

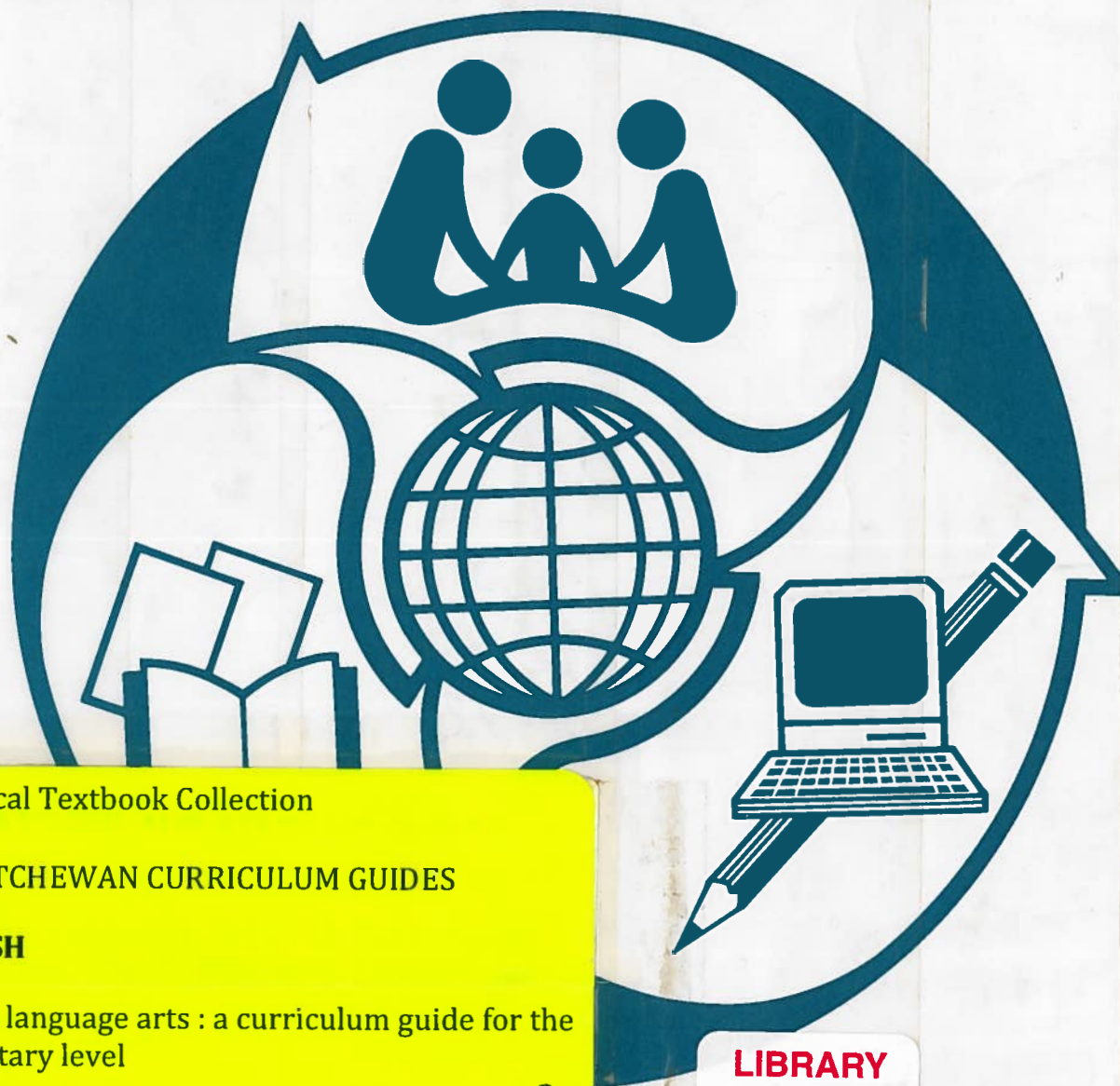


Saskatchewan
Education

English Language Arts

A Curriculum Guide for the Elementary Level

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June 1992

English Language Arts
A Curriculum Guide for the
Elementary Level

Saskatchewan Education
June 1992

Table of Contents

Acknowledgements

Introduction

Aim	3
Goals	3
Rationale and Philosophy	3
Principles of the Curriculum	4
Components of Core Curriculum	6
• Adaptive Dimension	6
• Common Essential Learnings	7
Supporting Initiatives within Curriculum	9
• Gender Equity	9
• Indian and Métis Content and Perspectives	10
• Resource-Based Learning	11

Objectives

Framework of Objectives	15
Overview of Objectives Kindergarten to Grade 12	16
Foundational Objectives	17
Developmental Continuum of Learning Objectives	21

Instructional Guidelines

Language Processes	39
• Meaningful Talk and Active Listening	39
• Reading for Meaning	40
• Writing	41
• Experiencing Literature: A Guide to Literature and Response	44
Spelling and Phonics in Context	46
• Spelling	46
• Phonics	48
• The Development of Spelling and Phonics Knowledge and Abilities	52
Grammar in Context	57
Handwriting: A Communication Tool	59
Kindergarten Guidelines	62
English as a Second Language Students	65
English as a Second Dialect Students	67
K-12 Framework of Contexts for English Language Arts	68
• Possible Unit Topics For Each Context	68
Suggested Yearly Overviews	69
• Yearly Planning: A Case Study	69
Unit Planning Guide	72
• Unit Planning at the Elementary Level	72
• Unit Planning Checklist	74
The Optimum Learning Environment	76
Planning the Classroom Day	77
Daily Routines	78
• Shared Language	78
• Shared Reading	78
• Reading to Students	79
• Sustained Silent Reading (S.S.R.)	80
• Sustained Silent Writing (S.S.W.)	80
• Independent Practice Time	81

Instruction

Language and Literature Experiences	85
Author's Chair	86
Book Talks	87
Brainstorming	88
Categorizing	89
Choral Speaking/Choral Reading	90
Conferencing	92
Contextual Drama	94
Co-operative Learning	96
Creating Text	98
Daily Records	99
Discussions	100
Dramatic Play	102
Framing	103
Guided Reading and Thinking	104
Illustrating Stories	105
Journal Writing	107
Key Vocabularies	108
Letter Writing	109
Literature Study	110
Making Books and Charts	112
Modified Cloze Procedures	114
Newspaper Article Writing	115
Pattern Writing	116
Point-of-View Stories	117
Puppetry	118
Readers' Theatre	120
Reading Environmental Print	122
Reading Logs	124
Reading Repetitive Patterns	125
Reading to Students	126
Reflective Discussions	127
Researching	128
Sequencing	130
Story Grammar	131
Story Mapping	133
Story Theatre	135
Storytelling	137
Using Experience Charts	138
Visual Imaging	139
Webbing	141
Writing to Inform	142

Evaluation

Introduction	147
Guiding Principles	147
Clarification of Terms	147
The Evaluation Process	148
Student Evaluation	149
Reporting Student Progress	149
Teacher Self-Reflection	150
Program Evaluation	151
Curriculum Evaluation	152
Evaluation Techniques	153
Observation	153
Anecdotal Records	154

Checklists and Rating Scales	156
Conferences	165
Student Writing Folders or Portfolios	173
Audio and Video Tapes	180
Miscue Analysis	181
Cloze Procedure	184

Sample Units

Introduction to Sample Units	187
Author Study Grades 1-5	189
Grade 1	197
• All About Me	199
• Animals! Animals!	231
Grade 2	259
• Friends and Friendships	261
• Exploring Weather	289
Grade 3	325
• Folktales	327
• Endangered Animals	353
Grade 4	381
• So Why Are You Laughing?	383
• Sharing Our World	407
Grade 5	429
• Heroes	431
• Glimpses of Other Worlds	451

References	469
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Introduction

Aim

Language is a defining characteristic of human beings and the *language arts* are central to all learning. The purpose of the English Language Arts curriculum is to guide the continuous growth and development of students' speaking, listening, reading, writing and thinking abilities from kindergarten to grade 12. An integrated, resource-based approach to instruction that aims to develop students' understanding and appreciation of language and literature is advocated. The ultimate aim is to graduate individuals who can use language confidently and effectively to meet life's various intellectual, social and vocational challenges.

Goals

The general goals of English Language Arts curricula, kindergarten to grade 12, are:

- to encourage enjoyment of, and develop proficiency in, speaking, listening, reading and writing;
- to develop appreciation of, and responses to, literature;
- to develop students' English language abilities as a function of their thinking abilities;
- to promote personal growth and social development by developing students' knowledge and use of the English language.

Rationale and Philosophy

Research into language development and the relationships between language use and thinking skills has led many educators to revise their perceptions of the language arts. The increased awareness of the association between language and learning, and between language and personal growth has resulted in a critical examination of provincial Language Arts curricula. The review of existing programs has also been prompted by the need for improved literacy and communication skills as expressed by governments, educators, employers and the

general Canadian public. Competent language users, equipped with literacy and communication skills, will have greater ability and increased confidence to function in the modern world.

This curriculum is designed to complement students' natural first language acquisition and development. It recognizes that language is basic to thinking and learning in all cultures, just as thinking is central to all modes of language use. The curriculum advocates resource-based instruction to nurture and maximize every individual's language proficiency and thought development.

Speaking and listening are basic language processes. The gradual development, extension and refinement of **oracy** competencies require frequent opportunities for students to use or practice speaking and listening for meaningful purposes and in varied contexts. If schools are to graduate articulate individuals who use language for learning and who communicate clearly and confidently, the curriculum must promote group interaction and collaborative learning experiences.

Reading and writing develop upon a foundation of students' knowledge and use of oral language. During the reading process, students use all cueing systems to construct meaning from print. They use their understanding of the author's intent and their background knowledge or **semantic cues**, their knowledge of language patterns or **syntactic cues**, and their awareness of sound-symbol relationships or **graphophonic cues**.

A major goal of the new English Language Arts curriculum is to graduate students who can and do read a variety of printed materials for intellectual stimulation and enjoyment. Reading instruction utilizes a variety of high-impact print resources relevant to students' lives and interests rather than specific text-based reading programs.

The curriculum stresses writing as a process at all grade levels. This approach focuses upon exploring and understanding what writers actually do throughout a writing task. Teachers work closely with students, guiding them through stages of writing, and helping them to understand writing as a communication and learning process.

The importance of the creation, expression and comprehension of meaning is emphasized. Students achieve language fluency and conventional usage and spelling through experiences with various language models and through instruction.

A variety of oral and print language models stimulates language growth. Frequent speaking, listening, reading and writing experiences help students to develop an understanding of the patterns and the power of language. They learn that appropriate language use is determined by the speaker's or writer's purpose and audience. As their knowledge and experiences expand, students develop an appreciation for effective and controlled use of language.

Principles of the Curriculum for the Elementary Level

The following principles outline the philosophy of this curriculum and the implications for classroom practice:

The language arts are integrated and holistic.

This curriculum emphasizes language as the medium of thought, learning and expression in all subject areas and encourages the integration of the language arts across the curriculum. The exploration of subject content through the language arts -- speaking, listening, reading and writing -- develops language proficiency and enhances learning in all subject areas. The language arts are viewed as processes, with each process influencing and contributing to the development of the others. These processes are not taught separately or fragmented into a series of subskills. Language competence includes more than the sum or mastery of sequential skills. In their efforts to comprehend what others say, write or read to them, and in their efforts to communicate with others, students focus on the overall or whole meaning of the message.

Communication is the central focus of language use.

Language development is most effective when students are encouraged to express and interpret meaning. Classroom experiences should provide opportunities for the continued expansion of language competencies as students explore and organize ideas, receive and contribute information, and obtain feedback from peers and teachers. Although this curriculum emphasizes frequent opportunities for collaborative learning and interaction, the curriculum guidelines and strategies acknowledge individual communication styles.

Knowledge and use of English language conventions are developed and applied in context.

This curriculum promotes the expansion and refinement of English language abilities within the context of purposeful language activities. Through an integrated and thematic approach to learning, students use the English language arts to explore topics that are relevant and important to them. Language use and study fulfill purposes that are meaningful and obvious to students. Knowledge of the conventions and mechanics of language which include spelling, graphophonic awareness, handwriting, sentence and paragraph structures, and usage is developed as students use language to meet their immediate learning needs. As students mature and progress through the school system, instruction may focus on particular skills and language elements. Students must see the relationship of these skills or elements to a complete communication system.

This curriculum is resource-based.

A resource-based approach to learning and instruction accommodates the needs, interests and talents of students and teachers. In addition to being sources of thought stimulation, information and enjoyment, resources serve as language models. Language growth is stimulated as students see and hear a variety of language patterns, structures and vocabulary. They develop an awareness of language and

structures that are appropriate for specific purposes and audiences. Resources that support this curriculum include materials from students' environments, classic and contemporary literature, video tapes, slides and photographs, television and radio broadcasts, newspapers, print materials from school resource centres and community libraries, print materials and artifacts contributed by students and parents, resources from other subject areas, student-made materials, teacher-made materials and community resource people.

Literature is a major resource in this curriculum. Experiencing literature from various cultures and times helps students to acquire deeper insights into the human community. They increase their understandings of the richness, complexity and variety of human experiences and languages. Teachers should note that Aboriginal histories, myths and stories are based in oral literature. Therefore, oral literatures are important resources.

An environment of acceptance, trust, security and equity supports learning and language development.

The language and culture that students bring to the classroom are valuable resources. Language processes are intimately linked with personal growth and the human need for expression, communication and acceptance. The development of self-esteem and social confidence are closely associated with the development of linguistic fluency and control. This curriculum promotes personal growth by assisting the continuous development and extension of all students' language and thinking processes, and by increasing students' sensitivity to social dynamics and the emotional needs of others. The philosophy of this curriculum accommodates students with diverse linguistic backgrounds, including those for whom English is an additional language. If students are encouraged to take risks during authentic learning experiences, they approach language tasks with increased confidence, curiosity and interest. All students are accepted in this community of learners.

The teacher's role is one of reflective practitioner.

Teachers use knowledge of language development and individuals' learning needs to guide their decisions about classroom instruction and activities. Teachers learn about the effectiveness of their teaching when they reflect on the outcomes of learning opportunities, and consider possible adaptations to meet the needs of individual students. The focus of daily instruction in the English language arts is teacher and student-determined following consideration of factors such as students' needs and interests, current topics of study in other subject areas, and the resources available.



Assessment and evaluation strategies must respect the gradual and ongoing nature of language development.

This curriculum recognizes that proficiency in speaking, listening, reading and writing will be developed gradually and continuously from kindergarten to grade 12. Assessment and monitoring of language use and abilities are integrated into daily classroom experiences. Such continuous assessment keeps students, teachers and parents informed of students' progress, strengths and difficulties, and their individual needs.

Components of Core Curriculum

Adaptive Dimension

The Adaptive Dimension is an essential part of all educational programs. Like the Common Essential Learnings, the Adaptive Dimension is a component of Core Curriculum and permeates all curriculum and instruction. The Adaptive Dimension is defined as *the concept of making adjustments in approved educational programs to accommodate diversity in student learning needs. It includes those practices the teacher undertakes to make curriculum, instruction and the learning environment meaningful and appropriate for each student.* (The Adaptive Dimension in Core Curriculum, Saskatchewan Education, 1992.)

The Adaptive Dimension addresses the importance of providing students alternative access to, and expression of, knowledge in order to promote optimum success for each student. Learning environments can be made more accessible through a modification of setting, method or material. The Adaptive Dimension is used to:

- provide background knowledge or experience for a student when it is lacking;
- provide program enrichment and/or extension when it is needed;
- enhance student success and reduce the possibility of failure;
- address students' cultural needs;
- accommodate community needs;
- increase curriculum relevance for students;
- lessen discrepancies between student ability and achievement;
- provide variety in learning materials, including community resources;
- maximize the student's potential for learning.

Through the Adaptive Dimension teachers can maximize students' participation in core curricula and develop their potentials as independent learners. Teachers should consider a number of general guidelines when adapting instruction in English Language Arts.

- Create a classroom environment in which students' unique cultures, backgrounds, interests, language abilities and learning styles are accepted and respected by teachers and peers.

- Use a variety of instructional and evaluation strategies and procedures to accommodate individual differences in abilities and learning styles.
- Alter the manner in which students are required to respond to information and literary selections.
- Alter the pace of activities or lessons to ensure that all students are challenged to develop skills and concepts to their potentials.
- Alter the setting so that students may benefit more fully from instruction. Learning centres, co-operative learning, resource-based learning and various kinds of peer tutoring require flexible arrangements of desks, tables, chairs and equipment.
- Use co-operative learning groups and peer tutoring to increase student opportunities for interactive language experiences.
- Provide a variety of resources to accommodate for varying cognitive and language abilities, interests and experiences.
- Provide students with sufficient time to explore, create, question and experience as they learn.
- Ensure availability of a variety of multicultural resources.
- Monitor students' ongoing development and progress through continuous assessment techniques.
- Encourage student participation in planning, instruction and evaluation.
- Provide a variety of options when planning language activities.

The Adaptive Dimension includes all practices the teacher employs to make learning meaningful and appropriate for each student. Because the Adaptive Dimension permeates all teaching practice, sound professional judgement becomes the critical factor in decision-making. This curriculum allows for such flexibility and decision-making.

Common Essential Learnings

English Language Arts offers many opportunities for incorporating the Common Essential Learnings (C.E.L.s) into instruction. Integrating the C.E.L.s into the study and use of language will prepare students for learning throughout and beyond their school years. The decision to focus on one or more C.E.L.s within a lesson is guided by the needs and abilities of individual students and by the particular demands of English Language Arts. Throughout a unit of study, it is intended that each Common Essential Learning will be developed to the extent possible.

It is important to incorporate the C.E.L.s in an authentic manner. For example, some units may offer many opportunities to develop the understandings, values, skills and processes related to a number of the Common Essential Learnings. The development of a particular C.E.L., however, may be limited by the topic and focus of study.

The sample unit overviews provided in this guide outline foundational objectives for English Language Arts and particular C.E.L.s. The C.E.L.s objectives are intended to be developed and evaluated simultaneously, not separately and discretely from the Language Arts objectives and the topic or content objectives. It is anticipated that working toward the achievement of one foundational objective may contribute to the development of others.

Incorporating the Common Essential Learnings into instruction has implications for the assessment of student learning. When a unit has focused on developing particular C.E.L.s, unit assessment of student learning should also reflect this focus. If the development of critical and creative thinking is a unit objective, assessment techniques should assess students' critical and creative thinking abilities.



Suggestions for Incorporating the Common Essential Learnings

Suggestions for incorporating specific Common Essential Learnings into language experiences in the classroom are provided in the sample units and lessons in this guide. Teachers should consider the following general guidelines for developing the Common Essential Learnings.

Communication

- Provide opportunities for students to use listening, speaking, reading and writing for a variety of purposes and audiences.
- Provide pre-listening, pre-speaking, pre-reading and pre-writing activities which link important understandings in a unit to previous experiences and present knowledge.
- Introduce new vocabulary through activities that enable students to apply their previous knowledge to new learning.
- Create opportunities for students to express their ideas in a variety of ways, allowing them to learn from each others' experiences and to demonstrate their present understanding (as through discussions, interviews, art work, puppetry or book making).
- Introduce students to various strategies to help them relate and understand concepts or story parts (such as role playing, story or concept maps, outlines, story grammars, or sequencing and categorizing tasks).
- Design lessons and exercises that stress the possibility and acceptance of various answers and explanations.
- Plan learning experiences that allow students to draw upon their first language skills to further their understanding and to share their understanding with others.
- Have students use expressive language (spoken, written, and actions and gestures) to explore their ideas, opinions and feelings.
- Provide opportunities for students to reflect through questioning, discussion and writing.

Critical and Creative Thinking

- Guide students' analysis of information from a variety of resources to deepen their understanding of the topic being explored.
- Encourage students to look for alternatives and give reasons for their decisions (by asking questions such as, *If you were the author, how might you have written the story? or What do you think will happen next? Why?*).
- Encourage imaginative responses and personal interpretations.

- Provide opportunities for students to practice mental imaging and to manipulate visual images to develop concepts and personal responses to literature.

Independent Learning

- Encourage the use of a variety of resources such as newspaper and magazine articles, community library resources, field trips, audio-visual materials and resource people.
- Plan experiences that lead to choice, independent exploration and research.
- Encourage students to share their personal experiences to discover the relationships between their previous knowledge and their class experiences.
- Involve students in planning projects and units.
- Encourage students to reflect upon the results of their learning experiences.

Numeracy

- Provide opportunities for students to interpret and produce maps, graphs, charts and sketches.
- Introduce mathematical vocabulary to assist students in identifying and describing both qualitative and quantitative differences in objects in their environment.
- Encourage students to look for and create patterns or connections among ideas and information.
- Provide opportunities for students to sequence and categorize objects, ideas and information.

Personal and Social Values and Skills

- Explore varied cultural content to foster greater understanding and appreciation of various cultures and develop an awareness of discrimination or bias when present.
- Model and encourage sensitive responses to the ideas, comments and creative expressions of others.
- Provide opportunities for students to respond to and build upon the ideas of others.
- Provide frequent opportunities for students to learn in co-operative groups.

Technological Literacy

- Increase students' awareness of technology in homes and in schools.
- Provide opportunities for students to explore, from varying perspectives, issues related to technological developments.
- Assist students in understanding how technology shapes and is shaped by society.

Supporting Initiatives within Curriculum

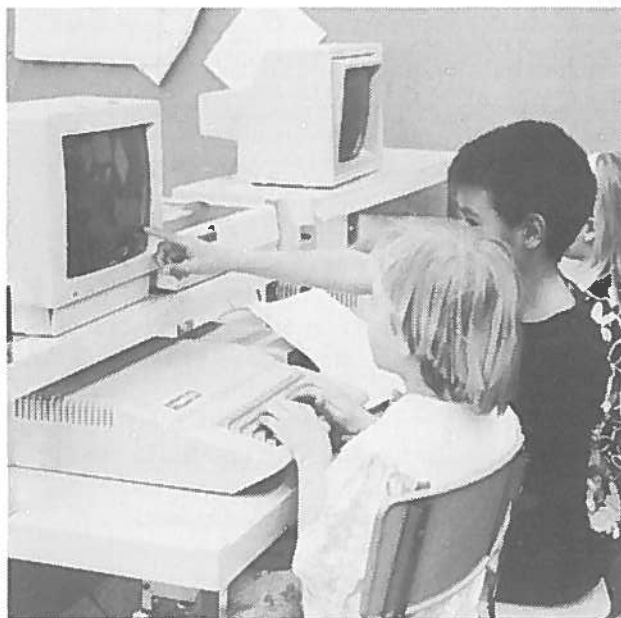
Gender Equity

Expectations based primarily on gender limit students' ability to develop to their fullest potential. While some stereotypical views and practices have disappeared, others remain. Endeavours to provide equal opportunity for male and female students must continue. Therefore, it is the responsibility of schools to create an educational environment free of gender bias. This can be facilitated by increased understanding and use of gender-balanced resources and teaching strategies.

Both male and female students need encouragement to explore non-traditional as well as traditional options. To meet the goal of gender equity, Saskatchewan curricula reflect the variety of roles and the wide range of behaviours and attitudes available to all members of society. New curricula and accompanying support materials emphasize gender-balanced content, activities and teaching approaches. These will assist teachers in creating learning environments that are free of stereotyping, enabling female and male students to maximize the development of their abilities and talents.

The gender equitable approach reflected in the English Language Arts curriculum can be reinforced by teachers in many ways. The following guidelines will help teachers promote gender equity.

- Select and use resources that reflect the current and evolving roles of women and men in society, and portray females and males in non-traditional roles.
- Employ gender equitable instructional and assessment strategies which will enable students to learn and grow without facing artificial barriers or restrictions imposed by gender bias.
- Have equally high expectations for both male and female students.
- Encourage and respect the interests and abilities of all students of both genders.
- Encourage co-operation between the genders.
- Model gender-fair language and equitable interaction with students.
- Insist that language used in formal and informal classroom activities be gender-fair.
- Seek a balance of female and male protagonists in literature.
- Include the study of both male and female writers and illustrators and their work.
- Examine resources for gender equitable content and bring gender-biased materials to students' attention.
- Teach students how to recognize gender inequities in what they read, view and hear.
- Encourage questioning of stereotyped generalizations as portrayed in literature and life experiences.
- Provide role models of both female and male voices.
- Motivate students to read, write and share stories and information about people in non-stereotyped roles and situations from various cultures.
- Observe students to ensure that neither gender interrupts nor takes ownership of an activity or project to the exclusion of the other gender.
- Ensure that both genders have comparable time and access to resources and equipment.



Indian and Métis Content and Perspectives

The integration of Indian and Métis content and perspectives within the kindergarten to grade 12 Language Arts curriculum fulfills a central recommendation of both the *Five Year Action Plan for Native Curriculum Development*, Saskatchewan Education, 1984 and the *Indian and Métis Education Policy from Kindergarten to Grade Twelve*, Saskatchewan Education, 1989.

The policy states:

Saskatchewan Education recognizes that the Indian and Métis peoples of the province are historically unique peoples and occupy a unique and rightful place in society today. Saskatchewan Education recognizes that education programs must meet the needs of Indian and Métis peoples, and that changes to existing programs are also necessary for the benefit of all students. (p. 6)

The inclusion of Indian and Métis content and resources fosters meaningful and culturally identifiable experiences for Indian and Métis students. The inclusion of such content also promotes the development of positive attitudes in all students toward Indian and Métis peoples. Increasing an awareness of one's own culture and the cultures of others develops students' self-concept, promotes an appreciation of Canada's cultural mosaic and supports universal human rights.

Saskatchewan Indian and Métis students come from various cultural backgrounds and social environments including northern, rural and urban areas. Students' language competencies vary from fluency in an Indian language, to degrees of bilinguality in an Indian language and in English, to fluency in English. Teachers must understand and respect this diversity. Cross-cultural education and a knowledge of language acquisition theory will assist teachers in meeting the needs of individual students. New curricula require a variety of teaching strategies that accommodate and build upon the knowledge, cultures, learning styles and strengths of Indian and Métis students.

All Saskatchewan teachers must integrate accurate and appropriate Indian and Métis content and perspectives. Teachers have a responsibility to evaluate all resources for bias and to teach students to recognize such bias.

Guidelines in *Diverse Voices: Selecting Equitable Resources for Indian and Métis Education*, Saskatchewan Education, 1992, can assist teachers and students in understanding forms of bias in resources that inaccurately portray Indian and Métis peoples. The document can help teachers plan classroom experiences that will be effective in increasing awareness of such bias and in developing students' visual literacy and critical thinking skills.

The following four points summarize the Aboriginal content expectations for all core curricula.

- Curricula and materials will concentrate on positive images of Indian, Métis and Inuit peoples.
- Curricula and materials will reinforce and complement the beliefs and values of Indian, Métis and Inuit peoples.
- Curricula and materials will include historical and contemporary issues.
- Curricula and materials will reflect the legal, cultural, political, social, economic and regional diversity of Indian, Métis and Inuit peoples. (*Indian and Métis Education Policy from Kindergarten to Grade Twelve*, p. 12.)

Teacher Note:

The holistic approach to language instruction advocated in the English Language Arts curriculum is multi-cultural in nature. The emphasis on student and teacher-developed units affords teachers the opportunity to accommodate diverse cultural and linguistic backgrounds.

Resource-Based Learning

Teachers can assist the development of attitudes and abilities for independent, life-long learning by using a variety of resources in their classrooms. This approach offers students increased opportunities to share the responsibility of setting goals and planning learning experiences. Motivation for learning increases when students make choices in an environment rich in resources.

Resource-based instruction encourages teachers, in collaboration with teacher-librarians if available, to plan units which incorporate various resources, and teach students the processes needed to find, analyze and organize information.

The guidelines listed below will help teachers to implement resource-based learning.

- Involve students in the unit planning process. Discuss unit topics, objectives and learning experiences with students.
- Incorporate a variety of print and non-print resources in units of study.
- With the assistance of students and the teacher-librarian, gather appropriate resources. Consider community resources.
- Collaborate with resource centre staff and other teachers to co-ordinate the distribution and sharing of resources.
- Correlate needed research skills with unit activities so that skills are taught in the context of application. Encourage students to determine for themselves the abilities they need to accomplish learning tasks.
- Incorporate topics of study and relevant resources from other subject areas. Relate students' background knowledge to classroom experiences.
- Participate in units of study as a co-learner. Demonstrate sincere interest in acquiring new information and ideas.
- Model the use and appreciation of learning materials as sources of enjoyment and information.
- Assist in the establishment and maintenance of resource collections that support core curricula initiatives.



Objectives

Framework of Objectives

Aim

The aim of the English Language Arts curriculum, kindergarten to grade 12, is to graduate individuals who can use language confidently and effectively to meet life's various intellectual, social and vocational challenges.

Goals

The general goals of the English Language Arts curriculum are:

- to encourage enjoyment of, and develop proficiency in, speaking, listening, reading and writing;
- to develop appreciation of and response to, literature;
- to develop students' English language; abilities as a function of their thinking abilities
- to promote personal growth and social development by developing students' knowledge and use of the English language.

K-12 Overview

This chart summarizes key understandings and achievements in English Language Arts expected at each developmental phase.

* see pp. 16, 17

Foundational Objectives K-5

These comprise the most important understandings and abilities which develop over the course of each grade. They guide unit planning and evaluation. These are deemed achievable by the majority of students at each grade level.

* see pp. 18-20

Learning Objectives K-5

These describe specific knowledge, skills and attitudes students develop as they gradually achieve the foundational objectives for each grade. These objectives guide language experiences, resource use, daily activities and classroom instruction.

* see pp. 21-36

Overview of Objectives Kindergarten to Grade 12

Emerging Phase (K to Grade 1)

Students will demonstrate emerging:

- desire to express their ideas to teachers and peers in informal settings through speech, drawing and print efforts
- ability to make meaning known by speaking in informal situations
- ability to use listening to understand the meaning and intent of others
- awareness that print conveys meaning
- awareness that everyone's thoughts and ideas can be expressed in spoken and written language
- interest and enjoyment in listening to or reading a variety of literature
- awareness of, and respect for, similarities and differences in lifestyles and human experiences portrayed in literature
- ability to gather meaning from reading or listening to others read resources that relate to personal interests and experiences.

Developing Phase (Grades 1-5)

Students will demonstrate increasing:

- awareness of themselves as speakers, listeners, writers and readers
- interest and ability to convey meaning and intent through oral and written language
- respect for individual expression and for language variations such as dialects
- awareness that appropriateness of language is determined by situation, purpose and audience
- use of speech and writing to generate, clarify and extend ideas
- ability to relate previous experience and knowledge to what is read, heard and observed
- ability to respond in personal ways to the ideas expressed in literature
- awareness of, and respect for, similarities and differences in cultures, lifestyles and human experiences portrayed in literature
- interest and ability to read for enjoyment and information, exercising choice in selection.

Overview of Objectives Kindergarten to Grade 12

Extending Phase (Grades 6-9)

Students will demonstrate increasing:

- ability to communicate orally and in writing with confidence in a variety of situations
- respect and appreciation for different communication styles and the uniqueness of individuals
- ability to adapt oral and written language for specific purposes, settings and audiences
- recognition of reading and writing as means of stimulating imagination, enhancing creative expression, extending understanding of self and others, and exploring new ideas
- ability to extend personal interpretations of literature by considering the author's intent and the views of others
- ability to read, listen and observe critically in order to interpret and evaluate ideas, issues and events by relating personal experiences and knowledge
- understanding of the developing and changing nature of language
- recognition of, and appreciation for, own cultural identity and the cultures of others through interaction with literature.

Specialized Phase (Grades 10-12)

Students will demonstrate:

- competent and confident use of language in various modes and situations to communicate, explore and refine thoughts and ideas
- respect and appreciation for individual communication styles and the ideas, feelings and opinions expressed by others
- understanding of the power of language and ability to manipulate oral and written language to convey meaning and intent
- interest in reading and writing as means of discovering new ideas and enriching personal life
- ability to analyze and evaluate resources and justify their responses and opinions
- ability to respond critically, analytically and sensitively to what is read, heard and observed
- understanding that literature represents the variations among people and their experiences, and provides insight into cultural and historical diversities.

Foundational Objectives

Emerging Phase K-Grade 1

Students will demonstrate emerging:

- use of oral language to bring meaning to what they observe, feel, hear and read
- ability to listen to the ideas of others in small and large group situations
- recognition that what is said can be written and read
- interest in participating in the exploration of the patterns, sounds and rhymes of the English language during listening, speaking, and shared reading and writing activities
- desire to participate in the discussion of the ideas and illustrations in a variety of resources
- awareness that various cultures, lifestyles and experiences are portrayed in literature
- awareness that print and symbols in their environments convey meaning.

Developing Phase Grade 1

Students will demonstrate developing:

- confidence in the use of oral language to bring meaning to what they observe, feel, hear and read
- ability to use their personal communication styles to convey meaning to others in informal group settings
- ability to use listening to understand the meaning and intent of others
- curiosity about the patterns, sounds and rhymes of the English language by participating in listening, speaking, writing and reading activities
- awareness of the relationship between the letters and sounds of the English language
- curiosity about and interest in print by participating in independent and shared reading and writing activities
- recognition that reading is a meaning-seeking process focused upon understanding what is being communicated
- interest in reading and discussing a variety of resources and accompanying illustrations
- respect for their own culture and the cultures, lifestyles and experiences of others represented in literature
- recognition that writing is a process focused upon conveying meaning to self and others
- desire to independently initiate reading and writing activities for various purposes
- interest in interpreting symbols and print in their environments.

Foundational Objectives

Developing Phase Grade 2

Students will demonstrate increasing:

- ability to use oral language to bring meaning to what they observe, feel, hear and read through questioning and discussion ✓
- ability to convey meaning with confidence to adults and peers in various settings and situations
- respect for the ideas, language and communication styles of others ✓
- awareness of the need to adapt oral and written language to the purpose for language use and to the audience ✓
- interest and ability to express ideas, thoughts and feelings in writing to self and others (pen pals) ✓
- awareness of the purposes for proofreading, editing and revising in the writing process ✓ Newspaper Article
- interest and ability to read orally and silently for enjoyment and information
- ability to read for meaning by integrating all cueing systems
- confidence and ability to respond in personal ways to various types of literature
- awareness of, and respect for, the similarities and differences of cultures, lifestyles and experiences portrayed in literature
- ability to interpret symbols and print in the environment.

Developing Phase Grade 3

Students will demonstrate increasing:

- ability to use oral language to clarify and extend their personal understandings of what they observe, feel, hear and read through interaction with others
- interest and ability to adapt oral and written language to various settings, purposes and the needs of their audiences
- respect for the ideas, language and communication styles of others and awareness of the need for sensitive and thoughtful response
- use of proofreading, editing and revising procedures to clarify written communication
- interest and ability to read and respond to what others have written, and to collaborate with them in the stages of the writing process
- interest and ability to read orally and silently for enjoyment and information
- ability to read orally and silently by integrating all cueing systems
- ability to monitor for meaning during oral and silent reading
- maturity of thought in interpreting and responding to various types of literature
- awareness of, and respect for, the range of cultures, human behaviours, experiences, emotions and ideas conveyed through literature
- ability to interpret and respond to ideas conveyed through various media.

Foundational Objectives

Developing Phase Grade 4

Students will demonstrate increasing:

- ability to use oral language to generate, clarify and extend their personal understandings of what they observe, feel, hear and read through personal reflection and interaction with others
- ability to communicate ideas orally and in writing to a variety of peer, adult and group audiences with growing confidence, sensitivity, fluency and clarity
- ability and confidence to adapt oral and written language to various settings, purposes and the needs of their audiences
- respect for the ideas, language and communication styles of others and ability to respond sensitively and thoughtfully
- ability to proofread, edit and revise written communication to ensure clarity
- interest in reading as a means of understanding themselves and their world
- ability to adjust oral and silent reading rates to the complexity of the material and the purpose for reading
- ability to integrate the cueing systems and monitor for meaning during oral and silent reading
- awareness of, and respect for, the similarities and differences found among cultures, human behaviours, experiences, emotions and ideas conveyed through literature
- maturity of thought in interpreting and responding to various media and print materials
- ability to convey ideas using various media.

Developing Phase Grade 5

Students will demonstrate increasing:

- confidence and competence in using oral language to generate, clarify and extend their understandings of what they observe, feel, hear and read through personal reflection and interaction with others
- ability to communicate ideas orally and in writing to a variety of peer, adult and group audiences with confidence, sensitivity, fluency and clarity
- ability and confidence to adapt oral and written language to various settings, purposes and the needs of their audiences
- respect for the ideas, language and communication styles of others and ability to respond sensitively and thoughtfully
- ability to proofread, edit and revise written communication to ensure clarity and precision
- interest in reading as a means of understanding themselves, others and their world
- ability to adjust oral and silent reading rates to the complexity of the material and the purpose for reading
- ability to use the cueing systems and monitor for meaning during reading
- awareness of, and respect for, the similarities and differences found among cultures, human behaviours, experiences, emotions and ideas conveyed through literature and various media
- maturity of thought in interpreting, evaluating the effectiveness of, and responding to various media and print materials
- ability and confidence to convey ideas using various media.

A Developmental Continuum of Learning Objectives for Kindergarten to Grade 5

The learning objectives outlined on the following pages describe the knowledge, skills and attitudes students should develop as they gradually achieve the foundational objectives for each grade level. Teachers are reminded that it may be necessary to adapt these objectives to accommodate students' needs and abilities. The chart does not separate process and content learning into discrete categories of knowledge, skills and attitudes. This curriculum advocates an integrated approach in which students' abilities in oracy and literacy develop in an environment rich in print and non-print resources.

The objectives in each language domain are developmental and the curriculum structure could be described as a spiral model. As new language processes, content and concepts are developed by students or introduced through instruction it might be necessary for students and teachers to reinforce or return to previous stages of development in order to incorporate new, successive processes and content. Teachers are to determine when students are ready to engage in increasingly challenging processes and activities. However, by the end of the Developing Phase (Grade 5) all students should have attained the outlined processes, skills and attitudes to the best of their individual abilities.

Learning objectives guide daily lesson plans and classroom activities. They also give direction to student evaluation. Teachers will frequently monitor these objectives informally and routinely as part of their daily classroom responsibilities. Such monitoring will assist teachers in adapting learning experiences. Unit evaluation should reflect students' progress in achieving the foundational objectives.

