (e.g., graphic organizers, webs, maps)
 - how their writing is developing, specifically in terms of organization, sentence fluency, word choice, or voice
 - the progress they are making and their plans to publish
 - revisions they are applying
 - their interest, enthusiasm, and stamina
 - their use of specific conventions
 - edits they are making
 - how they are using the Internet
 - their understanding of a word processing system, inserting graphics, and sending emails
 - other technologies they are exploring
 - on-screen and printed copies of their compositions
 - their topics, ensuring they are manageable for the purposes of effective inquiry
 - creating complete thoughts and sentences from their jot notes
 - how they are proceeding with their research (how they are finding information, coding text, and recording information)
- Observe as students use word walls and other spelling references to spell high-frequency words.
- Collect writing drafts with a focus on
 - revision strategies used
 - editing changes made
 - identifying each writer's strengths and needs
- Analyze growth over time, using dated writing samples.
- Observe students
 - as they experiment and use conventions
 - persistence in seeking answers
 - as they skim and scan texts for pertinent information
 - as they examine text features
 - as they seek answers using an index, table of contents, or technology
 - as they record jot notes
- Compare drafts with published products.
- Collect writing samples to identify each writer's strengths and needs.
- Analyze growth over time, using dated writing samples.
- Collect their written drafts.

Time to Teach

Make learning focuses explicit through modelled writing/think-alouds, interactive writing, demonstrations, shared writing, and with the use of mentor texts.

- Develop lists of topics of interest and choose one to write about.
- Choose a topic and form based on purpose and audience (e.g., a letter to a parent asking for an extended bedtime; a poem of apology to a friend).
- Decide which piece of choice writing will be published (from several different drafts).
- Revisit the anchor charts about specific genre features and characteristics previously constructed.
- Understand how to craft a piece of writing from prewriting through to publication (using a tracking tool to make it more concrete).
- Identify the different steps in the processes of writing (prewriting, drafting, revising, editing, proofreading, publishing).
- Use webs, story maps, etc., to plan a piece of writing
 - using number or colour coding to organize ideas
- Make revisions by
 - crossing out unnecessary information
 - using a caret to insert a word or phrase
 - using arrows to show where elaborations just written fit in the original text
 - using sticky notes to add detail
 - cutting a piece into chunks to reorganize them
- Talk with a partner to plan a piece of writing.
- Draft a piece of writing, concentrating on getting ideas on paper and risk-taking to spell unfamiliar words.
- Use revision skills and strategies, such as
 - developing ideas with multi-sensory description
 - including similes and metaphors
 - “showing not telling” to give detail around emotions, weather, etc.
 - using precise verbs
 - using specific nouns
 - including passage-of-time words in narratives (e.g., later, in the morning, the next day ...)
 - adding the “magic of three” (three examples or details)
 - creating a sense of mood and emotion (e.g., humorous, sad, lonely)
 - varying sentence beginnings
 - varying sentence lengths
 - avoiding overused, tired words
 - writing attention-getting leads
 - writing satisfying endings
 - adding non-fiction text features
- Edit a piece of writing, focusing on skills, such as
 - circling words that appear to be misspelled
 - checking the word wall, a word reference, or dictionary to correct spelling
 - using quotation marks for a character’s speech
 - using exclamation and question marks appropriately
 - using commas in a series (with the “magic of three”)

- Use a self-editing checklist.
- Proofread for correctness.
- Use a dictionary to check for spelling of words and their derivations (e.g., catch—caught).
- Options for publishing
 - posters
 - contributions to class anthologies
 - individually published pieces
 - brochures
- Use word processing software to publish pieces of writing.
- Add pictures and other graphics to their writing.
- Develop a list of potential audiences (e.g., students in our classroom, students in another classroom, students in another school, province, or country, or parents).
- Discuss how the demands of writing may be different based on audience.
- Focus on specific conventions with the use of mentor texts.
- Write for a variety of purposes and audiences, and draw students’ attention to conventions that serve functions, such as
 - commas in a series to elaborate on ideas in narrative and non-fiction texts
 - apostrophes to show possession
 - paragraphs to separate ideas in a letter
- Understand the importance of editing work for specific audiences.
- Use a self-editing checklist.
- Use patterns borrowed from other words (spelling by analogy).
- Make attempts to spell words two or three ways using reliable patterns (e.g., “petal”—petle, petel, petal; or “orchard”—orchird, orcherd, orchurd).
- Reread a piece of writing, circling words that were spelled incorrectly and using available spelling resources to correct them.
- Reread a piece of writing a day later to focus specifically on conventions; demonstrate the need to focus specifically on conventions.
- Focus on conventions by
 - naming them
 - showing what they look like
 - discussing their purposes, and beginning to co-construct an anchor chart for students’ reference

Convention	What It Looks Like	Purpose
Question mark	?	<ul style="list-style-type: none"> ■ Tells the reader to raise his or her voice at the end.

