

4-6 Literacy Learning 2020

Supplemental Resource

Website References

Website references contained within this document are provided solely as a convenience and do not constitute an endorsement by the Department of Education of the content, policies, or products of the referenced website. The department does not control the referenced websites and subsequent links, and is not responsible for the accuracy, legality, or content of those websites. Referenced website content may change without notice.

Regional Education Centres and educators are required under the Department's Public School Programs Network Access and Use Policy to preview and evaluate sites before recommending them for student use. If an outdated or inappropriate site is found, please report it to <curriculum@novascotia.ca>.

© Crown copyright, Province of Nova Scotia, 2020

Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

The contents of this publication may be reproduced in part provided the intended use is for non-commercial purposes and full acknowledgment is given to the Nova Scotia Department of Education.

4-6 Literacy Learning September 2020

Where do I begin in literacy teaching and learning? It will be essential to determine where students are in their literacy development to inform responsive instructional plans for teachers and school literacy teams. The table below outlines foundational literacy elements in listening and speaking, reading and viewing, and writing and representing related to curricular outcomes as starting points for September.

In addition to responsive and explicit instruction, literacy development is dependent on consistent engagement in reading, writing, speaking, and listening.

Through daily opportunities to engage in literacy, learners will:

- listen, talk, read, and write everyday
- explore their interests and build on their experiences through reading and writing
- build vocabulary knowledge and usage
- engage in literacy learning at their stage of development and develop personal literacy goals
- engage in reading/viewing with a variety of texts as sources of interest, enjoyment, and information
- build reading stamina (time sustained and volume)
- build increasing fluency through daily focused reading
- build comprehension through responding to text using a variety of comprehension strategies
- build writing stamina (time sustained and volume) (e.g., freewrite, quickwrite)
- develop voice through writing
- engage in choice drawing and writing
- write for a range of purposes and audiences including content areas

4 to 6 Literacy Learning

Grade 4 to 6 English Language Arts Outcomes:

- Learners will communicate effectively and clearly respecting cultural contexts.
- Learners will demonstrate a variety of ways to select and comprehend from a range of culturally diverse print and digital texts.
- Learners will use writing and other representations to explore, clarify and reflect upon thoughts and experiences.
- Learners will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.

September 2020	Listening and Speaking	Reading and Viewing <u>Reading Continuum P-6</u>	Writing and Representing <u>Writing Continuum P-6</u>
Grade 4	<ul style="list-style-type: none"> ● engage in listening and speaking opportunities daily ● 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 ● 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 ● use complex sentences that incorporate rich vocabulary and transition words to connect phrases 	<ul style="list-style-type: none"> ● engage in choice reading daily ● maintain accuracy, fluency and comprehension ● share ideas and opinions supported by evidence from the text ● use features of text to determine content, locate topics, and obtain information ● self-correct with automaticity ● use meaningful substitutions ● use multiple ways to solve unknown words ● respond to text in a variety of ways ● apply multiple comprehension strategies (e.g., predict, infer, make connections, question) ● identify author's intended message ● identifying prejudice, bias, and stereotyping in the text 	<ul style="list-style-type: none"> ● engage in daily authentic writing in genres of choice ● generate relevant ideas and topics from experiences and interests ● plan for writing based on purpose and audience ● expand writing using supportive details and examples, using simple, compound and complex sentences ● write stories that have a beginning, a series of events and an ending ● apply spelling strategies ● use the vocabulary specific to the genre, the topic or a content area ● talk about oneself as a writer and participate in conversations that foster a writing community ● articulate goals as a writer and seek

			feedback to attain them
Grade 5	<ul style="list-style-type: none"> engage in listening and speaking opportunities daily critically listen to others' ideas or opinions and perspectives in a variety of collaborative learning experiences describe a personal experience in sequential order explain ideas and opinions with supporting details, and respond to others' questions and ideas clarify opinions by responding to the questions and ideas/opinions of others through providing evidence to support thinking make language choices that affirm sensitivity and respect the ideas and experiences of others 	<ul style="list-style-type: none"> engage in choice reading daily maintain accuracy, fluency and comprehension apply multiple comprehension strategies (e.g., predict, infer, make connections, question) use background, new knowledge, and the way texts are structured to understand information use personal experience and knowledge to ask questions of the text use multiple ways to solve unknown words identifying prejudice, bias, and stereotyping in the text 	<ul style="list-style-type: none"> engage in daily authentic writing in genres of choice write routinely for a range of content areas, purposes and audiences select topics and ideas from a personal collection sketch or record information to create an outline for writing strengthen the writing by rereading and adding additional details vary word choice to create interesting description and dialogue or to convey a mood or effect apply a wide range of spelling strategies self-evaluate writing using co-constructed criteria talk about oneself as a writer and participate in conversations that foster a writing community confer with peers or teachers, consider suggestions and make final editing changes establish goals as a writer, seek feedback and make plans to improve the writing

Grade 6

- engage in listening and speaking opportunities daily
- critically listen to others' ideas or opinions and perspectives in a variety of collaborative learning experiences
- describe a personal experience in sequential order, defend and/or support ideas with evidence and respond to the questions and opinions of others
- consider others' responses and offer thoughtful opinions supported with evidence
- clarify opinions by responding to the questions and opinions/ideas of others by providing a variety of reasons to support thinking
- make mindful language choices that affirm sensitivity and respect to the ideas and experiences of others
- use language consciously considering the needs and expectations of the audience and situations

- engage in choice reading daily
- adjust and maintain accuracy, fluency and comprehension over increasingly complex text
- apply multiple comprehension strategies (e.g., predict, infer, make connections, question) within a wide range of forms
- make connections to academic language from other areas of study to the text
- use background, new knowledge, and the way texts are structured to understand information and ask questions
- confirm the meaning of a new word
- flexibly use features of text to enhance meaning
- combine information from a variety of sources (personal, world, literary knowledge) to think differently about a topic or a text
- identify with evidence from the text prejudice, bias, and stereotyping

- engage in daily authentic writing in genres of choice
- write routinely throughout the day for a range of content areas, purposes and audiences
- choose from an expanded variety of genres and forms to write about a meaningful topic and explain your choice embed genres within the text to create hybrid text
- use sketching, apps, webs, flow charts and freewriting to think about plan for and try out writing
- strengthen the writing by rereading and adding additional details
- apply a wide range of spelling strategies
- vary language used and vocabulary as appropriate to audience and purpose
- notice, talk about and use authors' techniques to enhance writing
- self-evaluate writing using co-constructed criteria
- establish goals as a writer, seek feedback from peers or teacher and make plans to improve the writing
- confer, reflect on and make decisions in response to peer or teacher feedback to achieve them