Broken and solid lines are used on the chart to represent the developmental nature of the language processes. A broken line (- - -) indicates the initial development and application of knowledge, skills and attitudes. A solid line represents the continued development and application of knowledge, skills and attitudes with increasing confidence and competence.

Oracy - Speaking and Listening		K	1	2	3	4	5
<p>Oral language abilities develop and refine as students are encouraged to speak and listen effectively in a supportive classroom environment. Students require opportunities to communicate for a variety of purposes and with a variety of audiences. Classroom listening experiences include listening for enjoyment and for specific information. Appreciation and respect for individual expression and speech variations should be modelled and encouraged.</p>							
<p>Students will demonstrate increasing abilities to:</p>							
✓ Use language to develop and clarify thoughts and feelings		---	---				
✓ Participate in class and small group discussions and collaborative tasks		---	---				
✓ Respect and respond sensitively to the ideas, opinions and interpretations of others		---	---				
✓ Express ideas and feelings with increasing clarity, fluency and sentence variation		---	---				
✓ Use appropriate vocabulary and manners of oral expression for particular purposes and audiences		---	---				
Use the rhythms, rhymes and patterns of language in oral activities		---	---				
Pose relevant questions for various purposes — for directions, information, permission and clarity of understanding		---	---				
Describe, share and discuss resources, media experiences, events and issues.		---	---				
Form sensory images while listening		---	---				
Tell and retell personal experiences and story events		---	---				
Dictate stories, sentences and phrases for others to transcribe		---	---				
Express and support their own ideas and opinions in increasingly formal situations such as interviews, reports and meetings					---		
Retain and reflect upon auditory and observed information sufficiently to:							
• distinguish similarities and differences in words and sounds		---	---				

Oracy - Speaking and Listening (continued)

	K	1	2	3	4	5
• recall a short sequence of events	---	---	---	---	---	---
• follow oral instructions	---	---	---	---	---	---
• make predictions	---	---	---	---	---	---
• identify major ideas and details	---	---	---	---	---	---
• respond to the moods and emotions conveyed by a speaker or literature selection	---	---	---	---	---	---
• draw conclusions			---	---	---	---
• make judgements			---	---	---	---
• paraphrase ideas heard	---	---	---	---	---	---
• summarize ideas heard	---	---	---	---	---	---
• recognize cause and effect relationships	---	---	---	---	---	---
• understand multiple meanings			---	---	---	---
• make inferences			---	---	---	---

Literacy - Reading and Response to Literature (continued)

K

1

2

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Use combined knowledge of context and syntax clues, sight words, word structures and graphophonics to draw meaning from print.

Employ a variety of strategies when confronted with an unfamiliar word including:

- reading ahead
- rereading the sentence or phrase and using context to predict
- using pictures as clues
- using a combination of structural, phonetic and contextual clues
- using other supports (word banks, word lists, dictionaries) to confirm

Read with comprehension by:

- relating previous experience and knowledge to what is read
- predicting content, events and outcomes
- making comparisons
- recognizing cause and effect relationships
- making inferences
- drawing conclusions
- forming sensory images while reading
- paraphrasing and summarizing content
- questioning and adjusting reading strategy when meaning is unclear

Identify the main idea of reading material

Locate and recall relevant information in reading passages

Sequence significant events and details in a reading selection

Distinguish between facts and opinions, reality and fantasy in reading selections

Discuss bias in resources

Understand how printed language can influence and persuade others

Literacy - Reading and Response to Literature (continued)	K	1	2	3	4	5
Recognize that narrative and expository text differ in structure and language	---	---	---	---	---	---
Recognize a variety of literary genres and understand that they differ in structure and language	---	---	---	---	---	---
Identify and describe literary elements such as characters, setting, plot, central problem and climax	---	---	---	---	---	---
Consciously use sense of story to organize, recall and make inferences about events	---	---	---	---	---	---
Interpret information conveyed in pictures, graphs, charts, maps, signs and symbols	---	---	---	---	---	---
Recognize that a paragraph conveys one idea	---	---	---	---	---	---
Identify details which support the main idea of a paragraph	---	---	---	---	---	---
Adjust silent and oral reading rate to material being read and to purpose(s) for reading	---	---	---	---	---	---
Use intonation and expression which indicate comprehension when reading	---	---	---	---	---	---
Select and read materials appropriate to their interests and needs	---	---	---	---	---	---
Select and read resources about a variety of topics and cultures	---	---	---	---	---	---
Read materials related to studies in other subject areas	---	---	---	---	---	---
Response to Literature						
Students will demonstrate increasing abilities to:						
Sense the rhythm, feeling and mood in literary selections	---	---	---	---	---	---
Share personal thoughts, feelings and images evoked by literary selections and illustrations	---	---	---	---	---	---
Relate story events, characters, ideas and illustrations to previous reading, personal experiences and surroundings	---	---	---	---	---	---
✓ Communicate personal interpretations of various types of literature through dramatization, illustrations, music, action, and written and oral language	---	---	---	---	---	---
Extend personal interpretations of literature by respecting and considering the views of others	---	---	---	---	---	---

Literacy - Reading and Response to Literature (continued)	K	1	2	3	4	5
State preference for specific books, authors and illustrators	---	---	---	---	---	---
Understand how authors use language to create atmosphere, mood, believable characters, settings and events	---	---	---	---	---	---
State preferences for various topics and types of literature	---	---	---	---	---	---
Read critically to interpret and evaluate ideas, events and issues in literature by relating to personal experiences	---	---	---	---	---	---
Recognize that story settings, characters and events are interrelated	---	---	---	---	---	---
Interpret the traits of main characters by analyzing dialogue, behaviours and gestures	---	---	---	---	---	---
Reflect upon and evaluate the motives, behaviours and actions of main characters	---	---	---	---	---	---
Recognize and appreciate, through interaction with literature						
• their own cultural identities	---	---	---	---	---	---
• similarities and differences among cultures, life styles and experiences	---	---	---	---	---	---
Interpret figurative language such as similes, metaphors and personification	---	---	---	---	---	---

Literacy - Writing

An important aim of this curriculum is to nurture and extend students' interests and abilities to convey meaning through written expression. Using a process approach, students at all levels explore the stages and skills of writing and become aware of the language, topic and format decisions writers make. The curriculum emphasizes the importance of meaningful writing activities in all subject areas. Students will have daily opportunities to write for various purposes and to various audiences.

Students will demonstrate increasing abilities to:

Convey ideas using drawings, scribbles, symbols and/or letter-like shapes

✓ Use personal, expressive writing such as journal writing and stories to develop self-awareness and to clarify thoughts, feelings and experiences

Take risks in initial drafts by using invented spellings when necessary and exploring various writing structures and formats

✓ Write for a variety of purposes including:

- creating personal and fictional narratives
- informing self and others
- persuading and influencing others
- recording ideas and information for future reference
- planning and organizing a task sequentially

✓ Write for a variety of audiences

Critique their own writing products

Willingly share selected writings with others

React and respond to the writing of others respectfully

Recognize their personal growth and development as writers over a period of time

K

1

2

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4

5

Literacy - Writing (continued)

Explore and participate in various activities and stages in the process of writing.
(Students in the Emerging Phase of development, K-Grade 1, are introduced to writing through collaborative activities.)

Prewriting

Generate topics and ideas by:

- brainstorming
- categorizing information
- discussing topics and/or ideas
- reading and/or reciting songs, poems and stories
- dramatizing
- drawing
- interviewing
- sequencing
- sharing information
- storytelling
- webbing
- researching

Organize ideas by:

- selecting relevant ideas and information
- ordering ideas and information
- making notes or drawings

Explore writing models and patterns

Identify an audience for writing

Literacy - Writing (continued)	K	1	2	3	4	5
Identify the purpose for writing		---	---			
Determine an appropriate format		---	---	---		
Drafting						
Contribute ideas and language for collaborative compositions	---	---	---			
Convey meaning using manuscript	---	---	✓			
Convey meaning using cursive writing	---	---	---			
Express ideas in sentence form	---	---	---			
Relate ideas and link sentences on one topic	---	---	---	---		
Use paragraphs to organize ideas	---	---	✓	---	---	
Incorporate own experiences and knowledge in writing attempts	---	---	---			
Select and order ideas in logical and interesting ways	---	---	---	---		
Enhance writing by using sensory details and descriptions	---	---	---	---		
Create original stories and poetry (narratives):	---	---	✓			
• create imaginative accounts based upon fact or experience	---	---	---			
• write interesting openings that will capture the audience	---	---	---			
• develop a sequential storyline	---	---	---			
• engage the reader by using imaginative language that evokes visual images	---	---	---	---		
• create story mood and atmosphere through effective description	---	---	---	---	---	
• express emotions and thoughts through characters	---	---	---	---	---	
• incorporate dialogue and figurative language	---	---	---	---	---	
Organize and convey information (expository writing):	---	---	---	---	---	---
• convey personal accounts of events, observations and experiences	---	---	---	---	---	---

Literacy - Writing (continued)	K	1	2	3	4	5
• report factual information using various formats including pictures, charts and written reports	---	---				
• write reports using research and reference materials			---	---		
• integrate information from more than one source			---	---	---	
• use own language to paraphrase and summarize information from a variety of sources	---	---	---			
Postwriting						
Recall purpose and intent of writing	---	---	---			
Proofread for accuracy and clarity of meaning	---	---	---			
Seek responses and reactions from others to their own writing attempts	---	---	✓			
Recognize that different readers may respond differently to the same writing	---	---	---			
Recognize most and least successful or effective aspects of written drafts	---	---	---			
Provide peers with constructive assistance and suggestions	---	---	---			
Respect audience needs for revisions and clarifications by:						
• reordering ideas	---	---	---			
• restructuring and varying sentences to clarify and intensify meaning	---	---	---			
• adding details or relevant examples	---	---	---			
• incorporating appropriate suggestions of others	---	---	---			
• examining language usage and word choice for appropriateness	---	---	---			
Polish writing by:						
• reviewing for legibility and rewriting if necessary	---	---	✓			
• proofreading for accurate spelling of words frequently used at this grade level	---	---	✓			
• proofreading for appropriate punctuation and capitalization	---	---	---			
Share or display published works in various ways	---	---	---			

Supporting Domains

The focus of this curriculum is on the development of the interrelated language domains of oracy and literacy. Supporting domains are related areas that contribute to the continuing development of students' oracy and literacy abilities. Strategies and activities in the following domains provide opportunities for students to access and interpret information, and express meaning.

Oracy and Literacy - Media		K	1	2	3	4	5
<p>Media is a powerful tool for improving and expanding language learning in the classroom. At the elementary level, students experience and use media to share and enjoy stories, information and ideas. Students have opportunities to explore various ways of preparing, preserving, displaying and presenting meaning to others. Classroom experiences enable students to interpret, critique and evaluate the purpose and effectiveness of various media.</p>							
Students will demonstrate increasing abilities to:							
Interpret and respond to a variety of symbols and media.		---	---				
Identify and appreciate visual details such as colour, size and line in various media including artifacts, picture books, posters, signs, displays and illustrations.		---	---	✓			
Use various forms of media to convey information and stories.		---	---	---	---		
Select an appropriate medium of expression for projects and reports.		---	---	---	---		
Develop a sense of personal responsibility for choices about appropriate use of media.		---	---	---	---	---	
Compare and contrast stories or events expressed in various formats.		---	---	---	---	---	
Compare and contrast the language used in various formats to convey the same information.		---	---	---	---	---	
Interpret and critique a variety of media to determine:							
• the intention and meaning conveyed.		---	---	---	---	---	---
• the effectiveness of a form of media to convey specific ideas or information		---	---	---	---	---	---
• the presence of bias through stereotyping.		---	---	---	---	---	---
Recognize how media can be used to manipulate and influence public opinion.		---	---	---	---	---	---

Oracy and Literacy - Educational Drama

Educational drama offers students opportunities to increase understandings of themselves, others and their surroundings. Early experiences with drama should feature unstructured role playing and free play. Gradually students should experience spontaneous and planned dramatic activities. Important classroom experiences include games and songs, creative movement to music, role play, improvisation, mime and puppetry. Literature, students' imaginative ideas and personal writing stimulate dramatic activities.

Students will demonstrate increasing abilities to:

Collaborate and co-operate with peers to create and participate in dramatic activities

Understand that the meaning of a spoken message is influenced by verbal (pitch, tone, volume) and non-verbal (facial expression, gesture, body movement) cues

Vary verbal and non-verbal cues to influence the meaning of an orally communicated message

Use language for different purposes in dramatic activities

Relate personal experiences to characters and events in dramatic activities

Interpret and create characters

Use role play and simulation to:

- express knowledge and understandings
- express their own cultural identity
- extend understanding and appreciation of own cultural identity
- appreciate similarities and differences in cultures, lifestyles and experiences

Identify story elements such as characters and events in dramatic activities

Apply their understanding of story elements such as character development, plot development and story structure to spontaneous and planned dramatic activities

[illegible]

Oracy and Literacy - Research and Presentation

A resource-based English Language Arts curriculum engages students in the meaningful use of a wide variety of print, non-print and human resources. This supporting domain outlines the language skills required to access, organize and present information.

Students will demonstrate increasing abilities to:

Initiate Research

Identify the purpose of the research project and potential audience(s)

Recall known information and personal experiences related to a topic

With teacher guidance, identify and sequence processes necessary to complete a research task

Organize research plans and determine independent or collaborative strategies

Develop a tentative outline to guide information gathering

Access Information

Recognize that resource centres and libraries contain materials arranged in specific orders and locations

Access a variety of sources of information (print, non-print, human)

Locate materials appropriate to individual interests and abilities

Understand the purposes and make use of the various parts of a book (spine, cover title, author, illustrator, title page, table of contents, chapter headings)

Use alphabetical order to locate materials using card or on-line catalogues

Use guide words as aids in locating specific words in dictionaries and encyclopedia

Listen, read and view with a purpose in order to recognize main ideas and sequence

[illegible]

Oracy and Literacy - Research and Presentation (continued)	K	1	2	3	4	5
Develop strategies for reviewing print and non-print materials to:						
• determine content		---				
• determine the main ideas	---	---				
• detect opinions and biases		---				
• locate specific facts and details		---				
Interpret information conveyed in pictures, diagrams, cartoons, charts, maps, graphs, tables, and oral and audio-visual presentations	---	---	---			
Use dictionaries, thesauri and glossaries to obtain information about terminology, meanings, spellings and pronunciations			---	---		
Record main ideas and supporting details relevant to the topic using pictures, charts and written language	---	---	---	---		
Organizing Information						
Collect and summarize information in various formats	---	---	---			
Refine outlines to guide organization and presentation of information			---	---		
Classify information into categories and understand that information can be organized and presented in more than one way			---			
List all sources of information used to complete a research project			---	---		
Presentation						
Identify effective format and/or media for sharing information	---	---				
Share information and personal understandings in various ways	---	---	✓			

Literacy - Computer Applications	K	1	2	3	4	5
<div data-bbox="207 288 1357 502" style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> <p>The most valuable application of the computer in Language Arts is as a tool for writing. As students have opportunities to use computers in conjunction with the writing process they will discover how language can be manipulated and structured to clarify meaning. The computer simplifies the editing and publishing of students' writing.</p> </div> <p>Students will demonstrate increasing abilities to:</p> <p>Use word processing programs in conjunction with the process approach to writing</p> <p>Use computers to organize and compile data for presentation or publication</p>						

Instructional Guidelines

Language Processes

This component contains brief summaries of the language processes which comprise English language arts. These summaries emphasize the importance and interrelatedness of the processes.

Meaningful Talk and Active Listening

Children come to school with a very valuable resource, their oral language. Their level of oral competency has been attained through practice in the casual and supportive settings of the home and the playground. Children find talking enjoyable and necessary to communicate with others and learn about their world. Children use meaningful talk to express their needs and their feelings, to question and explore their surroundings, and to create imaginary worlds.

Teachers will detect variations in students' experiences with language and in their speaking abilities. However, most students will have felt

the emotional and social comfort all humans derive from the ability to use a language spontaneously and fluently in the presence of others. They will have experienced meaningful social interaction known as the process of communication.

Talk is an indispensable tool for learning. The language and ideas shared by others enable children to gradually organize and attach meaning to daily observations and experiences. Through communicating with those around them, children assimilate new ideas. Opportunities to talk about what they do, what they see, and what they read and hear help children to construct meaning and to learn from their experiences. By discussing topics and events with peers and teachers, children frequently adjust their previous knowledge or understanding and thus accommodate new information. When such accommodation and increase of awareness occur, students are truly at the centre of their learning.



Classroom situations that invite students to use language to question or to explore, nurture a natural and incessant curiosity about the world. Such situations encourage the continued use of language for the purpose of inquiry. Classroom activities that encourage students to share their feelings, opinions and existing knowledge offer students opportunities to use talk as a method of expressing and clarifying thoughts. Discussion and dialogue activities encourage students to use language to inform and perhaps influence others. In the process of such expression, children frequently discover what they think and know, and so inform themselves at the same time.

Listening is an essential part of the communication process. In classroom settings, all students do not listen with equal effectiveness or comprehension. Students must be taught how to be active listeners -- how to focus their attention and how to listen for various purposes. Prior to listening activities, teachers should explain the purposes for and major focus of the students' attention. Listening for precise facts or directions requires concentration and memory of detail. Listening to determine if events in a story could really happen demands analytical and evaluative thought.

Opportunities to listen for a variety of purposes will benefit all students. Classroom listening experiences should include those which require personal interpretations or appreciative responses as well as those which demand critical listening. Classroom experiences must encourage students to listen respectfully and accept various communication styles. Classroom interaction should acquaint students with their responsibilities as listeners in different settings and situations.

Opportunities to interact with various audiences are important to language development. Collaboration in a supportive environment encourages the exchange of ideas. It provides opportunities for students to listen and respond to one another, and to build upon the ideas of others. Group planning and problem-solving activities nurture exploration and co-operation. Such experiences will increase students' confidence and competence as communicators and as learners.

Reading for Meaning

Children become curious about printed symbols once they recognize that print, like talk, conveys meaningful messages that direct, inform or entertain people. By school age, many children are eager to continue their exploration of print.

One goal of this curriculum is to develop fluent and proficient readers who are knowledgeable about the reading process. Effective reading instruction should enable students to eventually become self-directed readers who can:

- construct meaning from various types of print material;
- recognize that there are different kinds of reading materials and different purposes for reading;
- select strategies appropriate for different reading activities; and,
- develop a life-long interest and enjoyment in reading a variety of material for different purposes.

To assist teachers in achieving these goals, this curriculum advocates the use of a wide variety of fiction and non-fiction resources including:

- environmental signs and labels
- rhymes, chants, songs
- poetry
- wordless picture books
- predictable books
- cumulative stories
- maps, charts
- novels
- print resources from all subject areas
- notes, messages, letters
- folktales
- myths and legends
- writing by students and teachers
- newspapers, magazines, pamphlets
- mysteries

The resources shared with students should stimulate their imaginations and kindle their curiosity. Familiarization with narrative and expository materials, and frequent opportunities to write in all subject areas, facilitate the reading process. By becoming authors themselves, students increase their awareness of the organization and structures of printed language.

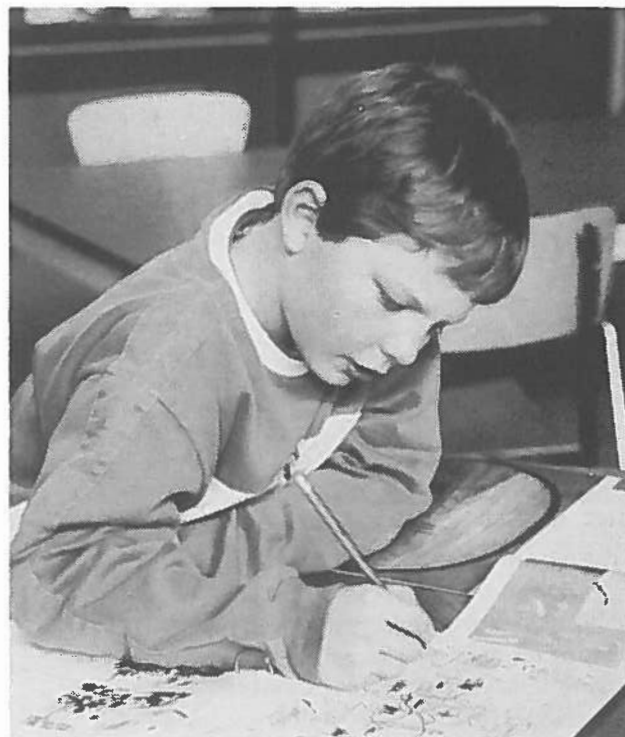
To read for meaning, students must simultaneously utilize clues from all cueing systems. Readers bring knowledge and past experiences to the reading task to construct

interpretations and to determine if the print makes sense to them. It is easier for readers to understand print when the content is relevant to their personal experiences. Familiar content and topics convey meaning or clues through the **semantic cueing system**. When students are comfortable and familiar with the content of a passage, they can predict upcoming text and take greater risks in reading. Research has repeatedly shown that fluent readers risk more guesses when interacting with unfamiliar print than poorer readers. They derive more meaning from passages than readers who frequently stop to sound or decode words by individual phonemes or letters.

Knowledge of word order and the rules of grammar which structure oral language, guide readers' predictions for printed language. Such language-pattern clues comprise the **syntactic cueing system**. Readers should constantly question the text to ensure that what they are reading makes sense and sounds like language.

Reading experiences that focus on relevant and familiar content, vocabulary and language patterns increase students' chances of constructing meaning and being successful readers. At the elementary level, successful reading experiences reaffirm students' confidence as language users and learners. **The holistic approach to the reading process stresses the importance of presenting students with whole and meaningful reading passages.** This approach is based on the principle that the readers' understanding of an entire sentence, passage or story facilitates the reading and comprehension of individual words within those passages.

The **graphophonic cueing system** relates sounds to printed symbols. When print is translated into words that are in their listening vocabularies, readers will recognize and comprehend the words. If the sounded words are unfamiliar to readers, they must rely on the other cueing systems to construct meaning. Teachers are reminded that students may know the common sound-letter relationships and still be unable to obtain meaning from print. **For that reason, this curriculum emphasizes that phonics should be taught or practiced in context and in conjunction with the other cueing systems.**



Writing

Most school-aged children are interested in printed symbols and are eager to compose meaningful messages with those symbols. Reading and writing abilities develop simultaneously. The development of abilities in one process facilitates growth in the other language processes. The strategies outlined in this curriculum reflect this integrated and holistic approach to writing development.

This curriculum advocates daily opportunities for students at all levels to explore writing and to create written text for various purposes. Even beginning writers are encouraged to compose stories, reports, messages and sentences before they can print every letter precisely, spell accurately all the words they want to write, or fluently read printed text. Teachers are reminded that inaccuracies and imperfections are normal corollaries of growth and emerging skill development.

Classroom writing experiences and instruction should enable students to use written language for:

- exploring and expressing personal opinions, feelings and experiences through forms such as diaries, journals, cards and letters, stories and poems;
- communicating information to others through captions, charts, stories and reports;
- learning in all subjects by recalling, organizing, interpreting and recording ideas or information in reading logs, learning logs, notes and reports.

Student writers need varied readers or audiences to provide feedback and encouragement. Suggestions and opinions shared through discussions and conferences with peers and teachers contribute greatly to the development of writing abilities.

Writing is a complex process of composing meaning. It is a process that demands intellectual activity that is shaped and structured by language patterns, usage and conventions. The process of writing frequently consists of the following distinct but interrelated stages:

- **Prewriting** involves consideration of the purpose and audience for the writing task. Writers then focus on content and typically generate and organize ideas. They may rehearse their ideas, discuss them with others or research their topics.
- **Drafting** involves putting ideas and information into print form. As they draft, writers draw on a range of knowledge and experience -- knowledge of topic and of language patterns, as well as experience with print and with the topic. Writers frequently sequence, review or "rethink" and reorganize content, and reconsider the language necessary to communicate their content.
- **Postwriting** includes reading, proofreading, editing and revising drafts. Revisions should clarify content or meaning and make the writing more legible and more interesting. The responses and suggestions of readers may guide revision or redrafting. As teachers

model and guide the revision process, they increase students' awareness of the components and skills of effective writing. This stage may extend to polishing drafts and to publishing or making the writing public by presenting it to the intended audience. Direct instruction in punctuation, spelling, grammar and handwriting is appropriate during this stage.

The process is not necessarily a linear series of stages. Writers often move recursively, shifting from one activity to another and back again as they write. For example, prewriting is an initial activity but more or different ideas may be generated as a student writes.

Students at all levels need to experience all stages of the process if they are to mature as writers and learn to consider the alternatives that are available to writers. **The prewriting, drafting and postwriting experiences suggested for elementary students are not different in kind from those appropriate for middle years and secondary level students. The difference lies in the degree of sophistication and complexity.** Students' abilities at each stage of this process will increase with maturity, practice, knowledge, skill acquisition and decision-making experience.

Not every classroom writing experience passes through each stage; nor should every piece of students' writing be shared with an audience or evaluated. Evaluation should reflect growth and development of the skills in each stage of the writing process.

The process approach increases students' awareness of what writers actually do and what choices are available to them when they write. Figure 1 displays the many decisions writers make.

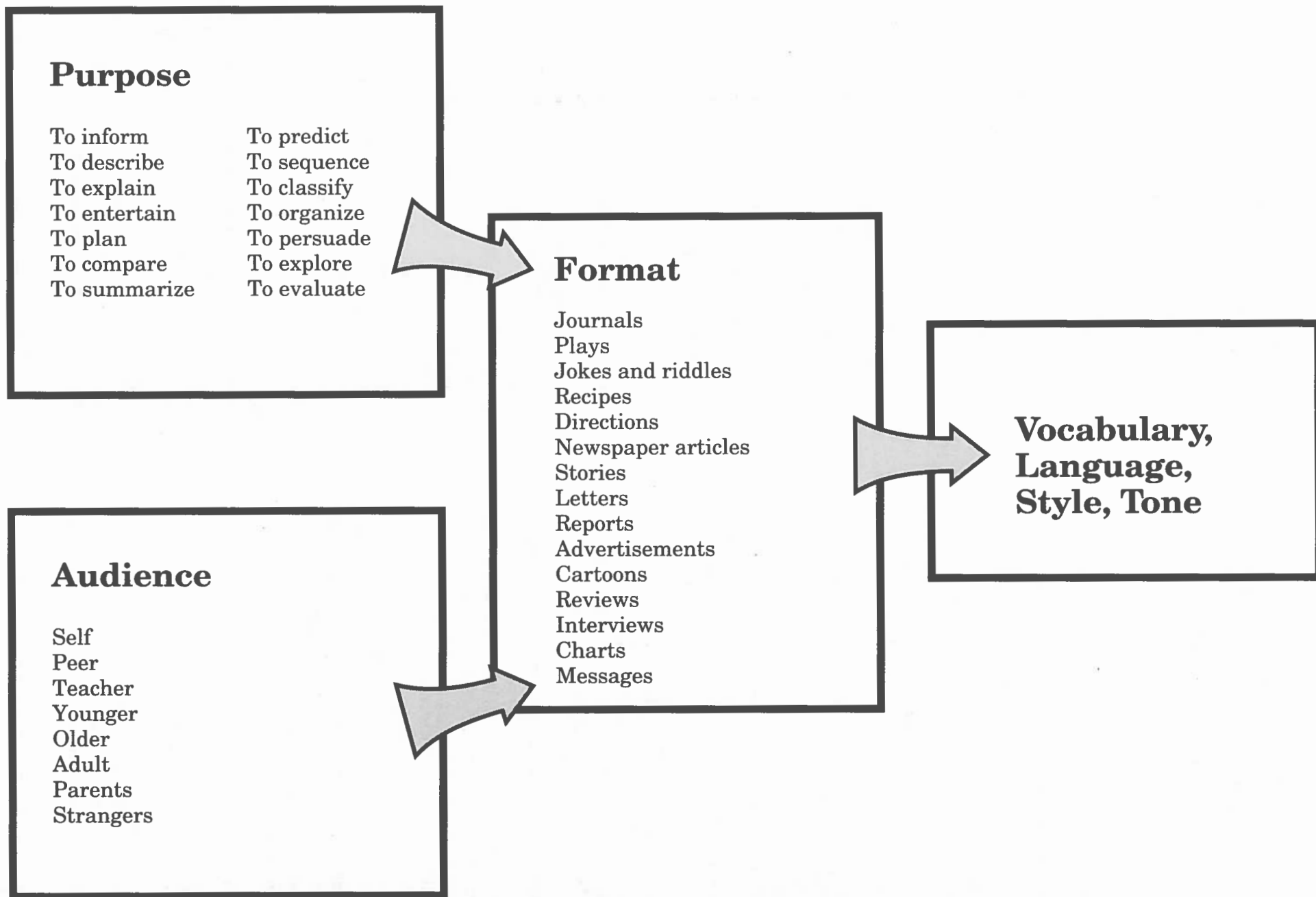


Figure 1: Decisions Writers Make

Experiencing Literature: A Guide to Literature and Response

It is generally recognized that literature broadens students' knowledge and understanding of the world and of themselves. Literature also models language and stimulates language growth. Through reading and listening students acquire an "ear" for the rhythms and patterns, the structures, and the vocabulary of the English language. As it is being read and heard, literature is also experienced; it integrates many personal experiences as it stimulates students' imaginations, emotions and intellects.

Individuals respond to literary selections in unique ways. When a story, an author, and a reader or listener "meet," a personal and private interaction occurs. This personal response is influenced by the ideas, understandings, sensations, feelings and images evoked by the literature. Personal reactions to literature are necessary beginnings for development of the enjoyment of literature and for the appreciation of various literary genres and techniques. Opportunities to experience a variety of literature can lead students to an awareness of the beauty and power of the written word.

Students' understanding of literature and the depth of their responses are intensified when they are encouraged to explore ideas and feelings about story characters, events, settings, illustrations and language. Response is enhanced when students can relate these elements to life experiences. This curriculum advocates a classroom climate that encourages honest emotional and intellectual responses. In this climate of trust and discovery, students and teachers express thoughts, ask questions, exchange opinions, and share understandings and interpretations.

This approach extends students' comprehension of literature beyond the levels attained by traditional question-answer methods. Specific questions designed to assess students' comprehension of a literary selection's details and conclusions usually have narrow, expected answers. Over time, the read-question-and-answer method subtly affects

students' perceptions about reading. Students' experiences with literature can become artificial reading or "testing" situations. However, specific or pointed questions are occasionally useful and necessary to guide, clarify or extend understanding. Such questions should encourage students to think before they read, actively using prior knowledge and experience to make predictions. They should also help students to think as they read or listen, gathering evidence to confirm or reject expectations and predictions.

Responses to literature may include the following:

- absorption and attentiveness during reading or listening
- physical activity
 - tapping, swaying or marching to rhythmic language
 - role play and dramatizations
 - facial expressions conveying story mood or emotions
- oral expression
 - reciting, chanting
 - retelling favourite selections or events
 - posing questions to peers and teachers
 - reference to a selection with enthusiasm, emotion or opinion
 - relating stories, characters and events to life and to self
- emotional reaction
 - sharing feelings and images evoked by the illustrations or text
 - empathizing with story characters, imagining self in the story or illustrations
- drawing and writing activity
 - interpreting a selection through a drawing, collage or mural
 - using an author's words or phrases in own writing
 - composing sequels
 - writing reactions or responses to an author
 - expressing similar events and ideas in personal writings
- choosing books by the same author or about similar topics.

Many of the strategies advocated in this curriculum refine and extend students' personal responses to literature. Consideration of authors' styles and language use, literary elements and genre characteristics develops students' literary awareness which will eventually increase their understanding and enjoyment of literature. This appreciation will guide their evaluation and personal selection of reading materials.

Introducing a Variety of Literature

Students should be gradually introduced to a variety of printed materials. This chart represents the scope of literature that can be introduced at different grade levels. The grade level listings are **not exclusive**; the scope of literature at each level should also incorporate types of literature introduced at previous grade levels. As students are introduced to a variety of literature, their understandings of the literary elements will expand. These understandings heighten students' appreciation for literature and increase their awareness of how meaning is conveyed through print.

	K-1	Grade 2	Grade 3	Grade 4	Grade 5
Traditional Oral and Written Literature	Cumulative Tales Talking Animal Stories Fairy Tales Cultural Stories	Fables	Folktales from Around the World	Legends Tall Tales	Myths
Fiction	Concept Books Alphabet Books Counting Books Wordless Picture Books Picture Books Predictable Books Pattern Books	Fantasy Easy to Read	Realistic Fiction	Science Fiction	Historical Fiction
Non-Fiction	Individual Interest	How-to Books	Resources related to Required Areas of Study Diaries, Journals	Resources related to Community and World Events	Biographies Autobiographies
Poetry	Concrete Poems Nursery Rhymes Nonsense Verse Chants	Humorous Verse	Free Verse	Limericks	Oriental Narrative
Transactional	Environmental Print Labels Experience Charts Word Lists	Recipes Letters Maps Magazines	Graphs Charts Newspapers		

Spelling and Phonics in Context

Reading and writing are complementary language processes. A knowledge of letters (grapho) and sounds (phono) and how they relate to each other is necessary for both processes. Students' understandings of the basic principles of letter-sound associations or graphophonics should be developed through reading and writing experiences in various subjects. Direct instruction as well as spontaneous or indirect instruction are necessary. Teachers can assist language development by consciously planning activities and focusing instruction on students' cognitive development and their strengths and weaknesses as readers and writers.

A knowledge of phonics and English letter combinations helps students to identify words when reading and assists them in spelling words when writing. Although such knowledge comprises an important part of literacy, students must develop the understanding that many English words do not conform to spelling rules or graphophonic generalizations.

Word origin and meaning determine the pronunciation and spelling of many English words. A knowledge of how English syllables, prefixes and suffixes are combined also assists reading and writing. When students read, they interact with conventional spellings, practice articulation and increase their vocabularies. Students' expanding vocabulary and their ability to articulate English phonemes assist reading and writing development. When students write they apply their graphophonic understandings and recognize the need for conventional spelling.

Spelling

As part of our language and communication system, spelling serves the writer in recording ideas, and assists the reader in comprehending the message. The process approach to writing emphasizes spelling in its logical context -- as an integral part of writing. The purpose of learning to spell becomes evident to students as they endeavour to transcribe ideas into written symbols which can be read by themselves and others. The ultimate goal of spelling instruction is to develop skills that will enhance students'

abilities and confidence as effective writers and communicators.

Important Principles and Guidelines

1. Conventional or standard spelling assists the reader's understanding and fluency.

Excessive concern for the use of conventional spelling by young students can limit their writing to those words they can spell accurately. This impedes the flow and communication of ideas. Emphasis on correctness can make young students anxious about writing and exaggerate the challenge or difficulty of spelling.

It is important to keep the purpose of conventional spelling in proper perspective. Although accurate spelling is a goal in all writing, conventional spelling is emphasized in writing which is to be shared with or read by others.

2. The knowledge and abilities which constitute spelling competence are varied and complex.

Able spellers employ many strategies. Most students benefit from direct instruction in particular spelling strategies. The need for instruction and practice varies according to the individual's development as a writer. Some students easily internalize and apply knowledge of complex patterns of print during reading and writing experiences. However, the majority of students require teacher guidance and encouragement to:

- sustain an interest in language and a curiosity about words;
- develop confidence as communicators and writers;
- extend their listening, speaking, reading and writing vocabularies;
- continually increase their memory repertoires of common, irregularly spelled words;

- use visual imaging to imprint words and letter combinations to memory; (see Instruction component)
- use auditory (sound) cueing such as rhyming words to spell by analogy or similarity of sound;

Example:

To spell "might" the student could think of familiar words that rhyme with "might" such as "night" to determine letter patterns.

- create and use mnemonic cues to remember how some words are spelled;

Examples:

A silent letter or one syllable might be accented in pronunciation to emphasize certain letters. For spelling the word "knife" students could pronounce the k as in "ka-nife."

A sentence, using familiar words or letter names in the definition can be a memory aid as in, "We'll be friends to the end."

- use graphophonic patterns and generalizations;

Examples:

English words use specific letter sequences, and some letter patterns or combinations occur frequently (est, st, ing).

Letter combinations are limited. We do not see combinations such as "trr," or "q" followed by a consonant.

"ee" usually conveys the long e sound as in "seek."

Words with similar letter combinations and sequences can be charted and displayed.

Varying ways of representing similar

- know and apply the rules of capitalization and punctuation;

- use knowledge of word structures to assist spelling;

Examples:

Use of syllables allows students to work with smaller language units -- larger words may be sounded and written syllable by syllable.

The meanings of, and the rules for adding prefixes, suffixes and inflectional endings to root words are generally consistent and

- know the origins of words, develop the concept of root words, and recognize relationships between word meaning and spelling;

Example:

Words associated by meaning frequently contain identical parts or roots as in "sign" and "signature."

- seek assistance with spellings by referring to word banks, dictionaries, word displays and resources from other subject areas, and by consulting peers.

3. Learning to spell is a gradual developmental process.

All students progress through stages which increase in complexity. As students become more knowledgeable about the English language, their capabilities as spellers improve. For many students, the developmental stages of spelling growth continue into adolescent years. (See "The Development of Spelling and Phonics Knowledge and Abilities.")

4. Emerging spellers must feel free to experiment with language and take risks with spelling.

When young writers approximate or invent spellings, they practice and apply what they know about letter formation, word structures and the rules of print. Frequent writing experiences extend students' knowledge of the language system.

5. Proofreading for conventional spellings is part of the writing process.

It is important that students develop a spelling consciousness. Teachers must model, teach and encourage proofreading.

Proofreading consists of questioning written language. Uncertainty about spellings in written work progresses to the ability to identify and independently correct unconventional spellings in any written work.

I Love
m d n k y
be k t u z
m y m a n
a n d m y w e
L o v e e h u t h r

by Matthew, 6 years

Phonics

Phonics refers to the alphabetical principles that describe the relationships between the sounds and printed letters and symbols of language. English sounds can be coded in letters and letter combinations because there is a degree of consistency in English and its spelling patterns. It is important for students to recognize and make use of these consistencies. It is equally important to develop their awareness of irregularities to this sound-letter code as evidenced in the pronunciations and spellings of many English words.

The ultimate goal of phonics instruction is to enable students to apply various phonics generalizations during reading and writing. However, reading involves a complex process of obtaining meaning from print. The purpose for reading and the format of the printed materials formulate the readers' initial expectations for the text and initiate the meaning-seeking process. Readers work from the meaning of the printed message to identification of individual words, word structures or parts and letters. Entire sentences frequently determine the meaning, spelling and pronunciation of the words within them. The process of writing begins with ideas and an awareness of what is to be communicated in print before specific words, letters and sounds are considered by the writer.