Apostrophe in a contraction	don't I'm you're	<ul style="list-style-type: none"> Two words shortened to one—do not = don't. Apostrophe takes the place of the vowel in the second word.
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- Demonstrate how to use word processing software including
 - enter key
 - space bar
 - capital letters
 - backspacing to change what was written
 - using a mouse to move cursor to various places in the piece of writing
 - making formatting decisions (e.g., fonts, colours, spacing)
 - inserting pictures and other graphics
- Demonstrate how to search the Internet using teacher-designated search engines.
- Demonstrate how to send emails to others.
- Develop a list of “wondering” topics (I wonder ...).
- Decide upon a topic of inquiry, ensuring it is narrow enough so that research is manageable, but not so narrow that it can be answered with yes or no or simple list answers.
- Draw on background knowledge about that topic (fill in the first column of a Think-Wonder chart— What I Think I Know).
- Develop questions related to the topic (fill in the second column of the Think-Wonder chart— What I Wonder About).
- Revisit non-fiction mentor texts to explore text patterns (e.g., description, problem/solution, question/answer).
- Co-construct anchor charts about how information is presented in non-fiction texts (text structures and text features)
- Find information using an index and table of contents.
- Find information using technology (e.g., key words in search engines).
- Skim and scan for information (e.g., headings, subheadings, text features, bold text).
- Use sticky notes to mark specific pages (number the questions and code sticky notes with the corresponding question numbers).
- Cite sources (i.e., title of text, author, date of publication, page number, or website). ✦ Take notes in point form from at least two sources.
- Organize information in a variety of ways such as
 - using a graphic organizer
 - write the answers under questions
 - writing jot notes and colour-coding information
- Write complete thoughts and sentences from notes.

- Use pronouns to avoid the overuse of specific nouns (e.g., male butterflies—they).
- Combine simple sentences to form compound or complex sentences.
- Make decisions about text patterns and text features to include in a piece of information text.
- Make decisions about presentation formats (including technology options).
- Revisit revision strategies.
- Revisit editing skills.

Time to Practise

On a daily basis, provide small-group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students' strengths, needs, choice, and interest.

- Develop their own lists of topics.
- Make choices about topics to write about.
- Make choices about forms.
- Decide on an audience for pieces of writing.
- Choose a piece of writing to publish from the drafts on which they have recently worked.
- Write in specific genres for concentrated periods of time.
- Make choices about the topics they wish to pursue and the forms they wish to write in.
- Pay attention to anchor charts about specific genre features and characteristics previously constructed.
- Experiment with a wide range of revision and editing strategies.
- Use resources to support conventional spelling (word walls, personal spelling references, published dictionaries).
- Track their progress through the processes of writing using the tracking tool that was provided as a model.
- Use word processing software to publish pieces of writing.
- Add pictures and other graphics to their writing.
- Find examples of specific conventions in short texts provided for specific purposes.
- Find examples of specific conventions in independent reading texts.
- Edit pieces of writing (that are not their own).
- Add to the anchor chart of conventions as they are introduced and focused on.
- Create charts of words that have the same or similar spelling patterns (e.g., ail—nail, pail, fail, tail, trail, flail, mail).
- Use self-editing checklists.
- Compose short texts using word processing software.
- Insert pictures and other graphics to poems or informational texts.
- Use search engines.
- Send emails to others (e.g., friends, the principal, the teacher, published authors).

- Send published pieces to on-line writing competitions.
- Develop a list of “wondering” topics (I wonder ...).
- Decide upon a manageable topic of inquiry.
- Draw on background knowledge about that topic (filling in the first column of a Think-Wonder chart— What I Think I Know).
- Develop questions related to the topic (filling in the second column of the Think-Wonder chart— What I Wonder About).
- Use information recorded on anchor charts about non-fiction texts (e.g., kinds of texts, text structures, text features).
- Find information using an index and table of contents.
- Find information using technology.
- Skim and scan for information using sticky notes to mark specific pages.
- Cite sources used.
- Take notes in point form.
- Organize information in a variety of ways.
- Write complete thoughts and sentences from notes—simple, compound, and complex.
- Make decisions about
 - text structures (e.g., description, question/answer, sequential procedures).
 - text features (e.g., captions, charts, bold print).
 - presentation format (e.g., brochure, report, multimedia presentation).
- Revise pieces as necessary.
- Edit pieces as necessary.
- Proofread pieces for correctness.

Time to Reflect and Share

Students talk with a learning partner, small group of students, or the whole class about

- topics they are interested in
- a choice they made from a number of recent drafts
- their chosen form for a particular audience
- where they are in the process of writing from pre-writing to publication
- revisions they are making throughout the process
- edits they are making
- how they are using supports such as word walls, personal spelling references, dictionaries, anchor charts, and self-editing checklists
- their ideas for published products
- conventions they noticed in texts
- conventions they are using
- edits they made by using a self-editing checklist

- two or more attempts to spell a word and how they recognized the correct one
- one or more high-frequency words that required correction
- suggestions to add to growing lists of words on anchor charts
- their progress in composing a short piece of text
- use of formatting and stylistic options
- pictures or other graphics they chose to insert
- other options discovered as they were using the computer (e.g., spacing, fonts, colours)
- their choice of topic, purpose, and audience
- their questions
- how they are finding information
- how they are organizing information
- how they are citing sources
- some of the notes they have taken
- how they created complete thoughts and sentences from the notes they took
- text structures they are using
- text features they are including
- presentation formats they are considering or using