This curriculum advocates that students learn phonics generalizations in the context of reading and writing stories, charts, passages, sentences and word families. Over-emphasis on worksheets and drills that require students to circle letters or fill in blanks presents students with an artificial and tedious approach to understanding and using written language. Children do not learn to speak by initially perfecting the word order and enunciation of all the sounds of a language. They do not learn to read and write exclusively through practice drills and skill exercises which focus on letters and sounds. In this curriculum, phonics, syntactic and semantic cues are all regarded as important in enabling readers and writers to convey and to construct meaning. Students must acquire and use many strategies and a vast knowledge of the English language to become efficient readers and competent writers.

Important Principles and Guidelines

1. **Students must develop an understanding of the function of printed language before they will benefit from phonics instruction.**

Students must understand why and how print can be used before knowledge of sound-symbol associations will be meaningful.

2. **Phonics is not the foundation for beginning or remedial reading.**

Emphasis on phonics to the exclusion of other cueing systems and meaning-making strategies encourages students to become so fixated on sounds and letters that they interact minimally with the printed message and derive very little meaning, information or enjoyment from print.

Students in grade 2 and 3 frequently display the most growth in the knowledge of phonics and in the ability to apply phonics skills. Instruction can be effective at these grade levels because students demonstrate an obvious need for these skills. They also demonstrate better retention and application of these skills. However, the attention to sound-symbol relationships should be equal to the emphasis and the instruction given to the other language cueing systems and reading strategies.

3. **Students learn phonics generalizations, apply them and reinforce them in the course of learning to read and write.**

Instruction in phonics is meaningful and authentic when it occurs during the use and exploration of written language which genuinely informs or entertains young students.

Teachers should model listening for sounds and choosing letters which convey those sounds during writing demonstrations. Written stories, messages or labels should then be read back to, and with, the students.

Examples:

During collaborative writing activities, teachers should involve students in exploration of letter combinations and phonics. Once students verbalize what they want to communicate and decide what a line or sentence is to say, they should be encouraged to think about the sounds they hear in the words and what sounds they might "see" in each word.

Phonics instruction can easily be integrated with quality literature selections.

- *Share a story or poem with students and follow-up with appropriate response and extension activities.*
- *With the whole class or a small group, focus on a short rhyme, refrain or phrase from the story or poem which contains an important or common phonics generalization.*
- *Guide students' application of phonics knowledge and skills by locating phonics generalizations in reading selections, classroom displays or labels.*
- *Encourage and guide the application of phonics generalizations in collaborative and independent writing activities.*

Students learn phonics from various experiences with printed language. Frequent and purposeful reading and writing experiences offer students richer opportunities to learn, apply and reinforce their phonics skills than do many isolated practice experiences.

4. **Knowledge of phonics increases and reinforces awareness of the sound-symbol regularity in the English language.**

Patterns and consistencies are important to language learners and users. Early emphasis upon a limited number of common patterns is preferable to the direct instruction of many phonics patterns or rules to beginning readers and writers.

The most useful phonics patterns are those that have the highest rate of consistency and use. Patterns which deserve emphasis include:

- When a word or syllable ends in a consonant followed by a single silent e, the preceding vowel in the word or syllable is usually long or sounds like its name.
(e.g. *made hike hope*)
- When a single vowel appears in a word or syllable between consonants, the vowel is usually short.
(e.g. *cat fed dip*)
- Digraphs such as *ch*, *sh* and *ph* typically form one sound.

Readers and writers must rely on context and semantic cues when considering some words such as English homonyms.

Instruction and Evaluation Suggestions for Spelling and Phonics

- Model and explain the use of reading and writing strategies.
- Model curiosity about word meanings, origins, word structures and letter combinations.
- Draw students' attention to spelling patterns, sound-letter relationships and phonics principles in familiar or displayed words, and during reading and writing demonstrations in all subjects.
- Students at upper elementary grade levels may need phonics and spelling instruction to assist their independent reading and writing activities. Individual needs will direct instruction.
- Methods advocated and described in this curriculum that can be used to emphasize particular phonics principles include **shared reading and writing, brainstorming, webbing, framing, visual imaging, daily records, key vocabularies, experience charts and reading environmental print.**
- Respond in writing to students' learning logs, journals, and narrative and expository writing.
- Display word lists or webs generated around themes or unit topics, printed labels, and

instructions for classroom routines, equipment use and learning centres.

- Provide frequent opportunities for shared and independent reading and writing activities in all subjects.
- Encourage students to test and modify their understandings or hypotheses about spelling and phonics during their reading and writing experiences.
- Determine with students which phonics and spelling rules or generalizations they need, rather than letting commercial programs or workbooks dictate instructional practice.
- Observe students as they read and write to determine which phonics and spelling rules would assist them.
- Employ incidental spelling and phonics instruction for individuals as well as more formal group or class instruction. Prior to instruction, group students who might benefit from the instruction and application of a specific letter combination, phonics generalization or spelling rule.
- Focus phonics and spelling instruction on language students see or use during purposeful reading and writing experiences in all subject areas.
- Evaluation of reading and writing abilities should assess, record and report:
 - students' ability to transfer knowledge of letter patterns, phonics and spelling rules from familiar words to new vocabulary, and from words they can read fluently to words they write;
 - students' awareness of the spelling strategies and knowledge of phonics they employ during reading and writing;
 - students' attitude toward spelling and their interest in writing;
 - students' attitude toward reading and their interest in selecting reading materials.
- Observe and assess students' reading to ensure that their use of phonics as a word recognition strategy is balanced with their use of sentence cues, semantic cues, and predicting and confirming strategies.

- Compile dated samples of students' writing to determine their command of conventional spelling and the kinds and frequency of misspellings.

The school and home can collaborate to provide an environment that promotes conventional spelling and reinforces graphophonic awareness. In a print-rich environment, students frequently see others using spelling strategies and knowledge of phonics in reading and writing activities for obvious or immediate purposes.

Teachers could encourage parents to:

- use the same encouraging model they provided when fostering their child's speech development to support reading and writing development.
- trust and believe in their child's ability to be a successful reader and writer. To instill confidence and self-esteem, parents should comment on strengths and minimize emphasis on weaknesses.
- demonstrate the importance of language by sharing daily reading and writing tasks with their child such as writing notes, cards, letters, shopping lists, and reading newspapers, telephone books, food labels, advertisements, maps and television guides.
- support their child's curiosity about printed language by encouraging reading and writing efforts.
- respond to their child's invented spellings with encouragement as such "inventions" test children's hypotheses about how the writing system works. Excessive criticism of spelling mistakes can intensify their anxiety about writing.
- read to their child daily. As children listen to stories, they expand their vocabularies and internalize book language which helps them learn to read. Children should also be encouraged to read to their parents.
- maintain close contact with the classroom teacher. Parental support and participation in students' learning increases awareness of students' language development and ensures appropriate learning experiences.

Spring Is

*Birds coming back
Rain falling
Wind blowing
Playoffs starting
Flowers blooming
Horses shedding
Riding bikes
Baseball beginning
That's Spring!*

by Jill, grade 5

Prephonemic Stage (Preschool, K, Grade 1)

Observable Understandings and Abilities

During this stage, students:

- recognize that printed symbols carry meaning
- understand that speech can be written
- understand that pictures extend and clarify the meaning of print
- use letter-like symbols frequently in combination with numbers, drawings and designs to convey meaning
- use letter-like formations at random
- show eagerness to dictate ideas for others to write down
- attempt first "messages" which are typically own names
- realize there is a relationship between oral and written versions of words.

Teacher's Role

- Read to students daily.
- Display and read printed charts, stories, classroom labels and directions with students.
- Encourage students to contribute to environmental print displays.
- Track print during shared reading experiences to develop concepts of directionality, lines and sentences, words, and punctuation and its purpose.
- Focus on words as language units (**framing**).
- Model reading and writing daily.
- Have a variety of writing tools and paper accessible.
- Provide daily writing opportunities.
- Encourage students to communicate by "putting on paper" what best represents or looks like what they want to say.
- Observe, record and report students' interest in printed language. See the **literacy development checklist** in the Evaluation component.



*One day my friend Jennifer and I
were playing in the garden and a bee
landed on my head!*

a story by Richard, 5 years

Early Phonemic Stage (K, Grade 1)

Observable Understandings and Abilities:

During this stage, students:

- are developing the "alphabetic principle" -- they know that letters correspond to sounds but cannot necessarily match sounds to letters
- can form some but not all letters of the alphabet
- understand left-to-right directionality
- string letters together to look like printed language
- frequently code or spell the initial and final sounds in words accurately.

ihapream mhs
mantcm m
as.

Teacher's Role

- Read to students daily.
- Continue to develop "word" concept.
- Display and discuss **key vocabulary** words.
- Encourage students to write what they want to say using pictures, scribbles, letters or sounds they know, and leaving blanks for unknown parts.
- Ask students to read back "what their writing says."
- Explore rhyming words and word families (*at, cat, mat, hat*).
- Model writing during collaborative writing activities.
- Compose and sing rhymes and songs with students.
- Compile files of dated writing samples.
- **Observe**, record and report, to students and parents, students' knowledge of phonics and the extent to which this knowledge is applied during reading and writing activities.
- Praise accurate letter-for-sound applications in writing and accurate sounding of words, word parts and letters in reading.
- Explain to colleagues and parents that the developmental approach to spelling recognizes students' early invented spellings as their efforts to apply phonics and language rules to the print system. These spelling efforts should not be regarded as mistakes during these early stages of development.

*I had a party at my house. My
auntie came to my house*

by Tamara, kindergarten



SEPTEMBER 20
1978

I can run.

by Tyler, grade 1

Letter Name or Phonetic Stage (Grade 1, 2)

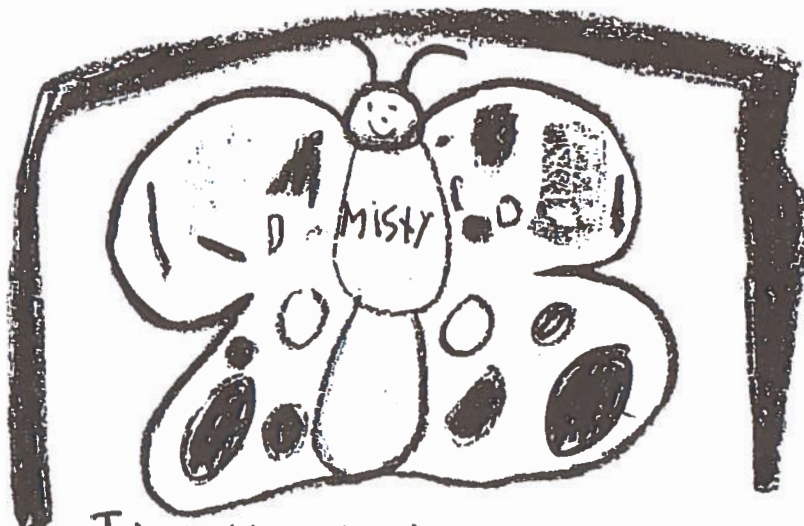
Observable Understandings and Abilities

During this stage, students:

- have well-established "word" concept
 - recognize that spoken words can be segmented into beats or syllables
 - use one letter for each sound or syllable of a word
 - use letters whose names resemble a sound or syllable heard in the word (*sla* for *sleigh*)
 - usually omit silent letters (*gat* for *gate*)
 - begin to use graphophonic cues in reading and writing efforts
 - may read words accurately but spell the same words unconventionally when writing
 - use a combination of invented spellings with conventional spellings
 - copy spellings from **environmental print**, **personal word banks**, **experience charts** and other displayed sources.
- Model the use of writing for various purposes.
 - Engage students in collaborative writing activities in all subject areas.
 - **Brainstorm** and display ideas and words about experiences or topics students write about in all subjects.
 - Use words and sentences from passages of student writing and various reading selections to:
 - focus on single and combined consonants with consistent sounds
 - single consonants such as *m, f, t, n, b, l, r*
 - digraphs such as *sh, ch, ph, th*
 - blends such as *fr, sl, cl, gr, br, st, tr, sw*
 - clarify the purposes and places for capitalization and simple punctuation
 - make plural forms by adding *s, es*
 - clarify the purpose of silent *e*.
 - Help students to compile **word banks** and **dictionaries** of conventional spellings.
 - Encourage students to read lines with you and back to you.
 - Display and discuss **key vocabulary** words.
 - **Brainstorm** and **categorize** words according to initial letters.
 - **Make class alphabet books.**

Teacher's Role

- Provide daily opportunities for **shared** and **independent reading** activities so students see conventional spelling patterns.
- Provide frequent and varied writing opportunities.



*"Where does the butterfly
go when it rains?"*

a response by Misty, grade 1

It mite crol undr a bench

Transitional Stage (Grades 1, 2, 3...)

Observable Understandings and Abilities

During this stage, students:

- develop visual memory of letter patterns and "how words look"
- frequently question phonetic spellings because they don't "look right"
- can read for meaning using **graphophonic, semantic and syntactic** cues
- develop an awareness that some English words are not spelled the way they sound
- employ some vowels in spelling
- begin to distinguish short and long vowels
- add *ing* and *ed*, often without doubling the final consonant, and spell word endings the way they sound (*pickt*)
- use pronunciations to guide many spellings (*leder* for *letter*, *creechur* for *creature*, *nashun* for *nation*, *wanna* for *want to*)
- frequently find consonant combinations and doubling, and vowel combinations confusing
- frequently find unstressed syllables confusing (*docter*, *chickin*).

Teacher Note:

- During this stage, students display a wide range of spelling knowledge.
- Instruction is most productive and appropriate at this stage.
- Students' spelling problems usually follow patterns. Individual students display different problems and patterns.

Teacher's Role

- Using words students know and use, emphasize similarities among words and the regularity of English letter patterns. (Knowing that *sign*, *signal* and *signature* are related in meaning and spelling may help students to remember the silent *g* in *sign*.)
- Encourage students to form and share generalizations about spelling patterns in

About Lindsay and Jenelle
one day we jumpt on
Jenelle's friends trampoline
Jenelle had sum cabbage-
patch glassees and she said
were's my glassees!

by Lindsay and Jenelle, grade 2

words they already know.

- Model and guide practice in proofreading and peer editing.
- Model the use of semantic and syntactic cues for spelling and pronouncing words when demonstrating writing and reading.
- Model **visual imaging** with new words (see Instruction component of this guide).
- Using examples from student writing and reading materials, gradually develop students' recognition and conventional use of:
 - common affixes such as *s*, *ed*, *ing*, *es*, *er*, *ies*
 - consonant doubling patterns as in *matter*, *getting*, *clapping*, *batted* and *hopped*
 - consonants which are inconsistent or used to convey various sounds such as *c*, *g* and *y*
 - initial blends such as *scr*, *squ*, *chr*, *thr*
 - final letter combinations such as *st*, *nk*, *able*, *tion*, *ture*, *est*, *ier*, *ful*
 - contractions and common abbreviations
 - varying vowel combinations such as *ay*, *a*, *ai* for long *a*; *e*, *ee*, *ie*, *ea* for long *e*; *o*, *oe*, *oa*, *ow* for long *o*.

Conventional Spelling Stage (Grades 3, 4, 5...)

Observable Understandings and Abilities

During this stage, students:

- increase their focus on word meanings, the contexts in which words are used, and word placement in sentences and text passages to assist spelling
- spell accurately by incorporating knowledge of the English language and its letter patterns and rules, as well as by memorizing particular words.

Teacher's Role

- Challenge students to extend their knowledge of variations in word meanings, the origins of English words, modern sources of words, and the continuing evolution of language.
- Introduce and reinforce phonics and spelling generalizations as determined by students' needs.
- Model the application of phonics and spelling generalizations during reading and writing activities in all subject areas.

Silence

The wind whistles,
no one there,
the grass blows,
no one to care.

Dust & gravel,
alone the road,
no one has passed there,
it's way to old.

Fence posts & mailboxes,
big old barns,
wagon wheels left there,
at old farms.

by Janet, grade 5

Grammar in Context

Every language is unique in the way words and sentences are structured and vocalized to create or convey meaning. **Grammar** refers to the descriptive analysis of a language which attempts to explain the principles of language structure and word order.

Children learn English vocabulary, word order and sentence patterns as they learn to speak the language. Their dialects and knowledge of syntax are learned intuitively as they use language to communicate with others and to learn about the world. They gradually learn the conventional placement and agreement of language parts through informal conversation and interaction. All children bring particular language and communication styles from the home and community to the classroom. Refinement and expansion of their language and communication styles continue at school through a variety of oral language experiences and through interaction with printed language.

This curriculum does not recognize language study and grammar as separate curriculum components. The purpose for developing students' knowledge of grammar is to increase their skills as effective communicators.

Teacher Note:

Language usage and **grammar** should not be confused. Usage is guided by the language standards, attitudes and habitual word choices of a particular group or community. All speakers and writers must choose the vocabulary and sentence structures appropriate for the situation. Such usage choices are determined by knowledge and consideration of the purpose for communication, the topic and the audience. Language considered appropriate and acceptable in one situation may not be as appropriate in another situation. Grammar is the formal description of the structure of language.

Important Principles and Guidelines

1. **The exploration of grammar should expand students' knowledge and appreciation of language as a flexible communication system.**

Awareness of language structures and terminology should help students to manipulate language to ensure clarity of expression and meaning.

Although a knowledge of grammar helps writers and speakers to rationalize or explain their word choices, word orders and sentence structures, students at the elementary level require minimal or basic grammar awareness. Such awareness includes:

- the ability to edit language for subject-verb agreement;
- knowledge of the function of pronouns and their relationship to nouns;
- knowledge of the function of adjectives and adverbs in clarifying and extending details or information;
- understanding of the inappropriateness of excessive use of conjunctions;
- knowledge of the value and effectiveness of interesting words and sentence variety.

2. **Grammar awareness and knowledge should be developed in the context of language experiences in all subjects.**

Instruction should be brief and related to immediate reading and writing experiences and needs.

At the elementary level, teachers may gradually incorporate grammar terminology in writing demonstrations and during collaborative composing activities.

Printed resources in all subject areas present models of conventional English language patterns and structures.

**3. Grammar is a communication tool.
Grammar instruction is not the
foundation for "good writing."**

The purpose of grammar parallels the purpose of spelling and handwriting abilities and instruction.

Emphasis on the memorization of terminology and the identification of parts of speech,

sentence parts, and kinds of sentences adds unnecessary complexity to students' interaction with printed language. Young writers need frequent opportunities and encouragement to express themselves orally and in print; they require daily opportunities to speak, read and write for various purposes before grammar exercises and grammar principles will be meaningful or beneficial.



**Instruction and Evaluation
Suggestions for Grammar**

- Draw attention to ways authors use language for specific purposes or effects in printed resources. Focus on particularly effective vocabulary, description, dialogue, sentence structures and variations, and similes and metaphors.
- Consider the purpose and the audience of students' written and oral language when identifying the need for grammar instruction and awareness.
- Incorporate grammar instruction in the editing stage of the writing process. Using examples of students' writing, incidentally focus on grammar for the purpose of making written communication interesting and effective for readers.
- Encourage students to strengthen or clarify their messages by adding descriptive words and phrases or additional details.
- Encourage writers to brainstorm synonyms for frequently used or uninteresting words.
- Demonstrate various paragraph and sentence arrangements to determine the most effective ways of communicating original intent or meaning.
- At times, whole-class instruction may be appropriate. However, incidental instruction in specific grammar knowledge and language patterns can effectively meet the needs of small groups or individuals.

Handwriting: A Communication Tool

Handwriting is an important language skill that facilitates the organization and communication of thoughts and information. This curriculum advocates that teachers integrate instruction in the elements of legibility and letter formation into meaningful literacy and learning experiences in all subject areas.

Important Principles and Guidelines

1. Handwriting is important in our technological world.

Although typewriters and computers are readily available, many situations continue to require handwriting. Tasks such as completing forms, keeping journals, taking notes, making shopping lists or writing personal letters or cards are more practically, and perhaps preferably, done in handwriting. Instruction in handwriting is necessary to develop the ability to write in a smooth and flowing motion. Laboured handwriting impedes the generation, organization and communication of ideas.

2. Handwriting ability develops gradually within the contexts of expression and composition.

Awareness that symbols can record and convey meaning to readers is foundational to the development of handwriting ability. This initial awareness is typically characterized by intense strokes, circles and drawings of various shapes on paper. For the child, the initial handwriting phase is similar in function and importance to drawing, or building with blocks or sand.

Early forms of creation and expression should be encouraged by teachers. Direct instruction of accurate letter formation and emphasis on legibility will not be effective for students in the Emerging Phase of development. Students at this early stage are rarely concerned with the reader's needs and the elements of legibility. Students must experience communication using printed symbols long before they can accurately form the twenty-six letters of the alphabet. The need to convey

meaning in print will continue to motivate students' interest in handwriting, conventional spellings and punctuation.

Handwriting ability progresses as communication needs expand to include various audiences, purposes and formats. Once students can read what they write, they begin to look at print critically and attend to surface features.

3. Risk-taking and experimentation are as important to the development of writing abilities as they are to the development of oral language abilities.

All language use, printed and oral, is intended to create and convey meaning. Focus on "what" they want to say overrides children's concern with penmanship. Inaccuracies are common as children explore handwriting and gain control of this communication tool.

Accurate, consistent and legible letter formation, first in print or manuscript form and later in written or cursive form, requires frequent practice. Students must feel free to explore and apply what they know about handwriting without fear of reproach in the form of low marks or tedious letter formation exercises and drills.

It is natural for students to experiment with variations of letter formations. This is particularly evident in cursive handwriting. Joining letters and particular letter combinations often pose difficulties for young writers. Frequent writing practice and displayed models assist development.

Students at all levels should have access to various writing materials including pencils, pens, markers, chalk, crayons, and lined and unlined paper in different colors, sizes and textures. Different writing tasks will necessitate different materials.

4. The development of handwriting assists, and is assisted, by the development of other language processes and knowledge.

When students communicate words through print, they apply and reinforce their knowledge of directionality, grammar or word order, spelling and graphophonics. Handwriting activity relates speaking, reading and writing.

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5. **Students should be comfortable and fluent with manuscript before they face the challenge of cursive writing.**

Most students who have achieved legibility and proficiency in manuscript, and have used print for various purposes and audiences, experience few difficulties with the transition to cursive form. If the strokes, circles and shapes of manuscript are problematic for students, premature transition to the slopes, loops and connected letters in cursive writing may result in undue frustration. Such functions can erode students' confidence as communicators.

Few students are developmentally prepared for the transition to cursive writing before seven or eight years of age. When students show an obvious curiosity about cursive form and are eager to copy letters from display charts, they are ready to begin simple cursive letter formations. **To accommodate**

individual needs and rates of development, small group and individual handwriting instruction is most effective.

6. **Manuscript and cursive are both acceptable handwriting styles.**

There is no age or grade level at which students should be urged to abandon one style in favour of the other. Personal handwriting styles are very individual and very different.

All teachers should strive to help students develop **legible, efficient and attractive** handwriting. Instruction and demonstrations should guide progress, not demand perfection.

For some writers, manuscript remains a faster, more legible and efficient style of writing throughout life. Students should select the most appropriate handwriting style for different writing tasks and formats.



Instruction and Evaluation Suggestions

- Students' first handwriting experiences should be genuine opportunities to express ideas or communicate information to others, not assignments in penmanship.
- Beginning writers need regular and guided handwriting practice.
- Correct sequence of strokes for letter formation as well as proper gripping of writing tools should be modelled and encouraged before inefficient habits form.
- Script models displayed in classrooms and letter formation guidelines should be consistent within a school.
- Script models should be readily accessible to students -- at eye level and on desk or table tops rather than above the chalkboard.
- When modelling letter formation for students, verbalize the "steps" and visual cues. Encourage students to repeat the directions aloud so they observe and describe every hand motion.
- Encourage beginning writers to verbalize and "direct" their own letter formation efforts.
- Emphasis on legibility should not interfere with students' personal writing or first drafts.
- Provide a variety of writing tools for children to use for various purposes. Researchers suggest that pencils may be difficult and uninviting tools for beginning writers. Tools that are easier to manipulate and "flow" smoothly across writing surfaces -- chalk, markers, crayons -- are preferred by many young students.
- Gradually acquaint students with the terminology and components of handwriting which include shape, size, proportion, slant and spacing.
- Beginning writers should practice on large surfaces such as chalkboards and charts. This allows larger muscles to be used.
- When demonstrating manuscript or cursive letter formation, group the letters which require similar strokes.
- Efficiency and ease in using manuscript to communicate ideas to others should be interpreted as an indicator of readiness for the transition to cursive writing.
- Opportunities to read material in cursive form should precede the introduction of cursive letter formation.
- Evaluation of handwriting must include students' self-appraisal and awareness of development.
- Compile portfolios of dated writing samples for student, parent, administrator and teacher reference.
- Student-teacher conferences are important for discussion about, and assessment of, handwriting development.
- Teachers and students should collaboratively develop a set of criteria for evaluation. A simple checklist might include questions such as:
 - Are my letters slanting in the same direction?*
 - Do my letters sit on the line?*
 - Are my lower and upper case letters appropriate in size?*
 - Did I leave enough space between letters and words?*
 - Is my writing legible? Can others read it?*

Kindergarten Guidelines

The English Language Arts curriculum acknowledges that language skills and literacy learning begin long before children enter kindergarten. Their preschool experiences and established communication patterns are recognized as important foundations for continued language acquisition and development in the classroom setting. Children possess remarkable repertoires of oral language and have used their first or home language in familiar environments for various purposes. For some children, kindergarten experiences and language activities at school will introduce them to the English language. For other children, these experiences and activities will expand and enrich their present English vocabularies and language skills. All children need a supportive, non-competitive atmosphere in which their cultures and languages are accepted and respected. Kindergarten programs should nurture interest in oral and printed language and expand the communication and learning abilities for children of all cultural and linguistic backgrounds.

There are marked variations in the levels of language competence and awareness among children during this **Emerging Phase** of development. Children develop listening, speaking, reading and writing abilities interdependently. Growth and development in one process supports and extends the others. Although a strong oral language base assists the growth and development of reading and writing skills, oral fluency or mastery of English is not a prerequisite for emerging literacy. Many children who live in print-rich environments where they observe and interact with print daily, enter kindergarten with an awareness of written language. These children are often curious about printed letters and patterns. They try to make connections between print and their daily experiences. Children will continue to revise and increase their understandings about how print is used and how the system of written language works through their experiences with print in the kindergarten classroom. Other children will demonstrate little curiosity or knowledge about print. However, by modelling the processes of reading and writing daily, teachers nurture children's interest in print. Children rapidly acquire an awareness that print rewards readers

and writers with enjoyment and information. The ideal environment entices children to build upon and to extend their individual language abilities and understandings.

An integrated thematic approach to learning is advocated for kindergarten and elementary levels. Using this approach, children develop their language skills and abilities as they explore topics and resources that are interesting and meaningful to them. Language acquisition and growth in such meaningful contexts is natural and more effective than through isolated workbook exercises that bear little relevance to children's daily experiences and their use of language. Formal, whole-class skill instruction is inappropriate at the kindergarten level and is not advocated.

English Language Arts objectives for kindergarten students have been included in this guide. The foundational objectives, which are relisted here, are appropriate for students in kindergarten and grade one who are in the **Emerging Phase** of language growth and development. These objectives will be achieved gradually. Although some students will demonstrate these competencies in kindergarten, many students will achieve these competencies over a longer period of time.

Specific learning objectives for kindergarten students are outlined in the Developmental Continuum charts in the Objectives component. Learning objectives guide daily classroom activities and experiences. Students develop these language skills and understandings at individual rates. They will continue to refine and extend many of these abilities throughout the **Developing Phase**.

Foundational Objectives and Instructional Guidelines for the Emerging Phase, Kindergarten to Grade One

1. Students will demonstrate emerging use of oral language to bring meaning to what they observe, feel, hear and read.

- Provide daily opportunities for students to share thoughts and information about events and experiences relevant to them.
- Provide daily opportunities for students to generate oral language through participation in dramatic play and various interpretive or role play activities. Students often use their first language in such activities and quickly acquire English vocabulary and language structures through informal interaction with English speaking peers.
- Provide opportunities for students to experience and respond to various media and resources including books, pictures, environmental print, newspapers, displays of objects and artifacts, audio and visual materials, and field trips.
- Model English pronunciations and language patterns in positive ways. Model respect for the language and communication styles of each student.

2. Students will demonstrate emerging ability to listen to the ideas of others in small and large group situations.

- Encourage each student to participate in oral activities such as discussions and brainstorming.
- Focus students' attention by clarifying the purposes for listening.
- Model courteous listening.
- Vary classroom experiences to include individual, small group and whole class activities. Limit the number and duration of daily whole class activities as small group and individual activities are more effective for young children.

- Provide frequent, constructive feedback to students and parents regarding students' oral language abilities and attitudes. Such feedback should be based on close observation of students' participation in classroom activities and their interaction with peers and teachers.

3. Students will demonstrate emerging recognition that what is said can be written and read.

- Model writing for various purposes daily.
- Model interest in writing as a means of communicating with others and as a means of discovering and organizing ideas.
- Share personal writing with students, when appropriate.
- Encourage students to contribute ideas for experience charts, charted stories, class books and captions or titles on their drawings. Repeat their words as you transcribe them into print.
- Display and read aloud school memos and messages that affect classroom routines and events.
- Collaboratively compose written communication such as class invitations, messages, letters, get well and thank you notes.
- Encourage students' efforts to communicate with others and to express themselves in print. Promote risk-taking and experimentation with drawing, scribbling, letter symbols and invented spellings.
- Encourage students to share their drawings and writing with peers by explaining the message and meaning they are conveying.

4. Students will demonstrate emerging interest in participating in the exploration of the patterns, sounds and rhymes of the English language during listening, speaking, and shared reading and writing activities.

- Incorporate songs, games, rhymes, chants, poems and stories into daily classroom activities to acquaint students with various sentence structures, phrases and English vocabulary.
- Ensure access to audio recordings of English stories, songs, rhymes and poetry.
- Collaboratively compose and display adaptations to familiar songs and verses.

5. Students will demonstrate emerging desire to participate in the discussion of ideas and illustrations in a variety of resources.

- Read to students daily. Read teacher-selected resources as well as selections chosen by students.
- Encourage students to share thoughts and images evoked by literature.
- Provide frequent opportunities for students to browse through print resources and to discuss selections with others.
- Provide opportunities for students to interpret, clarify and demonstrate their understanding of literary selections through dramatizations, role playing, art, music, actions, and written and oral language.
- Model and encourage acceptance of, and respect for, individual expression and opinions.
- Relate events, characters, illustrations and information from resources to what students have read, heard or observed elsewhere.

6. Students will demonstrate emerging awareness that various cultures, lifestyles and experiences are portrayed in literature.

- Share a variety of literature selections with students. Include concept books, pattern books, wordless picture books, poetry, folktales, fables and oral literature.

- Classroom resource collections should include a variety of materials including fiction and non-fiction materials, books, posters, charts, maps, recipes, pamphlets, pictures, newspapers and magazines.
- Selections should accurately reflect the experiences and lifestyles of both genders and of many social and cultural groups including all cultures represented in the classroom and community.

7. Students will demonstrate emerging awareness that print and symbols in their environment convey meaning.

- Model interest in reading various resources for enjoyment and information.
- Display students' names and labels for centres, furniture and equipment. Also display words requested by students for writing efforts or for signs in the dramatic play area.
- Display environmental print in the classroom. Print items relevant to students may include food labels, announcements, calendars, advertisements, store receipts and price tags, replicas of street and business signs, greeting cards and product instructions. Students should contribute items for display.
- Display print materials that are relevant to students' experiences and interest, topics or units of study, and (or) community events and issues. Include examples of Braille print and materials from other cultures, printed in other languages.
- A variety of reading and writing materials should be readily available in every kindergarten classroom. Students should have access to paper of different types, colours and sizes, and to various writing tools including pencils, paints, crayons and colour markers. Dramatic activities and other play areas offer many opportunities for students to observe and practice literacy behaviours. Students can use or create print materials such as menus, recipes, order forms, prescriptions, books, posters and charts.

English as a Second Language Students

In Saskatchewan, English as a second language (E.S.L.) students are identified as those from homes, communities or countries where a language other than English is the first language. E.S.L. students may be the children of non-English speaking immigrants or children born in Canada whose first language is not English. E.S.L. students possess varying degrees of first language and English oracy and literacy abilities. Many of these students begin school at the usual age but have had limited exposure to English. Others have schooling in their first languages equal to that of their English speaking peers.

Meeting the language development needs of such culturally and linguistically diverse students is challenging for teachers. The supportive, student-centred environment advocated in this curriculum will assist the language development of all students. Such an environment, which values and accepts students' languages, cultures and experiences as the foundation for instruction, will support and nurture each student's language acquisition and development. Teachers who are aware of students' sociolinguistic backgrounds can assess individual linguistic competence and assist students in developing English abilities in familiar and non-threatening contexts. Students are more likely to experiment with language and take risks during independent and collaborative language activities if they perceive their languages, cultures and experiences as significant, and if they recognize that their peers and teachers share this perception.

Initial language development begins in the home setting. Students who have learned to speak, listen, read and write in their first language are well equipped to apply their understandings of language processes to develop skills in a second language. This curriculum emphasizes that teachers must acknowledge the importance and validity of students' first languages as they guide the development of English language abilities.

Teachers must determine students' strengths and abilities in their first language and in English to identify each student's instructional needs. Students with limited interaction with print may not understand that print conveys meaning. Students who are competent in their first

language may understand the purposes of an alphabet and print directionality. They may understand that readers and writers construct meaning. An awareness of students' competencies in a first language and in English should guide instructional planning and the selection of appropriate assessment and evaluation procedures. Teachers may identify language competencies by:

- interviewing parents or care givers about the student's background, the language used in the home, and the purposes for which language is used in the home (enlisting the aid of translators if necessary)
- using written or oral cloze assessments
- observing and noting responses during shared reading and writing activities
- observing students' interaction with, and selection of, reading materials.



Teachers may observe that some E.S.L. students are reluctant to communicate orally in the classroom setting. This is a natural reaction to learning a new language, and should not be interpreted as disdain or a lack of oral language abilities. Such initial silence is more often associated with the development of receptive language abilities as students endeavour to understand English through observation and listening. Such "silent" learners will eventually speak in English in a learning environment

founded on trust and acceptance. While a basic vocabulary and confidence in the use of oral English facilitates reading and writing development, complete oral fluency or mastery is not a prerequisite for the development of reading and writing abilities. E.S.L. students may develop literacy abilities more slowly than their English speaking peers.

The purposes and methods of assessment and evaluation are similar for E.S.L. students and their English speaking peers. Developmental progress can be equitably measured through the various assessment techniques that are included in this guide. The translation of written comments on progress reports may benefit E.S.L. students and their parents. Such reports should be positive and outline students' growth and development. All students, including E.S.L. students, should have opportunities to reflect on their progress through self-assessment and evaluation.

Guidelines for Instruction

- Model respect for cultural and linguistic diversity, and encourage students to share their languages and cultures.
- Display experience charts, lists of brainstormed words, concept webs, story maps, students' names, printed classroom procedures and instructions.
- Provide a variety of resources in English and in the students' first languages for independent reading.
- Provide English audio tapes of familiar stories.
- Display environmental print and student-written materials in the students' first languages.
- Encourage students to use picture and word dictionaries to verify word meanings or spellings.
- Promote interaction and collaborative games and activities.
- When assessing students' oral language development, focus on conceptual

understanding before pronunciation.

- Ensure representation of students' cultures in all instructional media.
- Identify, acknowledge and respect differences in verbal and non-verbal communication styles, and encourage students to learn and interact in ways that are culturally familiar to them.
- Model positive and motivational feedback to develop a community of self confident, risk-taking language users and learners.
- Place students in classes that are representative of their age group.
- Involve parents, relatives and representatives from cultural groups or organizations as resources and interpreters.
- Encourage non-English speaking parents and care givers to read and share stories with students in their first languages. Reading aloud and storytelling strengthen reading processes regardless of the language used.
- Compile picture files and illustrations of everyday objects and events for vocabulary extension and reinforcement activities.
- Frequently pair students with fluent English speaking "buddies" for collaborative projects.
- Ensure that teacher talk is clear and concise.
- Use co-operative learning groups that are:
 - linguistically heterogeneous, to ensure interaction with fluent English speakers
 - linguistically homogeneous, where students discuss responses and ideas in their first language prior to communicating in English.

Teacher Note:

Suggestions for adapting specific instructional strategies to meet the needs of E.S.L. students are provided in the Instruction component of this guide. Teachers may also refer to the *Adaptive Dimension in Core Curriculum*, Saskatchewan Education, 1992.

English as a Second Dialect Students

Dialects are valid grammatical language forms frequently adopted by whole communities. All students including E.S.D. students, will benefit from the instructional strategies and evaluation techniques advocated in this curriculum.

Approaches to instruction that accommodate and build upon students' developmental levels respect dialect differences. Continual correction of students' dialects and pronunciation may silence students and reject the language of their community. Because language and culture are so intertwined, a positive attitude toward the

students' dialect or first language signals acceptance of, and appreciation for, the language and culture of the community. Most E.S.D. students are bidialectical; they recognize that formal and informal situations require appropriate dialects and they respond accordingly. When such recognition is not apparent, it may be necessary to emphasize language appropriateness.

Ringtail.

This story tells how Ringtail, a coon gets his food; But today he goes out: Somewhere his never gone, and never will again. I like the cologe & coleurs. I'm going to tack it home to read and copy.



by Kelly, 8 years
(in first year of English instruction)

K-12 Framework of Contexts for English Language Arts

This curriculum advocates a **unit** approach to instruction. All themes and unit topics can be related to and developed under broader categories or **contexts**. These contexts provide a framework for English Language Arts curricula, kindergarten to grade 12. Descriptors under each context outline themes that could focus units of study.

Personal context

- self-concept, self-image, feelings, favourite things or places, internal thoughts, growing up, exploring the influential forces in our lives

Social context

- relationships with others, interactions with others, community and cultural customs, events and issues

Imaginative context

- fantasy, possibilities and improbabilities, nonsense, humour

Communicative context

- different methods or forms of communication, visual literacy, media, computer applications, language origins

Inquiry context

- curiosity, exploration of ideas, discovery, problem-solving, inventing, how's and why's, resource use

Environmental context

- nature, the animal kingdom, earth, sky, sea, space, environmental concerns and issues

Literary context

- literature (classic, contemporary, multicultural), genres, illustrator/author studies, novel studies

Historical context

- our place in the history of humanity, archaeology, autobiography

Philosophical context

- human ideas and perceptions of the unknown, beliefs, values, spirituality, contemplation and communion with self and others

Most classroom language experiences can be grouped or integrated under these nine contexts. However, the separation of English Language Arts topics or units by contexts is somewhat arbitrary since these contexts frequently integrate with each other and with topics of study in other subjects.

The contexts are intended to be explored at each grade, although some will appear explicitly and others only implicitly. For example, the Literary, Communicative, Personal, Social and Inquiry contexts, by their very nature, will be incorporated in most English Language Arts units and learning experiences. The Literary context should be the focus for at least one unit at every grade level.

The Historical and Philosophical contexts will not be emphasized at the early elementary level. These contexts will be indirectly introduced. For example, a focus on autobiographies in a unit developed under the Personal context may represent the beginning of students' Historical awareness.

Possible Unit Topics For Each Context

When planning instructional units, there are many factors that should be taken into consideration. These include students' interests, individual language abilities, curriculum objectives, students' prior knowledge and experience, local or community happenings, possibilities for integration with other subject areas and availability of resources. To assist teachers with unit planning, possible topics for the contexts are outlined below.

Personal context

Feelings, All About Me, Personal Safety, Fears, My Responsibilities, My Body, Wishes and Dreams, My Emotions, My Family Tree, Growing Up, My Favourite Things, Hobbies and Leisure Time Activities

Social context

My Family, New Friends, The Neighbourhood, Winter Festival, Occupations, Playground Safety, Cities, Pastimes, Elders, I Am a Canadian, Our School, Storytelling, Travel, Traditions, The Spirit of Giving, Community Helpers, Celebrations Around the World

Imaginative context

Imaginary Creatures, Monsters and Giants, Knights and Castles, Inventions, Science Fiction, U.F.O.s, Glimpses of Other Worlds, What If..., Lost in Space, Step into Time, Do You Believe It?, Surprise Endings, Dreams

Communicative context

Special Days and Celebrations, Nonsense, Play on Words, Sound, The Newspaper, How Authors Create Humour, Language and Culture, Advertising, Media, The Origins of Words, Communication Technology, The Power of Television, Signs and Symbols in Our Community, Sign Language, Oral Literature

Inquiry context

Planet Earth, Animals in Our Environment, Dinosaurs, Homes Around the World, Other Communities, Travel, The Solar System, Weather, Oceans, U.F.O.s, People From Other Lands, Legendary Creatures, Inventions, Saving Our Environment, Experiments

Environmental context

Foods, Seasons, Weather, The Plants Around Us, Litter and Recycling, Endangered Animals, Pollution, Natural Resources, Amazing Animals, Oceans, Creepy Crawlers, Think Green: You Can Make a Difference, Pond Study, Agriculture in Saskatchewan, The Sky, Day and Night, Food Chains, Hunting, Trapping, Fishing

Literary context

Legends, Folk Tales, Myths, Storytelling, Fables, Fairy Tales, Author/Illustrator Study, Mysteries, Tall Tales, Autobiographies, Fantasy, Literature Study, Plays, Poetry, Science Fiction, Realistic Fiction, Make Believe and Magic, Animal Stories, Humour in Print

Historical context

My Family Tree, Autobiographies, Dinosaurs, Canada Day, Early Exploration, That was Then -- This is Now, Biographies, Fossils and Rocks, The History of Saskatchewan, Diaries, Famous People, Special Days, Rock Paintings, Petroglyphs

Philosophical context

Legends, Myths, Heroes and Heroines, The Future, I am Unique, Elders, Ceremonies

Suggested Yearly Overviews

Yearly plans must be **flexible**. Collaborative planning with students may alter the direction and content of units. The ultimate number of units per year and the duration of each unit is determined by students' interests and abilities.

Teachers are encouraged to consider how specific topics or themes relate to other subject areas. Opportunities to extend or reinforce topic content or understandings in other subject areas should be provided where appropriate.

Kindergarten to Grade 3

It is suggested that teachers, in collaboration with colleagues and students, organize the school year into approximately 6 - 10 units which emphasize the Personal, Social, Environmental, Imaginative, Inquiry, Communicative and Literary contexts.

Grades 4 and 5

It is suggested that teachers, in collaboration with colleagues and students, organize the school year into approximately 6 - 10 units which emphasize the Personal, Social, Environmental, Imaginative, Historical, Inquiry, Communicative and Literary contexts.

Yearly Planning: A Case Study

Many teachers are required to prepare a yearly instructional plan for all subject areas. The following is a case study of a grade 4 teacher whose yearly plan changed and evolved as the year progressed.

The teacher outlined ten instructional units for English Language Arts at the beginning of the school year. Using the suggested contexts for grade 4 and integrating with other subject areas where possible, the teacher prepared this plan:

Personal context

My Heritage (Family Trees, integrated with Social Studies -- Saskatchewan Pioneers)

Social context
Hobbies and Leisure Time Activities

Imaginative context
Inventions

Communicative context
So Why Are You Laughing? (sample grade 4 unit included in this curriculum guide)
The Power of Advertising

Inquiry context
Predicting Weather (integrated with Science unit)
The Disappearance of Dinosaurs (extension of Science unit -- Fossils and Rocks)

Environmental context
Sharing Our World (sample grade 4 unit included in this curriculum guide)

Literary context
Aboriginal Stories and Myths (extension of Social Studies unit -- Aboriginal Peoples of Saskatchewan)

Historical context
Famous Saskatchewan People (integrated with Social Studies)

The teacher anticipated that the duration of each unit would be approximately one month.

The school year began with a humour unit entitled **So Why Are You Laughing?** The students thoroughly enjoyed the unit. They became very interested in writing original tall tales and poetry. They compiled their poetry into class books and shared their writing with the grade 1 class. A group of students created a puppet play for a tall tale written by a peer. Other students were interested in illustrating their tall tales and publishing books to be placed in the school library. The novel that the teacher read to the class, Judy Blume's *Tales of a Fourth Grade Nothing*, created an interest in the author and her other novels. Due to the interest shown, the teacher introduced the students to other Judy Blume books using the **literature study** strategy and a Judy Blume author study became the focus of a mini-unit. This extended the humour unit to two months duration.

The next thematic unit was **Predicting Weather**. The teacher began the unit by brainstorming with the class what was known

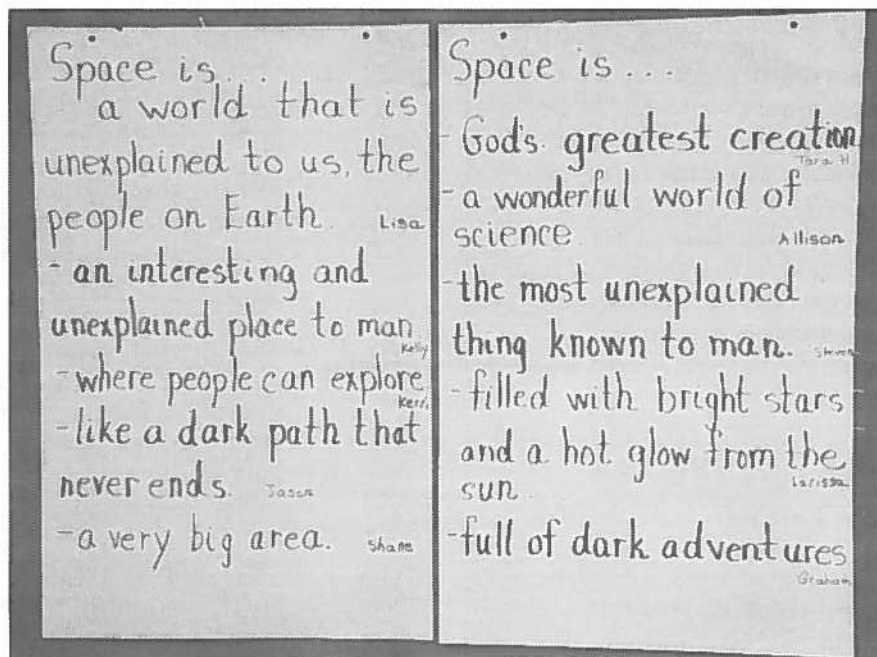
about the topic. These concepts were discussed, then webbed. Student questions about the topic were charted and categorized. Like-interest research groups were formed to focus on subtopics. Students were given the task of researching the topic and determining how they would share their findings. As the students began the process of planning their research it became evident that they had little experience working in co-operative groups and on collaborative research projects. The steps that should be followed when researching a topic were outlined by the teacher. Guidelines for working in co-operative groups were discussed and charted. Each group had an opportunity to develop a research plan and assign portions of the task to group members. The teacher requested that groups share their plans before they began their research. Some groups needed assistance in gathering their information. The teacher-librarian assisted by guiding students to various resource materials. Other groups needed assistance organizing their information. A model outline was shared and discussed with the class. The students worked independently for three weeks researching and preparing presentations. The presentations were video taped for the grade 2 class that would be studying weather later in the school year. The duration of the unit was approximately five weeks.

As Christmas approached, some students began discussing the various ways their families traditionally celebrated the holiday. Questions arose about how other celebrations began and how various peoples celebrate special days. Guided by student interest, the teacher planned a unit on the **Origins of Celebrations**. The unit culminated in a week-long celebration where students shared cultural traditions and family festivities.

As the school year progressed, student interest and abilities determined the direction and content of instructional units. Six out of the ten units initially outlined by the teacher were completed. Shorter mini-units were added. During the year a field trip to a local newspaper office sparked an interest in creating a classroom newspaper. The local election presented an opportunity to discuss political structures and the strategies used by candidates to convey their messages to voters. An exchange student in a local high school agreed to speak to the class about her homeland. Projects which followed her presentation included writing letters for additional information about her country,

requests for pen pals and planned visits from people who had knowledge of other cultures, countries and languages.

This case study emphasizes that although yearly teacher planning is necessary, plans must be flexible to accommodate student interests, individual language abilities and local or national events or issues. Units must be relevant and meaningful to students.



Definitions and descriptions of *space* generated by the grade 3 class at Asquith School prior to the study and research of this topic.

Unit Planning Guide

A unit approach to instruction focuses language and learning activities on specific topics or themes. Unit topics provide the purpose for language use and development. Students speak, listen, read, write and learn about a particular topic. Language is used and language processes are developed as content is explored.

Using the contexts and grade-appropriate foundational objectives as guides for preliminary planning, teachers can organize their school year into manageable and cohesive units. The components of core curricula and the initiatives outlined by Saskatchewan Education must be considered in the planning of all learning experiences.

Teacher Note:

Guidelines for implementing these components and initiatives appear in the Introduction of this guide. Prior to planning, teachers should consult *English Language Arts: A Bibliography for the Elementary Level*, Saskatchewan Education, 1992. The information contained in the preface of that document and the annotated bibliography will assist the selection of resources.

Unit Planning at the Elementary Level

The time allotment for English Language Arts at the elementary level is 560 minutes per week.

Teacher-Initiated Planning

1. Consider the language and learning needs, the abilities, and the interests of all students.
 - review curriculum requirements and grade-specific expectations
 - identify students' cultural and experiential backgrounds
2. Choose a context and narrow the unit focus to a specific topic or theme.
 - determine a rationale and the general objectives for the unit

- consider unit focus as it relates to other subjects and how learning experiences and activities in other subjects could extend or reinforce topic content and language abilities
 - discuss unit topic with colleagues to determine if identical topics have been or will be addressed at other grade levels
3. Select appropriate foundational and learning objectives from the Objectives component of the guide.
 - identify the specific language abilities and understandings which can be developed or reinforced during this unit
 - adapt objectives to meet the needs of individual students
 - identify a variety of language activities and the purposes for language use throughout the unit
 - identify the instructional strategies, the vocabulary and specific language activities which will develop students' thinking and language abilities and their knowledge of the topic
 - identify the daily assessment strategies and record-keeping procedures which are consistent with the learning objectives and the planned activities
 4. Gather related resources.
 - consider classroom displays and facilities
 - determine necessary teacher and student materials
 - gather appropriate literature for independent and shared reading
 - consider the applicability of resources from other subject areas
 - enlist the assistance of students, teacher-librarian and other colleagues in collecting resources
 - consider school and community resources -- print materials, audio-visual, human
 5. Plan an initial sequence of lessons.
 - match resources with language processes, activities and instructional strategies
 - identify particular concepts and vocabulary to be developed in the lessons
 - incorporate appropriate record-keeping, observation and assessment techniques
 - integrate with other subjects where appropriate
 6. List possible unit adaptations and modifications to accommodate individuals' language needs and abilities, student

interests, learning experiences in other subject areas and community events. Further collaborative planning with students or colleagues may alter unit direction.

7. Plan a tentative unit time frame. Tentatively sequence lessons, learning experiences and culminating activities into this time frame.
8. Determine appropriate culminating activities.
9. Identify and prepare evaluation instruments which will determine the degree to which the foundational objectives were achieved. Record students' language growth and development over the course of the unit.
10. Consider ways students might apply and extend i) the speaking, listening, reading, writing and thinking skills developed during the unit, and ii) the understandings and knowledge of the topic attained during the unit.

Dere Ms Huber you are
a nice teacher and allsa
a fun fun teacher!

I uop we all have a
gud time in grad 2

I like the Sentersthe
best ther fun!
your the best teacher

Love Lindsay

Dear Lindsay,

I am glad you like Grade 2.
I am glad you are in my room. I
hope you have lots of fun and
learn a lot too!
Love, Ms. Huber

Collaborative Teacher-Student Planning

Involving students in planning ensures their interest and participation in units of study. Topics and learning experiences that are collaboratively chosen and planned will be relevant to students. Collaboration empowers students as learners. As co-planners, they are urged to think, reflect, solve problems, make predictions, form conclusions, make decisions and share and apply information. Their self-esteem increases when they are acknowledged as true participants or partners in the classroom community of learners.

Strategies that facilitate teacher-student planning include:

- **brainstorming** lists of topics, possible projects and resources
- **categorizing** lists made during brainstorming
- **mapping** or **webbing** what is known about the topic, possible unit subtopics or directions
- **discussions** to determine individual interests and awareness levels
- **questioning** what students want to find out about the topic and how they could find answers and solutions
- identifying and **sequencing** activities and projects which may include individual and group **book making**, **readers' theatre**, **author's chair**, **letter writing**, **literature study** and **research**.

Students' interests, needs and abilities will determine unit direction and length. As well, the resources available to students and teachers will frequently influence the direction and the focus of learning experiences and language activities. Teachers should guide students in their choices of projects and activities to ensure the continued growth of their language abilities.

As students mature, they should participate in collaborative assessment and self-evaluation procedures and share in the decisions regarding appropriate summative evaluation measures.

Unit Planning Checklist

- Have you reviewed curriculum expectations?
- Have you considered student needs, interests and abilities and incorporated students' input?
- Have you considered the relevance of this unit to:
 - students' lives outside of the school context?
 - students' language and learning experiences in other subjects?
 - students' continued language development?
- Have you selected appropriate English Language Arts learning objectives?
- Can you identify the major language skills and the main content or concepts students will attain?
- Can you provide a rationale for this unit?
- Are there sufficient interesting, useful and varied resources available to accompany the unit?
- Is there an adequate supply of relevant literature?
- Have you included a variety of instructional strategies, language experiences and activities?
- Do unit plans incorporate the daily language routines advocated in this curriculum?
- Have you provided opportunities for students to use listening, speaking, reading and writing for various purposes?
- Have you included Indian and Métis content and multicultural resources?
- Does the unit plan allow for flexibility and adaptation?
- Have you provided opportunities for student input and collaborative decision-making?
- Is your time frame realistic?
- Have you determined appropriate assessment and evaluation strategies?
- Have you considered possible unit extensions and applications?

Teacher Note:

Unit planning should be shared with colleagues or viewed as a collaborative school project to:

- avoid repetitive activities and repeated attention to particular topics or resources at different grade levels
- utilize the knowledge, interests and specific teaching styles or strengths of colleagues, as in team teaching
- co-ordinate the distribution and use of resources
- facilitate the purchase of additional resources.

Teacher-librarians are invaluable to teachers and students in assisting with the planning and research necessary for resource-based learning.

Units which are prepared in advance must be flexible to accommodate modifications necessitated by particular student needs, interests and abilities. **The most effective units evolve!**

Units planned and incorporated during one school year will require review and revision the following year. Students entering each classroom and grade level bring varying backgrounds and levels of development. Resources may need to be updated or replaced. Community or school events may also necessitate adaptations.

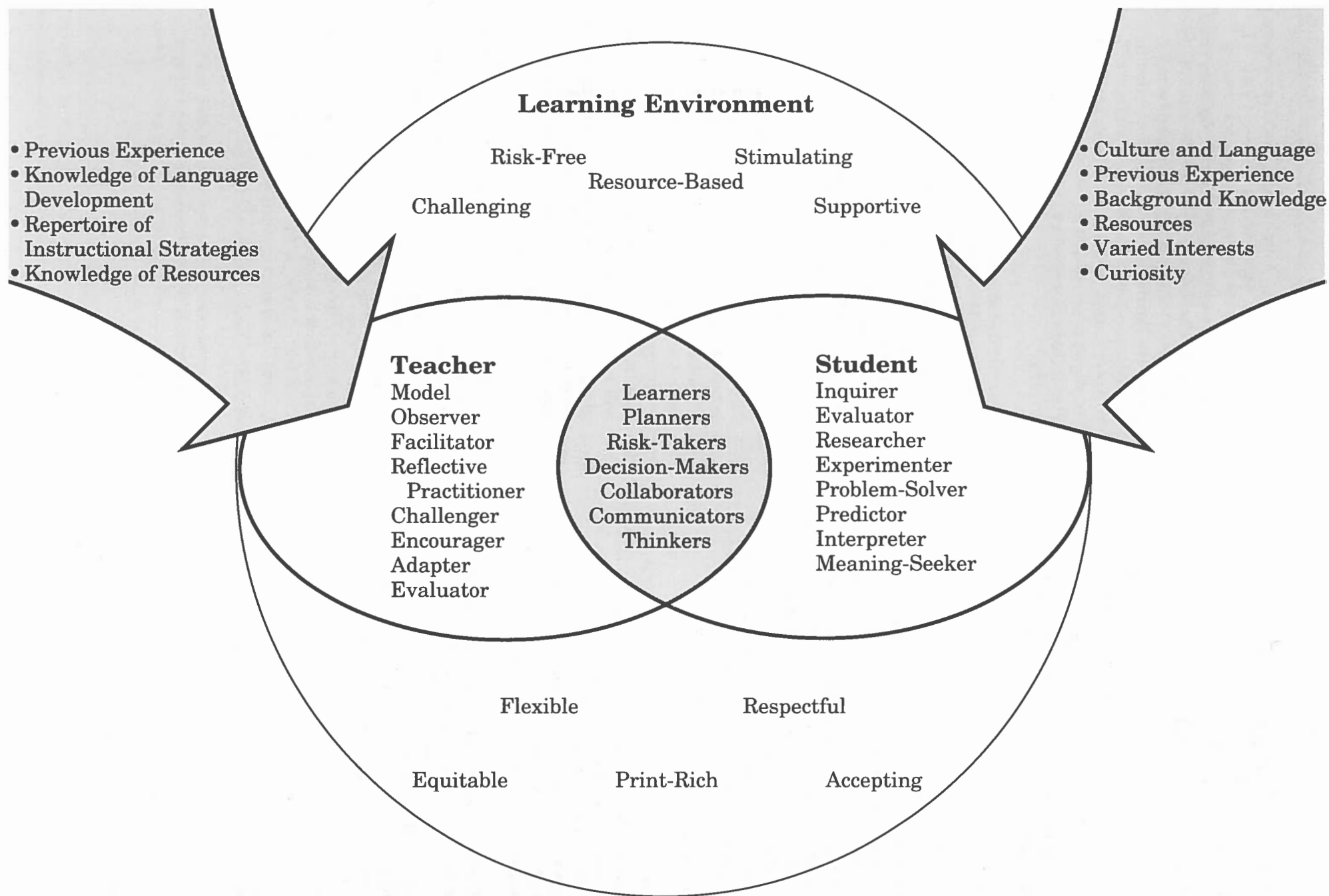


Figure 2: The Classroom — A Community Of Learners

The Optimum Learning Environment

This curriculum encourages risk-taking and exploration with oral and written language. A **warm, supportive and non-threatening** classroom environment promotes this exploration. Students who are comfortable and confident in the company of peers and teacher will demonstrate interest and achievement in language development.

The provision and display of ample resources is important for establishing a rich learning environment. Numerous **examples of meaningful print** should always be displayed to reinforce the importance and the relevance of print to our lives. Students' names, classroom labels, instructions, rhymes, calendars, examples of student-written stories and reports, collaboratively written stories, daily schedules and messages should be displayed to show language in meaningful contexts. Displays could change to focus upon topics or units of instruction and students' interests.

One display area should be designated for **environmental print** samples such as food and household product labels, recipes, coupons, maps, newspaper articles, cards and letters, announcements, advertisements and flyers. Students should be encouraged to contribute samples of environmental print.

Every elementary classroom should have a **reading centre** containing fiction and non-fiction resources. Collections could include multicultural materials, wordless pictures books, class-composed books, poetry anthologies, catalogues, magazines, newspapers, resources written in other languages, pamphlets, maps, posters and charts.

A **nature centre** encourages students to use language to learn. This centre stimulates curiosity about the world around them. Students can observe, label and discuss living and non-living specimens, objects, models and artifacts. They should be encouraged to contribute items for such displays.

The provision of a classroom **writing centre** entices students to explore written language.

This area should contain pens, markers, crayons, pencils, rulers, paper of assorted sizes and colours. It could also include message boards, mail boxes, word and picture files, book-making materials, dictionaries, thesauri, typewriters and computers. Models of manuscript and cursive alphabets should be displayed. In addition to word files and dictionaries, word banks of frequently used and new vocabulary should be displayed to assist writers. This centre should also include an area for displaying students' writing.

This curriculum recognizes that students' needs, interests and strengths vary within each classroom. Their styles of learning and degrees of language development also differ. Therefore, students will benefit from **varied learning experiences** including opportunities to work independently, in small groups and together as a class. The arrangement of classroom furniture and facilities must be flexible.

Collaborative and group learning encourages interaction and communication. Students should have opportunities to interact with peers in **interest, task or research groups**. Such groups allow students with similar goals or interests but possibly diverse backgrounds, experiences and abilities to work together to solve problems or complete projects. Group size will vary with the purpose for grouping. In small groups, students benefit from the security of peer support and assistance. They frequently ask more questions and participate with greater confidence in small group discussions and problem-solving than in a large group setting. It is also important for students to have frequent opportunities to work together in pairs. Partnerships should vary so students experience working with a variety of partners including peers, younger students, older students and adults.

Students of similar abilities can be **grouped for instruction** designed to meet specific needs. Once such needs are identified, teachers can appropriately plan instruction and groupings. Groups vary in size and longevity. As assessment determines that instruction has addressed students' needs and assisted language development, students will move on. Groups may remain together for one class period or for several days.

Individual learning experiences and activities should be of two kinds. Some opportunities for individual and independent work characterized by self-pacing and self-selection should comprise a portion of every classroom day for every student. Examples of such independent activities include choosing and reading printed materials during sustained silent reading (S.S.R.) or opportunities for personal writing. Individual activities also include independent activities for practice and review. During such activities teachers may conference with students, or provide instruction for individuals or small groups.



Planning the Classroom Day

Teachers must aim for a daily balance of **language and learning experiences** across the curriculum. Activities must be planned to provide opportunities for students to participate in listening, speaking, reading and writing.

Listening

- to the talk and reading of others
- for various purposes such as to attain ideas and information, to follow directions and participate in activities, to enjoy and appreciate language sounds and patterns, to infer, conclude and evaluate as critical listeners

Speaking

- to different audiences, including groups, individuals, the teacher, and older and younger students
- for the purposes of exploring and refining ideas, expressing personal thoughts and feelings, and experimenting with the sounds and patterns of the English language

Reading

- a variety of printed resources
- for enjoyment and for information
- to extend understanding of themselves and of others
- to develop an understanding of the reading process

Writing

- for different audiences
- in a variety of formats and for a variety of purposes such as to explore and refine ideas, to attain, record and communicate knowledge and understanding
- to develop an understanding of the writing process

Teacher Note:

Language and learning skills are enhanced by varied classroom activity. Students' experiences should include individual tasks and small group activities. Teachers are encouraged to integrate the activities and resources from other subject areas to ensure a balance of language and learning experiences.

Daily Routines

Shared Language

(whole class routine)

Shared Language sessions involve the entire class in one or more language activities. The classroom environment for these sessions must be warm and supportive to invite participation in the planned but flexible listening, speaking, reading and/or writing activities. Shared Language sessions are particularly appropriate at the start of the day when teachers and students might explore and enjoy oral and printed language in any of the following "language warm-ups":

- reading the teacher's morning message (which might be printed as a cloze passage, as a poem or a rhyme, in code, or in letter format and displayed on a chart or the chalkboard)
- charting the day's attendance (perhaps by playing a rhyme game with students' names)
- sharing books (including books read at home or at the community library)
- discussing special days such as birthdays, holidays or cultural celebrations
- sharing news of recent or upcoming events (in the home, the community or the world)
- discussing, describing or categorizing articles brought for display
- reciting action rhymes
- singing songs (including old favourites and seasonal songs)
- listening to and singing or reciting along with recorded songs, rhymes, chants or poems
- playing word or letter games, solving word puzzles
- sharing puns, riddles or tongue twisters
- reviewing the day's schedule and specific activities.

In kindergarten to grade 3 classrooms, a 30 to 40 minute Shared Language session is suggested. In grade 4 and 5 classrooms, shorter sessions may be appropriate.

Shared Reading

(whole class or small group routine)

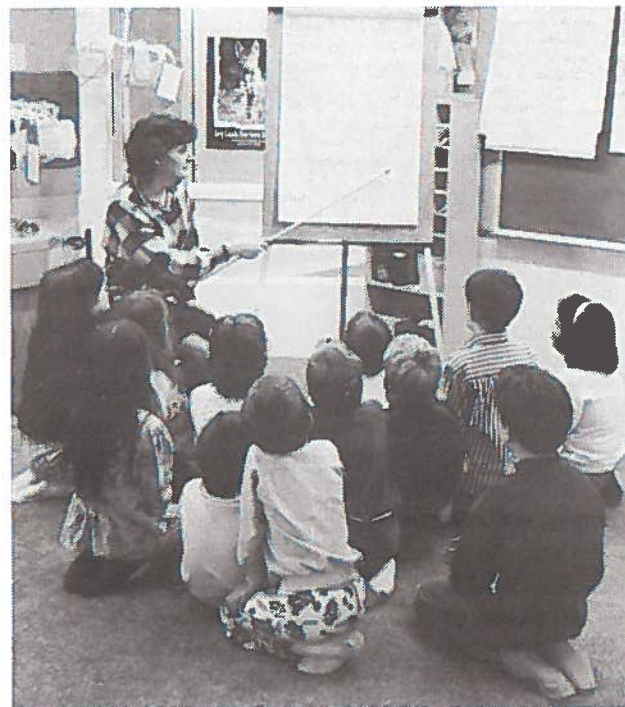
During the Shared Reading routine, the class or small groups participate in reading activities in an environment that is comfortable and reassuring. Shared Reading sessions are preplanned by the teacher with specific objectives

for exploring features of print, vocabulary or language patterns and for modelling reading strategies and the use of cueing systems. Various print resources may be used including fiction and non-fiction, poetry, teacher or student-written materials, or resources from other subject areas. The chosen reading materials should be of interest to all students.

The text being shared must be accessible to all readers. This routine requires formats such as big books, charts, overhead transparencies or individual copies.

Strategies teachers might incorporate during this routine include:

- **Reading and writing repetitive patterns**
- **Guided reading and thinking**
- **Modified cloze procedures**
- **Framing**
- **Choral speaking or reading**
- **Reflective discussions**
- **Questioning**
- **Story theatre**
- **Story mapping**
- **Webbing**
- **Author study**
- **Literature study**



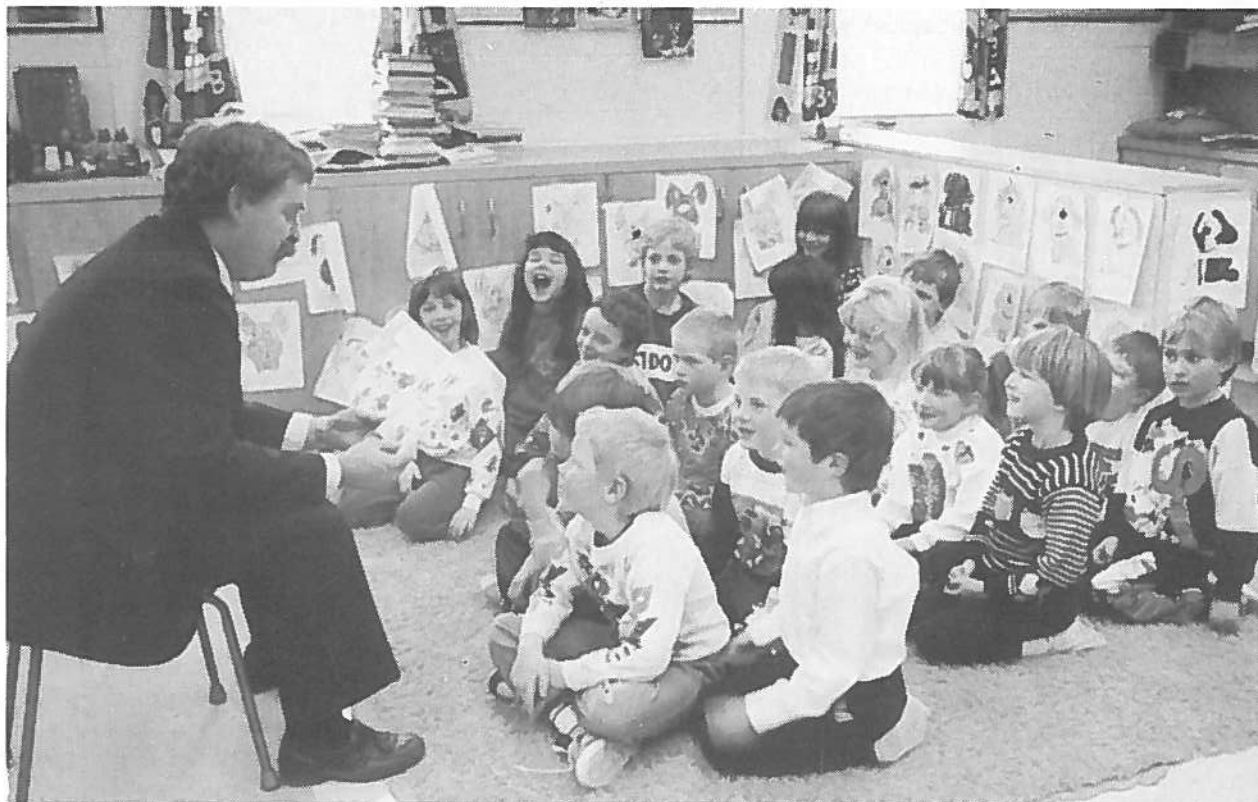
Reading to Students (whole class routine)

The practice of reading aloud to students frequently and over a long period of time has proven to be beneficial. Teachers have noted significant gains in students' reading performance, their interest in reading and their language development. Teachers who model an interest in reading and read aloud from a variety of resources, invite students into the enjoyable and informative process of reading. In addition to literature selections, teachers should read interesting articles from newspapers and magazines, children's favourites and resources relevant to studies in other subject areas. The occasional use of taped or recorded readings by authors and other readers exposes students to a variety of voices, patterns of intonation and dialects. Older students as well as adults from the school and the community should be invited to the classroom to read or tell stories.

Some selections may be read without discussion or comment. Others may require an introduction or frequent pauses for explanation and discussion, or for sharing illustrations. Student curiosity and the material being read should dictate the procedure, but the main purpose of Reading to Students sessions is to kindle enthusiasm about reading for enjoyment and information.

Students should have access to the materials and selections read to them. They frequently return to interesting resources to look at the pictures or to read them on their own.

Students' responses and attention spans will determine the appropriate length of this routine. Although teachers and students may prefer to set a fixed time for Reading to Students, flexibility is important. Teachers may choose to read to students during Science, Social Studies or Health lessons. Reading across the curriculum should be a common practice in elementary classrooms.



Sustained Silent Reading (S.S.R.) or Drop Everything and Read (D.E.A.R.) (whole class routine)

A goal of this curriculum is to assist students in developing a life-long interest and enjoyment in reading a variety of material for different purposes. One way to develop students' reading abilities and appreciation for reading is to incorporate a daily Sustained Silent Reading period. During this period students and teachers silently read books or materials of their own choosing. If the entire school participates, the principal, office staff and custodians also pause to read self-selected resources.

The suggestions which follow should assist the implementation of this routine and ensure its success:

- Ensure access to a wide selection of reading materials in the classroom. (Students may choose to read resources from home, the school resource centre or the community library. In kindergarten classrooms, students should have frequent opportunities to explore printed materials.)
- Emphasize a serene atmosphere conducive to uninterrupted involvement with print. (Student-teacher interaction and discussions may be necessary and desirable before students become independent readers.)
- Model sustained interest in reading.
- Initial S.S.R. periods may be very short. As students' interests and abilities in reading develop, time allotment should increase.
- Emphasize the exploration and enjoyment of the reading material. No book reports or reading logs are required.

Short S.S.R. sessions may be followed by the Independent Practice routine during which students could continue to do some personal reading. One routine would become an extension of the other.

Sustained Silent Writing (S.S.W.) (whole class routine)

Daily writing opportunities are necessary for students to develop fluency and proficiency. Although many students in the early grades have not perfected legible letter formation or the

conventions of written language, they can and do *compose* and they frequently have much to say! Teachers must encourage students to view themselves as writers and readers. Regular support and feedback from teachers, peers and interested others help students to become confident risk-takers and to establish positive attitudes toward writing.

The procedure for Sustained Silent Writing is similar to the S.S.R. routine. Regardless of their writing abilities, students should be encouraged to express their ideas and feelings about self-selected topics. Young students may express themselves through drawing or through combinations of print and drawings. Others may copy displayed words, poems or stories. When students are encouraged to invent spellings during the S.S.W. routine, they apply their knowledge of letter combinations and phonics.

At the beginning of the school year it may be necessary for teachers to guide students' writing efforts and focus them on specific topics. These topics should be relevant to students' interests, experiences, family or community events and celebrations, other subject areas, or the characters and events in literature selections. Teachers and students could brainstorm and list possible topics prior to this routine. Students could add to a displayed list regularly. In some classrooms, teachers may incorporate the **journal writing** strategy into this daily routine. Journal entries should be dated and compiled in a folder or notebook.

This routine could extend into, or be part of, the scheduled Independent Practice Time.

Independent Practice Time (individual, small group routine)

Students develop independent learning skills in classrooms which offer challenges within an environment of trust and acceptance. Time to practice and refine these skills is important. In all elementary grades, students should have opportunities to make choices and decisions and to take some control of learning. Scheduled daily Independent Practice time allows students to explore print informally and voluntarily. Examples of independent activities include reading and writing opportunities when students are free to select reading materials or to decide on a writing activity. They can practice and

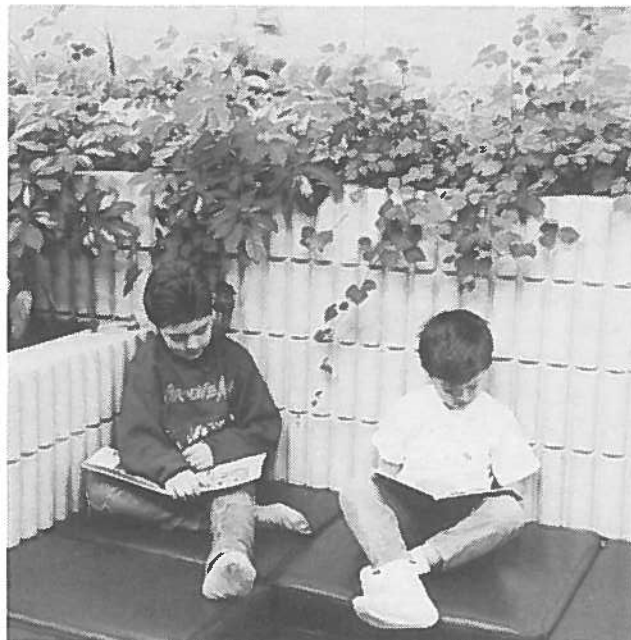
apply some of the teacher-modelled reading or writing skills and behaviours.

Some examples of reading and writing activities students may choose include:

- drawing or writing messages or letters to friends or family members
- composing items for the classroom display board
- reading books with peers
- exploring the environmental print display
- browsing through various resources, exercising curiosity about a particular topic
- reading self-selected resources
- working on projects from other subject areas which necessitate reading and writing.

Students may opt to work individually at this time or they may choose to read or write in pairs and groups. Teachers' roles during Practice Time will vary. Students may ask questions or seek assistance from peers and teachers. Teachers can model skills and behaviours by doing some personal reading or writing themselves, or they can conference with individuals at this time. At the beginning of the year, teachers and students should draft rules to guide Practice Time activities. Initially, students will require teacher guidance and suggestions, but students should gradually develop a sense of responsibility toward the productive use of this time.

At the beginning of the year, this routine may be allotted 10 to 15 minutes a day. As students' interest in reading and writing increases and their abilities develop, this routine could be extended. The classroom will not be silent during this routine. Students may be sharing ideas, reading to each other, or conferencing with the teacher. Not all students will be engaged in the same activity.



Teacher Note:

S.S.R. and S.S.W. routines may be part of, or extended into, Independent Practice Time.

Time for additional reading and writing routines is available in every classroom schedule. Time, resources and topics from all subject areas can be integrated into these routines.

Suggested Daily Schedule

Shared Language

- Attendance charts
- Chants, songs
- Oral sharing -- discussion of items for display, books
- Outline of day's activities

Shared Reading

- Teacher-led focus on reading strategies and behaviours
- Narrative and expository text -- Science, Health and Social Studies topics may be included
- Opportunity to develop students' response to literature
- Literature study

Reading to Students

- Teacher or student selected material

S.S.R., S.S.W. or Independent Practice

- Opportunity for teacher-student conferences -- individual or small group

Daily Summary

- Review of the day (What we learned today)
- Possible time for reflection -- journal writing
- Reminders for tomorrow

Language Arts = 560 minutes per week
(approximately 110 minutes per day)

Instruction

Language and Literature Experiences

To meet the needs of all students, teachers must utilize a variety of instructional approaches. The experiences listed below and described on the following pages will assist teachers in planning daily listening, speaking, reading and writing opportunities. Many of these experiences have been listed in more than one column because they integrate the language processes. For example, although **author's chair** is listed as a listening and speaking activity, authors will precede the discussion of their work by reading aloud what they have written. **Literature study**, **co-operative learning** and **research** frequently involve a variety of language activities. The strategies and methods advocated in this curriculum can be adapted to accommodate students' language needs and learning styles.

A collaborative and interactive approach to learning and instruction is emphasized throughout this curriculum. The strategies and methods listed below necessitate interaction. Teachers are reminded that this interactive approach to language development requires a positive and supportive environment.

For assistance in adapting instructional practices to meet students' needs, teachers may refer to *Diverse Voices: Selecting Equitable Resources for Indian and Métis Education*, Saskatchewan Education, 1992, *Instructional Approaches: A Framework for Professional Practice*, Saskatchewan Education, 1991, and to *The Adaptive Dimension in Core Curriculum*, Saskatchewan Education, 1992.

Listening and Speaking	Reading	Writing
Author' Chair Book Talks Brainstorming Categorizing Choral Speaking/Reading Conferencing Contextual Drama Co-operative Learning Creating Text Dramatic Play Puppetry Questioning Reading to Students Reflective Discussions Sequencing Story Theatre Storytelling Visual Imaging	Experience Charts Framing Guided Reading and Thinking Illustrating Stories Key Vocabularies Literature Study Modified Cloze Procedures Readers' Theatre Reading Environmental Print Reading Logs Reading Repetitive Patterns Researching Story Grammar Story Mapping Visual Imaging	Daily Records Experience Charts Journal Writing Letter Writing Making Books and Charts Newspaper Article Writing Pattern Writing Point-of-View Stories Reading Logs Researching Visual Imaging Webbing Writing to Inform

Author's Chair

During this procedure students read aloud their written drafts or compositions to others. Listeners provide positive comments and constructive feedback to the "author" to assist future writing efforts. Writing is usually shared with the entire class but occasionally authors could read to small groups. One particular chair or area of the classroom may be designated for this activity.

Purposes

- to develop students' concept of authorship
- to emphasize that students' ideas and experiences are worthy of preservation and sharing
- to develop collaborative learning abilities and peer editing skills

Procedure

- Facing the audience, an individual reads a personal draft or polished composition.
- The author shares accompanying illustrations with the audience.
- The audience is respectful and accepting of the author's efforts.
- The author requests comments from audience members.
- First responses are positive.
- Comments focus upon favourite events and characters or particularly interesting and impressive uses of language.
- The author or audience direct questions about the clarity and the effectiveness of passages, or about the language structures or specific vocabulary.
- The audience offers suggestions.
- Initially teachers model and guide audience responses.

Assessment

- Students' interest and participation as authors and listeners is observed and recorded.
- Note comments posed and questions asked about drafts which identify needs for instruction.
- Sessions could be audio or video taped.

Teacher Note:

- Model the procedure before expecting the students to share their compositions and responses with others.
- Keep sessions short.
- Stress the positive aspects of students' written work and praise their growth as writers.
- Not all writing students produce should be shared.

What Students Learn about Language

- Writing involves much decision-making and peers can assist in this decision-making process.
- Each writer uses language differently to communicate meaning and express ideas.
- Writers should justify the choices they make in what and how they communicate.

Adaptations and Applications

- Beginning writers can share drawings with captions or limited text.
 - Students could share their writing with younger students.
 - An "author of the week" could be chosen regularly. The individual's work could be put on display and peers could post their comments about particular compositions. Items for display should be chosen by the author.
 - This procedure should apply to writing efforts in all subject areas. Examples of narrative and expository writing should be shared.
-

Book Talks

During book talks, students discuss with classmates books they have read, heard or "discovered." The shared selections may be ones read to them by a librarian, babysitter, parent, Elder, relative or older student, or they may be books students have read themselves. Book talks can be scheduled during daily **shared language** sessions.

Purposes

- to focus students' attention on enjoyable and informative print
- to provide opportunities for students to share responses to a book, and to exchange ideas with peers
- to entice students to read peer-recommended selections
- to develop personal interpretations and responses to literature by reflecting upon, discussing and evaluating selections

Procedure

- The teacher demonstrates book talks before asking students to participate.
- Students prepare in advance to talk about books of their choosing.
- Students talk about the book or briefly summarize it, read an interesting or exciting part, show illustrations, dress like one of the book's characters, talk and/or act like one character, or answer questions about the book.
- Listeners are encouraged to ask questions.
- Short sessions should be scheduled daily, with only a few participants sharing.
- Initial participation should be voluntary.

Assessment

- Monitor students' interest in books.
- Note students who do not participate -- they may not be familiar with books or may not have sufficient access to books and resources.
- Conference students about their participation if they are reluctant to share comments and questions with the class.

What Students Learn about Language and Literature

- Authors use language in unique ways.
- Illustrations assist authors in telling a story.
- Discussions about books familiarize readers with story and/or book parts and terminology.

Teacher Note:

- Model the procedure enthusiastically, demonstrating an obvious interest in books.
- Share personal responses to book contents and illustrations.
- Provide access to a variety of books in a classroom library.
- Encourage students to make their own choices about books being shared.
- Ensure that every student shares a book occasionally.
- Display the books discussed to encourage other students to read them.
- Share fiction and non-fiction resources.

Adaptations and Applications

- Students can participate in class or school book fairs.
 - Older students can read to and talk about books with younger students.
 - Teacher-student **conferencing** about books can occur.
 - Teachers and teacher-librarians could use this activity to introduce selections for **literature study** or to introduce recently acquired resources.
 - Teachers and students could collaboratively critique books for bias in print and in illustrations.
-

Brainstorming

This large or small group activity encourages children to focus on a topic and contribute to the free flow of ideas. The teacher may begin by posing a question or a problem, or by introducing a topic. Students then express possible answers, relevant words and ideas. Contributions are accepted without criticism or judgement. Initially, some students may be reluctant to speak out in a group setting but brainstorming is an open sharing activity which encourages all children to participate. By expressing ideas and listening to what others say, students adjust their previous knowledge or understanding, accommodate new information and increase their levels of awareness.

Teachers should emphasize active listening during these sessions. Students should be encouraged to listen carefully and politely to what their classmates contribute, to tell the speakers or the teacher when they cannot hear others clearly and to think of different suggestions or responses to share.

Purposes

- to focus students' attention on a particular topic
- to generate a quantity of ideas
- to teach acceptance and respect for individual differences
- to encourage learners to take risks in sharing their ideas and opinions
- to demonstrate to students that their knowledge and their language abilities are valued and accepted
- to introduce the practice of idea collection prior to beginning tasks such as writing or solving problems
- to provide an opportunity for students to share ideas and expand their existing knowledge by building on each other's contributions

Procedure

- Introduce the topic or pose a question.
- Ask students to take turns sharing ideas and possible answers.
- Encourage all students to participate.
- Print the main words or phrases of students' contributions on a chalkboard or chart while students observe.
- Teacher ideas may be added.
- Acknowledge and praise students for their contributions.

Assessment

- Observe students' ability to focus on a topic or task in a group situation.
- Note students' participation in the oral expression of ideas.
- Monitor listening behaviours. (Do students take turns speaking? Do they ask for clarifications?)
- Periodically record students' oral language strengths, weaknesses and development in their files.

Teacher Note:

- Establish a warm, supportive environment.
- Emphasize that a quantity of ideas is the goal.
- Discourage evaluative or critical comments from peers.
- Encourage and provide opportunity for all students to participate.
- Initially emphasize the importance of listening to expressed ideas, and model printing and recording of the ideas, then read each contribution to or with the group.

What Students Learn about Language

- Everyone's ideas and language are valuable and worthy of respect.
- Language is used to relate new information to prior knowledge and experience.
- Ideas, concepts and words can be **categorized** according to topics.

Adaptations and Applications

- Use this procedure to plan a classroom activity such as a **research** project, a field trip, a concert or a party.
- Display brainstormed lists of words to be used as spelling resources.
- Add to brainstormed lists regularly.
- Groups and individuals can use brainstorming to generate prewriting ideas for stories, poems and songs.
- **Categorize** brainstormed words, ideas and suggestions.
- Use brainstormed words and sentences for exploring sentence structures and for **key vocabularies**.

Categorizing

Categorizing involves grouping objects or ideas according to criteria that describe common features or the relationships among all members of that group. This procedure enables students to see patterns and connections; it develops students' abilities to manage or organize information.

Purposes

- to provide an opportunity to share existing knowledge and understanding
- to extend students' thinking and understanding by requiring them to organize ideas and incorporate new ones
- to encourage students to practice acceptance and understanding of diverse ideas and viewpoints
- to demonstrate that information can be grouped or classified in more than one way

Procedure

- Introductory categorization procedures should focus on concrete objects such as toys or materials readily available in the classroom.
- Initially, the teacher will provide the criteria by which objects are to be grouped such as size, colour, shape or use. Students will later develop their own classification guidelines.
- Encourage students to explain their reasons for placing items in particular categories.
- Ensure that all students see and understand the relationships.
- Encourage students to question each other's categorizations.
- Provide opportunities for students to categorize their objects according to criteria of their choosing.
- Demonstrate this strategy with the whole class, then progress to small group and individual categorizing activities.
- Students should move from concrete objects to categorizing pictures, labels, words and information.

Assessment

- Monitor students' ability to understand relationships among items.
- Observe students' ability to categorize items using more than one criteria or category.
- Note students' ability to categorize items independently.

Teacher Note:

- Encourage comments and discussions about similarities and differences among classifications and category components.
- Provide a positive environment in which students can take risks in assigning items to categories.
- Encourage participation by all students.

What Students Learn about Language

- All objects, things and concepts can be represented and described by words.
- Language provides organizers, headings and categories.
- Items and objects can be grouped in more than one way and under more than one heading.

Adaptations and Applications

- In kindergarten and grade 1 classrooms, categorize students' names, their preferences, objects and classroom labels.
 - Categorizing activities should be used in all subject areas.
 - Categorizing can follow listening and **brainstorming** sessions. After a quantity of ideas has been shared, students can categorize those ideas.
 - **Story grammar, story mapping, and webbing** are forms of categorizing information.
 - Categorize books by
 - drawing attention to the similarities and differences of formats, language use, authors' styles, and
 - comparing characters and events in various selections.
 - Categorize related ideas for writing paragraphs.
-

Choral Speaking/Choral Reading

In this activity, students are involved in the oral interpretation of literature. Choral speaking refers to experiences in which students recite passages from memory. In choral reading, students read text. These activities allow students to deepen their understanding and enjoyment of literature by experimenting with elements of voice (tempo, volume, pitch, stress and juncture), movement and gestures within a supportive environment.

Students are encouraged to interpret poems and stories by exploring the elements of voice and movement. With the support of additional voices, all students experience success.

Purposes

- to increase enjoyment and understanding of literature
- to use oral interpretation as one avenue to understanding literature
- to develop awareness of poetic elements such as rhythm and rhyme
- to understand how language can be used to evoke mental images and communicate messages
- to provide a supportive environment for experimenting with variations in elements of voice and movement

Procedure

- Select or compose a class poem or story considering:
 - students' interests and preferences
 - strong rhythmic and/or rhyming patterns
 - appropriateness of language structures and vocabulary.
- Read the selection to students twice using a clear but relatively unexpressive voice. (The passage should be accessible to all students.)
- Have students read the selection together.
- As a class, select appropriate arrangements or patterns for an oral interpretation. Suggested patterns include:
 - unison (all read together)
 - refrain (teacher reads verses, students recite a repetitive refrain)
 - antiphonal (students are in groups with each group responsible for a certain part of the poem).
- Invite students to suggest ways they could use their voices to make the selection more interesting. Should we read quickly or slowly?

(tempo) Where should it be louder? Softer?
(stress and volume) Do we need high or low voices? (pitch) Where should we pause?
(juncture)

- As a class determine what gestures or actions could be added to convey meaning.
- Experiment with the passage, adding two or three elements at a time in repeated readings or recitations.
- Invite students to comment on the effects they have achieved.
- Selections may or may not be polished for performance.

*Brock, Brock,
Who do you see?
I see Mrs. Johnston
Looking at me.*

*Kristin, Kristin,
Who do you see?
I see Amanda
Looking at me.*

*Adrien, Adrien,
Who do you see?
I see Joseph
Looking at me.*

text from *Children, Children*. *Who do you see?*
written and illustrated by class 1J,
Rocanville School

Assessment

- Observe students' involvement.
- Note students' willingness to offer suggestions and to accept and consider the suggestions of others.
- Periodically record observations in students' oral language development files.
- Consider audio or video taping the sessions.

Teacher Note:

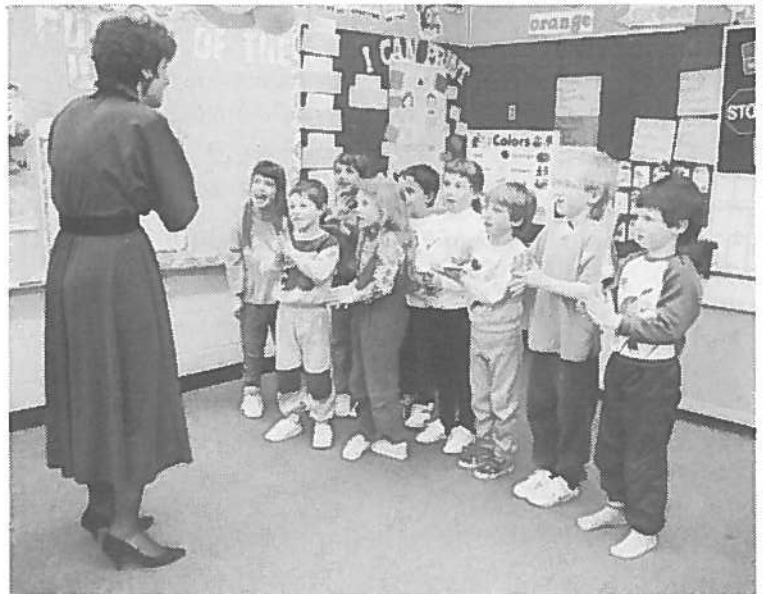
- It may be necessary to model this procedure, emphasizing interpretative expressions and gestures.
- Students should direct the interpretation of the selection.
- Encourage actions as ways of interpreting meaning.
- Model supportive responses to all suggestions.
- Emphasize enjoyment and interpretation rather than polishing for performance.

**What Students Learn about
Language and Literature**

- Reading experiences expand oral vocabulary.
- Meaning and oral messages are influenced by voice and gestures.
- Personal responses to literature can take the form of oral interpretations.

Adaptations and Applications

- Start an audio library of oral interpretations.
 - Share polished choral work with others during assemblies or concerts.
 - Encourage students to contribute favourite poems and stories for this activity.
 - Include selections which relate to topics and content explored in other subject areas.
 - E.S.L. students benefit from this activity because it encourages risk-taking and experimentation with the sounds and structures of the English language.
-



Conferencing

Conferences provide opportunities for students and teachers to discuss students' strengths and weaknesses, and to plan future learning experiences. As teachers conference with individual students or small groups, other class members are encouraged to continue with their reading and writing activities.

Teachers learn a great deal about students and their learning in conferences. As students discuss their successes and difficulties, teachers can guide students to appropriate reading and writing strategies, to resources relevant to their interests and needs, or to more challenging activities.

Purposes

- to provide opportunities for students and teachers to work on a one-to-one basis
- to give students opportunities to talk about their tasks, their attempts and resulting successes or concerns
- to assist students in identifying their language abilities and areas needing further development
- to assist students with decisions through the discussion of possibilities and alternatives
- to gradually develop students' abilities to assess their own efforts constructively
- to assess students' progress

Procedure

Scheduled Conferences:

- The teacher may schedule each student for a 4 to 5 minute conference for a specific purpose -- oral reading, writing file review or a discussion about a completed project.
- At other times, students might request conferences for specific purposes -- to edit a piece of writing, to generate ideas for a project or to discuss a reading difficulty.
- A class calendar could be used to keep students informed of their conference dates.
- A review of conference records will identify students who have not had a conference for an extended period of time.

Informal Conferences:

- Converse with students while they work, posing questions that encourage them to talk about their tasks.
- Some students may benefit from "talking through" activities with teachers.

Small or Large Group Conferences:

- Students who have common difficulties or are at the same stage of language development may be brought together for conferences.
- These conferences could focus on specific concepts or skills.
- The teacher could monitor these students the following day to determine if additional conference time or instruction is necessary.

Assessment

- Keep a conference log to record the date of the conference and the student's comments, concerns and understandings about specific learning activities.
- Monitor growth of quantity and quality of student-initiated questions and comments.
- Record conferences on audio tapes to assist in analyzing individual student's growth and the effectiveness of the conference.

Teacher Note:

- Provide a friendly, relaxed environment.
- Conference in small groups initially to facilitate discussion and sharing.
- Delay scheduling formal conferences until students can work independently or with peers while the teacher is in conference with individuals or small groups.
- Conference frequently with students experiencing great difficulties.
- Focus on one or two topics per conference.
- Begin and end each conference with positive, encouraging remarks.
- Review recent anecdotal comments and observe current reading and writing tasks to identify students in need of immediate feedback or conferencing.
- Understand that conferences have cumulative effects on students, and that as students become familiar with conference purposes and procedures, they will assume more responsibility for the success of conferences.
- To avoid interruptions while conferencing, discuss the purposes and procedures of conferences, outline the expected behaviours of other class members and establish procedures that students can follow if they encounter difficulties while the teacher is engaged in conferencing.

What Students Learn about Language

- Language is used to explore, clarify and organize ideas.
- Learning includes reflection upon, and self-assessment of, one's abilities and difficulties.
- In conferencing about writing, teachers can reinforce directionality of print, letter formation, spelling patterns, function of punctuation, as well as assist idea generation and provide feedback.
- In conferencing about reading, teachers can draw students' attention to the sounds of authors' language, the patterns of printed language, interesting or unusual words, and language used to create images.

Adaptations and Applications

- Students can collaborate and conference with peers to offer assistance or reactions.
 - Students should conference with peers and teachers throughout the writing process.
 - Conferencing is further discussed in the Evaluation component of this guide.
-



Contextual Drama (also known as Drama in Context or Role Drama)

Contextual drama or role drama provides a context or framework in which students and the teacher assume roles and *live through* imagined situations. Role drama is the approach taken to the teaching of drama in the Arts Education curriculum. Teachers can refer to the Drama Strand in the elementary Arts Education curriculum for a complete explanation of this approach.

The purpose for using drama in this curriculum is to extend and deepen children's response to literature. Ideas for dramas abound in children's literature. Dramas based on literature selections can be structured and experienced effectively before, during or after students explore the selections. Through such drama experiences, students can achieve English Language Arts and Arts Education objectives.

Purposes

- to develop students' imagination
- to encourage students' use of oral and written language in formal and informal settings for a variety of purposes
- to provide vicarious opportunities to develop creative problem-solving and decision-making abilities
- to develop co-operative listening and speaking skills and behaviours
- to encourage students to respond to literature by making connections with their own experiences and values

Procedure

The following provides an example of a contextual drama for concluding a unit on the theme of friendship:

- **Brainstorm** and chart characteristics of good friends from the stories read throughout the unit.
- Ask students if they would like to do a drama about meeting some storybook friends. (Students will probably agree.)
- Select favourite characters from the stories read.
- **Discuss** and chart why these characters would make good friends, how students could be good friends to these characters and how they might invite these characters to become friends.
- Teacher in role of chairperson of the school board calls a meeting of the students to

announce that the story characters are looking for a friendly school to attend.

- The teacher in role explains that those who wish to attend the school -- some of the story characters are mentioned by name -- understand that the school is very friendly.
- Teacher in role asks the students whether they believe their school does qualify as "friendly" and whether they would agree to welcome these new "students."
- Following a discussion, the students decide that their school is a friendly place. Most students agree that it would be fun to have some new classmates. Some say having so many strangers coming into their class at one time is a little scary and perhaps it would be wise to get to know them a little better first.
- Teacher agrees that it might be valuable for them and the story characters to become better acquainted before they make their decision. The teacher in role agrees to arrange a time for class members to meet the story characters.
- Teacher and students **brainstorm** a list of questions with which they might interview the story characters upon first meeting.
- Students interview each other in pairs. One works in role as a story character, the other as a class member. The class member interviews the story character; students then reverse roles.
- Teacher in role invites the students to join the whole group to **discuss** the information gleaned during the interviews. Before this episode of the drama is over, the students agree that all of the characters should be welcomed to their school and that they should plan a party to welcome their new friends.
- In small groups, the students plan a "Celebration of Friends." They share their ideas with peers.
- The drama comes to an end with a discussion about the work and an actual "Celebration of Friends" to which they invite another class or students form a neighbouring community.



Assessment

- Observe students' ability to incorporate characters from the stories into the drama.
- Observe students' willingness and ability to participate in the drama (assume roles, listen to others, contribute ideas, predict consequences).
- Note students' use of problem-solving strategies within the dramatic context and during periods of reflection.
- Regularly record observations of students' oral language development.

Teacher Note:

- Encourage but do not demand oral participation.
- Provide frequent opportunities for discussion throughout the drama.
- Encourage and model a reflective rather than a theatrical approach to role in the drama.
- Encourage students to apply their own knowledge, experiences and understanding of the characters in making suggestions about the direction of the drama.
- Be flexible and structure the drama to assure student ownership.

What Students Learn about Language

- Using oral language in fictional or *as if* situations helps to clarify understandings.
- Opportunities to use language purposefully within dramatic contexts can expose language competence that may not be revealed in other situations.

Adaptations and Applications

- Collaborative writing experiences such as letters, news reports and stories can be structured into dramatic contexts.
- Dramas may be used effectively in all subject areas.
- One drama usually consists of many episodes.

Co-operative Learning

Co-operative learning involves students working in small groups to complete a task or project. The task is structured in such a way that involvement of each group member contributes to completion of the task. Success is based on the performance of the group rather than on the performance of individual group members.

Co-operative learning stresses interdependence and promotes co-operation rather than competition. Establishing and maintaining co-operative group norms develops the concept of a community of learners.

Purposes

- to increase students' respect for, and understanding of, each others' unique abilities, interests and needs
- to promote peer co-operation
- to increase student self-esteem
- to encourage students to take responsibility for their learning
- to provide opportunities for students to clarify and refine personal feelings, thoughts and understandings through sharing and discussion

Procedure

Although there are many different methods of structuring co-operative learning, common guidelines include:

- Groups should be heterogeneous. They should include students of varying abilities and cultural and linguistic backgrounds.
- Group size may vary from two to eight members.
- Initially, teachers may be required to group the students. As the students become familiar with the strategy, they should have increased opportunities to choose group members. Membership should vary according to the purpose for grouping and the task or project. If groups are student-chosen, **journal writing** or self-evaluation may have students examine how they chose their group members and what they learned from these decisions.
- The group task must be structured in such a way that the involvement of each group member is necessary to complete the task. Each student is responsible for some part of the task. Individuals must be aware of their responsibilities to the group. They must be accountable to the group and for their own learning.

- As each group works toward its goal, the teacher monitors the group dynamics and intervenes when necessary. The teacher's role includes clarifying task directions, modelling desired collaborative behaviours and observing students' participation.
- Students must be provided with the opportunity to reflect individually and as a group on what they have accomplished both academically and socially. Students should be encouraged to evaluate the process as well as the final product. They should identify their co-operative skills which make working together a positive experience and those skills which need to be developed. Checklists or **journal writing** may be used for self-reflection or for initiating group discussions.

Methods for structuring co-operative learning include:

Jigsaw:

- Divide the class into heterogeneous groups. These are the students' "home" groups.
- Assign each member of the home group a number.
- The students meet in groups according to a number (for example, all the "ones" meet together).
- Each group is assigned a certain portion of the material to be learned. These groups study the assigned material and determine how they will share what they have learned with the other members of their home group.
- Students return to their home groups.
- Each member shares what he or she has learned with the other members.

Group Investigation:

- Teacher and students identify a topic to be investigated.
- The topic is **brainstormed** and ideas are **categorized** under subtopics.
- The class is divided into groups to **research** and report on subtopics.
- Each group determines how the investigation of its subtopic will be conducted.
- Each group carries out its plan. The teacher monitors the group's progress and offers assistance when needed.
- Each group determines a way of presenting or displaying what it has learned to the rest of the class.
- Evaluation includes self and group assessment.

Small Group Learning:

- Students and teachers determine the subtopics to be investigated in the unit of study.
- Students are divided into small heterogeneous groups.
- Each member of the group is assigned a subtopic and has as a responsibility to contribute to a group project on the topic.
- Students **research** their subtopics individually.
- The group synthesizes the material each member has collected for a group display or report.

Assessment

- Evaluation should focus on academic achievement and the acquisition of co-operative group behaviours.
- A checklist or anecdotal comments can be used to record the teacher's observations of co-operative behaviours and group progress.
- Groups should evaluate their progress; group members should evaluate each other; individuals should evaluate themselves. Presentations by groups should be evaluated by the teacher and by class members.
- Teachers and students should collaboratively determine the evaluation criteria.

What Students Learn about Language

- Oral language is developed through exchanging ideas and opinions, problem-solving, planning and reporting information to others.
- Co-operative learning experiences develop the social skills of listening and speaking.

Teacher Note:

- Structure the physical arrangement of the classroom to facilitate interaction.
- Clarify expectations for the final product and for students' roles and behaviour.
- Model co-operative behaviours and questioning techniques.
- Establish norms for co-operative learning, such as:
 - all group members have equal opportunity for input
 - students must listen respectfully to others
 - all ideas offered belong to the group
 - the group works toward a consensus
 - group members speak briefly and concisely.
- Encourage all students to share information, ideas, thoughts, feelings and reactions with the group.
- Encourage students to be positive and supportive toward each other during interactions.
- Periodically have students reflect on their behaviours to determine how co-operation and interaction could be improved.

Adaptations and Applications

- Various instructional strategies may be used in co-operative group settings -- **brainstorming, categorizing, discussions, literature study, puppetry, researching, webbing, writing to inform.**
 - Co-operative groups may be established to solve classroom problems.
-

Creating Text

Resources that are illustrated but contain little or no text can be used to stimulate imagination, interpretation, discussion and questioning. Wordless picture books, series of pictures, photographs, films and filmstrips are excellent motivators for role play and for student dictated or written text.

Purposes

- to increase students' observation skills and visual sensitivity
- to assist students with the process of interpreting the messages communicated by visual clues
- to motivate oral sharing of ideas
- to develop the understanding that illustrations in books are often extensions of the text or story
- to motivate imaginative story creation
- to expand students' vocabularies
- to develop story sense and sequence

Procedure

- Display or present the illustrations to the students.
- Initiate oral discussion about details such as colours, shapes, objects and artists' techniques observed in illustrations and images.
- Increase students' interactions with the illustrations by encouraging them to relate and compare pictures, make inferences and interpret details.
- Ask students to suggest captions or titles for pictures or illustrations.
- Record or chart students' suggestions or have students record their ideas, individually or in groups.
- If a series of pictures or a wordless book, film or filmstrip is being used, invite students to create an accompanying text or story.
- Share ideas and interpretations, and display student-written texts and stories.

Assessment

- Observe students' sensitivity to visual details.
- Note students' abilities to infer events and characters in illustrations, and to create a storyline or accompanying text.

Teacher Note:

- Collect and display interesting and unusual pictures, photos and posters.
- Encourage students to contribute to this collection.
- Encourage personal and varied interpretations to visual stimuli.
- Initially, employ this procedure with the entire class, then progress to smaller groups, pairs and individual composing activities.
- When introducing or discussing printed resources, draw attention to illustrations as sources of visual clues to the contents or meaning.

What Students Learn about Language

- We are all authors.
- Story sense or a knowledge of **story grammar** and abilities to organize ideas are developed.
- Printed language can organize, clarify and extend the ideas and meanings communicated by visual symbols and images.

Adaptations and Applications

- Students can use interesting pictures to create stories or poems.
- Sentence strips of student texts can be used for shared reading and **sequencing** activities.
- Independent writers can **create books** on various topics with cut-out pictures or hand-drawn illustrations. These books can be displayed for others to read.
- Students can **brainstorm** captions and storylines in small and large groups.

Daily Records

A valuable classroom procedure is the recording of shared events and activities. A daily record could be kept on a class calendar, in a class diary or in a collaborative journal.

Purpose

- to use writing to organize, sequence and record events and experiences
- to develop students' concept of time passage
- to assist the planning of upcoming events and to provide a class reminder of specific activities and events
- to model the use of writing for very practical recording and reporting purposes
- to promote writing of personal journals and diaries

Procedure

- Display a large monthly calendar on which the days of the week are labelled.
- Daily information can be added about the weather, students' birthdays, and school and community events.
- Record students' information and reminders for individuals, if space allows.
- Daily diaries may also be kept.
- Diaries in big book formats can serve as reading resources.
- At the end of each school day, students can orally summarize the day's most interesting tasks and activities while their ideas are charted.
- Date the record and summarize the day repeating each sentence as it is printed. The students observe as the teacher prints.
- Students who are writing independently can keep individual diaries and record on their own.

Assessment

- Note students' enthusiasm and participation.
- Observe the frequency of students' reference to the calendar.
- Note the students who have difficulty sequencing or summarizing experiences -- they could benefit from additional activities.
- Assess students' application of this procedure in their journals, diaries or other writing during conferences and reviews of writing folders.

Teacher Note:

- Refer to the class calendar frequently.
- Encourage students to read class calendars and diaries.
- Encourage students to take turns contributing to the calendar of events.

What Students Learn about Language

- Writing serves to record ideas, organize experiences and convey messages to readers.

Adaptations and Applications

- **Sequencing** and counting activities encourage students to understand sequence of events.
- Attendance tallies or charts are other methods of class record-keeping.
- Weather information taken from calendars could be conveyed in chart or graph form.
- **Journals** and learning logs provide opportunities for students to keep personal records.
- Record field trip experiences and visitors' presentations with illustrations or photographs which can be **sequenced**. Students can then **create text** to accompany pictures and illustrations.
- Keep a classroom guest book for visitors to sign.
- Class calendars provide information for newsletters or school newspapers.
- Explore how people with oral traditions, such as Aboriginal peoples, record and retell history.
- Students from various cultural backgrounds could share and record cultural events and discuss their perspectives regarding calendars or time passage.

Discussions

A discussion is an oral exploration of a topic, object, concept or experience. All learners need frequent opportunities to generate and share their questions and ideas in small and whole class settings. Teachers who encourage and accept students' questions and comments without judgement and clarify understandings by paraphrasing difficult terms stimulate the exchange of ideas.

Purposes

- to help students make sense of the world
- to stimulate thought, wonder, explanation, reflection and recall
- to provide opportunities for students to clarify and expand their ideas and those of others
- to promote positive group interaction and conversation
- to demonstrate questioning techniques

Procedures

Open-ended Discussions:

- Open-ended discussions begin with a sincere question (to which there is no one correct or concise answer) posed by teacher or student.
- All listeners consider the question.
- Incorporate pauses after students' responses to encourage extended or different responses.
- Clarify students' responses when necessary.
- Establish student-student dialogues during the discussion whenever possible.
- Respect students' questions and their responses.
- Model the role of sensitive listener, collaborator, mediator, prompter, learning partner and questioner.

Guided Discussions:

- Guided discussions begin with teacher-posed questions that promote the exploration of a particular theme, topic or issue.
- Through discussion, students should achieve a deeper understanding of the topic.
- After some time is spent on teacher-directed questioning, students should be encouraged to facilitate discussions by continuing to formulate and pose questions appropriate to the topic of study.

Talking Stick Circles or Discussions:

- Talking stick circles or discussions can be used to encourage students to reflect on experiences or discuss feelings.
- The students gather in a circle.
- The participant holding an assigned object or the talking stick has the option of speaking while other circle participants listen.
- Once speakers have shared their comments and opinions, they pass the stick or object to the person next to them.
- Talking circles can be used with a large group or small groups, or with inner-outer circle formations.
- **Inner-outer circle** participants gather in two circles.
- The students in the outer circle listen to the discussion taking place in the inner circle, then exchange places and become active participants in the inner circle.

Assessment

- Observe students' participation and conduct in large and small group discussions.
- Note which students rarely or never ask questions.
- Note the settings, topics, concepts or objects which stimulate the most discussion.

What Students Learn about Language

- Discussions develop social skills of listening and speaking.
- Discussions promote the exchange of ideas and the expression of individuality.
- Language can be used to organize ideas, to clarify understanding and to report information to others during discussions.

Teacher Note:

- Respect all questions and responses.
- Encourage all students to contribute questions and comments.
- Keep students' questions "alive" by exploring the interest and curiosity that generated the questions rather than "closing" questions with quick, finite answers.
- Provide a supportive environment which encourages students to take risks when responding to the questions and comments of peers and teacher.
- Do not judge responses and discourage students from judging the oral contributions of peers.
- Ask a variety of questions which stimulate different levels of thinking and understanding.

Adaptations and Applications

- Discussions should be part of every school subject.
- Discussions can be incorporated into the following strategies:
 - Author's chair
 - Book talks
 - Categorizing
 - Conferencing
 - Co-operative learning
 - Guided reading and thinking
 - Literature study
 - Researching



Dramatic Play

In this curriculum, dramatic play refers to spontaneous acting *as if*. Children engage in dramatic play frequently as they begin to understand the world around them. Individuals or groups of students may participate. The teacher's role is one of facilitator and co-ordinator of time, opportunities and resources. Dramatic play facilitates the transition from the free-play opportunities of the preschool period into more focused contextual drama, storytelling and interpretive activities in the classroom.

Purposes

- to provide opportunities for oracy and literacy development
- to stimulate students' imaginations
- to provide opportunities to develop co-operative group behaviours
- to provide informal opportunities to practice using language for a variety of purposes, in a variety of roles

Procedure

- Provide an area in the classroom which contains dress-up clothing, toys, puppets and materials for building or making simple props.
- Ensure availability of materials such as note paper, blank forms, pencils, markers, crayons, magazines, pamphlets, books, dolls or stuffed animals students may talk or read to, telephone directories and road maps.
- Change or add materials according to students' interests and unit themes (house, store, medical centre, veterinarian's office, restaurant, band office, newspaper office, gas station, automotive repair shop).
- Ask students open-ended questions about activities and participate when invited to do so.
- Limit intrusions or directions.
- Assist students in making connections between their dramatic play and concepts they have been exploring in various literary selections and other subject areas.

Assessment

- Observe the development of co-operative group behaviours.
- Observe growth of vocabularies and knowledge of language structures.
- Note students' listening and speaking behaviours and emerging literacy behaviours.
- Record observations in students' language development files.

Teacher Note:

- Provide daily opportunities for dramatic play in Primary classrooms.
- Encourage students to create costumes, materials and puppets for dramatic play activities.
- Encourage students to talk about their activities.
- Use labels where appropriate throughout the classroom to define areas and materials used for dramatic play.

What Students Learn about Language

- Dramatic play nurtures use of language for various purposes in informal settings.
- Dramatic play activities encourage social interaction and co-operation.
- Knowledge of language patterns, processes and vocabulary can be practiced and extended in enjoyable and informal settings.

Adaptations and Applications

- Students may enrich their understanding of self, of others and of concepts introduced in other subject areas through dramatic play.
 - Some dramatic play situations may evolve into opportunities for **contextual drama** situations for the whole class.
 - Dramatic play provides opportunities for E.S.L. students to practice English oracy and literacy in informal, low-risk settings.
-

Framing

During this procedure, portions of printed text are outlined or framed with cupped hands or a paper frame. Using this technique, teachers can highlight specific lines or words for discussion and instruction. Teachers and students focus on specific "parts" of a meaningful and complete or "whole" passage.

Purposes

- to focus students' attention on the details of printed language
- to increase students' awareness of graphophonics and spelling patterns
- to increase students' reading ability by developing their understanding of the cueing systems

Procedure

With Beginning Readers:

For some students, this strategy may represent the initial matching of spoken to written language.

- Display a short, familiar verse from a favourite rhyme or chant, or select a passage from a favourite story.
- Read the text aloud with the students.
- Frame the first line or sentence and read it clearly.
- Frame the line again and ask the students to read it with you.
- Continue through the entire verse or passage.
- Frame lines out of sequence and ask students to read the lines.
- Gradually progress from framing lines and sentences to framing phrases, then single words. Rate of progression will be determined by students' familiarity with printed language and their interest in reading print.

Framing Print for Specific Instruction:

- Use a passage from a book, a charted version of an experience story or other printed text which contains familiar language and content.
- Read the passage with students.
- Focus students' attention on particular words or phrases by highlighting or framing them for any of the following purposes:
 - to acquaint students with printed versions of familiar oral language
 - to incorporate such language into students' reading and writing vocabularies
 - for instruction in letter combinations, letter formation, phonics, spelling, punctuation or capitalization

- to assess students' use of graphophonic and syntactic cues during reading and writing.

Assessment

- Note students' ability to identify familiar oral language in print.
- Note when students recognize and use framed language in various print contexts as this demonstrates that students have incorporated this language into their reading and writing vocabularies.
- Observe students' application of graphophonic knowledge during reading of unfamiliar print and during writing efforts.

Teacher Note:

- This procedure may initially be used to assist students in differentiating among lines, sentences, words and letters.
- Framed language should be orally familiar to students and passages should contain relevant and familiar content.
- Framing can be used for whole class, small group and individual instruction.

What Students Learn about Language

- In English, each line of printed text progresses from left to right.
- Phonics and spelling principles are meaningful when they are explored in the context of familiar and relevant content/print.
- Efficient reading requires the use of all cueing systems.

Adaptations and Applications

- The teacher could print lines of familiar verses or passages on strips of paper for students to practice identifying and sequencing. The strips could be cut apart into word cards and students could arrange the words to reconstruct the verse or passage.
- Framing can be used in predicting activities. Cover lines or words in a text. Students can read up to the hidden text and predict language and story events.
- Teachers can use framing to focus students' attention on words or phrases in **modified cloze procedures**.

Guided Reading and Thinking

During this reading strategy, students' comprehension of a selection is guided and developed by teacher questions. The focus is on the use of context to predict meaning. As students gain practice and confidence in using this strategy, the teacher will monitor or confer with small groups or individual readers.

Purposes

- to enable students to establish and verbalize purposes for reading
- to develop students' story sense (story sequence or story grammar), and the practice of monitoring for meaning while reading
- to encourage students to use past experiences, their knowledge of language and context clues to aid comprehension
- to develop independent reading skills

Procedure

Reading Narrative Text:

- Have students predict story contents using the title and cover illustration or information.
- List and display predictions (a story grid or outline as described in **story grammar** may be useful to organize ideas and story elements).
- Read, or have students read, introductory pages.
- Ask students for their perceptions of what has occurred and what will follow.
- Continue to read portions of the text, stopping to compare and verify predictions.
- Record students' inferences and predictions for the story conclusion.
- Complete the selection.
- Compare students' predictions to story events.
- Relate the story to students' personal experiences and to other stories.

Reading Expository Text:

- Prior to reading, list or make a **webbing** of what students know about the topic.
- **Brainstorm** and list questions students have about the topic.
- Have students view the resource to identify possible clues to the content.
- Focus students' attention on the table of contents, illustrations, headings and sub-headings.
- Encourage students to predict the content.
- Read, or have students read, portions of the text.
- Have students recall significant details.

- Compare students' predictions to the information contained in the text.
- Add new ideas and understandings to students' initial list or **webbing**.

Assessment

- Use reading **conferences** to assess students' application of this strategy during independent reading.
- Assess students' abilities to comprehend narrative and expository text.

Teacher Note:

- Sincere predictions should be accepted without evaluation. Describe them as "ideas much like the author's," or "ideas that would make a very different story."
- A small group format allows teachers to monitor each listener's/reader's comprehension.

What Students Learn about Language and Literature

- To construct meaning from print, efficient readers:
 - reflect upon and question illustrations and text
 - predict or hypothesize possible answers, events or information, basing inferences and predictions on context, previous reading experiences, their sense of story and knowledge of the topic
 - read to validate predictions
 - form conclusions.
- Expository and narrative reading materials differ in format and purpose.
- Most narratives follow a predictable pattern.

Adaptations and Applications

- Students could write their own story endings using the list of predicted conclusions.
- Students could use a self-directed reading and thinking strategy during independent reading.
- Guided reading and thinking can be incorporated with:
 - **Literature study**
 - **Story grammar**
 - **Story mapping**
 - **Storytelling**

Illustrating Stories

By illustrating particular events or sections of a story students can improve their comprehension and interpretation of the selection. Students employ personal understandings and responses when they visually depict story characters, settings, events and objects.

Purposes

- to develop students' imaginations
- to develop students' ability to interpret and visualize aural and printed information
- to develop students' understanding that illustrations can clarify and extend the text and assist story comprehension
- to increase students' awareness of various illustrating media and techniques

Procedures

- Introduce this activity by using picture books.
- Choose a story with characters, events and settings that are interesting and relevant to students.
- Establish a purpose for listening by asking students to imagine or visualize the story as it is read aloud.
- Encourage students to imagine how things look, sound, feel, smell and taste.
- Do not share the book illustrations with students.
- Stop reading occasionally to review students' comprehension of story events or ask students to tell you what they *saw* during certain story parts or events.
- Model such descriptions and details by closing your eyes and sharing what you *saw* as you read.
- Following discussion, students could:
 - illustrate favourite story events or characters
 - design a cover for the book
 - individually or in groups illustrate particular sections of the text.
- Students could later compare their illustrations with those of the book illustrator and with the illustrations of peers, commenting on what details they wanted to include, why they chose certain colours and what storybook or life experiences they are reminded of by the pictures.
- Follow a similar procedure with older students who frequently read unillustrated selections as well as illustrated ones.

Assessment

- Review students' illustrations periodically to determine growth in the kinds and amount of details illustrated.
- Observe the level of enthusiasm for illustrating selections.
- Note which selections or activities result in the most enthusiastic efforts.

Teacher Note:

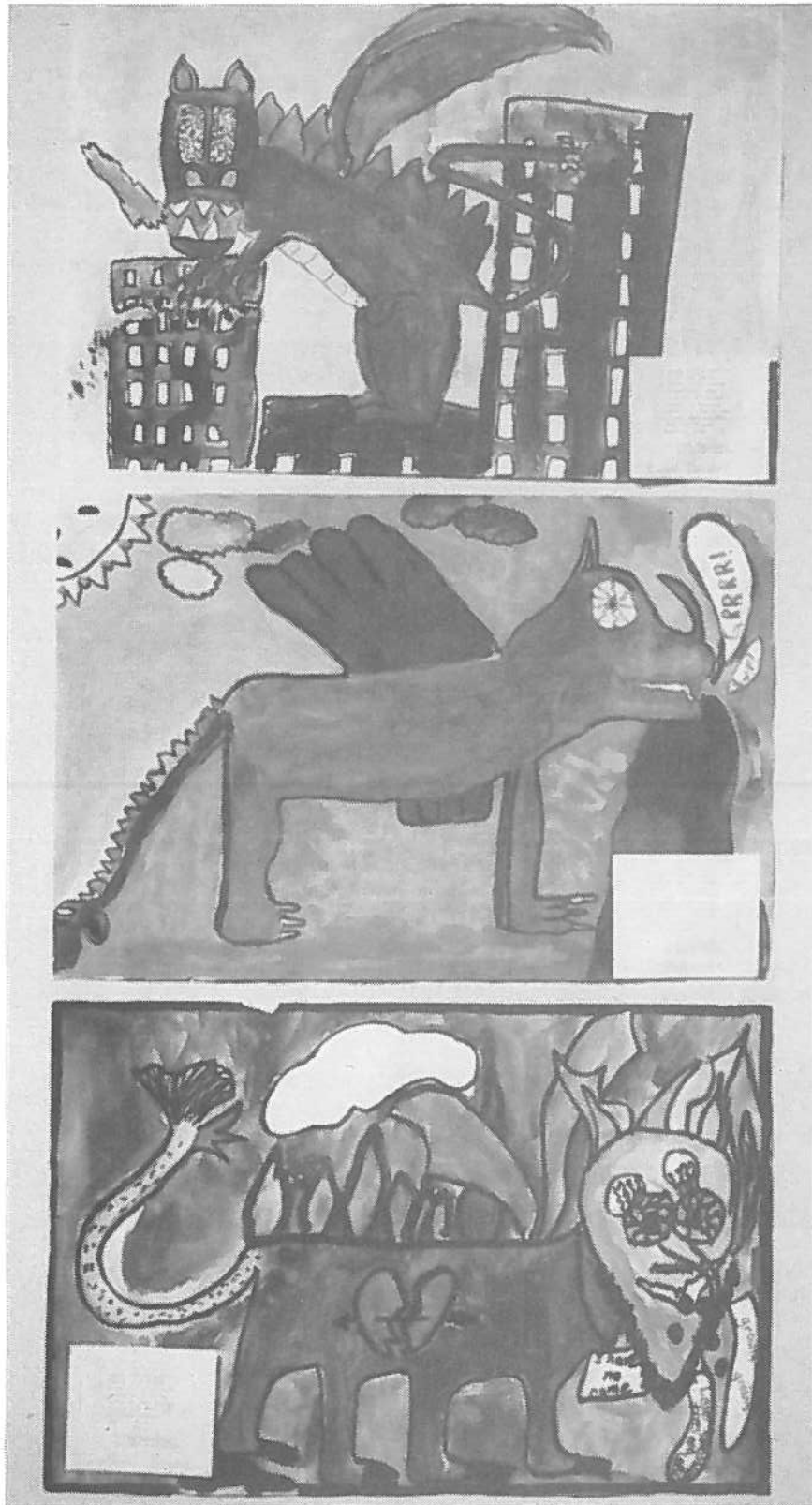
- Encourage and value individual interpretations and illustrations.
- Emphasize that book illustrations represent the illustrator's interpretations and bias.
- Frequently discuss illustrations, the artists' techniques and the details provided in pictures.
- Encourage students of all ages to discuss images evoked by literary selections they hear or read -- not all selections should be followed by an illustrating activity.

What Students Learn about Language and Literature

- Literature selections can be interpreted and illustrated in different ways.
- Details provided in illustrations may not be mentioned in the text and vice versa.
- Illustrations can enhance comprehension of selections.

Adaptations and Applications

- Students could create illustrated **story maps**.
- Wall murals of students' favourite literature selections could be displayed throughout the school or at book fairs.
- Display students' favourite literary characters.
- Students could illustrate their own stories and **make books**.
- Encourage E.S.L. learners to visually express their understanding of particular story elements.
- **Author and illustrator study** could incorporate illustrating activities (see Author Study sample unit for suggestions).
- **Visual imaging exercises** could culminate with illustrating activities.



scenes from *The Judge* illustrated by grade 4 students, Outlook Elementary School

Journal Writing

A journal contains students' thoughts, feelings and reflections on various topics or experiences. Journal writing is rarely done to communicate with others. It is used to explore ideas and to communicate with oneself. Journal writing is often referred to as personal or free writing. This activity is appropriate for writers at all levels of development.

Purposes

- to use writing to explore ideas and record observations, experiences and understanding
- to encourage students to take risks in manipulating language and in structuring meaning
- to provide opportunities for students to reflect upon their growth and development as writers

Procedure

- Students could construct their own journal booklets.
- Model journal writing for students, demonstrating the process of reflection, idea exploration and writing.
- Schedule journal writing sessions daily or as frequently as possible.
- To introduce students to journal writing, brief discussions about topics or experiences may be necessary to focus students' thoughts.
- Allow time for silent reflection and idea exploration.
- Some journal writing sessions may focus on the description of a particular object, place, event or person, on experimenting with specific patterns to create poems, rhymes, songs and stories, or on responding to literature selections.
- Once students are familiar with the routine of journal writing, they should be encouraged to explore topics of their choice.
- Journal entries should be dated.
- Students may choose to discuss specific journal entries during conferences.

Assessment

- Review students' writing folders.
- Review journal entries with students to identify their interests and concerns, their writing abilities, and the skills and knowledge needed for further growth and achievement.
- Discuss students' writing strengths, growth profile, and specific frustrations or weaknesses during writing conferences.

Teacher Note:

- Create a classroom environment that stimulates thought and wonder and provides students with writing ideas and topics.
- Display a brainstormed list of writing topics.
- Avoid editing or grading journal entries.
- Respond to, and assist students with, the entries they wish to share.
- The entries of emerging writers may contain more drawing than text.
- Understand that prior to writing, students often need time to discuss ideas with peers, to draw or to contemplate.

What Students Learn about Language

- Personal, expressive writing can be used to develop self-awareness and to clarify thoughts, feelings and experiences.

Adaptations and Applications

- **Silent sustained writing (S.S.W.)** sessions can incorporate journal writing.
- Journal entries may occasionally be shared in **author's chair** sessions.
- **Daily records** or personal diaries can be used to record classroom experiences.
- Students may keep learning logs in which they record their understandings, feelings and attitudes about particular subjects areas.
- **Dialogue journals** encourage and extend students' reading and writing efforts. Teachers, the most common audience for these journals, write responses to each journal entry. The teacher's shared insights, comments, questions or suggestions are read by the student who then responds in the form of another journal entry and the dialogue continues.
- Students could respond to the journal entries of the teacher or their peers.
- **Reading logs** can be used to clarify thoughts as students read or listen to selections.

Key Vocabularies

Key vocabularies consist of words that are familiar and significant to students. These words which students use frequently in oral contexts can form the basis of emerging reading and writing vocabularies. Word sources include dictated stories and captions, their journals and other writing efforts, as well as their oral language. Most key words will be action verbs, nouns and adjectives. For beginning readers and writers, personal "banks" or collections of key words are valuable resources. At the elementary level, students may compile word collections to expand their reading and writing vocabularies.

Purposes

- to provide a reference aid for reading and writing
- to emphasize the connection between spoken and written language
- to increase students' vocabularies

Procedure

- Compile key vocabularies from students' dictated stories and writing efforts and from discussions about topics of interest or study.
- Students determine which words they would like to include in their personal dictionaries and collections.
- For beginning writers, print words on cards or in word books, naming each letter as you print.
- Beginning readers and writers can trace over the letters on the card, saying the word to themselves.
- Independent writers could copy words from the chalkboard and add them to their collections.
- Encourage students to add to their collections independently.
- The words should be "used" immediately in oral or written sentences or read again in context if they are taken from journals, captions or dictated passages.
- Word cards can be stored in envelopes, wall packets, files, boxes or on rings.
- Dictionaries or individual word books could be illustrated.
- Key words should be reviewed and used frequently.

Assessment

- Observe the kinds of words students ask about, as vocabulary often reflects their interests, experiences and knowledge.

- Observe students' use of their key vocabularies in their writing efforts.
- Observe students' ability to recognize key words in reading various resources.

Teacher Note:

- Students' needs and abilities should determine the pace at which their word banks or dictionaries are compiled.
- This strategy should not become a competition among students for quantity.
- The teacher should relate the spelling and pronunciation of key vocabulary entries to words already familiar to students.
- Key vocabulary words should also be displayed in full sentences so students can observe the words used in various contexts.

What Students Learn about Language

- The language of others is valued and accepted.
- Spoken words can be written and read.
- There is a great degree of consistency in conventional English letter combinations and word patterns.

Adaptations and Applications

- **Key vocabulary** can be used during spelling and phonics instruction.
 - Students can **categorize** their words.
 - Group projects may result in group word banks related to a particular topic.
 - Class dictionaries can be compiled. Words could be categorized by topics.
 - Words in key vocabularies could be illustrated to aid imprinting of word meanings and spelling.
-

Letter Writing

Letter writing introduces students to the use of writing to communicate to others. Young students excel in the informal use of oral language. Letter writing encourages students to use conversational language in written communication.

Purposes

- to encourage students to communicate with others in writing
- to provide opportunities for students to apply their understanding of oral language to the process of writing
- to develop students' awareness of writing for varied audiences and purposes
- to acquaint students with the basic format of friendly or informal letters

Procedure

- Introduce letter writing as a collaborative writing activity.
- With students, decide the purpose for the letter and the recipient.
- Suggest that letters may be written to parents, other classes, principals or teachers, classmates who are ill or have moved away, school caretakers, and community groups or services.
- **Brainstorm** and record ideas for letter contents.
- On an overhead transparency, chalkboard or chart paper, structure brainstormed ideas into letter format, repeating the sentences as they are written.
- Read the completed letter together with students and make any necessary revisions.
- Copy, or have students copy, the drafted letter onto letter-size paper.
- Mail or deliver the letter to the recipient.
- Keep a copy of the letter in a class diary, scrapbook or correspondence file.
- Provide opportunities for individual letter writing.

Assessment

- Observe students' enthusiasm to communicate to others in writing.
- Note students' participation in collaborative writing tasks.
- Monitor individual efforts to compose messages and letters to others.
- Date and file copies of letters written by students in students' writing folders.

Teacher Note:

- Help students understand that letters represent meaningful communication with a genuine audience.
- Encourage emerging writers to combine drawings and print in their letters.
- Encourage students to share experiences, thoughts, comments and questions with their audience.

What Students Learn about Language

- Purposes and audiences determine what is written and how it is written.
- Writing is used to communicate with others for various purposes.
- Knowledge of conventional spelling and syntactic patterns, use of punctuation and capitalization, and legible handwriting increase the effectiveness of written communication.

Adaptations and Applications

- Students can create greeting cards, invitations and thank-you notes.
 - Messages and letters to classmates can be encouraged by providing individual mail boxes.
 - Teachers could display a written message to the class every morning.
 - Class messages could be structured as **modified cloze passages**.
 - E.S.L. students in the emerging phase of language development may need to write in their first language, then work with a partner to translate the letter into English.
 - Students can practice writing business letters, such as letters requesting information to assist research in all subject areas.
-

Literature Study

Literature study provides opportunities to discuss how authors create and craft quality literature. By choosing the literature and by recording their responses and insights as they read, students take ownership of their learning. They participate in reflective discussions about literature within supportive group environments.

Purposes

- to develop personal responses to literature
- to experience peer sharing of understandings, interpretations and comments about literature
- to involve students in discussion, negotiation, compromise and decision-making in a group setting
- to develop appreciation of authors' styles
- to extend students' comprehension of literary selections

Procedure

Although the following procedure refers to novel study, other literature appropriate for this method includes poetry, short narrative selections and non-fiction selections.

- Select four or five novels and give brief **book talks** on each to interest students.



- Four to eight copies of each novel should be available.
- Students choose the novel they wish to read and form groups according to the title selected.
- The teacher may read the first few pages or the first chapter with each group to interest the students in reading the novel.
- Completion date for the reading of the novel is agreed upon by students and teacher (usually two weeks).
- Group members can assist each other with new vocabulary and difficult passages.
- As students read, they record thoughts, feelings, ideas and questions about what they have read in their **reading logs**.
- After all students have read the novel, the group and the teacher schedule a conference.
- The initial discussion is for establishing first impressions -- students share their favourite parts, interpret what the author inferred, refine meaning and understanding, ask questions of one another, add details -- returning to the book to affirm understandings and opinions.
- Subsequent discussions can be more analytical and include the exploration of literary elements such as plot, setting, characterization, theme, symbolism and the author's use of language.
- Teacher and students may determine an additional task based upon the students' comments or questions about the book.
- Further discussions could take place.
- Students' reading logs and any assignments are considered for assessment.
- Formats for assignments may include dramatic activities, puppetry, art projects and oral or written compositions.

Assessment

- Review students' **reading logs**.
- Observe students' abilities and enthusiasm to communicate their feelings, thoughts, ideas and questions about literature.
- Note students' involvement and contributions to group activities.
- Schedule **conferences** with each group.

Teacher Note:

- The teacher must read all selections to ensure effective interaction.
- Taped discussions and teacher notes will help determine appropriate assignments and serve evaluation purposes.
- Teacher participation in group discussions can provide the support and guidance needed by some readers.
- All students should be encouraged to share ideas and contribute to discussions.
- Students can read selections orally or silently, individually or in pairs.
- The teacher can keep a class reading log for books read to the students.
- To introduce this procedure, the teacher could have the whole class read the same selection, and conduct small group discussions about the selection. Group or individual reading logs could be kept.
- Groups should consider the needs and abilities of individual members. Buddy reading and taped readings may assist some group members.

What Students Learn about Language and Literature

- Literature presents models of writing techniques and language.
- Literature evokes different responses for each reader.
- Personal responses and interpretations are valued and accepted.
- Group discussions affirm, challenge and extend readers' understandings.

Adaptations and Applications

- The following strategies can be incorporated into literature study:
 - Author study
 - Co-operative learning
 - Discussions
 - Dramatic activities
 - Reflective discussions
 - Visual imaging
-

Travels

*I've been in Virginia when slaves were sold,
And on the barrens when Awasen and Jamie were bold.
I've been in a horse-drawn wagon heading west,
And now I'm hiding in a small bird's nest.*

*I've been through the Holocaust with many Jews,
And I've seen Avonlea's Anne blow her very last fuse.
I've been a lost orphan looking for a home.
I've lived in Spain with a wonderful gnome.*

*But my parents say not to let my imagination soar.
They want me to do dishes, like, what a bore!
Soon I'll go back to my wonderful book
That lies around the corner in my little nook.*

*My beautiful books take me to many special lands
And even let me listen to old-fashioned bands.
I guess I can't say that all this is true,
'Cause it's usually written in black (or else blue)!*

by Stacey, 10 years

Making Books and Charts

Collaborative books and charts record students' ideas, stories and reports about characters, events and experiences. Their ideas may come from stories read in class, life experiences or topics of study. The language in the printed text and any illustrations are contributed by the students. The sizes and formats of charts and books may include big books, wall charts, scrapbooks and individual booklets.

Purposes

- to introduce students to composing and authorship in a group setting
- to increase students' understanding of the process approach to writing
- to develop awareness of the conventions of written language
- to create reading resources that are interesting and relevant to students
- to demonstrate to students that their language and ideas are worthy of preservation and sharing in print form

Procedure

- The topic and title should reflect a shared class interest or experience.
- Have students **brainstorm** ideas or storyline to be included.
- Model the composing process by organizing ideas using an outline, a **story map** or **story grammar**.
- Collaboratively compose the sentences, lines or verses of the printed text.
- Record students' ideas with minimal editing as they observe the recording process.
- Collaboratively read the completed text and make any necessary revisions.
- Separate pages or sections of the text could be illustrated by small groups or individuals.
- Completed works should be displayed or added to the class library.

Assessment

- Note students' enthusiasm and participation in the collaborative writing activity.
- Note students' willingness and ability to read class-composed resources.
- Note students' application of the writing process and use of the conventions of written language in independent writing.

Teacher Note:

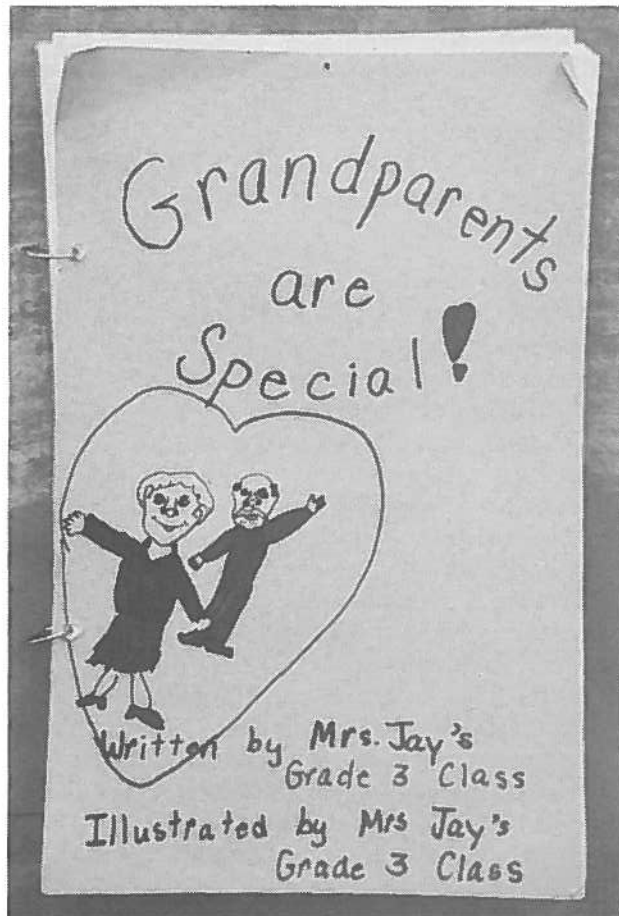
- The class can make books and charts on various topics, using different formats.
- Initially, it may be necessary for teachers to record students' ideas. As writing abilities develop, students may record the ideas contributed by peers and make individual books.
- Completed works may be shared with other classes.

What Students Learn about Language

- Format, organization of ideas and legibility are important to the communication of meaning to others.
- As authors of printed text, it is important to consider titles, title pages, illustrations, pagination and page formatting.

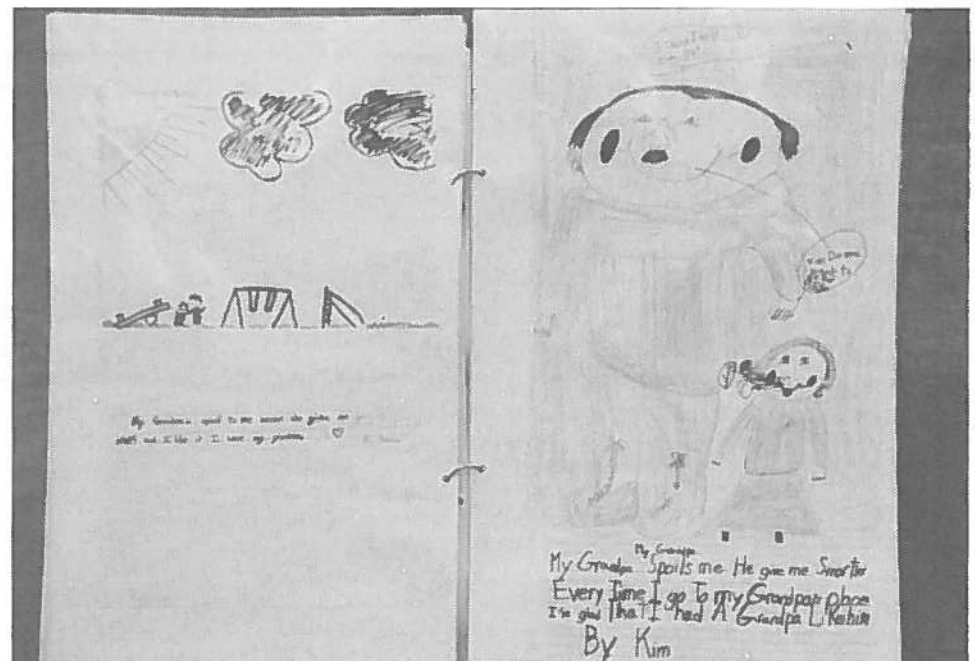
Adaptations and Applications

- Resources can be made in all subject areas to reinforce content or concepts and to develop students' reading and writing skills.
 - Students may use an author's style or pattern to create original stories and poems.
 - Students may **choral read** class books or charts.
 - Related writing activities include writing **point-of-view stories**, **newspaper articles** and **letters**.
 - E.S.L. students can compose books and charts in their first language. Resources written in students' first languages should be included in classroom collections.
 - Students may share their compositions using the **author's chair** strategy.
 - Classrooms could recognize students' writing efforts by designating an "Author of the Week."
-



Grandparents are Special!

authored and illustrated by the grade 3 class
at Caroline Robins Elementary School, Saskatoon



Modified Cloze Procedures

In this activity, phrases, words or letters are omitted from printed text. Readers employ the language cueing systems to insert words or letters that complete the text in a way that is meaningful.

Purposes

- to increase students' understanding of the reading process:
 - to reinforce knowledge of language patterns and syntactic structures
 - to strengthen graphophonic awareness and word recognition skills
 - to encourage readers to use prior knowledge of the topic to read for meaning
- to develop students' ability to predict content and "think through" reading tasks
- to assess readers' use of cueing systems and ability to comprehend text

Procedure

Oral Cloze:

- Introduce students to cloze procedures with oral activities.
- Read aloud a story, rhyme or poem, occasionally pausing to encourage students to complete lines or phrases with appropriate and meaningful words.
- Listeners must focus on the topic or storyline, the sentence cues and the rhyme or rhythm of the passage.
- As a follow-up activity, students could read aloud the charted passage inserting meaningful predictions for the omitted words and phrases.
- This activity benefits students who depend solely on the graphophonic cueing system during reading.

Printed Cloze:

- Choose printed text that is interesting and relevant to students.
- The phrases and words selected for deletion will vary according to instructional goals:
 - delete some nouns, main verbs, adjectives and adverbs to encourage students to use semantic cues,
 - for developing the use of syntactic cues, delete some conjunctions, prepositions and auxiliary verbs
 - include the initial, medial or final consonants of deleted words to encourage students to employ graphophonic cues in addition to other cues.

- Emphasize that insertions must sound like language and be meaningful in the passage.

Assessment

- Determine which cueing systems students can employ effectively and those that pose difficulty for readers.
- See **cloze procedure** in the Evaluation component of this guide for further information.

Teacher Note:

- Students can often supply appropriate words to cloze passages but may have difficulty with conventional spelling. Students should not be penalized for spelling errors if the meaning of the misspelled word is clear.
- Use sufficient text to provide readers with a clear and meaningful context.
- Proceed from oral to silent reading tasks, and from class and small group to individual tasks.
- Synonyms which preserve the meaning of the passage are acceptable.
- For beginning readers, design cloze tasks using classroom labels and instructions, dictated captions, experience stories, rhymes, songs and story language before using other subject area content.

What Students Learn about Language

- Effective readers employ all cueing systems.
- Reading is a meaning-seeking process.

Adaptations and Applications

- Initial cloze activities could involve students in predicting and naming missing parts of objects, puzzles, pictures and sets.
- The teacher could use a modified cloze procedure for class and morning messages.
- Cloze procedures can be used to introduce or conclude units of study in all subject areas.
- Students can be given examples or options for the deleted words. They choose the most appropriate completion.
- Following the reading of a story or book, teachers can summarize the story deleting main events or ideas. Students read the story and supply the missing events and details.

Newspaper Article Writing

Language is used for several purposes in newspapers. Articles inform, persuade and entertain readers. By writing various kinds of newspaper articles, students develop their abilities to use language for these purposes. After reading and examining components of available newspapers, students can be motivated to write articles and compile a class newspaper.

Purposes

- to increase students' awareness of newspapers as sources of information about local, regional, national and global events and issues
- to increase students' awareness and use of newspapers as means of communicating their ideas and opinions to peers and local readers
- to increase students' understanding that language is used for various purposes
- to develop skills of critical reading

Procedure

- Ask students to share newspaper articles of interest to them.
- Examine available newspapers together to determine the kinds of information included.
- **Categorize** the articles -- current events and issues, sports, comics and cartoons, human interest stories, advertisements, weather, editorials, leisure and entertainment, classified ads, fitness and health.
- Examine articles from these categories to identify common structures and components.
- Using the collaborative approach, compose articles of various kinds.
- Prior to writing articles, students may conduct interviews or **research** topics.
- As students develop confidence in writing newspaper articles, a class newspaper could be published.
- Students choose a name for their newspaper and determine the types of articles to be included, the audience and the timeline for the publication and distribution.
- Select an editorial staff that will be responsible for reviewing and editing articles, arranging the lay out and printing the newspaper.
- Students volunteer to write articles.
- Newspaper articles could be typed or recopied neatly by hand.
- Word processing programs could be used to format the newspaper.

Assessment

- Observe students' developing awareness of writing for a specific purpose and audience.
- Observe students' ability to work co-operatively to complete a project by a predetermined date.
- Conference with students throughout the writing process.
- Review students' writing folders.

Teacher Note:

- If the newspaper becomes an on-going project, all students should have the opportunity to experience editorial responsibilities.
- Ensure that students contribute a variety of articles and viewpoints in each edition of the class newspaper.

What Students Learn about Language

- Purpose and audience determine appropriate language use.
- Language must be adapted to communicate factual information, persuasive ideas, personal opinions and various points-of-view.

Adaptations and Applications

- A field trip to local newspaper office could be arranged.
 - Students could create a newspaper as a culminating project for a unit of study about historical events, current issues and events, or a particular location.
 - Students should be made aware of the variety of newspapers that exist for different audiences and purposes.
 - Letters could be written to the editor of the local newspaper.
 - E.S.L. students could contribute articles to the class newspaper in their first language.
-

Pattern Writing

Authors and poets carefully plan the structure or pattern of their writing. To introduce the various literary patterns writers use, many examples of quality literature and poetry must be shared with the class. As students internalize the patterns of printed language, they apply this information in their reading and writing. Knowing how stories and poems are structured assists students in making accurate predictions as they read. During writing, students use these patterns as frameworks for communicating their ideas and feelings.

Purposes

- to develop appreciation for the rhyme, rhythm and patterns of language
- to develop students' awareness of how writers use language for different purposes
- to make students aware of the literary patterns used by writers
- to provide opportunities for collaborative oral and writing activities
- to support students in their writing attempts

Procedure

Identifying Literary Patterns:

- Share numerous stories or poems that follow a similar structure or pattern.
- If poetry is used, students should internalize the structure by chanting or choral reading selections.
- Have students determine the similarities in the selections. (For example, story beginnings may be similar. In folktales, "Once upon a time," is frequently used and stories conclude with "...and they all lived happily ever after!" From examples of limericks, students could identify the rhythm, the rhyme scheme and the number of lines that characterize the limerick pattern.)
- Chart patterns used in selections.
- **Brainstorm** ideas for writing personal stories and poems that would follow these patterns.
- Compose class stories or poems using brainstormed ideas and identified patterns.
- Students may use the patterns to compose individual or group stories and poems.

Using Favourite Poems or Stories as Patterns for Personal Writing:

- Select a poem or a short story favoured by students that contains an obvious pattern.
- Share the selection with the students and ensure that students recognize and internalize

the pattern.

- Discuss ways students might change or adapt the story or poem.
- Chart the author's pattern as a framework, leaving blank spaces where students could insert their own ideas and language.
- **Brainstorm** appropriate words or phrases.
- Collaboratively compose a story or poem using some of the brainstormed ideas.
- After the procedure has been modelled, the students can compose their own selections.
- Students' versions could be polished and published as class or individual books.

Assessment

- Record the literary patterns that students recognize and incorporate in their writing.
- Note how students apply their knowledge of literary patterns to make meaningful predictions when reading.

Teacher Note:

- Students require numerous opportunities to hear, read and identify literary patterns before they confidently use the patterns in independent writing.
- Chart and display brainstormed ideas and words as writing and spelling resources.

What Students Learn about Language and Literature

- Recognition of common patterns in literature helps readers make predictions.
- Knowledge of literary patterns can be applied in all writing efforts and tasks.

Adaptations and Applications

- Knowledge of literary patterns assists students to organize story events and ideas for **storytelling**.
- Students may share their compositions in **author's chair** sessions.
- Pattern writing may incorporate the following activities:
 - **Letter writing**
 - **Making books**
 - **Reading and writing repetitive patterns**
 - **Story mapping**

Point-of-View Stories

People see others, events and life experiences from their personal points-of-view. Students must recognize that authors write stories from a particular point-of-view. By comparing stories and rewriting familiar selections from various points-of-view, students increase their understanding that the perspective from which a story is written affects readers' interpretations.

Purposes

- to provide opportunities for students to recognize the point-of-view from which a story is written
- to increase students' awareness of the choices that all writers make including decisions about characters and events, language used, point-of-view and format

Procedure

- Share a familiar story.
- Discuss the traits of the characters in the story.
- Examine the story to determine who is telling the story or from whose point-of-view the story is being told.
- **Brainstorm** ideas for story adaptations or versions written from other perspectives. For example, *The Three Bears* could be retold or rewritten from the point-of-view of Mother Bear, Father Bear, Baby Bear or Goldilocks.
- Students may work individually or in groups to compose story adaptations.
- Students could present the different versions orally, in writing or in dramatic form.
- Students could compare their versions to the original story.
- Students could compare their responses to the students' versions with their responses to the original story.

Assessment

- Note students' ability to consistently use a particular viewpoint throughout a story.
- Note students' ability to choose language appropriate to the storyteller's perspective.
- Observe students' ability to work collaboratively in pairs or small groups.

Teacher Note:

Discussion and collaborative story writing activities are necessary before students are able to incorporate differing points-of-view in their independent writing.

What Students Learn about Language and Literature

- Choices made by authors affect readers' interpretations and responses.
- Personal experiences and bias affect readers' interpretations of stories.
- Personal experiences, knowledge and bias affects what and how authors write.
- Stories can be written and told from more than one point-of-view.

Adaptations and Applications

- Students could explore points-of-view in oral and printed literature unique to their cultures.
 - Students may examine different accounts of a story or news report from newspapers, magazines, radio and television to compare story versions.
 - Students may dramatize their stories using **puppetry**.
 - Students can explore point-of-view through **pattern writing**. For example *The Three Bears*, could be written from the viewpoint of a child who wanders into a bear's home in northern Saskatchewan.
 - Students could **make illustrated books**.
 - Story sequels could be written.
-

Puppetry

Puppetry provides opportunities for students to create and enact a variety of characters, roles and events. Puppets evoke imaginative and creative ideas and responses. The use of puppets can encourage and support student participation in many language activities. Students who are reluctant to speak in group settings may participate in oral activities with increased confidence with the aid of props such as puppets. Puppets can be used spontaneously in the classroom for a variety of purposes. Planned use can include the composition and presentation of puppet plays as responses to literature or as culminating projects for units of study.

Purposes

- to develop students' imagination and creativity
- to provide opportunities for students to share oral interpretations of literature
- to provide a supportive environment for experimenting with voice and language
- to use language for various purposes

Procedure

Students should have prior spontaneous, unstructured experiences with puppets to assist the following procedures.

Adapting Literature Selections:

- Initially, model the procedure with students using a favourite story or portions of a story.
- Choose a selection with few characters, interesting action and events, and limited scene changes.
- Collaboratively create a **story map** of the events the puppets could portray.
- Students determine the roles and actions of the puppets by adapting dialogue from the story.
- Collaboratively determine what props, stage and scenery, and puppets could be used.
- Students could construct the necessary props and puppets.
- Roles could be given to student volunteers.
- Provide adequate preparation and practice time.
- Share the play with the class.
- Following the presentation, the peer audience and participants should discuss the performance and reflect upon the most effective and least effective aspects of the play.
- Students, working in pairs or groups, could be encouraged to adapt other stories as puppet plays.

Creating Original Storylines and Dialogues:

- Students can create characters for purchased or crafted puppets from the classroom collection or from home.
- Each student presents a brief description of a puppet, focusing on the puppet's likes and dislikes, special skills, talents and background.
- **Brainstorm** and display a list of settings where these puppets might meet individually or for a group activity.
- Select two or three puppets from the group, and a setting from the list.
- Using this setting, collaboratively create a **story map** of the events that these puppets could portray.
- Determine appropriate dialogue and actions for each character.
- Students may volunteer to practice and perform this play for the class.
- Students, in small groups, could create storylines and dialogues for their puppets using a setting from the list.
- Groups could discuss their story outlines and ask peers for feedback and suggestions for story refinement.
- Provide adequate preparation and practice time.
- Plays may be shared with other groups, with the class or with younger students.

Assessment

- Note students' efforts to use appropriate voice and dialogue to create and communicate puppet characters.
- Note students' ability to apply their knowledge of story structure to puppetry.
- Note students' interest and ability to communicate oral interpretations and responses to literature.

What Students Learn about Language and Literature

- Individual interpretations of literature vary.
- Language and expression can be adapted to create characters.
- Knowledge of story structure or story sense is reinforced.
- Puppetry develops oral communication skills.

Teacher Note:

- Puppets do not have to be elaborate or expensive to be effective. Students can create puppets from paper bags, socks and materials readily available in homes and classrooms.
- Students should have opportunities to create and use a variety of puppets including stick, finger, shadow, glove or hand puppets.
- Encourage enjoyment rather than polished performances for presentation.
- Puppetry provides opportunities for students to share experiences, language and cultures.

Adaptations and Applications

- Puppets may be incorporated into a variety of oral language strategies such as **storytelling** and **choral speaking**.
 - Students may be encouraged to use **story maps** to organize their story events.
 - **Point-of-view stories** can be adapted for puppet plays.
 - Puppets should be available for **dramatic play**.
-



Readers' Theatre

Readers' theatre is an interpretive oral reading activity. Students use their voices, facial expressions and hand gestures to interpret characters in scripts or stories. Teachers and students may adapt favourite stories for readers' theatre through collaborative script writing activities.

Purposes

- to develop students' awareness and appreciation for scripted plays as a form of literature
- to provide opportunities for students to use oral reading as a means of interpreting and understanding characters
- to provide opportunities for students to use elements of voice to interpret dialogue and communicate meaning

Procedure

- Select a play script based on student interests and abilities.
- Scripts used for this activity should contain interesting characters, ample dialogue and a simple plot.
- Provide students with copies of the script.
- Introduce the play by reading the introduction and discussing the setting and the list of characters.
- Encourage students to predict events based on this information and the accompanying illustrations.
- Encourage students to predict the characteristics and roles of play characters.
- Read the first scene of the play to students.
- Point out printing conventions of scripted plays. For example, characters' names in capitals or boldface are not to be read but are used as signals for the speaker. Stage directions are printed in italics or in parentheses and are not read aloud.
- Students volunteer to read the various character parts in the first scene.
- Use between-scene discussions to summarize plot development and discuss character portrayal through voice and gestures.
- Other groups of students could reread the first scene and attempt to incorporate these suggestions into their original interpretations.
- This procedure could be repeated for each scene.

- Once they are familiar with the script format, students could be encouraged to adapt literature selections or create their own scripts.

Assessment

- Observe students' willingness and ability to make predictions and inferences about character and plot development.
- Note students' efforts to interpret characters and communicate meaning through voice (volume, pitch, stress and juncture), facial expression and hand gestures.
- Note students' interest in participating.
- Record or video tape presentations.
- Note students' interest in independent script writing.

Teacher Note:

- Provide opportunities for students to explore various interpretations of the characters.
- Model and encourage a supportive attitude towards all suggestions and interpretations.
- Emphasize the reading of plays and stories for enjoyment rather than for polished performances.
- Emphasize the use of voice, gesture and facial expressions and note that language characteristics and the uses of expressions and gestures vary significantly across cultures.
- Encourage all students to participate.
- Encourage collaborative and individual script writing activities.

What Students Learn about Language and Literature

- Readers' theatre enriches oral and reading vocabularies.
- Play scripts are means of communicating stories.
- Characterization is revealed through dialogue, expressive voice and gestures.
- Participation enhances personal interpretations of, and responses to, literature.

Adaptations and Applications

- Reading of plays can be polished and shared with interested audiences.
 - Create and read scripts to introduce and reinforce concepts related to other subject areas.
 - Adapt stories from various cultures to the readers' theatre format.
 - Related strategies include:
 - **Contextual drama**
 - **Guided reading and thinking**
 - **Reflective discussions**
 - **Story theatre**
 - **Visual imaging**
-

Molly Whuppie and the Giant

Narrator: Once upon a time in a faraway land there was a cottage near the forest. The people who lived there couldn't support their children so they took them into the forest and left them there.

Tess: Oh, no! We're lost in the forest with no food or shelter!

Bridey: I'm hungry and my feet hurt!

Molley: Don't worry. All we have to do is wait till dark and then follow the north star until we find a house.

Narrator: So the three girls waited silently until dark and followed the north star until they came upon an old spooky house.

Tess: Let's get out of here! This place gives me the creeps!

Bridey: Yah, it looks really haunted!

Molley: Well there's only one way to find out.

Narrator: Molley knocked boldly on the door. The door opened. Before her stood an ugly old woman.

example of story text being adapted to script form
by Andrea, 10 years

Reading Environmental Print

Through the incorporation of this strategy, students and teachers explore print and its many functions using materials that are readily available in the immediate environment. Students should be encouraged to add to collections and classroom displays of environmental print. These displays should change and expand to include materials related to specific units of study, students' interests and experiences, and community events.

Examples of print which would interest students and provide relevant purposes for them to practice reading include:

- labels on classroom objects
 - clock
 - window
 - desk
 - table
 - paints
 - reading corner
 - light
 - door
 - shelf
 - wall
 - waste basket
 - sink
 - chair
 - gerbil
 - mirror
 - locker
 - chalkboard

- posted instructions
 - "Scissors go here."
 - "Please keep this door closed."
- printed resources from home and the community
 - milk and juice cartons
 - labels from canned foods
 - coupons
 - menus
 - toy labels, packages and price tags
 - instructions for toy assembly or use
 - recipes
 - telephone books
 - television guides
 - greeting cards
 - advertisements and flyers
 - catalogues
 - newspapers, magazines
 - travel brochures
 - replicas of street signs

Purposes

- to interest students in print and in reading
- to emphasize the functional nature of print to beginning readers and writers -- like talk, printed symbols convey meaning and often affect the actions and choices of people
- to build students' sight word vocabularies
- to assist word and letter recognition

Procedure

- Introduce this strategy by using classroom labels.
- Ask students, in turn, to point to an object or surface, naming the object as they point.
- Print the label for each object, modelling the process by sounding the words slowly and forming letters carefully.
- Read completed labels and ask students to read them with you.
- Ask the student who named the object to attach the label to the item securely.
- Collaboratively read and discuss environmental print samples.
- Encourage students to scan the environmental print display frequently.
- For the print samples that students cannot read, encourage them to use illustrations or the surrounding context to predict the words.



Assessment

- Observe students' interest in contributing examples and their response to environmental print to note which materials convey meaning to students.
- Note students' use of displayed words, letter combinations and letter formations in their writing.
- Keep a record of students who contribute to the display and those who read the samples.
- Students' sight vocabulary can be assessed partially by their recognition of displayed language.

Teacher Notes:

- Literacy begins in preschool years when children recognize and respond to logos and signs in their environment.
- Initially, introduce classroom labels gradually. Three to five labels per week are suggested.
- Individual name tags are important labels.
- Labels should eventually be printed in upper and lower case letters.
- The basic classroom display of environmental print should be comprised of printed materials found in most households and in the immediate community.
- Change display items frequently.

What Students Learn about Language

- Printed symbols convey meaning.
- Letters of the alphabet, letter combinations and sight words are learned in meaningful contexts.
- Knowledge of graphophonics is reinforced and extended during reading of familiar language.
- Context clues often assist the prediction and reading of printed language.
- Letters can be printed or typed in various styles. Efficient readers identify letters printed in many variations.

Adaptations and Applications

- Incorporate classroom labels and other print samples in word and letter games and activities.
- Details such as colours and quantities could be added to word labels.
- Labels could be printed in students' first languages to emphasize similarity of language functions across cultures.
- Students could add words from environmental print materials to their word banks and dictionaries.
- Take beginning readers and writers on walks in the immediate community to observe and record print samples.
- Examples of environmental print contributed by students could be shared during **shared language** sessions.
- Quantities and prices of products displayed could be used for mathematics activities.

Reading Logs

Students record their reactions to selections they read in their reading journals or logs. As they write their responses, students reflect upon their reading and explore the relationships between the selection and their knowledge or experiences.

Young readers may draw pictures or explain in writing thoughts and images that were evoked by the story or what they liked about the story. Older students may record thoughts, feelings, questions and ideas about what they read and relate selections to their own lives.

Purposes

- to develop personal responses to literature
- to encourage students to reflect upon the selections they are reading
- to provide opportunities for students to reflect upon and relate what they read to previous knowledge and experiences
- to clarify students' thoughts about authors' messages and purposes

Procedure

- As students read, they record their thoughts, feelings, questions and ideas about the selection into their reading logs.
- Each reading log entry is dated and the pages the entry refers to are recorded.
- Questions could be charted and displayed to encourage students to respond in various ways.
 - What do you predict will happen next?
 - Who is your favourite or least favourite character? Why?
 - Do any characters remind you of friends, family members or yourself?
 - Are there any story situations or events in which you would have acted differently?
 - Does the setting remind you of somewhere you have been or read about before?
 - What do you like best or least about the story?
 - How does the selection make you feel?
 - Does this story remind you of other stories?
 - If you were the author, would you make any changes to the story?
 - Do you have any questions about the characters, the plot, or the language?
 - Do you know of information that confirms or contradicts what you read?
 - How would you compare this book to others you have read?
- Upon completion of the selection, students

review their reading logs to prepare for whole class or small group **discussions**, or for student-teacher **conferences** about the story.

Assessment

- Review reading log entries as they reveal students' comprehension of the selections.
- Note students' ability to express their ideas, feelings and questions in writing.
- Conference students about reading log entries.

Teacher Note:

- **Model the procedure** by keeping a class reading log for selections read to the class.
- **Encourage students to extend personal interpretations and understandings of literature selections** by sharing their thoughts, feelings and questions with partners, small groups or the class.
- **Encourage students to discuss personal experiences that are similar to those portrayed in the literature selection.**

What Students Learn about Language and Literature

- Thoughts, ideas, feelings and questions can be communicated through writing.
- Personal interpretations of literature vary as they are determined by one's previous knowledge and experiences.
- Story setting, plot and characters are related.
- Relationships exist between stories and life experiences.

Adaptations and Applications

- A collaborative class reading log could be used to introduce the procedure.
- Students may keep reading logs to record reactions to literature read independently or to selections read to the class.
- Reading log entries may provide direction for in-depth study or instruction.
- E.S.L. students may write reading log entries in their first language. They could share their thoughts and feelings orally with the teacher in a **conference** or with their peers in a discussion.
- Learning logs may be kept in all subject areas to reflect on and evaluate learning.
- **Author and literature studies** may incorporate this strategy.

Reading Repetitive Patterns

Stories, poems and rhymes containing repeated words and phrases are useful for collaborative reading activities. The regularity of the repetition, as well as the language patterns or rhythm, help young readers to recall and predict words and phrases.

Purposes

- to provide opportunities for successful oral reading experiences in supportive group settings
- to increase students' sight vocabularies
- to develop appreciation for the rhythm, rhyme and patterns of language

Procedure

- Select a story, poem, rhyme or song with a strong rhythmic or rhyming pattern.
- Introduce the selection by reading or singing the text with appropriate cadence and expression.
- Display the words on a chart, on an overhead transparency or on cards in a pocket chart.
- Collaboratively read the repeated lines, phrases or chorus several times.
- Encourage students to read the lines they recognize.
- **Frame** the repeated refrains or phrases for students to read.
- Have students read the selection independently or in small groups after the pattern has been internalized.
- Substitute words into the repetitive pattern to compose new verses, rhymes or lines.

Assessment

- Note students' ability to participate in oral reading experiences.
- Note the extent of students' imaginative ideas in oral and written substitutions to repetitive patterns.
- Observe the use of patterns in students' writing efforts.
- Note students' ability to recognize words from repetitive patterns in other contexts.

Teacher Note:

- Reciting and reading short, repetitive passages or rhymes could be incorporated into daily **shared language** sessions.
- Encourage appropriate dramatic emphasis and interpretation of selections.
- Incorporate rhymes, chants and verses contributed by students into class activities such as **choral reading**.

What Students Learn about Language

- Language patterns and rhythm help readers to recall and predict words or phrases.
- Existing patterns can be used to create original poems and rhymes.

Adaptations and Applications

- Cumulative stories and poems can be read by students and teachers.
 - Repetitive lines could be printed on sentence strips for sequencing and reading activities. Sentence strips could be cut apart for sentence building exercises.
 - Students could develop actions for particular words, phrases or sentences.
 - Students who are writing independently can incorporate patterns into daily writing activities.
-

Reading to Students

Teachers who model an interest in reading and read a variety of resources to students invite them into the enjoyable and informative process of reading. In addition to literature selections, teachers should read interesting articles from newspapers and magazines, and from resources relevant to studies in other subject areas.

Purposes

- to kindle enthusiasm and interest in reading for enjoyment and information
- to introduce students to a variety of printed resources
- to extend students' listening, speaking, reading and writing vocabularies
- to increase students' recognition and appreciation of their cultural identities and of the cultures of others

Procedure

- Prepare students to listen by:
 - having them predict content by using the title, cover, illustrations or information about author
 - reviewing a previously read chapter or related selection
 - setting the "mood" by creating appropriate atmosphere
 - sharing information about the storyline or topic.
- During reading, pause when appropriate to share illustrations, have students make further predictions, ask students about what has been read or answer students' questions.
- After reading, elicit reactions and responses to the selection.
- Following readings, display or add selections to the classroom library.

Assessment

- Observe students' interest and involvement in what is being read.
- Take note of students' comments, questions and responses.
- Observe students' choices of reading materials and their reading habits.

Teacher Note:

- A specific portion of each day may be designated for this routine.
- Students' reactions and attention spans determine the appropriate length of these sessions.
- Students should be given the opportunity to choose some of the resources to be shared.
- Always read with expression and enthusiasm.
- Encourage students to discuss their thoughts, ideas, feelings and questions about the selections.
- Discussions should periodically focus on language used to create images and evoke emotional responses, on interesting or unusual vocabulary, on students' personal interpretations or on accompanying illustrations.
- This procedure reinforces the patterns, sounds and rhythms of the English language for E.S.L. students.

What Students Learn about Language

- Reading extends vocabularies and repertoires of syntactic patterns.
- Reading and listening expands one's knowledge and experiences.

Adaptations and Applications

- Students could read to peers or younger students.
- Students could adapt shared selections to compose original stories or poems.
- Students could listen to the taped recordings of other readers during **reading to students** sessions.
- Students could create illustrations or wordless picture books to accompany recorded readings.
- Members of the community could be invited to tell or read stories from various cultures.
- Students could discuss bias or inequities in literature selections.
- **Author study** units or the **guided reading and thinking** procedure may incorporate reading to students.
- **Story grammar**, **reading logs** and **story mapping** may be post-reading activities.

Reflective Discussions

Reflective discussions encourage students to think and talk about what they have observed, heard or read. The teacher or student initiates the discussion by asking a question that requires students to reflect upon and interpret films, experiences, read or recorded stories, or illustrations. As students question and recreate information and events in a film or story, they clarify their thoughts and feelings. The questions posed should encourage students to relate story content to life experiences and to other stories. These questions will elicit personal interpretations and feelings. Interpretations will vary, but such variances demonstrate that differences of opinion are valuable.

Purposes

- to use questions to stimulate reflection and extend comprehension
- to challenge students' thinking by inviting them to interpret, infer, summarize, form conclusions and evaluate selections
- to extend personal responses by considering the views of others
- to share personal thoughts, feelings and images evoked by literature selections, films, illustrations and experiences

Procedure

- Pose a question to initiate discussion.
- This question should be an inferential or open-ended question to which there is no single correct answer.
- This question should require students to make an inference or assumption, or to interpret what they have observed, heard or read.
- The first question should reveal students' understanding of the main theme, message or purpose of the selection.
- Additional questions posed by teacher and students should serve to clarify and extend personal interpretations.
- Discussions should encourage students to relate events and characters to other selections and to life experiences.
- Resulting questions, concerns or issues may be resolved by rereading passages or viewing films a second time.

Assessment

- Monitor students' interest and participation in sharing interpretations and responses.
- Note students' ability to orally express their thoughts, feelings and understandings.

- Note students who pose questions to clarify their understandings.
- Observe students' ability to listen to and respect the views and opinions of others.

Teacher Note:

- Encourage all students to participate.
- Encourage students to pose questions to you and their peers.
- Small group settings or conferences may encourage students to participate if they are reluctant to share personal understandings and feelings in large groups.
- Teachers must be familiar with, or be interested in, the material being discussed.
- Note which materials elicit students' interest and participation to guide future

What Students Learn about Language and Literature

- Effective discussions require appropriate listening and speaking skills and behaviour.
- Everyone's expressed ideas and opinions should be respected and valued.
- Stories, illustrations and films can be related to other materials and to life experiences.
- Language brings meaning to what is observed, heard and read.

Adaptations and Applications

- Students could initiate discussions about resources in all subject areas.
 - Reflective discussions can be incorporated into the following strategies:
 - Book talks
 - Conferencing
 - Co-operative learning
 - Literature study
 - Reading logs
-

Researching

Research projects are very effective for developing and extending language arts skills as students learn in all subject areas. While doing research, students practice reading for specific purposes, recording information, sequencing and organizing ideas, and using language to inform others.

A research model provides students with a framework for organizing information about a topic. Research projects frequently include these four steps:

1. determining the purpose and topic
2. gathering the information
3. organizing the information
4. sharing knowledge.

Purposes

- to increase students' ability to access information, organize ideas and share information with others
- to provide opportunities for students to read a variety of reference materials and resources
- to involve students in setting learning goals and in determining the scope of units of study

Procedure

Students at all grade levels can be involved in the process of research. Initially, research should be a collaborative activity. As students become familiar with the procedure they can undertake small group or individual projects.

Determining the Purpose and Topic:

- Using procedures such as **discussing**, **mapping** or **webbing**, determine students' interests and awareness levels about a topic of study.
- List what is known and questions students have about the topic.
- **Categorize** these questions and ideas.
- Examine each category to determine subtopics and possible directions for research.
- Considering individuals' needs and interests, divide research topics or questions among class members.
- Research topics could be undertaken by groups, pairs or individuals.
- Brainstorm the sources of information available in the school and in the community.

Gathering the Information:

- Students gather information using a variety of reference material such as information books,

magazines, newspapers, encyclopedia, atlases, filmstrips, films or video tapes.

- As students initiate their research, the teacher may identify the need for specific instruction on topics such as:
 - determining main ideas
 - locating specific facts and details
 - interpreting information conveyed in resources such as pictures, charts, maps and graphs
 - detecting opinions and bias
 - summarizing and paraphrasing information in their own words
 - recording main ideas and interesting details.
- Students could record the information in various ways including using sub-headings or initial questions to categorize information or by recording key words or phrases.
- Sources and page numbers should be noted by students to assist in the development of a bibliography at appropriate grade levels.

Organizing the Information:

- Students review the gathered information to ensure that questions have been answered.
- Students consider how they will sequence the information.

Sharing Knowledge:

- Students consider potential audiences and how they will share what has been learned.
- Suggestions for sharing knowledge include oral or written reports, displays, creating books and charts, or presentations including visual art, music, dance or drama.
- Audiences may include other research groups, the class or younger students.

Assessment

- Note students' ability to access and use a variety of reference materials for information.
- Observe students' ability to use language to convey meaning to others.
- Note students' ability to organize main ideas and supporting details in a logical sequence.
- Note students' ability to determine an effective format and medium for sharing information.
- Note students' ability to share information and understandings in various ways.

Adaptations and Applications

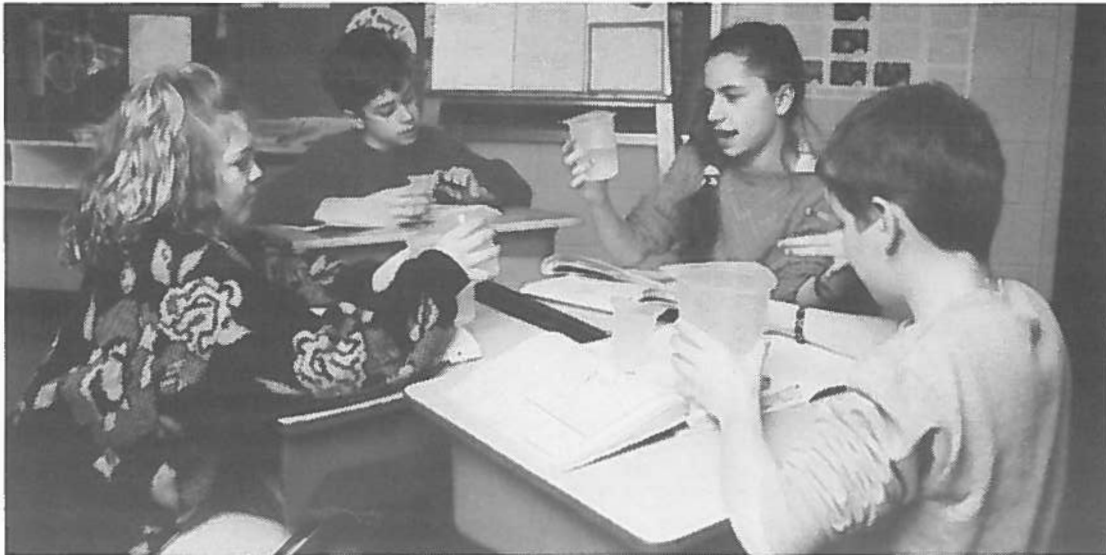
Teacher Note:

- Model the procedure by conducting a class project in which the teacher and the students collaboratively research one topic.
- Teachers may initiate research by reading aloud from various resources and asking students to summarize the information in their own words.
- Encourage students to record information in their own words to avoid copying and plagiarism.
- Teacher-librarians can assist teachers and students in planning projects and

What Students Learn about Language

- Language can be used to organize, record and convey information.
- Various formats and media can be used to convey information to others.

- As a precursor to research, students could compile theme books or scrapbooks by collecting pictures and articles related to a specific topic of study or interest.
 - Researching should be conducted in all subject areas.
 - Research may incorporate the following strategies:
 - Brainstorming
 - Categorizing
 - Conferencing
 - Co-operative learning
 - Discussions
 - Key vocabularies
 - Letter writing
 - Making books and charts
 - Puppetry
 - Newspaper article writing
 - Sequencing
 - Using experiences charts
 - Webbing
 - Writing to inform
-



Sequencing

During sequencing activities, students must order events or information. To be introduced to this procedure, students should practice ordering or sequencing events and experiences they have shared. Sequencing activities develop students' ability to perceive structure in printed text and to organize ideas or information in all subject areas.

Purposes

- to increase students' powers of observation, memory and reflection
- to develop students' organizing abilities
- to promote discussion of students' perceptions and observations

Procedure

Use a shared class experience to introduce this procedure.

Concrete experience (an example):

- Plan an observation hike around the school grounds, to a nearby park or through the immediate community.
- Set a purpose for the hike by asking students to remember what they see, hear and experience throughout this walk.
- During the walk, periodically stop to have students recall the order of their observations.
- Back in the classroom, collaboratively sequence observations and experiences.
- Record the sequenced details on the chalkboard or compose an experience chart.
- All participants should agree upon the sequence of events and the included details.

Extensions:

- Through discussion, emphasize the sequence of events or story structures in literary selections.
- Model methods for organizing and outlining ideas or information during collaborative writing activities.

Assessment

- Note the terminology students use to indicate the order of events (first,...next,...and then,...at the end...).
- Note students' ability to recall and sequence events and details observed, heard or read.

Teacher Note:

- Begin with sequencing limited numbers of events and ideas.
- Initially, conduct sequencing activities orally with the entire class; progress to small group and individual activities.

What Students Learn about Language and Literature

- Experiences can be recalled and reported following the chronological sequence found in most stories -- beginning, middle and end.
- Ideas and information must be organized logically to communicate meaning to readers and listeners.

Adaptations and Applications

- Students should have opportunities to practice following sequenced directions for recipes, experiments and games.
 - At the end of the school day, students could recall their classroom activities in sequence.
 - Students can arrange sentence strips or story segments to reconstruct stories.
 - Students could create text for a picture series or wordless picture books.
 - Sequencing can be incorporated into the following strategies:
 - Book talks
 - Daily records
 - Making books and charts
 - Newspaper article writing
 - Pattern writing
 - Researching
 - Story grammar
 - Story mapping
 - Storytelling
 - Using experience charts
 - Writing to inform
-

Story Grammar

A story grammar is a charted outline that summarizes main story events, settings and characters. Authors carefully structure their writing. Readers who perceive the structure of a reading selection are better able to construct meaning and identify important ideas and events. Story grammar develops students' "sense of story" by acquainting them with a structure that outlines most stories. By charting the structure students reflect on basic story parts or elements and on the interrelationships among the elements. Students can use story grammars to organize ideas during reading and for writing narrative compositions at all grade levels.

Purposes

- to improve students' comprehension of literary selections by providing them with a predictable story structure
- to develop an understanding that a story is a series of connected events related to a central idea

Procedure

Simple Story Grammar:

- Introduce this strategy using a story that is familiar to all students.
- Display a simple story grammar or grid such as:
 - Beginning
 - Middle
 - End.
- Read the selection to students.
- Invite students to respond to the story.
- Have students recall the story events and determine which events were part of the story beginning, middle and end.
- Fill in the grid by listing suggested events under each label.
- Repeat this procedure with a new story.

Extended Story Grammar:

- Once students are familiar with a basic story structure, the following elements should be introduced gradually:
 - Beginning
 - Setting
 - Characters
 - Events or problems
 - Ending or resolution.
- Introduce a more complex story grammar by reading a story to students, stopping at appropriate intervals and encouraging listeners to discuss various story elements.

- Have students identify the information or events presented by the author in that part of the story and have them make predictions for what will come next.
- Compare and verify predictions with the text.
- Diagrams, maps or flow charts could be used to depict story components and the relationships among these components.
- Discussions should take place before, during and after diagramming or charting the story.
- Discussions should increase students' awareness of the cause and effect relationships of story events.

Assessment

- Monitor students' developing sense of story structure.
- Observe students' incorporation of story elements and sequence in their writing, book talks, storytelling, puppetry and dramatic play.
- Note students' knowledge of story structure and their ability to apply their knowledge of story characters and events to complete passages or sentences during modified cloze procedures.

Teacher Note:

- Introduce terminology of story grammars gradually when discussing literature selections.
- Display a completed story grammar in the classroom for students' referral during reading and writing activities.
- Students' predictions of story grammar elements should be accepted without evaluation.
- Teachers should be aware that cultures and societies may structure stories in unique ways. For example, some Aboriginal stories do not have a clearly defined ending or conclusion.
- Frequent modelling, guided practice and discussion of this strategy will be required in all classrooms to enable students to apply a knowledge of story grammars to their reading and writing.



What Students Learn about Language and Literature

- Many stories have an obvious structure which frequently includes an identifiable beginning, middle and ending.
- Awareness of this structure helps to comprehend stories written by others and to organize ideas for writing.
- All writers manipulate story elements and language to suit their purposes.

Adaptations and Applications

- Construct a **modified cloze text** by deleting one or more parts from a familiar story. Deleted parts will vary in length. Initially, students may wish to discuss what kinds of information and what quantity of detail would complete the story. Students could complete the story collaboratively or individually. Use this strategy with new stories to assess students' sense of story structure.
- Separate a story into parts or segments. Copy each segment onto paper strips or separate pages. Scramble the parts. Have students apply their sense of story structure by reading and sequencing the parts.
- Provide story skeletons or frames to assist students' story writing efforts.
Sample story frame:
This story begins when _____
After that, _____
Then, _____
The story ends with or when, or the problem is solved when _____
- Students could use story grammars as outlines for **storytelling** or **book talk** activities.
- **Story mapping** and **webbing** activities also illustrate the interrelationships among ideas and events.

Story Mapping

A story map is a visual depiction of the settings or the sequence of major events and actions of story characters. This procedure enables students to relate story events and to perceive structure in literary selections. By sharing personal interpretations of stories through illustrations, students increase their understanding and appreciation of selections. Story maps can be used as frameworks for storytelling or retelling, and as outlines for story writing.

Purposes

- to enhance students' interpretative abilities by enabling them to visualize story characters, events and settings
- to increase students' comprehension of selections by organizing and sequencing main story events
- to develop students' sense of story which will assist storytelling, retelling and writing
- to increase students' awareness that story characters and events are interrelated

Procedure

- Introduce story mapping as a collaborative activity.
- Introduce this strategy using a story with an uncomplicated plot.
- Read the selection to students.
- Encourage students to visualize the characters, settings and events as they listen.
- Discuss and chart the main characters and story events.
- Review the chart, focusing students' attention on the sequence of main events.
- Emphasize what happened first, next, and then
- As students agree upon the order of listed events, number these in sequence.
- Individuals or groups could each illustrate one story event.
- Display completed illustrations in sequence.
- This pattern or framework can be used for retelling the story.
- Students can retell the story for their own enjoyment, to a partner, to a small group or to the class.

- Story illustrations can be displayed in a vertical or a horizontal sequence, in a circular pattern or as a winding trail that traces the movements of the characters.
- Once students become familiar with this procedure, they can create a sequence of illustrations that will provide an outline for storytelling or for writing original stories.

Assessment

- Note students' ability to identify main story characters and events.
- Note students' ability to sequence story events.
- Story maps reveal students' level of comprehension of story events and structure.
- Variations among students' story maps illustrate their personal interpretations.

Teacher Note:

- Encourage individual interpretations and responses.
- Explore different narrative structures from various cultural groups. Include oral literature structures.
- Share and map numerous stories with students to emphasize that there are many ways to structure stories or sequence story events.

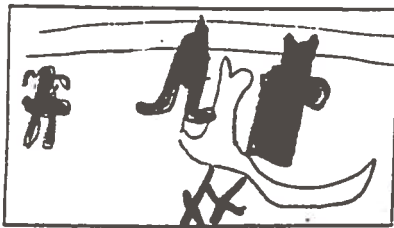
What Students Learn about Language and Literature

- Awareness of story or narrative structures assists readers in predicting story language and events.
- Selections can be illustrated and interpreted in different ways.
- Story settings, characters and events are related.
- Well-constructed stories follow a logical sequence.

Adaptations and Applications

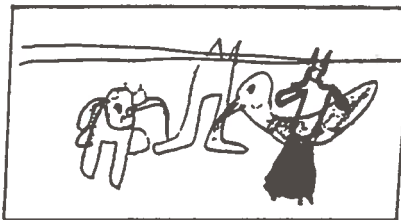
- As a prewriting activity, students could sketch the beginning, middle and concluding events as frameworks for their stories.
 - Students could use paper folded into six equal sections to illustrate and outline a story in six parts. This framework could assist **storytelling** or story writing.
 - Students may construct written maps or story graphs, or they may use combinations of drawings and words to outline a story sequence.
 - Oral tellings of stories could be recorded and students could create accompanying illustrations in the format of wordless picture books.
 - Story maps may be used to organize story events for **book talks**, **puppetry** or **book making** activities.
 - **Story grammars** also display the interrelatedness of story events, characters and events.
-

Beginning



one day a RaBit
went to Bear's
Hole on Sunday
to get cernit cake
and he saw a
duck hanging Hes
clothing to dry

Middle



and duck said
do you want
to Have chery
cake as no think
you said RaBit
so He went Of.

Ending



to Bear's Hole
to Have cernit
cake for Super
today.

main events in *Rabbit Finds A Way* as interpreted by Sunshyne, grade 2

Story Theatre

Story theatre refers to the oral interpretation of a story by a narrator who tells the story while student "actors" simultaneously portray the events of the story. Actors may speak any lines of dialogue which occur as part of their role in the story.

Initially, the teacher may narrate the story while the students portray the action. Group oration of dialogue or choral refrains are less demanding than solo lines. Once students are familiar with story theatre activities, they may take turns interpreting the roles of the narrator and individual story characters.

Purposes

- to develop students' listening skills
- to increase students' awareness of story structure and story language
- to increase students' awareness of the influence of non-verbal cues such as voice, gestures, actions and facial expressions on oral communication
- to develop students' abilities to interpret character traits by analyzing story dialogue and characters' actions

Procedure

- Consider the following selection criteria when choosing a story for this activity:
 - plot contains interesting action and events
 - story characters can be portrayed by groups or by individual students (such as peasants, soldiers, elves, forest animals)
 - plot is clear and uncomplicated.
- Share the story by reading or telling it to students.
- Invite students' initial reactions, comments and questions about the story.
- Discuss story characters and actions.
- Ask students to dramatize character actions or story events.
- Divide students into groups, with each group being responsible for portraying the actions of a character or group of characters.
- Appropriate group sizes will be determined by the story events.
- Narrate segments of the story to provide opportunities for students to practice and discuss appropriate actions, gestures and dialogue, if necessary.

- Work through the entire story, making frequent stops to discuss what has happened and to collaboratively plan what will happen next.
- Repeat the story several times to provide opportunities for students to try several roles.

Assessment

- Observe students' attentiveness in listening and responding to the narrator's cues.
- Observe students' efforts to use voice, facial expression, gestures and actions to assist the narrator in communicating the story.
- **Reflective discussions** following story theatre experiences should reveal students' comprehension of the story and their abilities to interpret characters and events by analyzing dialogue and actions.
- Video taping story theatre activities can assist evaluation procedures.

Teacher Note:

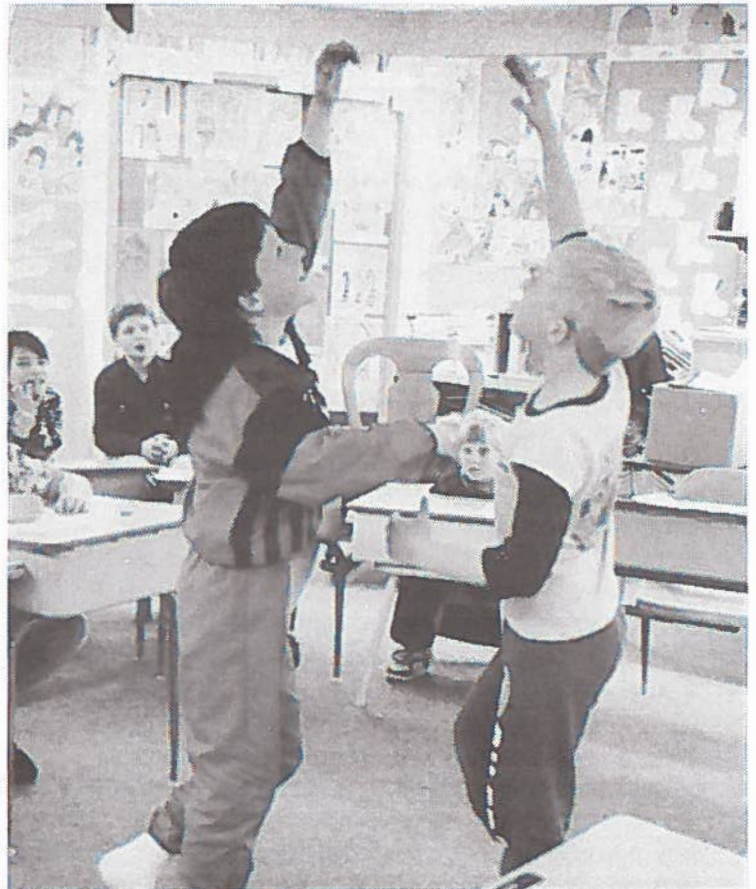
- Provide sufficient space for actions.
- Encourage students to participate orally in the story dialogue and as narrators.
- Although props and simple costume pieces such as hats or capes may be used, these are not necessary.
- Review appropriate audience behaviour with students.
- Emphasize story exploration and enjoyment of the story theatre experience rather than polished performances.

What Students Learn about Language and Literature

- Personal interpretations of literature can be expanded by considering the views and understandings of others.
- Personal thoughts, feelings and images evoked by literature can be intensified and shared through dramatization and actions.
- Authors manipulate language to create particular atmospheres, moods, characters and situations.
- Variations in voice and gestures can create or mold characters.

Adaptations and Applications

- Various stories can be adapted for the story theatre strategy. Stories from other cultures should be used.
 - Older students could serve as narrators.
 - Small groups could choose different stories for story theatre activities or present their versions of one story. Groups could share their interpretations with the class.
 - This strategy could be incorporated in other subject areas, using stories related to topics of study.
 - Occasionally, performances could be shared with wider audiences.
 - Students can participate in **choral reading** or recitation of story dialogue.
 - After the performance, have students assess the effect of their presentation through **reflective discussions**.
-



Storytelling

Storytelling activities provide opportunities for students to tell stories using their own language rather than reading from a text. Students may retell familiar stories or they may choose to tell stories they have read or written.

Purposes

- to develop and enhance students' responses to literature
- to stimulate students' imaginations
- to develop awareness of story structure and story language
- to develop students' sequencing abilities
- to develop awareness of the influence of voice, expression and gesture on oral communication

Procedure

- Provide students with numerous experiences listening to stories told by others in preparation for this strategy.
- Model storytelling using a story with an uncomplicated plot, an obvious sequence of events, strong characters and interesting language.
- Discuss the differences between reading a story aloud and telling a story.
- Chart criteria for effective storytelling, emphasizing the importance of voice variations, gestures and expressions.
- Student partners or small groups choose a story they would like to tell.
- Have students read their chosen stories a number of times to internalize the sequence of main story events.
- Help students to determine how characters and events can be interpreted and conveyed by incorporating variations in voice, gesture and expression.
- Encourage students to determine their roles and the format for their storytelling presentation.
- Provide adequate time for students to practice telling their stories and prepare simple props.
- Stories could be shared with another group or pair for feedback and suggestions for polishing.
- Stories are then polished and shared with the class or with younger students.

Assessment

- Observe students' ability to follow a sequence of story events.

- Observe students' use of detail, story language, voice variations and gestures in their interpretation of characters and events.
- Record or video tape storytelling sessions once students are comfortable with this strategy.

Teacher Note:

- This strategy could be introduced by using cumulative or add-on stories told by groups of students.
- Props such as masks, puppets, illustrations and objects may assist storytelling efforts.
- Memorization of story text is not recommended.
- Once students are comfortable with storytelling activities, guidelines for peer evaluation can be developed.
- Students should be provided with the opportunity to share their stories with a

What Students Learn about Language and Literature

- Many stories have an obvious structure which frequently includes an identifiable beginning, middle and ending.
- Meaning is affected by the communicator's voice, expression and gestures.
- Ideas and events must be organized logically to convey meaning to listeners.

Adaptations and Applications

- Invite community members to tell stories from various cultures.
 - Students could create wordless picture books to assist storytelling.
 - Students might record their storytelling sessions.
 - Encourage students to develop and tell original stories.
 - Students may interpret stories through **puppetry, readers' theatre or story theatre.**
 - **Story mapping or story grammar** can be used to organize ideas for storytelling.
-

Using Experience Charts

Experience charts record experiences shared by students. These charted experiences are meaningful resources for developing students' reading and writing abilities. Topics for charts may originate from planned or spontaneous activities that the class or a group of students has shared. The content of charts describes various classroom experiences and field trips.

Experience charts connect students' oral language to writing and reading within a meaningful context. The language is the students, so vocabulary and syntactic patterns are familiar.

Purposes

- to introduce students to the process of writing by demonstrating that their spoken words and ideas can be written and read
- to provide successful collaborative reading experiences
- to model letter formation, directionality of print, and the use of capital letters, punctuation and conventional spelling
- to develop students' sense of story and sequence
- to build sight vocabulary

Procedure

- Recall and discuss a class experience.
- Encourage all students to share recollections and ideas.
- Stimulate sensory details and elaboration of the experience with focused questions, if necessary.
- Make brief notes or an outline of the experience on the chalkboard during discussion.
- Ask students to think about the sequence of ideas as they dictate statements about the experience.
- Print each statement on large chart paper with minimal editing.
- Use terms such as "sentence," "word," "letter," "period" or "exclamation point" as you record the experience.
- Repeat students' statements as you print.
- Encourage all group members to agree with the sequence and quantity of recorded detail.
- Upon completion, read the chart to students.
- Guide students in choral chart readings.
- Date the chart, then display it for future language activities.

Assessment

- Observe students' interest in contributing ideas to collaborative compositions.
- Note students' awareness of words and sentences as units of meaning.
- Record significant growth of sight word vocabularies and reading abilities.
- Observe students' interest in completed experience charts. (Do they use charts as references for ideas, sentence structures, spelling, letter formation, punctuation and capitalization?)

Teacher Note:

- Employ this strategy in all subject areas.
- Print charts neatly and make them attractive.
- Refer to experience charts often.
- Collaborative charting experiences should be short and interesting to keep students involved.

What Students Learn about Language

- Ideas conveyed orally can be encoded in written symbols and read.
- Written ideas must be communicated in a meaningful sequence.

Adaptations and Applications

- Small group and individual experience charts can be dictated or composed by students.
 - Experience charts can be rewritten as rebus stories.
 - Charted sentences can be printed on sentence strips for various reading and **sequencing** activities.
 - Students may identify the words, phrases or letters on the charts, or they may read parts of the charted experience from memory.
 - Students may wish to illustrate charted pages and put pages together as big books.
 - E.S.L. students could dictate or compose experience charts in their first language and work with the teacher, a partner or a co-operative group to translate charts into English. Charts in both languages should be displayed.
 - Experience charts can be used for **framing** and **pattern writing** activities.
-

Visual Imaging

The practice of imaging or mentally visualizing objects, events or situations is a powerful process that assists students to construct meaning as they listen and read. As students read and listen to others, they incorporate their knowledge and previous experiences to form images of situations, settings, characters and events. These images extend students' comprehension, enrich their personal interpretations and stimulate unique ideas for writing. Imaging provides the opportunity for students to experience vicariously what they hear, read and write.

Purposes

- to provide opportunities for students to share personal interpretations of literary selections
- to develop students' ability to create images and ideas by relating their previous knowledge and experiences to what is heard and read
- to develop students' ability to monitor for meaning as they read and write

Procedure

Reading:

- When reading to students, periodically pause to share your personal perceptions and images evoked by the author's language.
- Initially, encourage students to visualize the characters in stories.
- Gradually extend their visualizing experiences to include the setting and story events.
- Discussing personal images and interpretations provides students' with a deeper understanding of the text.
- Students may record or describe the images evoked by texts in their **reading logs** and during **conferences**.

Writing:

As a prewriting activity, teachers can guide students through an imaging exercise.

- Have students concentrate on a situation, event or experience.
- Create a setting or situation with minimal description and explanation such as the experience of walking through a forest in late fall.
- Focus on using key words related to this experience that will elicit sensory responses.
- Encourage students to share the images created and the feelings aroused.

- Collaboratively determine and record the words or phrases that evoke and describe the images.
- These words or phrases could be recorded under the categories of sights, sounds, tastes, smells and feelings.
- Have students try to incorporate these words and phrases in their writing efforts.
- Students should be encouraged to use imaging as a prewriting activity for independent writing.

Spelling:

Students can be taught to use imaging for remembering and recalling spellings of words. A basic procedure for helping students visualize words of current relevance to them and to the topic of study is as follows:

- have the students imagine that they are watching a large video screen or computer monitor
- have them focus on a blank screen
- display a printed word and ask students to print that word on their imaginary screens
- have students describe the colours and shapes of their letters, and silently read the letters in order
- have students write the words on their papers from memory and check what they have written
- have students verify spellings by comparing their words to the displayed words
- if their spellings are incorrect, the imaging process should be repeated.
- When students are comfortable with creating images of words, they can apply this strategy independently to encode the spellings of words.
- To incorporate a new word into their writing vocabularies, students should **look** at the word, **cover** the word, **visualize** it on their screen, then **write** the word from memory and **verify** what they have written.
- If the word is spelled incorrectly, the imaging process should be repeated.
- When discussing spelling patterns and letter combinations, teachers should encourage students to use imaging.
- When recalling the spelling of a word, students should say the word, visualize it and then write the word.

Assessment

- Observe students during reading and writing activities to note students' use of this strategy.
- During writing conferences, discuss the use of interesting language and descriptive details that create images for readers.
- Listen to students' interpretations of literary selections to determine the depth of their comprehension, images and personal responses.

Teacher Note:

- Visual imaging improves with practice.
- A supportive, risk-free classroom environment will encourage students to share their personal interpretations and images.
- Images created by students are dependent on previous knowledge and experience.
- Focus students' attention on image-evoking details in text and on effective language used by authors.
- Poetry is a rich source of image-evoking

Adaptations and Applications

- Visual imaging can be used to generate ideas for collaborative writing activities.
- Imaging can be used to introduce a new concept, topic or literary selection as a way of having students recall prior knowledge and experiences.
- Strategies which may incorporate visual imaging include:
 - Contextual drama
 - Discussions
 - Guided reading and thinking
 - Journals
 - Literature study
 - Reading logs
 - Story grammar
 - Story mapping
 - Webbing

What Students Learn about Language and Literature

- Authors manipulate language to create sensory images.
- If the images created while reading do not make sense, readers should reread and question the text.
- Consideration of the interpretations and images shared by others can enhance one's personal interpretation and comprehension.
- Literary selections can be interpreted in many ways.

Webbing

Webbing is a method of visually representing relationships among ideas, concepts or events. During this procedure, ideas and information are explored and organized. The resulting web or pattern of relationships is determined by the participants' knowledge and previous experiences, and by the purpose for webbing.

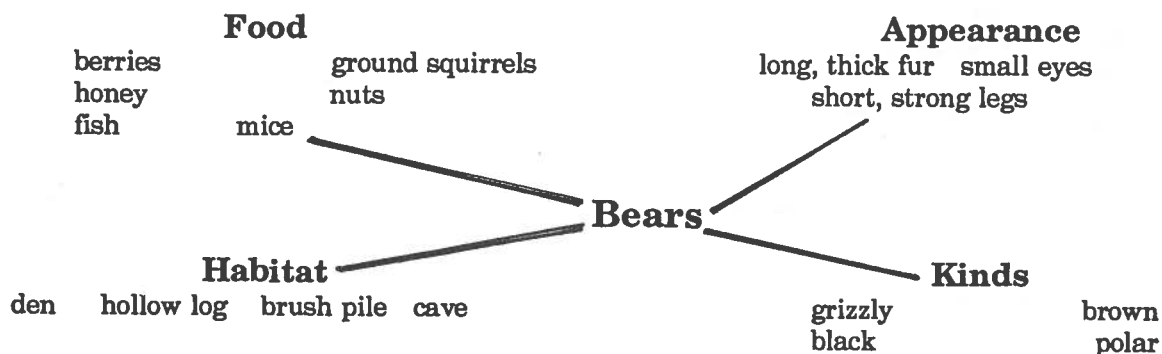
Purposes

- to develop students' ability to perceive relationships among ideas, concepts or events
- to generate and organize ideas prior to, or after, reading, writing or researching
- to encourage students to recall prior knowledge and experiences
- to increase students' knowledge and vocabulary in all subjects

Procedure

- Topics to be webbed must be relevant to classroom learning experiences and students' interests.
- The topic or title should be charted or displayed.
- Guide a **brainstorming** session during which students are encouraged to verbalize ideas and understandings related to the topic.
- Record brainstormed ideas.
- Discuss the relationships among the various ideas and collaboratively determine how the ideas could be organized or **categorized**.
- Record the ideas in clusters or categories around the displayed topic or title.
- As students become familiar with this strategy, they may create webs prior to writing, or before and after they read, **research** or study.

Example:



Assessment

- Monitor students' ability to relate ideas and concepts.
- Note students' use of this strategy to generate and organize ideas during reading, writing and researching activities.

Teacher Note:

- Content and organization of webs vary according to previous experiences, extent of knowledge, instructional purposes and the subject matter.

What Students Learn about Language

- Language organizes thoughts and ideas.
- Webbing can extend one's knowledge and vocabulary.
- Ideas and information can be organized or categorized in many ways.

Adaptations and Applications

- Webbing can reveal the extent of students' knowledge about topics of study or interest. This process can guide the preparation and planning of instruction and units of study.
- The use of this strategy following a unit of study or research informs students and teachers what has been learned.
- Webbing can provide an outline for students' narrative or expository writing.
- Webs can be used to show the interrelationships among story plot, characters, setting and theme.

Writing to Inform

Writing that reports information to others can vary greatly in content and format. Many learning experiences culminate in expository or informative writing activities. Students must have opportunities to read a variety of resources and printed materials for information. During writing, students can apply their knowledge of the structures and formats of these materials to organize and convey information.

Purposes

- to develop students' awareness of the organizational structures of informative text
- to develop students' abilities to use writing to organize, sequence, record and report knowledge and experience
- to increase students' ability to read and comprehend informative or expository text

Procedure

- Introduce expository structures to students by reading various resources in all subject areas.
- When reading informative text, focus students' attention on the structure and organization of ideas.
- A shared experience, students' interests, or a unit or topic of study in any subject area should provide the topic for collaborative writing and reporting activities.
- With students, determine an appropriate topic.
- **Brainstorm, categorize and web** what is known about the topic.
- Have students consider the audience to determine the appropriate content and format of the report.
- **Sequence** main ideas and supporting details, incorporating sub-headings if appropriate.
- Collaboratively prepare a draft by developing charted ideas into sentences and paragraphs.
- Read the draft and discuss the clarity of the information conveyed.
- Revise the draft incorporating students' suggestions.
- Have students consider the audience and purpose of the writing as they prepare the final draft or copy.
- Have students prepare any accompanying visuals.
- Share, display or present the final version to appropriate audiences.

Teacher Note:

- Classroom resource collections should include expository text.
- Daily reading to students sessions should include expository as well as narrative selections.
- Elementary students should gradually become aware of the structures and language of expository text. Common organizational patterns of expository text include:
 - **Description** -- features or characteristics of the topic are described. Some examples may be provided.
 - **Sequence** -- events or items are listed or ordered chronologically.
 - **Comparison** -- the subject or topic is compared and contrasted with other things or events.
 - **Cause and Effect** -- the author explains the cause of an event and the result.
 - **Problem and Solution** -- a question is presented and solutions are proposed.
- Students should have opportunities to orally express ideas and understandings before being expected to convey information in writing.
- During the Emerging Phase, students should have opportunities to inform

Assessment

- Observe students' ability to organize and convey information through writing.
- Note students' use of their knowledge of text structures to read informative materials for meaning.

What Students Learn about Language

- Writing can be used to inform others.
- Language is used to organize thoughts and ideas.
- Comprehension is aided by an awareness of text structure.
- Narrative and expository text differ in structure.

Adaptations and Applications

- Writing to inform may include the following strategies:
 - Brainstorming
 - Categorizing
 - Co-operative learning
 - Experience charts
 - Making books and charts
 - Researching
 - Webbing

THE SOLAR SYSTEM

The solar system has a circular shape. It is only a tiny part of a galaxy called the Milky Way. The Milky Way consists of more than 100 billion stars that are probably very similar to the sun. The Milky Way which also has a circular shape, is about 100,000 light years across and about 10,000 light years thick in its center.

Many stars in the Milky Way are the centers of solar systems. Some astronomers think many of these systems may have some form of life. The nearest solar system that might have intelligent life is about 100 light years away. It would take 100 years for a radio message sent from the earth at the speed of light to reach this solar system, and another 100 years for a reply to reach the earth.

I hope there is somekind of life form out there,

do you?

a report by Tania, grade 5

Evaluation

Introduction

Evaluation is an important component of the teaching-learning process. The main purposes are to facilitate student learning and to improve instruction. Information about student progress assists teachers in planning or modifying their instructional programs, and assists students in identifying personal learning goals.

Traditionally, evaluation of student learning focused on factual content, and student progress was frequently assessed by using methods such as paper-and-pencil tests. However, few tests can accurately evaluate complex language abilities and the development of critical and creative thinking, independent learning, and personal and social values and skills. This curriculum advocates evaluation procedures which correspond with changes in the curriculum objectives and in instructional practices. Methods such as observation, conferencing, oral and written assignments, student self and peer evaluation, and process (or performance) assessment are used to gather information about student progress.

Guiding Principles

Evaluation has a strong influence on teaching and learning. It provides a framework for instructional planning by identifying effective instructional strategies and learning experiences. If used appropriately, evaluation can promote learning, build confidence, and develop students' understanding of themselves and their abilities. To assist teachers in planning for student evaluation, Saskatchewan Education has developed five general guiding principles:

1. Evaluation is an essential part of the teaching-learning process. It should be a planned, continuous activity which is closely linked to both curriculum and instruction.
2. Evaluation should be guided by the intended learning outcomes of the curriculum, and a variety of assessment techniques should be used.
3. Evaluation plans should be communicated in advance. Students should have opportunities for input into the evaluation process.
4. Evaluation should be fair and equitable. It should be sensitive to family, classroom, school and community situations; it should be free of bias. Students should be given opportunities to demonstrate the extent of their knowledge, understandings, skills and attitudes in a variety of ways.
5. Evaluation should help students. It should provide positive feedback and encourage students to actively participate in their own learning.

Clarification of Terms

Consideration of the evaluation process in the English Language Arts necessitates that a distinction be made between the terms **assessment** and **evaluation**. **Assessment** is a preliminary phase in the evaluation process. In this phase, various techniques are used to gather information about students' language development and competence, and their growth in reading, writing, speaking and listening abilities. **Evaluation** refers to the decision-making which follows assessment. Assessment information is weighed against standards such as the English Language Arts foundational objectives and learning objectives in order to make judgements and decisions about the most beneficial teaching methods for individuals and for the class.

There are three main types of student evaluation that occur regularly throughout the school year: **formative**, **summative** and **diagnostic**. The assessment techniques suggested in this guide can be used for each type of evaluation.

Formative evaluation is a continuous classroom process that keeps students, parents or care givers, and teachers informed of students' progress toward curriculum objectives. The main purpose of formative evaluation is to guide instruction and student learning. It provides teachers with valuable information upon which instructional decisions and modifications can be made and provides students with direction for future learning.

Teachers engage in formative evaluation frequently during daily classroom activities. For example, formative evaluations are made during writing conferences, small group activities or whole-class discussions. In these situations, the teacher observes, listens and judges the response or contribution from the students. As a result, a teacher might decide that the class, a group of students or an individual student needs instruction on a specific skill or concept.



Summative evaluation occurs most often at the end of a unit of study. The primary purposes are to determine what knowledge, skills, abilities and attitudes have developed over a period of time, to summarize student progress, and to report progress relative to the curriculum objectives to students, parents or care givers, and teachers.

Seldom are evaluations strictly formative or summative. For example, summative evaluation can be used formatively to assist teachers in making decisions about changes to instructional methods, curriculum content or the learning environment. Similarly, formative evaluation assists teachers in making summative judgements about student progress.

Diagnostic evaluation usually occurs at the beginning of the school year or before a unit of instruction. The main purposes are to identify students with particular developmental needs so

that individual assistance can be provided, to ensure that all learners are sufficiently challenged, and to identify student interests. Diagnostic evaluation provides information essential to teachers in designing appropriate learning experiences for all students.

The Evaluation Process

Although evaluation is not rigidly sequential, it can be viewed as a cyclical process that includes four phases: **preparation, assessment, evaluation and reflection**. This process involves teachers as decision-makers throughout all four phases.

- In the **preparation phase**, decisions are made which identify what is to be evaluated, the type of evaluation to be used (formative, summative or diagnostic), the criteria upon which student learning outcomes will be judged and the most appropriate assessment techniques for gathering information on student progress. Teachers may make these decisions in collaboration with the students.
- During the **assessment phase**, teachers select appropriate tools and methods, then collect and collate information on student progress. Teachers must determine where, when and how assessments will be conducted, and students must be consulted.
- During the **evaluation phase**, teachers interpret the assessment information and make judgements about student progress. Based on the judgements or evaluation, teachers make decisions about student learning and report progress to students and parents or care givers. Students are also encouraged to monitor their own learning by evaluating their achievements in the language arts. Encouraging students to participate in evaluation nurtures gradual acceptance of responsibility for their learning and progress.
- The **reflection phase** allows teachers to consider the extent to which the previous phases in the evaluation process have been successful. Specifically, teachers evaluate the utility, equity and appropriateness of the assessment methods used. Such reflection assists teachers in making decisions concerning improvements or modifications to subsequent instruction and evaluation.

Student Evaluation

The evaluation guidelines included in this curriculum emphasize that evaluation is a continuous classroom process. Teachers are encouraged to use a variety of monitoring techniques that will collectively provide information about students' knowledge, understandings, skills, attitudes, values and language competencies. Large amounts of data will be gathered throughout the school year. It is important that teachers maintain well organized, concise and accessible records to assist decision-making and reporting.

For **oracy**, dated samples of students' oral language can be collected. **Video and audio recordings** made in a variety of classroom situations are effective methods of collection. These recordings can later be evaluated using predetermined criteria. Teachers can use **checklists, rating scales and anecdotal comments** to record observations of students' abilities in small and large group situations.

For **literacy**, individual student assessment files should include **dated writing samples**, records of books read and written, records of reading in the form of **miscue analysis, anecdotal observations** and completed **cloze** passages from narrative and expository text. **Checklists** may be used to monitor reading and writing growth. Periodic **teacher-student conferences** provide opportunities to discuss students' understandings of the reading and writing processes, and to discuss their strengths and weaknesses. Conferences identify students' needs and provide direction for instruction and learning. Anecdotal or checklist records of conference discussions should be kept by teachers.

Student evaluation should also involve **self and peer evaluation**. Self-evaluation requires students to reflect upon their achievements and to compare their performance to previous efforts. When students recognize progress and can identify weaknesses, they are often motivated to extend their abilities. Self-evaluation is integral to independent learning.

Regular opportunities to consider their achievements in the language arts assist students in identifying their language and learning needs. The tools used for self and peer evaluation should be collaboratively constructed

by teachers and students. It is important for teachers to discuss learning objectives and to develop evaluation criteria relevant to those objectives with individual students and small groups. Teachers must model fair and equitable evaluation and constructive feedback before students can competently practice self and peer evaluation.

Reporting Student Progress

It is the responsibility of the school principal and the teaching staff to establish student evaluation and reporting procedures consistent with the philosophy and goals of the curriculum. Student progress should be monitored on a continual basis and communicated to students and parents or care givers at regular intervals. Evaluation and progress reports should accurately profile language growth and development, and should outline goals for a student's continued learning.

Traditionally, letter grades and marks have been used to report students' achievement in the language arts. However, language development and abilities cannot be represented by a single symbol. It is difficult to convey the complexity of oracy and literacy development for young learners using letter grades or numerical marks.

Individuals develop language abilities at varying rates. At the elementary level, students who develop at slower rates or students who are learning English as an additional language are in danger of being labelled negatively if their progress is reported using single grades or marks.

This curriculum advocates the use of **descriptive reports** to communicate progress to students, parents, administrators and others. Descriptive reports should describe student achievement in all areas of the language arts. Progress in less tangible aspects of the curriculum such as creative thinking, appreciation and enjoyment of the language processes, or personal responses to literature can be reported more accurately through written statements than through the assignment of a letter grade or mark. In addition, detailed reports provide students with information about their strengths and weaknesses. They should assist students in establishing personal language and learning goals.

For most audiences, descriptive comments convey more information about all aspects of language use and development and are less likely to be misinterpreted than letter or numerical grades. It is essential that the teacher and the audiences for whom reports are written share a common understanding of the terminology used.

Effective descriptive reporting at the elementary level necessitates the use of a variety of assessment techniques. Descriptive reports should include information compiled from observations, checklists, reading logs, inventories, anecdotal records, conferences, interviews and tests. A useful method for organizing this information is an **individual assessment file or folder** for each student. An individual assessment file or folder might contain:

- writing samples in draft and in polished forms
- taped samples of oral language including discussions and reading
- lists of books read
- records of reading in the form of miscue analysis
- student self-evaluation questionnaires and checklists
- anecdotal comments recorded as the student engages in a variety of language activities and in a variety of group settings
- records of teacher-student writing and reading conferences
- checklists or rating scales that are teacher or student designed and completed. These might be used for diagnostic purposes and can focus on language skills, abilities and processes, classroom behaviours and interactions, attitudes and interests.
- records of parent-teacher discussions or interviews about student progress.

There are various ways of organizing teacher comments based on gathered information. Comments on student progress in reading, writing, listening and speaking can be compiled on separate pages as information is analyzed. These files should be accessible to students and parents as they provide accurate profiles of student development in the language arts.

The information contained in individual student assessment files should form the basis of summative comments written on formal reports. Using the collected data, written reports focus on the growth and development of students' abilities. As teachers complete progress reports, they could consider the following questions:

- What can the student do now that he/she

could not do at the time of the last reporting period?

- What has the student learned about the processes of reading and writing?
- What areas need specific attention in the next stage of the student's development? What are the future language goals for the student?
- What can parents or care givers do at home to facilitate language development?

Students should be active participants in reporting their progress. Taped oral readings, samples of writing, letters in which students explain what they have learned or studied, video-taped presentations, and the products of individual and group research projects can be viewed and discussed with parents or care givers. This regular informal reporting complements the formal reports compiled by teachers.

Daily interaction with students in a variety of settings enables teachers to accurately document student progress and make sound instructional decisions. Interaction and observation are vital to evaluation. When parents and students are informed of the evaluation procedures used and when they are confident that evaluation is fair and that it accurately reflects students' progress, evaluation can improve instruction and facilitate learning.

Teacher Self-Reflection

It is important for teachers, as professionals, to engage in self-reflection and evaluation. As teachers consider students' needs and seek to improve their teaching practices, they continuously reflect upon their methods of instruction, the classroom learning environment and the objectives of the English Language Arts curriculum. The following questions can guide teachers' reflections:

- Do I provide students with exemplary models of oral and written language?
- To what extent do I vary my vocabulary, syntax, tone, voice and speaking style to interest and involve listeners?
- To what extent does my questioning foster critical and creative thinking?
- Do I encourage students' questions and curiosity?

- Do I encourage students to rethink, reorganize and refine their oral and written ideas?
- Am I encouraging students to listen and respond to the remarks of their peers during large and small group discussions?
- Am I providing sufficient opportunity and time for students to work independently, in pairs and in small groups?
- Do I collaboratively structure language and learning experiences with students?
- Does my classroom environment encourage students to take risks during speaking and writing activities?
- Do I provide a variety of resources and experiences to meet the needs of all students?
- To what extent do I assist students in setting purposes for reading, in relating material to previous experiences, and in constructing meaning from printed text?
- Do I encourage and enable students to access and use a wide variety of resources?
- Do classroom resources reflect fair, equitable and accurate portrayals of peoples of different cultures, ages and genders?
- Do I read to students daily?
- Do I model and share writing?
- Do students see me as one who appreciates and enjoys reading and writing?
- To what extent are my assessment techniques fair and appropriate for evaluating progress and for making instructional decisions?
- Do I recognize and value diverse cultural and communication styles?
- Am I aware of how culture and gender influence students' interaction and communication styles?

Program Evaluation

The purpose of evaluating a program is to determine to what extent the curriculum goals and objectives are being implemented and

realized. Evaluation of the English Language Arts program in classrooms and schools enables teachers, their colleagues and administrators to evaluate aspects of the curriculum in order to improve instruction.

The following questions can be considered when determining the effectiveness of the English Language Arts program:

- To what extent are the unit topics, resources, goals and objectives, and language and learning experiences appropriate for students' previous learning and development, potential growth, learning styles and interests?
- What adaptations can be made to accommodate students' diverse cultural backgrounds and language abilities?
- Do classroom experiences incorporate a broad resource base including multicultural, regional, national and international literature in various genres?
- What print and non-print resources are necessary to meet curriculum objectives?
- To what extent do classroom activities provide for whole-class, small group and one-to-one interaction?
- What instructional and evaluation techniques are used? Are they appropriate? Are they effective? Are they consistent with what the curriculum recommends? Are there other strategies and techniques that could be incorporated?
- Do students have daily opportunities to listen, speak, read and write for different purposes and to different audiences? Are these experiences balanced across the school day and across the curriculum?
- Are all students, including English as a second language students, encouraged to participate in classroom experiences using individual communication styles?
- What are the inservice needs required to assist teachers in implementing the English Language Arts curriculum for the elementary level?

Curriculum Evaluation

Curriculum evaluation at the provincial level involves making judgements about the effectiveness of provincially authorized curricula. Gathered information will determine how effectively the curriculum is being implemented and whether the curriculum is meeting the needs of Saskatchewan students. Evaluation may result in recommendations to revise curriculum documents or to provide additional resources and inservice for teachers.

Curriculum evaluation will be conducted with all provincial core curricula during the implementation phase and regularly thereafter. Curriculum evaluation is described in greater detail in *Curriculum Evaluation in Saskatchewan*, Saskatchewan Education, 1990.

A Colt's First Day

*Morning breezes flow across the prairie,
Blowing, like a fan on a hot summer day, across
The gently rustling grass. In a bed of flowers
The exhausted mare lay --
She nudges her colt which at a touch wakes up,
Blinking his round eyes like an owl at night;
She licks -- loving, encouraging him to move.
Look! The colt struggles up with all his might,
Wobbles, then falls --
That step was his first! Is his future bright?
Will he be a great leader, dark as deepest coal,
Running across the plains as strong and powerful
As the great Black Stallion? Will he always be,
Mane flowing, eyes glaring, galloping wild and free?*

*Only time will tell. For now, the tired wee
Colt searches for food,
And nestles in his mother's warmth. Contentedly he naps,
Unaware of life's dangers in the peaceful prairie,
For his own first day.*

composed by the grade 5 class at Unity Public School,
Unity

Evaluation Techniques

Teachers should utilize a variety of evaluation techniques to monitor students' language growth and development. Techniques appropriate for monitoring progress at the elementary level are outlined on the following pages. A further explanation of these techniques can be found in *Student Evaluation: A Teacher Handbook*, Saskatchewan Education, 1991.

Observation

Observation of students as they use language in various learning experiences is the most important component of instruction and evaluation. Observation involves much more than teachers simply interacting with students or watching and listening to students in the classroom. Observation involves the systematic collection of observable data and analysis of that information. Knowledge of the developmental nature of language acquisition assists teachers in interpreting their observations. These interpretations are used to plan or modify instruction.



Purposes

- to gather information about students' development in the use of oral and written language
- to identify aspects of student performance or behaviour which cannot be measured using other evaluation procedures such as attitudes, level of self-confidence, interests, social or leadership skills, or abilities to transfer learning to new situations

Teacher Note:

- Develop a realistic and efficient plan for making and recording observations.
- Focus on specific criteria and a small number of students for a specific period of time when making observations.
- Observe students working independently and as members of a group.
- Record unexpected occurrences which also provide valuable observational data.
- Record accurate descriptions of what is observed immediately.
- Use **checklists, anecdotal comments and rating scales** to record teacher observations.
- Audio or video tape student activities when appropriate.
- Use observations throughout the day and across the curriculum to provide information about language development and growth in all subject areas.

Anecdotal Records

Significant incidents or specific, observable behaviours can be recorded by teachers in anecdotal records. These records provide cumulative information about students' development in the learning objectives of the language arts as well as their physical and social growth and development. By systematically collecting and analyzing anecdotal comments, teachers can evaluate students' progress and abilities to use language and then plan appropriate instruction.

Purposes

- to provide information about students' development over an extended period of time
- to identify the instructional needs of students

Teacher Note:

- To be useful, anecdotal records should be brief and focused.
- Anecdotal comments may be recorded in binders with a single page for each student, in a notebook with each entry dated to provide a chronological record of classroom activities and students' growth and development, or on checklists.
- Record an accurate description of the situation and comments or questions that may guide further observations.
- Anecdotal comments should be recorded daily and immediately after the observation.
- Anecdotal records should include information about students' strengths and weaknesses.
- Comments should be recorded during different times and during different activities of the day in order to develop a complete profile of students' language abilities, interests and attitudes.
- Examine the records regularly to be sure that comments are made for each student on a variety of skills and behaviours.
- Individual entries may or may not be shared with students or parents.

Sample

Week of October 15

READING OBSERVATIONS:

Hayley ~ brought a book from home and talked to class about it

Reid ~ compared selection to previous stories we've read about dogs. Good comprehension.

Kyla ~ beginning to take books home to read.

Anecdotal comments may be recorded on post-it notes and then affixed to a large chart that lists the students and the days of the week. At the end of the week, the recorded information is transferred to each student's file and the chart is reused the following week.

One Method of Recording Anecdotal Comments

	Joanne	Greg	Gail	Shelley	Rory
Monday	<i>preferred to work alone</i>	<i>having difficulty with report ~ conference Tues</i>			
Tuesday				<i>editing story with J.R.'s help</i>	
Wednesday		<i>working on saving ideas ~ reasoning, outlining</i>			<i>great in group discussion ~ shared ideas</i>
Thursday	<i>15th entry in Reading log. (close first biography)</i>		<i>Reviewed writing. portfolio and eval'd 4 pieces</i>	<i>working on final draft of story. Conference - MON.</i>	
Friday					

Checklists and Rating

Checklists and rating scales list the specific behaviours, skills or objectives for teachers or students to observe and assess. Checklists usually offer a yes/no format while rating scales allow for the indication of the degree or frequency of the behaviour. Checklists and rating scales can be designed to be used once or over an extended period of time to show development and progress. They offer systematic ways of collecting and organizing information about individual students or groups of students.

Purposes

- to systematically record observations
- to provide opportunities for students to reflect on and assess their own accomplishments
- to record the development of a specific skill or behaviour
- to clarify students' instructional needs

Teacher Note:

- Checklists and rating scales should be based on the objectives of the curriculum, the unit or the lesson.
- Design a format that can be used to discuss student progress during conferences with students and parents.
- The characteristics or skills listed on checklists or rating scales must be specific and easily observable.
- Have students assist in constructing checklists or rating scales that are to be used for self or peer assessment.
- Record the dates of the observations so student growth and development can be tracked.
- Anecdotal comments may be recorded as teachers interpret checklists or rating scales.
- These techniques can be used to assess language growth and development in all required areas of study.

Samples of checklists and rating scales follow.

The following rating scale can be used to record teacher observations of students during small group or class discussions.

Class or Small Group Discussions

Date _____	Students' Names					
Code: 1. Always 2. Usually 3. Seldom						
Voluntarily shares ideas or information						
Contributes ideas or information upon request						
Supports and elaborates ideas with facts or details						
Shows willingness to have ideas questioned						
Respects and listens to the ideas of others						
Questions or supports the ideas of others						
Considers facts and the views of others before reaching conclusions						

The following rating scale may be completed by teachers or be adapted for student self-evaluation.

The Process Approach to Writing

Name: _____

Date: _____

	Often	Sometimes	Seldom
Prewriting			
Initiates writing independently	_____	_____	_____
Chooses a variety of topics	_____	_____	_____
Writes for a variety of purposes	_____	_____	_____
Writes for a variety of audiences	_____	_____	_____
Chooses formats appropriate to audience and purpose	_____	_____	_____
Drafting			
Takes risks in initial drafts by using invented spellings when necessary	_____	_____	_____
Expresses ideas in sentence form	_____	_____	_____
Uses paragraphs to organize ideas	_____	_____	_____
Incorporates own experiences and knowledge	_____	_____	_____
Orders ideas in logical and interesting ways	_____	_____	_____
Enhances writing by using sensory details and descriptions	_____	_____	_____
Postwriting			
Rereads drafts for accuracy and clarity of meaning	_____	_____	_____
Seeks responses from others to drafts	_____	_____	_____
Respects audience needs for revisions and clarifications by:			
◦ reorganizing ideas	_____	_____	_____
◦ adding details or examples	_____	_____	_____
◦ deleting unnecessary information	_____	_____	_____
Proofreads for:			
◦ accurate spelling	_____	_____	_____
◦ appropriate punctuation and capitalization	_____	_____	_____
◦ legibility	_____	_____	_____
Can evaluate effectiveness of own writing	_____	_____	_____
Shares writing through:			
◦ display	_____	_____	_____
◦ publication	_____	_____	_____
◦ performance	_____	_____	_____

Comments:

This checklist can be used to record information about particular aspects of listening. Here skills can be checked or comments and examples can be recorded.

Listening Ability Checklist

Name _____

Date _____

Listening Ability	Yes	No	Comments
Can focus listening sufficiently to identify main ideas and significant details			
Remembers simple sequences of ideas or events			
Follows oral directions			
Predicts what will follow from understanding interrelationships among ideas expressed or implied			
Responds to the mood and emotions expressed			
Summarizes ideas heard			
Recognizes cause and effect relationships			
Distinguishes fact from fantasy			

Teachers may periodically use this checklist throughout the school year to monitor a student's reading and writing development.

Emerging Literacy Checklist

Name: _____

Date: _____

	Yes	No
Interest in Print		
Is interested in books	_____	_____
Approximates reading behaviours.....	_____	_____
Contributes to environmental print display	_____	_____
Selects and examines printed materials independently	_____	_____
Enjoys being read to	_____	_____
Participates in shared reading activities	_____	_____
Attempts to communicate in print	_____	_____
Approximates printing with scribbles, strokes	_____	_____
Book Knowledge		
Holds books right side up	_____	_____
Turns pages right to left	_____	_____
Identifies where story begins, ends	_____	_____
Recognizes terms:		
- title	_____	_____
- author	_____	_____
- illustrator	_____	_____
- cover	_____	_____
Examines and interprets illustrations	_____	_____
Retells shared stories	_____	_____
Reading and Writing Strategies		
Views self as reader	_____	_____
Attempts to read independently	_____	_____
Expects the text to make sense	_____	_____
Derives meaning and makes predictions about text by:		
- using picture clues	_____	_____
- drawing on experience or knowledge of topic	_____	_____
- using story structure clues	_____	_____
- taking risks as a reader	_____	_____
Has a store of key or sight vocabulary	_____	_____
Can match some text with oral language	_____	_____
Can follow a line of print	_____	_____
Views self as writer	_____	_____
Attempts to convey meaning using printed symbols	_____	_____
Independently initiates writing	_____	_____
Takes risks in writing:		
- creates symbols which represent letters	_____	_____
- creates groupings of letters to represent words and sentences	_____	_____
- invents spellings	_____	_____
Willingly shares or explains own writing to others	_____	_____
Follows directionality of print -- left-to-right, top-to-bottom	_____	_____

The following rating scale may be used by the teacher throughout the school year to assess reading development.

Assessment of Reading

Name _____ Date _____	Seldom	Sometimes	Always	Comments
Interest in Reading				
• Enjoys listening to stories	_____	_____	_____	
• Reads books independently	_____	_____	_____	
• Enjoys free reading time	_____	_____	_____	
• Shares experiences with books	_____	_____	_____	
• Shows a broadening interest in genre	_____	_____	_____	
Comprehension				
• Listening				
◦ Retells a story with sufficient detail	_____	_____	_____	
◦ Able to synthesize a story	_____	_____	_____	
◦ Able to paraphrase a story	_____	_____	_____	
◦ Predicts outcomes	_____	_____	_____	
◦ Recognizes character traits	_____	_____	_____	
◦ Understands elements of figurative language	_____	_____	_____	
• Silent Reading				
◦ Retells a story with sufficient detail	_____	_____	_____	
◦ Able to synthesize a story	_____	_____	_____	
◦ Able to paraphrase a story	_____	_____	_____	
◦ Predicts outcomes	_____	_____	_____	
◦ Recognizes character traits	_____	_____	_____	
◦ Understands elements of figurative language	_____	_____	_____	
◦ Selects books at appropriate level	_____	_____	_____	
Reading Aloud				
• Understands purpose of punctuation	_____	_____	_____	
• Reads fluently	_____	_____	_____	
• Reads with expression	_____	_____	_____	
• Corrects own errors	_____	_____	_____	
Able to express the theme of the story	_____	_____	_____	

Writing samples collected over a period of time can be analyzed to determine a student's growth in writing abilities. It is not necessary to evaluate each item for every writing sample.

Evaluating Writing Samples

Name _____

Date _____

Title of sample _____

	Yes	No
Sense of Story		
Is there an obvious beginning and ending?	—	—
Are the characters, setting and plot well developed?	—	—
Audience		
Does the writer include the information the intended audience needs to know?	—	—
Is the language appropriate for the intended audience?	—	—
Syntax		
Does the student use various sentence structures?	—	—
Spelling		
Is the student developing control over high-frequency words, while using readable invented spellings on low-frequency words?	—	—
Punctuation and Capital Letters		
Is there consistent and proper use of punctuation and capital letters?	—	—
Legibility		
Does the student recognize the readers' need for legibility?	—	—

Comments:

When students participate in Literature Studies, they should have opportunities to assess their involvement and level of commitment to their group. Have students complete this record and file it in their reading folders. The record can form the basis of constructive discussion and evaluation during an individual reading conference.

Student Self-Assessment For Responding to Literature

Name _____

Date _____

Title of literature discussed _____

Use the scale below to describe your experience in your Literature Study group.

Scale: High Low
5 4 3 2 1

Write any comments which will help clarify your rating.

	Rating	Comments
I was willing to express my interpretations of the literature being studied.		
I listened to and respected the comments and questions of others.		
I used the comments of others to extend my understanding of the literature.		
I asked questions and reviewed the literature selection to try to understand it better.		
I co-operated with my peers to prepare a group interpretation of the literature selection.		
I enjoyed the experience of responding with the group.		

The following rating scale could be used to record observations of a group involved in a collaborative project. Teachers could use this scale to describe each student's contribution to the group and the development of co-operative skills.

Co-operative Group Learning (Teacher Assessment)

Date _____

Group _____

Task _____

Names of Group Members

<div> <div>5</div> <div>4</div> <div>3</div> <div>2</div> <div>1</div> </div> <div>HighLow</div>								
Negotiates roles and responsibilities of each group member								
Contributes ideas and suggestions								
Encourages the involvement of all group members								
Is receptive to peer questions and criticism								
Listens to the suggestions of others								
Modifies personal thinking to incorporate the ideas of others or new information								
Respects and accepts the contributions of each group member								
Completes individual commitment to the group								

Additional Comments:

