Prince Edward Island
CANADA

Department of Education
English Programs

**Atlantic Canada
English Language Arts
Curriculum**

**English
Language
Arts**

Grades 4-6

CURRICULUM

Acknowledgements

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Introduction

Background

The curriculum described in *Foundation for the Atlantic Canada English Language Arts Curriculum* (1996) and in this curriculum guide, referred to as *English 4-6*, has been planned and developed collaboratively by regional committees for the Atlantic Provinces Education Foundation (APEF).

The Atlantic Canada English language arts curriculum has been developed with the intent of

- responding to continually evolving education needs of students and society
- providing greater opportunities for all students to become literate
- preparing students for the literacy challenges they will face throughout their lives
- bringing greater coherence to teaching and learning in English language arts across the Atlantic provinces

Pervasive, ongoing changes in society—for example, rapidly expanding use of technologies—require a corresponding shift in learning opportunities in order for students to develop relevant knowledge, skills, strategies, processes, and attitudes that will enable them to function well as individuals, citizens, workers, and learners. To function productively and participate fully in our increasingly sophisticated, technological, information-based society, citizens will need broad literacy abilities, and they will need to use these abilities with flexibility.

The Atlantic Canada English language arts curriculum is shaped by the vision of enabling and encouraging students to become reflective, articulate, literate individuals who use language successfully for learning and communication in personal and public contexts. This curriculum is based on the premise that learning experiences in English language arts should

- help students develop language fluency not only in the school setting, but also in their lives and in the wider world
- contribute toward students' achievement of the essential graduation learnings (See *Foundation for the Atlantic Canada English Language Arts Curriculum*, pp. 5-9.)

Purpose of the English 4-6 Curriculum Guide

English 4-6 has been developed to support teachers in the implementation of the English language arts curriculum. It provides a comprehensive framework on which teachers of English language arts, grades 4 through 6, can base decisions concerning learning experiences, instruction, student assessment, resources, and program evaluation. These guidelines

*   reflect current research, theory, and classroom practice
*   provide a coherent, integrated view of the learning and teaching of English language arts
*   place emphasis on the student as a learner
*   provide flexibility for teachers in planning instruction to meet the needs of their students
*   suggest experiences and strategies to increase the efficiency and effectiveness of the learning and teaching process

Nature of English Language Arts

English language arts encompasses the experience, study, and appreciation of language, literature, media, and communication. It involves language processes: speaking, listening, reading, viewing, writing, and other ways of representing. The use of these interrelated language processes is fundamental to the development of language abilities, cultural understandings, and critical and creative thinking.

Language is learned most easily when the various processes are integrated and when skills and strategies are kept within meaningful language contexts. This curriculum guide specifies that English language arts be taught in an integrated manner so that the interrelationship between and among the language processes will be understood and applied by the students. This integrated approach should be based on students' prior experiences with language and on meaningful activities involving speaking, listening, reading, viewing, writing, and other ways of representing.

The English language arts curriculum engages students in a range of experiences and interactions with a variety of texts designed to help them develop increasing control over the language processes, to use and respond to language effectively and purposefully, and to understand why language and literacy are so central to their lives.

Principles Underlying the English Language Arts Curriculum

The following principles underlie the English language arts curriculum:

• Language is the primary instrument of thought and the most powerful tool students have for developing ideas and insights, for giving significance to their experiences, and for making sense of both their world and their possibilities in it.

• Language learning is an active process of constructing meaning, drawing on all sources and ways of knowing.

• Language learning is personal and intimately connected to individuality.

• Language expresses cultural identity.

• Language learning develops out of students' home language and their social and cultural experiences.

• Language learning is developmental: students develop flexibility and fluency in their language use over time.

• Language is best learned when it is integrated: all the language processes are interrelated and interdependent.

• Language is learned holistically. Students best understand language concepts in context rather than in isolation.

• Students learn language through purposeful and challenging experiences designed around stimulating ideas, concepts, issues, and themes that are meaningful to them.

• Students learn best when they are aware of the strategies and processes they use to construct meaning and to solve information-related problems.

• Students need frequent opportunities to assess and evaluate their own learning and performance.

• In the process of learning, students need various forms of feedback from peers, teachers and others—at school, at home, and in the community.

• Language learning is continual and multidimensional: it can best be assessed by the use of multiple types of evidence that reflect authentic language use over time.

• Students must have opportunities to communicate in various modes what they know and are able to do.

• Assessment must be an integral and ongoing part of the learning process itself, not limited to final products.

Meeting the Needs of All Students

This curriculum is inclusive and is designed to help all learners reach their potential through a wide variety of learning experiences. The curriculum seeks to provide equally for all learners and to ensure, insofar as possible, equal entitlements to learning opportunities.

The development of students' literacy is shaped by many factors including gender, social and cultural backgrounds, and the extent to which individual needs are met. In designing learning experiences for students, teachers should consider the learning needs, experiences, interests, and values of all students.

In recognizing and valuing the diversity of students, teachers might consider ways to

* provide a climate and design learning experiences to affirm the dignity and worth of all learners in the classroom community
* redress educational disadvantage—for example, as it relates to students living in poverty
* model the use of inclusive language, attitudes, and actions supportive of all learners
* adapt classroom organization, teaching strategies, assessment strategies, time, and learning resources to address learners' needs and build on their strengths
* provide opportunities for learners to work in a variety of learning contexts, including mixed-ability groupings
* identify and respond to diversity in students' learning styles
* build on students' individual levels of knowledge, skills, and attitudes
* design learning and assessment tasks that draw on learners' strengths
* ensure that learners use strengths as a means of tackling areas of difficulty
* use students' strengths and abilities to motivate and support learning
* offer multiple and varied avenues to learning
* celebrate the accomplishment of learning tasks that learners believed were too challenging for them

A Gender-Inclusive Curriculum

In a supportive learning environment, male and female students receive equitable access to resources, including the teacher's time and attention, technology, learning assistance, and a range of roles in group activities. It is important that the curriculum reflect the experiences and values of both male and female students and that texts and other learning resources include and reflect the interests, achievements, and perspectives of males and females.

Both male and female students are disadvantaged when oral, written, and visual language creates, reflects, and reinforces gender stereotyping. Through critical examination of the language of a range of texts, students can discover what texts reveal about attitudes toward gender roles and how these attitudes are constructed and reinforced.

Teachers promote gender equity in classrooms when they

- articulate equally high expectations for female and male students
- provide equal opportunity for input and response from male and female students
- model gender-fair language and respectful listening in all their interactions with students
- promote critical thinking
- recognize knowledge as socially constructed
- encourage collaborative learning
- encourage both males and females to assume leadership roles
- include the experiences and perceptions of males and females in all aspects of education
- recognize the contributions of men and women in all disciplines throughout history

Valuing Social and Cultural Diversity

Social and cultural diversity is a resource for expanding and enriching the learning experiences of all students. Students can learn much from the diverse backgrounds, experiences, and perspectives of their classmates in a community of learners where participants discuss and explore their own and others' customs, histories, traditions, values, beliefs, and ways of seeing and making sense of the world. In reading, viewing, and discussing a variety of texts, students from different social and cultural backgrounds can come to understand each other's perspectives, to realize that their ways of seeing and knowing are not the only ones possible, and to probe the complexities of the ideas and issues they are examining.

All students need to see their lives and experiences reflected in literature. To grow as readers and writers, students need opportunities to read and discuss the literature of their own and other cultures—to explore, for example, the differing conventions for storytelling and imaginative writing. Learning resources should include a range of texts that allows students to hear diverse social and cultural perspectives, and to examine ways language and literature preserve and enrich culture.

English as a Second Language (ESL) Students

Students from language backgrounds other than English add valuable language resources and experiences to the classroom. The first language, prior knowledge, and culture of ESL students should be valued, respected, and, whenever possible, incorporated in the curriculum. The different linguistic knowledge and experience of ESL students can be used to extend the understanding of linguistic diversity of all students in the class.

While ESL students should work toward achievement of the same curriculum outcomes as other students, they may approach the outcomes differently and may at times be working with different learning resources at different levels and in a different time frame from other students.

The learning environment and classroom organization should affirm cultural values to support ESL students and provide opportunities for individual and group learning. It is especially important for these students to have access to a range of learning experiences, including opportunities to use language for both formal and informal purposes.

Teachers may need to make explicit the ways in which different forms, styles, and registers of English are used for many different purposes. It is particularly important that ESL students make connections between their learning in English language arts and other curricular areas, and use learning contexts in other subjects to practise, reinforce, and extend their language skills.

Students with Special Needs

The curriculum outcomes statements in this guide are considered important for all learners and provide a framework for a range of learning experiences for all students, including students who require individual program plans.

Students with Language and Communication Difficulties

Some students with language and communication difficulties may need specialized equipment such as braillers, magnification aids, word processors with spell checkers, and other computer programs plus peripherals such as voice synthesizers or large print to help achieve outcomes. Speaking and listening outcomes can be understood to include all forms of verbal and non-verbal communication including sign language and communicators.

Teachers should adapt learning contexts to provide support and challenge for all students, using the continuum of curriculum outcomes statements in a flexible way to plan learning experiences appropriate to students' learning needs. When specific outcomes are not attainable or appropriate for individual students, teachers can use statements of general curriculum outcomes, key-stage

curriculum outcomes, and specific curriculum outcomes for previous and subsequent grade levels as reference points in setting learning goals for those students.

Diverse learning experiences, teaching and learning strategies, motivation, resources, and environments provide expanded opportunities for all learners to experience success as they work toward the achievement of outcomes. Many of the suggestions for teaching and learning in this guide provide access for a wide range of learners, simultaneously emphasizing both group support and individual activity. Similarly, the suggestions for using a variety of assessment practises provide diverse and multiple ways for students to demonstrate their achievements. Teachers may also find it helpful to refer to guides for other grade levels for additional teaching, learning, and assessment suggestions to serve and support students with special needs.

The curriculum's flexibility with regards to the choice of texts offers opportunity for supporting students who have language difficulties. Students at the lower end of the achievement continuum in a class need appropriate opportunities to show what they can do. For example, in working toward a particular outcome, students who cannot operate very successfully with particular texts should be given opportunities to demonstrate whether they can operate successfully with alternative activities or alternative texts—ones that are linguistically less complex or with which they might be more familiar in terms of context and content.

Students with special needs benefit from a variety of grouping arrangements that allow optimum opportunities for meaningful teacher-student and student-student interaction. Diverse groupings include

- large-group or whole-class instruction
- teacher-directed small-group instruction
- small-group learning
- co-operative learning groups
- one-to-one teacher-student instruction
- independent work
- partner learning peer or cross-age tutors

Gifted and Talented Students

The curriculum outcomes described in this guide provide goals and challenges for all students, including gifted and talented learners. Teachers should adapt learning contexts to stimulate and extend the learning of these students, using the continuum of outcomes framework to design their own learning experiences that they may undertake individually or with learning partners.

Many of the suggestions teaching and learning provide contexts for acceleration and enrichment—for example, the emphasis on inquiry and critical perspectives. The curriculum's flexibility with regard to the choice of texts also offers opportunity for challenge and extension to students with special language abilities.

Gifted and talented students need opportunities to work in a variety of grouping arrangements, including both mixed-ability and similar-ability co-operative learning groups, interest groups, and partner learning.

Learning Preferences

Students have many ways of learning, knowing, understanding, and creating meaning. Research into the links between learning styles and preferences and the physiology and function of the brain has provided educators with useful concepts on the nature of learning. Howard Gardner, for example, identifies seven broad frames of mind or intelligences: linguistic, logical/mathematical, visual/spatial, body/kinesthetic, musical, interpersonal, and intra personal. Gardner believes that each learner has a unique combination of strengths and weaknesses in these seven areas, but that all of them can be more fully developed through diverse learning experiences. Other researchers and education psychologists use different descriptors to categorize learning preferences.

How students receive and process information and the ways in which they interact with peers and their environments are indicated by and contribute to their preferred learning styles. Most learners have a preferred learning style, depending on the situation and the type of information being dealt with, just as most teachers have a preferred style. By reflecting on their own styles and preferences as learners, and as teachers in various contexts, teachers can

- build on their own teaching-style strengths
- develop awareness and expertise in different learning and teaching styles
- recognize differences in student preferences
- vary teaching strategies to accommodate the different ways students learn

Learning experiences and resources that engage students' multiple ways of understanding allow them to focus on their learning processes and preferences. To enhance their opportunities for learning success, students need

- a variety of learning experiences to accommodate their diverse learning styles and preferences
- opportunities to reflect on their preferences and understand how they learn best
- opportunities to explore, experiment with, and use learning styles other than those they prefer
- opportunities to reflect on other factors that affect their learning—environmental, emotional, sociological, physical
- a flexible time line within which to complete their work

Engaging All Students

One of the greatest challenges to teachers is engaging students who feel alienated from learning in English language arts and from learning in general—students who lack confidence in themselves as learners, who have a potential that has not yet been realized. Among them are students who seem unable to concentrate, who lack everyday motivation for academic tasks, who rarely do homework, who fail to pass in assignments, who choose to remain on the periphery of small-group work, who cover up their writing attempts fearing the judgements of peers, who are mortified if asked to read aloud, and who keep their opinions to themselves. These students are significantly delayed when it comes to reading, writing, and relating. Some, though not all, exhibit behaviours in classrooms that further distance them from learning. Others are frequently absent from classes. Cumulatively, these are the disengaged learners.

These students need essentially the same experiences as their peers in the area of English language arts—experiences that

- engage students in authentic and worthwhile communication situations
- allow them to construct meaning and connect, collaborate, and communicate with each other
- form essential links between the world of the text and their own world
- give them a sense of ownership of learning and assessment tasks

They need additional experiences as well—experiences designed to engage them personally and meaningfully, to make their learning pursuits relevant. They need substantial support in reading and writing. They need positive and motivational feedback. They need all of these experiences within purposeful and interactive learning contexts. Ultimately, the English language arts curriculum for these students should prepare them for the world they will go into after high school completion.

Preparing students means engaging them with texts and with people from whom they can learn more about themselves and their world. Many of these students feel insecure about their own general knowledge and are reluctant to take part in class discussions, deferring to their peers who seem more competent. Through the English language arts curriculum, the students described above must find their *own* voice. The learning environment must be structured in such a way that these students, alongside their peers, develop confidence and gain access to information and to the community, and develop competence with using language for real purposes.

The greatest challenge in engaging these learners is finding an appropriate balance between supporting their needs by structuring opportunities for them to experience learning success and challenging them to grow as learners. Teachers need to have high expectations for all students and to articulate clearly these expectations.

Building a Learning Community

A supportive environment is crucial for students who lack confidence in themselves as learners. If a true community of learners is to be created, teachers need to demonstrate a valuing of all learners, emphasizing that diversity enhances everyone's experience of learning. It is crucial that this happens very early in the school year and that it be continually reinforced. This kind of early intervention is vital for the students who tend not to readily engage in a lesson.

If a climate sensitive and responsive to the needs of all students is to be created, the students must come to know one another. This builds the base for peer partnerships, for tutoring, sharing, and various other collaborative efforts. Through mini-lessons, workshops, and small-group dynamic exercises during initial classes, knowledge is shared about individual learning styles, interpersonal skills, and team building.

It is necessary that the teacher's role, as facilitator, be a very active one. The teacher circulates through the room, attending to the vocal and the silent members of each group, modelling ways of drawing everyone into the dialogue as well as ways of respecting and valuing each person's contribution, making mental notes about students to conference with them later on an individual basis.

Whenever there is a level of comfort and trust within a class, built on supportive teacher-student and student-peer relationships, the probability of the learners' engagement is multiplied. Having

established community within the classroom, the teacher and the students together make decisions as to appropriate groupings for various activities. Flexibility is important for all students. It is especially important for students who need extra support. Whether students are working as a whole class, in small groups, pairs, triads, or individually, teachers should consider the following in terms of supporting the potentially disengaged:

- Ask for students' opinions on relatively safe topics (at first) during whole-class discussion, demonstrating that the teacher is confident the student has something worthwhile to say on the topic.
- Guide peers to field questions evenly around the group.
- Encourage questioning, never assuming prior knowledge on a given topic.
- Select partners for students and also encourage students to select different partners for different reasons—for example, when students are revising written work, students could be selected who will share their understandings.
- Help students to establish a comfort zone, a small group in which they will be willing to speak and take some learning risks.
- Observe students within a group, get to know their strengths, and conference with them about the roles for which they feel most suited.
- Help students to move beyond their comfort zone and out of one role into another.
- Allow students to work alone, if they choose, so long as they still benefit from some group experience.
- Conference with students to provide mini-lessons or strategy instruction on a one-on-one basis or with other students who have similar learning needs.

The Learning Environment in Grades 4–6

As outlined in *Foundation for the Atlantic Canada English Language Arts Curriculum*, an English language arts learning environment needs to be characterized by an emphasis on inquiry, interaction, and collaboration, and by balanced, challenging learning experiences supported by a wide range of resources, including technology.

Learning environments for English language arts, grades 4–6, are places where teachers

- integrate new ways of teaching and learning with established effective practices
- have an extensive repertoire of strategies from which to select the one most appropriate for the specific learning task

- value the place of dialogue in the learning process
- value the inclusive classroom and engage all learners in meaningful activities
- acknowledge the ways in which gender, race, ethnicity, and culture shape particular ways of viewing and knowing the world
- structure repeated opportunities for reflection so that reflection becomes an integral part of the learning process

Learning in English language arts extends beyond the classroom to the home and the wider community. Homework, for example, is important in gaining increasing control over and proficiency in the use of language. Teachers may find it useful to return periodically to the section on the Learning Environment in *Foundation for the Atlantic Canada English Language Arts Curriculum*, pp. 38–41.

Curriculum Outcomes

Introduction

This section provides

- information on the curriculum outcomes framework
- essential graduation learnings
- general curriculum outcomes statements
- key-stage curriculum outcomes statements
- an overview of the connection between essential graduation learnings and key-stage curriculum outcomes
- specific curriculum outcomes statements for speaking and listening, reading and viewing, writing and other ways of representing
- suggestions for teaching approaches, learning tasks and experiences, and assessment strategies and activities

Curriculum Outcomes Framework

Essential Graduation Learnings

Essential graduation learnings are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school. They are

- cross-curricular
- the foundation for all curriculum development
- found on pages 6–9 of *Foundation for the Atlantic Canada English Language Arts Curriculum* and outlined on page 15 of this curriculum guide

General Curriculum Outcomes

General curriculum outcomes are statements identifying what students are expected to know and be able to do upon completion of study in English language arts. These statements

- contribute to the attainment of the essential graduation learnings
- are connected to the key-stage curriculum outcomes for English language arts
- are found on page 14 of the *Foundation for the Atlantic Canada English Language Arts Curriculum* and on page 16 of this curriculum guide

Key-Stage Curriculum Outcomes

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

- contribute to the achievement of the general curriculum outcomes
- are found on pages 15–35 of the *Foundation for the Atlantic Canada English Language Arts Curriculum* and on pages 17–19 of this curriculum guide

Specific Curriculum Outcomes

Specific curriculum outcomes are statements identifying what students are expected to know and be able to do at a particular grade level. These outcomes

- contribute to the achievement of the key-stage curriculum outcomes
- are found on pages 23–32 of this curriculum guide

Essential Graduation Learnings

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

Aesthetic Expression

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

Citizenship

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

Communication

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

Personal Development

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

Problem Solving

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

Technological Competence

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

General Curriculum Outcomes

The general curriculum outcomes are the foundation for all English language arts curriculum guides. They identify what students are expected to know and be able to do upon completion of study in English language arts. Although the statements of learning outcomes are organized under the headings Speaking and Listening, Reading and Viewing, Writing, and Other Ways of Representing, it is important to recognize that all these language processes are interrelated and can be developed most effectively as interdependent processes. The general curriculum outcomes for English language arts are as follows:

Speaking and Listening

Students will be expected to

- speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences
- communicate information and ideas effectively and clearly, and to respond personally and critically
- interact with sensitivity and respect, considering the situation, audience, and purpose

Reading and Viewing

Students will be expected to

- select, read, and view with understanding a range of literature, information, media, and visual texts
- interpret, select, and combine information using a variety of strategies, resources, and technologies
- respond personally to a range of texts
- respond critically to a range of texts, applying their understanding of language, form, and genre

Writing and Other Ways of Representing

Students will be expected to

- use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations
- create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes
- use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness

Key-Stage Curriculum Outcomes

Key-stage curriculum outcomes for the end of grades 3, 6, 9, and 12 reflect a continuum of learning. While there may appear to be similarities in outcomes across the grade levels, teachers will recognize the increase in expectations for students according to

- the nature of learning language processes
- students' maturity of thinking and interests
- students' increasing independence as learners
- the complexity and sophistication of ideas, texts, and tasks
- the level or depth of students' engagement with ideas, texts, and tasks
- the range of language experiences and the repertoire of strategies and skills students apply to those experiences

The following key-stage curriculum outcomes describe what students should know and be able to do in English language arts by the end of grade 6. It should be noted that students work toward achieving the key-stage curriculum outcomes in grades 4 and 5, as well as in grade 6.

Speaking and Listening

By the end of grade 6, students will be expected to

- contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others
- ask and respond to questions to seek clarification or explanation of ideas and concepts
- defend and/or support their opinions with evidence
- value the inclusive classroom and engage all learners in meaningful activities
- listen critically to others' ideas or opinions and points of view

- contribute to and respond constructively in conversation, small-group and whole-group discussion
- use word choice and emphasis, making a conscious attempt to produce a desired effect
- give and follow instructions and respond to a variety of questions and instructions
- engage in, respond to, and evaluate a variety of oral presentations and other texts

- listen attentively and demonstrate awareness of the needs, rights, and feelings of others
- detect examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use bias-free language
- make a conscious attempt to consider the needs and expectations of their audience

Reading and Viewing

By the end of grade 6, students will be expected to

- select, independently, texts appropriate to their range of interests and learning needs
- read widely and experience a variety of children's literature with an emphasis in genre and authors
- use a wider range of pictorial, typographical, and organizational features of written texts to obtain, verify and reinforce their understanding of information
- use and integrate the various cueing systems and a variety of strategies with increasing independence to construct meaning
- reflect on and discuss their own processes and strategies in reading and viewing

- answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts
  - demonstrate understanding of the purpose of classification systems and basic reference materials
  - use a range of reference texts and a data base or an electronic search to facilitate the selection process

- explain why a particular text matters to them and demonstrate an increasing ability to make connections among texts
- reflect on and give reasons for their interpretations of an increasing variety of texts

- recognize that facts can be presented to suit an author's purpose and point of view
  - consider information from alternative perspectives
- identify the conventions and structure of a variety of print and media texts and genres
  - make connections with the purpose of each text or genre
- respond critically to texts
  - apply a growing range of strategies to analyse and evaluate a text
  - demonstrate growing awareness that all texts reflect a purpose and a perspective
  - recognize when language is being used to manipulate, persuade, or control them
  - detecting prejudice, stereotyping, and bias

Writing and Other Ways of Representing

By the end of grade 6, students will be expected to

- use a range of strategies in writing and other ways of representing to
  - frame questions and design investigations to answer their questions
  - find topics of personal importance
  - record, develop, and reflect on ideas
  - compare their own thoughts and beliefs to those of others
  - describe feelings, reactions, values, and attitudes
  - record and reflect on experiences and their responses to them
  - formulate goals for learning
  - practise and apply strategies for monitoring learning
- select appropriate note-making strategies from a growing repertoire
- make language choices to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing

- create written and media texts using an increasing variety of forms
  - demonstrate understanding that particular forms require the use of specific features, structures, and patterns
- address the demands of an increasing variety of purposes and audiences
  - make informed choices of form, style, and content for specific audiences and purposes
- invite responses to early drafts of their writing/media productions
  - use audience reaction to help shape subsequent drafts
  - reflect on their final drafts from a reader's/viewer's/listener's point of view

- select from a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies to develop effective pieces of writing and other representations
- use the conventions of written language in final products
- use technology with increasing proficiency to create, revise, edit, and publish texts
- demonstrate commitment to shaping pieces of writing and other representations
- select, organize, and combine relevant information from three to five sources

Connections

The following English language arts grade six key-stage curriculum outcomes are examples of outcomes that enable students to achieve the essential graduation learnings:

Essential Graduation Learnings

Aesthetic Expression

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

Key-Stage Curriculum Outcomes

By the end of grade 6, students will be expected to

- make language choices to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing
- demonstrate an understanding that particular forms of writing and other ways of representing require the use of specific features, structures, and patterns
- read widely and experience a variety of children's literature with an emphasis in genre and authors

Citizenship

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

By the end of grade 6, students will be expected to

- listen attentively and demonstrate an awareness of the needs, rights, and feelings of others
- compare their own thoughts and beliefs to those of others
- consider information from alternative perspectives

Communication

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

By the end of grade 6, students will be expected to

- contribute to and respond constructively in conversation, small-group and whole-group discussion
- select from a range of prewriting, drafting, revising, editing, proofreading, and presentations strategies to develop effective pieces of writing and other representations
- use a wider range of pictorial, typographical, and organizational features of written texts to obtain, verify, and reinforce their understanding of information

Personal Development

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

By the end of grade 6, students will be expected to

- ask and respond to questions to seek clarification or explanation of ideas and concepts
- formulate goals for learning
- select independently, texts appropriate to their range of interests and learning needs

Problem Solving

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

By the end of grade 6, students will be expected to

- listen critically to others' ideas or opinions or points of view
- frame questions and design investigations to answer their questions
- use and integrate the various cueing systems and a variety of strategies with increasing independence to construct meaning

Technological Competence

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

By the end of grade 6, students will be expected to

- engage in, respond to, and evaluate a variety of oral presentations and other texts
- use technology with increasing proficiency to create, revise, edit, and publish texts
- use a range of reference texts and a data base or an electronic search to facilitate the selection process

Specific Curriculum Outcomes

The specific curriculum outcomes provided in this section are statements that identify what students are expected to know and be able to do in grades 4, 5, and 6. Once again, it is important to note that these outcomes represent a continuum of learning.

The curriculum should be balanced to provide wide-ranging experiences in each outcome through student participation in all aspects of the program. Suggestions for teaching, learning, and assessment are exactly that—*suggestions*. Instructional and assessment practices can and should be designed to provide multiple routes to achievement of the outcomes and multiple ways of demonstrating achievement.

Although the specific curriculum outcomes that follow are grouped according to language processes, it is recognized that learning experiences develop these processes in an integrated manner.

Overview of Specific Curriculum Outcomes

The following pages provide an overview of the specific curriculum outcomes for grades 4, 5, and 6. This overview may be especially helpful to teachers operating in multigrade groupings and for addressing the range of learners found in grade 4–6 classrooms across Atlantic Canada.

Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Grade 4	Grade 5	Grade 6
• explore and discuss their thoughts, ideas, and experiences and consider those of their peers	• contribute thoughts, ideas, and experiences to discussions, and ask questions to clarify their ideas and those of their peers	• contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others
• ask and respond to questions to clarify information and explore solutions to problems (e.g., using an interview format)	• ask and respond to questions to seek clarification or explanation of ideas and concepts	• ask and respond to questions to seek clarification or explanation of ideas and concepts
• explain personal opinions and respond to the questions and opinions of others	• explain and support personal ideas and opinions	• defend and/or support their opinions with evidence
• listen critically to others' ideas or opinions expressed	• listen critically to others' ideas or opinions and points of view	• listen critically to others' ideas or opinions and points of view

Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Grade 4	Grade 5	Grade 6
• contribute to conversations, small-group and whole-group discussion, showing an awareness of when to speak and when to listen	• contribute to and respond constructively in conversation, small-group and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners	• contribute to and respond constructively in conversation, small-group and whole-group discussion
• use word choice, tone of voice, facial expressions, and gestures appropriate to the speaking occasion	• use word choice and expression appropriate to the speaking occasion	• use word choice and emphasis, making a conscious attempt to produce a desired effect
• give and follow instructions and respond to questions and directions	• give and follow precise instructions and respond to questions and directions	• give and follow instructions and respond to a variety of questions and instructions
• engage in and respond to oral presentations (e.g., retell a story, sing a song)	• engage in, respond to, and evaluate oral presentations	• engage in, respond to, and evaluate a variety of oral presentations and other texts

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

Grade 4	Grade 5	Grade 6
• show basic courtesies of conversation in group interactions	• demonstrate an awareness of the needs, rights, and feelings of others by listening attentively and speaking in a manner appropriate to the situation	• listen attentively and demonstrate awareness of the needs, rights, and feelings of others
• identify examples of prejudice and stereotyping in oral language, and use language that shows respect for all people	• identify examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use language that shows respect for all people	• detect examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use bias-free language
• show an awareness of the kinds of language appropriate to different situations and audiences	• consider purpose and the needs and expectations of their audience	• make a conscious attempt to consider the needs and expectations of their audience

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

Grade 4	Grade 5	Grade 6
• select, with growing independence, texts appropriate to their interests and learning needs	• select, independently, texts appropriate to their interests and learning needs	• select, independently, texts appropriate to their range of interests and learning needs
• read widely and experience a variety of children's literature with an emphasis in genre and authors	• read widely and experience a variety of children's literature with an emphasis in genre and authors	• read widely and experience a variety of children's literature with an emphasis in genre and authors
• use pictures and illustrations, word structures, and text features (e.g., table of contents, headings and subheadings, glossaries, structures of narrative and expository texts, key ideas, and margin notes) to locate topics and obtain or verify understandings of information	• use pictures and illustrations, word structures, and text features (e.g., table of contents, headings and sub-headings, glossaries, indices, structures of narrative and different types of expository texts, key ideas, and margin notes) to locate topics and obtain or verify their understanding of information	• use a wider range of pictorial, typographical, and organizational features of written texts to obtain, verify, and reinforce their understanding of information
• use and integrate the pragmatic, semantic, syntactic, and graphophonic cueing systems (including context clues; word order; suffixes, compound words, contractions, and singular and plural words) and a variety of strategies to construct meaning	• use and integrate the pragmatic, semantic, syntactic, and graphophonic cueing systems (including context clues; word order; structural analysis to identify roots, prefixes, and suffixes) and a variety of strategies to construct meaning; use a dictionary to determine word meaning in context	• use and integrate the various cueing systems and a variety of strategies with increasing independence to construct meaning
• describe their own processes and strategies in reading and viewing	• describe and discuss their own processes and strategies in reading and viewing	• reflect on and discuss their own processes and strategies in reading and viewing

Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Grade 4	Grade 5	Grade 6
• answer, with assistance, their own and others' questions by seeking information from a variety of texts	• answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts	• answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts
— determine their own and community (class) needs for information	— respond to personal, group, and instructional needs for information through accessing a variety of texts	
— recognize the purpose of classification systems and basic reference materials	— demonstrate understanding of how classification systems and basic reference materials are used to facilitate research	— demonstrate understanding of the purpose of classification systems and basic reference materials
— use a range of reference texts and a database or an electronic search to facilitate the selection process	— use a range of reference texts and a database or an electronic search to aid in the selection of texts	— use a range of reference texts and a database or an electronic search to facilitate the selection process
— reflect on the process of generating and responding to their own and others' questions	— increase their abilities to access information in response to their own and others' questions	

Students will be expected to respond personally to a range of texts.

Grade 4	Grade 5	Grade 6
• describe, share, and discuss their personal reactions to texts	• describe, share, and discuss their personal reactions to a range of texts across genres, topics, and subjects	• explain why a particular text matters to them and demonstrate an increasing ability to make connections among texts
• give reasons for their opinions about texts and types of texts and the work of authors and illustrators	• support their opinions about texts and features of types of texts	• reflect on and give reasons for their interpretations of an increasing variety of texts

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

Grade 4	Grade 5	Grade 6
• use their background knowledge to question information presented in print and visual texts	• use their background knowledge to question and analyse information presented in print and visual texts	• recognize that facts can be presented to suit an author's purpose and point of view – consider information from alternative perspectives
• identify conventions and characteristics of different types of print and media texts that help them understand what they read and view	• recognize how conventions and characteristics of different types of print and media texts help them understand what they read and view	• identify the conventions and structure of a variety of print and media texts and genres • make connections with the purpose of each text or genre
• respond critically to texts by – asking questions and formulating understandings – discussing texts from the perspective of their own experiences – identifying instances where language is being used, not only to entertain, but to manipulate, persuade, or control them – identifying instances of prejudice and stereotyping	• respond critically to texts by – applying strategies to analyse a text – demonstrating growing awareness that all texts reflect a purpose and a point of view – identifying instances where language is being used to manipulate, persuade, or control them – identifying instances of opinion, prejudice, bias, and stereotyping	• respond critically to texts by – applying a growing range of strategies to analyse and evaluate a text – demonstrating growing awareness that all texts reflect a purpose and a perspective – recognizing when language is being used to manipulate, persuade, or control them – detecting prejudice, stereotyping, and bias

Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Grade 4	Grade 5	Grade 6
• use strategies in writing and other ways of representing to − formulate questions and organize ideas − generate topics of personal interest and importance − discover and express personal attitudes, feelings, and opinions − compare their own thoughts and beliefs to those of others − describe feelings, reactions, values, and attitudes − record experiences − formulate goals for learning − practise strategies for monitoring their own learning	• use a range of strategies in writing and other ways of representing to − frame questions and answers to those questions − generate topics of personal interest and importance − record, develop, and reflect on ideas, attitudes, and opinions − compare their own thoughts and beliefs to those of others − describe feelings, reactions, values, and attitudes − record and reflect on experiences and their responses to them − formulate and monitor goals for learning − practise and extend strategies for monitoring learning	• use a range of strategies in writing and other ways of representing to − frame questions and design investigations to answer their questions − find topics of personal importance − record, develop, and reflect on ideas − compare their own thoughts and beliefs to those of others − describe feelings, reactions, values, and attitudes − record and reflect on experiences and their responses to them − formulate goals for learning − practise and apply strategies for monitoring learning
• experiment with different ways of making their own notes (e.g., webbing, jot notes, matrix)	• expand appropriate note-making strategies from a growing repertoire (e.g., outlines, charts, diagrams)	• select appropriate note-making strategies from a growing repertoire
• experiment with language, appropriate to purpose, audience, and form, that enhances meaning and demonstrates imagination in writing and other ways of representing	• make deliberate language choices, appropriate to purpose, audience, and form, to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing	• make language choices to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing

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

Grade 4	Grade 5	Grade 6
• create written and media texts, collaboratively and indepen-dently, in different modes (expressive, transactional, and poetic) and in a variety of forms — recognize that particular forms require the use of specific features, structures, and patterns	• create written and media texts, collaboratively and indepen-dently, in different modes (expressive, transactional, and poetic), and in an increasing variety of forms — use specific features, structures, and patterns of various text forms to create written and media texts	• create written and media texts using an increasing variety of forms — demonstrate under-standing that particular forms require the use of specific features, structures, and patterns
• demonstrate an awareness of purpose and audience	• address the demands of a variety of purposes and audiences — make choices of form, style, and content for specific audiences and purposes	• address the demands of an increasing variety of purposes and audiences — make informed choices of form, style, and content for specific audiences and purposes
• invite responses to early drafts of their writing/media productions — use audience reaction to help shape subsequent drafts	• invite responses to early drafts of their writing/media productions — use audience reaction to help shape subsequent drafts — reflect on their final drafts from a reader's/viewer's/ listener's point of view	• invite responses to early drafts of their writing/media productions — use audience reaction to help shape subsequent drafts — reflect on their final drafts from a reader's/viewer's/ listener's point of view

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

Grade 4	Grade 5	Grade 6
• develop a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies	• use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies	• select from a range of pre-writing, drafting, revising, editing, proofreading, and presentation strategies to develop effective pieces of writing and other representations
• demonstrate an understanding of many conventions of written language in final products — correctly spell many familiar and commonly used words — demonstrate an increasing understanding of punctuation, capitalization, and paragraphing — demonstrate a growing awareness of appropriate syntax — use references while editing (e.g., dictionaries, classroom charts, electronic spell checkers, checklists)	• demonstrate an increasing under-standing of the conventions of written language in final products — use basic spelling rules and show an understanding of irregularities — use appropriate syntax in final products — use references while editing (e.g., dictionaries, classroom charts, electronic spell checkers, checklists, thesauri, other writers)	• use the conventions of written language in final products
• use technology with increasing proficiency in writing and other forms of representing	• use technology with increasing proficiency to create, revise, edit, and publish texts	• use technology with increasing proficiency to create, revise, edit, and publish texts
• demonstrate a commitment to shaping pieces of writing and other representations through stages of development	• demonstrate commitment to shaping and reshaping pieces of writing and other representations through stages of development and refinement	• demonstrate commitment to shaping pieces of writing and other representations
• select, organize, and combine relevant information from two or more sources to construct and communicate meaning	• select, organize, and combine relevant information, from three or more sources to construct and communicate meaning	• select, organize, and combine relevant information, from three to five sources

Specific Curriculum Outcomes

The following pages provide the specific curriculum outcomes for grades 4, 5, and 6. They define more specifically what students should know and be able to do at the end of each grade.

The specific curriculum outcomes are grouped in the order in which the general outcomes appear in *Foundation for the Atlantic Canada English Language Arts Curriculum*—speaking/listening, reading/viewing, and writing/and other ways of representing.

A four-column organization is used. These columns are designed as follows:

Column 1: Specific Curriculum Outcomes

Column 2: Suggestions for Teaching and Learning

Column 3: Suggestions for Assessment

Column 4: Vignettes/Notes

Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes

By the end of grade 4 students will be expected to

- explore and discuss their thoughts, ideas, and experiences and consider those of their peers

- ask and respond to questions to clarify information and explore solutions to problems (e.g., using an interview format)

- explain personal opinions and respond to the questions and opinions of others

- listen critically to others' ideas or opinions expressed

Suggestions for Teaching and Learning

Use brainstorming (see p. 105) as a frequent means of gathering students' ideas and as a way of collectively seeking suggested solutions to problems.

Encourage conversations (see p. 105) between pairs and among larger groups as a way of sharing and comparing experiences and ideas.

Use both small-group and whole-class discussion (see p. 106) as a means of understanding information, relating personal experiences, and making meaning of poems, stories, dramatizations, films, and other media.

Have students undertake interviews and surveys (see p. 107) to find answers or gather opinions on topics that matter to them.

Have students give short oral reports (see p. 112) on a range of topics across various subject areas.

Model strategies for promoting critical listening skills—for example, good notetaking while listening to an audiotape or CD-ROM.

Invite guest speakers to address the class on various topics, making certain that students play an active role in preparing to hear the speaker and in following up on the presentation.

Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Suggestions for Assessment

Design and use assessment instruments for
– speaking and listening
– self-evaluation
– group evaluation

Students can assist with the design and refinement of such instruments.

Maintain anecdotal records.

Examples:

While Sarah was reading her story in a small group, John was talking to Matthew. He did not refer to his writing guide and did not contribute any feedback to Sarah's story.

Matthew was using his writing guide effectively. He wrote jot notes while Sarah was reading and referred to his jot notes when he commented on her writing.

Vignettes/Notes

Moo-moo, the hamster, had been the classroom pet in Room 112 for five months. Students had been taking an active role in caring for the hamster and had become very attached to the pet. One morning the caretaker for the day discovered that the hamster was missing from its cage. After a thorough search of the classroom, there was still no trace of Moo-moo. The teacher recognized that the students were experiencing a sense of loss, so she encouraged the students to share precise vocabulary (words) that described the emotions they were experiencing. The words were charted on a word web to be used in a writing task.

ask and respond to questions ...

Grade 4 students at Harbour Front School expressed a concern to their teacher that regularly scheduled student assemblies always interfered with their gym class. Following a discussion about what might be the best way to go about resolving this issue, it was decided (by majority vote) to invite the principal to a classroom forum. In preparation for this forum, students worked in groups to research and prepare alternative solutions to present to the principal. In preparing the solutions, students had to consider questions about how their decisions might affect the needs and rights of others in the school community.

listen critically ...

After students completed a writing assignment, they were divided into small groups. Each student read his/her story to the group, who then responded, using an evaluation guide provided by the teacher. Students were expected to listen for organization, student voice, variation in sentence structure, word choices, and appropriate/inappropriate supporting details. Students then used their feedback for later revising and editing.

Topics are introduced in the classroom to motivate children to engage in spontaneous and directed conversations. This can take place, for example, using artifacts or a display. The conversation will be purposeful if the topics are of genuine interest and within the students' experiences. Current events can be included. This provides an opportunity to discuss appropriate social courtesies necessary in conversation.

Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Outcomes

By the end of grade 4 students will be expected to

- contribute to conversations and small-group and whole-group discussion, show an awareness of when to speak and when to listen

- use word choice, tone of voice, facial expressions, and gestures appropriate to the speaking occasion

- give and follow instructions and respond to questions and directions

- engage in and respond to oral presentations (e.g., retell a story, sing a song)

Suggestions for Teaching and Learning

Design both small-group and whole-group discussion in such a way as to ensure that each student has opportunities to contribute information and share experiences and ideas.

Work with individuals and small groups on developing appropriate speaking and listening etiquette in a variety of contexts.

Provide demonstrations of non-verbal features such as facial expressions, gestures, and body movements that enhance or detract from oral presentations.

Have students give/follow instructions by such means as

- recording on tape instructions for a game
- creating a how-to list for making a craft
- choosing an area of expertise to share with the class

Have students engage in and respond to oral presentations by

- making announcements
- introducing and thanking speakers/visitors/presenters
- giving a thank-you or acceptance speech
- retelling a story or event
- participating in Readers Theatre

Provide models for

- storytelling (see p. 111)
- dramatizing stories (see pp. 166–169)
- booktalks (see p. 112)
- oral reading (emphasis on intonation)(see p. 108)
- chanting (see p. 109)
- choral reading (see p. 109)
- Readers Theatre (see p. 110)

Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Suggestions for Assessment

Hold conferences with group members to help students evaluate their performance. Ask the group questions and have students use their responses to plan improvements.

Take jot notes of students' class presentations. Share with students an outline of aspects of the verbal and non-verbal features that are appropriate in such presentations.

Make students aware of the criteria used to assess their performance.

Design and use a rating sheet to diagnose difficulties and evaluate individual accomplishments within a group situation.

In collaboration with the students, design a rating sheet to assess students' verbal and non-verbal skills and strategies. Have students use the sheet to periodically assess their peers and provide constructive feedback.

Vignettes/Notes

Mrs. Brown's class worked in pairs to discover how well they used words to communicate information. The task was for one partner to produce a visual representation from a picture described by the other partner. The other partner who was to produce the visual representation listened for specific words that helped visualize the image and then drew the illustration. The pictures were compared to assess whether or not the communication was effective.

After a reading of *Wind Over Dark Tickle* (Heather Walters/Eric West), students discussed the impact of a fishery moratorium on an outport way of life.

Students were introduced to the art of storytelling. The teacher modelled storytelling by sharing several stories with the students. Then she invited a well-known storyteller from the community to class to share ghost stories. Following the visit, the class discussed types of stories that are good for storytelling. Students then selected or wrote their own stories, learned them, and shared them with their classmates. In preparation for sharing, the students and the teacher discussed various aspects of presentation, expression, volume, speed of presentation, and use of gestures and props. Some students were invited to visit other classrooms in the school to share their stories.

Students used wordless books, pictures, and photographs as they worked in small groups to generate an oral story from the visuals. Each group reached a consensus on an appropriate storyline. The stories were then collaboratively written and shared with the class.

Students participated in a ranking activity. Groups were given a series of pictures of various occupations and were asked to study and rank them in order of usefulness for future generations. As an alternative, some groups were asked to rank house designs according to those best suited to Atlantic Canada climates.

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

Outcomes	Suggestions for Teaching and Learning
By the end of grade 4 students will be expected to	
• show basic courtesies of conversation in group interactions	Listening courtesies need to be discussed and practised. Discussion of the following is useful:
	• In what ways do both the speaker and the audience need to be courteous?
• identify examples of prejudice and stereotyping in oral language, and use language that shows respect for all people	• Discuss some of the distractions that can make listening difficult in the classroom.
	• What do you consider basic habits for good listening?
	Have students listen to tapes, readings, and guest speakers with a focus on detecting evidence of bias or prejudice in presentation.
• show an awareness of the kinds of language appropriate to different situations and audiences	Examine with students models of language appropriate to different situations and audiences. For example, have students note the kind of language appropriate to a booktalk as opposed to the language that is appropriate for a thank-you to a guest speaker.

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

Suggestions for Assessment	Vignettes/Notes
Students need to become aware of their oral communication behaviours. Provide opportunities for all students to receive constructive feedback on the strengths of their speaking and listening.	*listening attentively, demonstrating an awareness of the needs, rights, and feelings of others ...* During an oral feedback session some students said that a particular student talked too much, excluding others. This feedback was used to introduce the next-step concept. The student who talked too much was asked to identify the next step she could take to improve her listening skills.
Use the next-step concept. The teacher and other students can provide feedback and recommend the one thing (the next step) that the student most needs to improve. The next-step concept works well for all students. The most reticent student sees that all students in the class are on an identical footing. They are all working on their next steps.	Students in Mr. Adams' class had their oral presentations audio-taped so that they could spend some time at home developing a list of the things they could do to improve their oral delivery. Ms. Coles videotaped her students during a co-operative learning activity. Students then viewed the tape and evaluated critically their own abilities to listen attentively.
Use the 3:1 strategy. A classmate must give feedback in the form of three positive comments and one suggestion for improvement.	A person from another culture was invited to speak and/or perform for the class. Prior to the visit, students were reminded of the appropriate behavior and language for discussions, and for asking questions.
Use checklists and narrative anecdotes to record student performance.	The teacher discussed factors that contributed to effective and courteous listening—with a partner, in a group, at an assembly. The class developed a set of speaking and listening rules for the classroom and the school community. Each student was then asked to evaluate his/her own speaking and listening skills with reference to the rules.
Provide opportunities for students to listen to themselves on tape so that they learn from their own performance. Offer videotape opportunities as time permits.	The teacher had students role-play conversations related to appropriate and inappropriate behaviours—for example, general manners such as thank you and please, taking turns and offering help, asking for permission, explaining or offering an apology, introducing visitors.

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

Outcomes

By the end of grade 4 students will be expected to

- select, with growing independence, texts appropriate to their interests and learning needs

- read widely and experience a variety of children's literature with an emphasis in genre and authors

- use pictures and illustrations, word structures, and text features (e.g., table of contents, headings and subheadings, glossaries, structures of narrative and expository texts, key ideas, margin notes) to locate topics and obtain or verify their understanding of information

- use and integrate the pragmatic, semantic, syntactic and graphophonic cueing systems (including context clues; word order; suffixes, compound words, contractions, and singular and plural words) and a variety of strategies to construct meaning

- describe their own processes and strategies in reading and viewing

Suggestions for Teaching and Learning

Provide daily opportunities for students to select their own reading/viewing materials (e.g., home reading and independent reading—see pp. 130–132).

Have students read and study literary texts in a variety of genres, including poetry, short stories, novels, plays, and essays.

Provide opportunities for students to view live drama and other visual media.

Use poetry and rhyme as a means of developing students' appreciation of the musical, rhythmic qualities of language.

Model for children how to use such features as table of contents and subtitles to determine content, locate topics, and obtain information. Provide opportunities for students to practise using these features.

Involve students in using the *cloze* procedure.

Have students examine the formation of significant words (root words, affixes, agreement of number and gender).

Focus on the strategies of sampling, predicting, and confirming/self-correcting in the context of reading and viewing (see pp. 118–120).

When engaging students in a specific reading/viewing activity, take time to activate the knowledge students have of the type of text and the subject matter. Present opportunities for the students to place new vocabulary in context. (See pp. 116–118 for a discussion of the cueing systems.)

Use student journals, learning logs, small-group discussions, and questionnaires that engage students in reflecting on the pro-cesses and strategies they use as they read and view.

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

Suggestions for Assessment

Use students' reading logs to assess the variety of texts read and viewed and their appropriateness in terms of abilities and interests. (See sample reading/viewing logs, Appendices 5a–5c, pp. 215–217.)

Record observations of students' use of various strategies (e.g., use of text structures to make meaning).

Use students' response journals to monitor their reading/viewing comprehension.

Use students' writing and other products (e.g., drawings, dramatizations) to assess their abilities to read and view with understanding.

Vignettes/Notes

During a social studies unit on deserts, Ms. Snook discovered that the students were not competent in using a CD-ROM encyclopedia for research purposes. She designed an activity whereby students were to search specific topics related to the desert. A *cloze* procedure was used to help assess whether or not the students were successful in finding the appropriate information.

Marc's class was being instructed in the Directed Reading and Thinking Activity (DRTA) reading strategy. The class was asked a specific question before reading each section of text to focus their reading. Marc was quick to raise his hand with a response, but the response was not accurate. The teacher asked Marc to elaborate on his answer, but he could not. The teacher, through prompting, helped Marc recognize his need to reread in order to apply the DRTA strategy effectively.

In a reading conference, Louise shared with Mr. Jackson that she had experienced difficulty with specific sections of the book. Together they looked at one specific section. Louise recognized that her difficulty resulted from the fact that she had not used appropriate strategies to help her, for example, to decode unfamiliar words. With encouragement from Mr. Jackson, Louise referred to the strategies that were charted on the bulletin board. As they worked through the decoding process, Louise was able to construct meaning from the text.

As a means of encouraging shared reading with younger students and an opportunity to practise reading with expression, students in Ms. Noseworthy's grade 4 class were paired with members of a grade 2 class at the same school. Once a week, both classes were grouped together for a buddy-reading session.

Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Outcomes

By the end of grade 4 students will be expected to

- answer, with assistance, their own and others' questions by seeking information from a variety of texts
  - determine their own and community (class) needs for information
  - recognize the purpose of classification systems and basic reference materials
  - use a range of reference texts and a database or an electronic search to facilitate the selection process
  - reflect on the process of generating and responding to their own and others' questions

Suggestions for Teaching and Learning

Within the context of meaningful language activities, provide students with direct instruction in electronic resources. Student inquiry, problem solving, and research are taking on a new character with the use of new technologies to gain access to databases, bibliographies, and other data resources to make use of information, ideas, and images. Teachers can become co-learners with their students, many of whom are familiar with computer language, the Internet, search inquiries, and available resources.

Guide and actively engage students in all aspects of research:

- investigating the unit or subject
- selecting a topic for individual or group work
- locating and evaluating the resources
- collecting, recording, and interacting with the information
- organizing and transcribing the information
- presenting information
- reflecting on both the process and the product

Language itself is a valuable research tool. Use students' abilities to use language to seek out and refine interesting questions, and to plan, predict, investigate, analyse, and speculate. This will give students a way to frame and address the issues that they encounter in academic subjects as well as in everyday life. The application of spoken language to problem solving is especially pervasive and effective.

Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Suggestions for Assessment

Examine students' note-making.

Assess writing samples that demonstrate the process of selecting and combining information, narrowing a topic, and identifying a variety of resources (print and non-print).

Examine the quality and depth of students' reflective journal entries.

Examine students' abilities to share new information with an intended audience.

Vignettes/Notes

During a discussion on a unit about space, Edward asked the question, "What type of Volcano is erupting on the surface of Ito?" (one of Jupiter's moons). The question sparked interest from the class and more questions followed. Students generated possible answers. These were charted for reference. The class was divided into groups to research answers from all resources available in the school (CD-ROM, Internet, texts, encyclopedias, teachers, other students, etc.).

Students in Ms. Barnes' class invited a guest speaker to class to discuss carving and sculpturing. The students had decided to present sculptures to their parents as a closure to a unit on artifacts. Ms. Barnes had each student complete the following writing frame after the guest speaker left:

* Although I already knew that ...
* I have learned some new facts from our guest speaker ...
* I also learned that ...
* Another fact I learned was ...
* The most important thing I learned was ...

Students were asked to read and reflect on transportation systems across Atlantic Canada. They brainstormed to find out all the facts they knew. Then they researched the topic and categorized the information under particular headings. The information and outline were used to write a report.

(See writing frames, Appendix 16, pp. 241–245.)

Students will be expected to respond personally to a range of texts.

Outcomes

By the end of grade 4 students will be expected to

- describe, share, and discuss their personal reactions to texts

- give reasons for their opinions about texts and types of texts and the work of authors and illustrators

Suggestions for Teaching and Learning

In grade 4 students are expected to extend their abilities to talk and write about the texts they read, including media text. Teachers can help students achieve this by demonstrating what a personal response is as opposed to a summary or retelling.

Students should be expected to

- express their likes and dislikes about texts they have read
- express how the text makes them feel
- ask questions and predict
- reflect on the characters, events, and/or language of text
- keep journals of written responses to share with a small group, their class, and their teacher
- give reasons from personal experiences or from the text for their responses

During a student-teacher conference centring on a fiction text, ask students to respond to such questions as the following:

- Do you have questions about what happened?
- Are the characters believable?
- Is there something about the story that makes you feel a certain way—happy, sad, anxious, embarrassed?
- How do you feel about a character's actions?
- What predictions do you have?
- What questions would you ask the character or author about this?

Students will be expected to respond personally to a range of texts.

Suggestions for Assessment

Encourage students to respond personally to a text in a variety of ways including formal and informal responses such as
- an in-role set of letters between two characters that explains their predicaments and tells about their lives.
- a mural of the most striking scene in a text
- a choral reading
- a book jacket or advertisement encouraging others to read the text
- a web that documents two of the most interesting characters from the same or different short stories

Use response journals as a constant way of monitoring students' personal responses to texts.

In responding to visual text, look for a student's ability to explain how such aspects as colour and shape contribute to his/her response.

Have students choose their best responses to be assessed using holistic criteria. These *best responses* can be stored in students' portfolios.

Vignettes/Notes

As part of a class booklet, each student was asked to provide a poem or two in any form and to participate in the editing and publishing of the text.

During a *booktalk* presentation the following questions were generated by the students in Ms. Haynes' class:
- Why did you choose this book?
- Was there any conflict between the main characters?
- Was the story similar to any other book you've read?
- Do any of the characters remind you of someone you know?
- How long did it take you to read the book?
- How did the ending make you feel?
- How did the setting help create the mood for this story?
- Was this story fiction or non-fiction?

Ms. Haynes wrote the questions on the board as they were generated. When the booktalk was finished, students were divided into small groups. They were asked to determine the questions that most effectively elicited interest in the story.

Students in Mr. Hickey's class were asked to read and discuss several poems that express feelings and thoughts. Each group was given a different set of poems. After reading and talking about their set of poems, members in each group listed key words that could be used to express feelings of happiness and sadness. They were asked to list colours and sounds that helped to represent those feelings. The lists of words from each group were then placed on a chart as an aid to students as they crafted their own poems.

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

Outcomes

By the end of grade 4 students will be expected to

- use their background knowledge to question information presented in print and visual texts

- identify conventions and characteristics of different types of print and media texts that help them understand what they read and view

- respond critically to texts by
  - asking questions and formulating understandings
  - discussing texts from the perspective of their own experiences
  - identifying instances where language is being used, not only to entertain, but to manipulate, persuade, or control them
  - identifying instances of prejudice and stereotyping

Suggestions for Teaching and Learning

Engage students in reading and viewing a range of texts (e.g., various newspaper accounts of a story).

Have students determine the purpose and intended audience for a variety of texts.

Use a variety of texts to demonstrate to students the key features of types of texts (e.g., demonstrate how table of contents, headings, and indexes aid in the meaning-making process).

Draw students' attention to publication dates, places of publication, and authors as indicators of the accuracy of information.

Encourage students to seek out more than one source and type of information on a particular topic or issue.

Have students examine texts for instances of specific words, images, etc., that may manipulate or persuade the reader/viewer in a certain direction.

Engage students in the production of texts—oral and written, print and non-print—that aim to persuade or control the target audience.

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

Suggestions for Assessment

Through such means as literature circles, response journals, and other written products, assess students' understandings of aspects of language, form, and genre.

Use story diagrams, plot lines, or story maps to assess students' understanding of story structure.

Use either student- or teacher-designed charts to assess students' understandings of common features of various genres (e.g., poetry, stories, information texts such as newspaper articles and textbooks they encounter in science and social studies).

Assess students' understanding of a text or the similarities and differences between texts using response formats such as a Venn diagram of two short stories or elements from the stories.

Have students compile a text set (of poems, fiction, or non-fiction) that they have examined for commonalities in features of the form or genre. Their findings can be presented in a chart or some other short form that lists the features of the texts.

Vignettes/Notes

In a literature circle after completing the reading of *The Whipping Boy*, students were asked to investigate whether the practice of using a whipping boy was consistent with the time of the setting of the story. Using the school resource centre, CD-ROM and the Internet, students researched facts on early British customs, each student with a different source of information. As the group compared information, they noted contradictions in the facts. One text stated a *whipping boy* was a common practice that existed in pre-thirteenth century England. Another source suggested that a *whipping boy* was used in certain parts of Europe after the thirteenth century. Students pursued their research until they found consistent cross-references.

Students in Ms. Best's grade 4 class were asked to write a poem or a short story expressing a particular feeling or examining a certain aspect of war. This was part of a contest sponsored by their local Royal Canadian Legion. As a prewriting exercise, students examined several texts by published authors in an effort to capture some of the feelings and issues surrounding war. Students were asked to record dominant images and feelings in response journals. They were then asked to use one or more of their response notes to create their own poems or stories. By examining closely several poems and stories by published authors, students were able to recognize the power of these genres as a means of capturing the mood and feeling of individuals whose lives become entangled in a war. They were also able to discuss the pros and cons of using each form of written expression.

A class of grade 4 students was asked to view two or three different films/videos on the topic of Christmas and to share the different aspects of the season addressed in each. As a follow-up, students videotaped their own rap sessions on Christmas across the centuries.

Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Outcomes

By the end of grade 4 students will be expected to

- use strategies in writing and other ways of representing to
  - formulate questions and organize ideas
  - generate topics of personal interest and importance
  - discover and express personal attitudes, feelings, and opinions
  - compare their own thoughts and beliefs to those of others
  - describe feelings, reactions, values, and attitudes
  - record experiences
  - formulate goals for learning
  - practise strategies for monitoring their own learning

- experiment with different ways of making their own notes (e.g., webbing, jot notes, matrix)

- experiment with language, appropriate to audience, purpose, and form, that enhances meaning and demonstrates imagination in writing and other ways of representing

Suggestions for Teaching and Learning

Discuss students' prior experiences so as to heighten their understanding of the topic being addressed. Brainstorm for ideas and for what they want to know. Have students

- use lists, charts, and webs to generate, develop, and organize ideas
- construct a matrix
- use surveys and questionnaires
- use personal journals to explore and express their ideas and opinions
- use the reporter's questions: who? what? when? where? why? how?
- compare ideas with others in small groups, and ask questions, seek feedback
- use learning/response logs to explain what they have learned and to reflect on their learning
- translate ideas from one medium to another
- role-play, pantomime, dramatize to help generate ideas
- illustrate, draw, and use graphics

Use a developmental model for learning (demonstration, participation, practise, and sharing) and carefully go through the process in various contexts and genres for taking notes from texts, interviews, news articles, oral presentations, films, and videos. Have students use strategies such as highlighting signal words and phrases, using abbreviations, summarizing, outlining, story mapping, and Venn diagrams for comparison notes.

Engage students in meaningful writing tasks with a genuine need, audience, and purpose. (See pp. 152–162 for elaborations on various writing formats for various purposes and audiences. Also see Appendix 13, p. 235.)

Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Suggestions for Assessment

Observe and record students' work in progress through jot notes, checklists, etc.

Examine students'
- dated samples of writing
- response logs/learning logs
- whole-class projects/tests

Undertake student-teacher conferences as a means of gathering evidence of students' abilities to reflect on their products and the strategies they employed to produce them.

Have students design and use peer evaluation and self-evaluation checklists or forms.

Have students choose their best piece(s) of writing for assessment purposes. The teacher and student will apply predetermined holistic criteria for evaluation.

Vignettes/Notes

A grade 4 class was preparing for their annual International Day in their school. Throughout the year, the students had read extensively a variety of resources on the various countries that were the focus of the social studies program. The students prepared written invitations to a number of individuals who were representative of various ethnic groups residing in the community. International food dishes were prepared, songs were shared, and clothing was displayed. As a follow-up, students also wrote letters of thank you to the participants as a word processing practise.

Following the completion of an author study unit, students were invited to select a scene from their respective novels and prepare illustrations or dramatize the particular scenes. Several scenes from the same novel were grouped together into a multimedia presentation. The illustrations were placed in the school resource centre/library for future reference.

(Student Writing) BUZZ

I am a fly. My name is Buzz. One day I was visiting my friend Ralex. He's a bee. He was in his hive working. I knew that I was hungry but I didn't want honey.

So I went in his house. It was a risk but I've done this kind of thing before. No sight of humans. There was no food in sight either. So I looked for some.

When I couldn't find any I went back out. But right in the corner of the door was a spider. I tried to fly away but I was stuck on the huge web. The spider was coming closer and closer. Then something big and red came and killed the spider. And it was coming to squash me.

But I finally got away from the web and flew away from the fly squasher. But then I realized that I flew back into the house. I went in the livingroom. There on the big fluffy couch I found my friend Draig. He's a house fly. I asked him where the food was but he was too busy watching a person play Nintendo. I cannot believe that I didn't see a human here before ...

I went through the hole in the screen. And I joined Draig and the other flies as we ate garbage.

COMMENTS: The author creates clever images from the fly's perspective. The voice is consistent, and closure is achieved. The author is writing about a familiar topic and is using his/her background knowledge about flies to further develop the piece. Good use of imagination.

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

Outcomes

By the end of grade 4 students will be expected to

- create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic) and in a variety of forms
  - recognize that particular forms require the use of specific features, structures, and patterns

- demonstrate an awareness of purpose and audience

- invite responses to early drafts of their writing/media productions
  - use audience reaction to help shape subsequent drafts

Suggestions for Teaching and Learning

Have students write using a variety of formats to satisfy expressive, transactional, and poetic modes of writing (see chart on writing in the elementary grades, Appendix 14, p. 237).

Introduce students to various forms of written and media texts through reading aloud, shared reading, and independent reading and through discussing the purposes and audiences.

Model and demonstrate the various forms of written media texts through shared writing. For expository writing, use writing frames as a scaffolding activity leading to independent writing (see Appendix 16, pp. 241–245).

Model and encourage the use of a combination of writing and other media such as book jackets; self-published books; brochures to advertise products and services or to inform about issues and events; cartoons to entertain and to give information; collages to illustrate a theme, drawings, paintings; and computer graphics.

Have students develop, design, and publish a class newspaper presenting a variety of writing forms—for example, interviews, advertisements, poems, riddles, comics, sports articles, movie reviews. This is a great way to engage students in collaborative writing and other ways of representing.

Through questions and comments in writing conferences, create increased awareness about the intended audience and purpose. Have students write on the same topic for several different audiences, noting differences in vocabulary, sentence structure, context/facts, levels of formality, neatness, etc. Have students reflect on their final drafts from a reader's/viewer's/listener's point of view.

Use mini-lessons to teach students about the kinds of questions, comments, and feedback that are helpful to other students, and how to use the ideas of others to improve their own drafts.

Invite audience reaction to dramatic presentations such as puppet plays, tableaux, pantomime scenes, and in-class stage plays.

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

Suggestions for Assessment

Use observations and anecdotal records.

Use student-teacher conferences:

- questionnaires (questioning students about audience and purpose)

Use learning logs to demonstrate growth in use of responses in subsequent drafts.

Use peer response/self-evaluation to
- account for the degree of engagement/contribution to collaborative writing
- assess individual engagement

Examine student products:
- dated samples
- portfolios

Predetermined criteria should be used, by the teacher and the student, to evaluate selected samples from the students' portfolios.

(See sample writing record in Appendix 15, p. 239.)

Vignettes/Notes

Students in grade 4 were doing a unit on marine environments. One requirement was to describe some aspect of a beach or an ocean. Students used a word processor to draft their descriptions. Desktop publishing software was used to combine their descriptions into a newspaper-type layout, complete with illustrations. The class collection was copied for each student to bring home. A copy was placed in the school resource centre and on the classroom wall.

(Student Writing)

It was a dark and stormy night in the old mansion on 5th Street. I had been there many times, but something was different. I had a strange feeling like there was something watching me. Anyway, I came with a group of friends. Their names were Detective Mystery Mike, Professor Mess-Up Mark, Jean-Claude Van Jamie the famous artist, the Doctor of Medicine Surgery Sean, and last but certainly not least, the great movie star Tom Slick. We were up there for the weekend. The caretaker and bulter of the mansion was named Petrov Volkinski. He wasn't really the kind of person to put your life in his hands, but he seemed very loyal. It was getting late so we all decided to go to bed.

The next morning, I awoke and walked down to the kitchen. Everybody was there; everybody that is except Professor Mess-Up Mark. So I went up to his room and I found a statue and a piece of paper. On the paper, it was written, Justice will be done. After breakfast, I gathered everybody in the lounge. I asked all of the people where they were last night. They all said, "In bed."

I asked Detective Mystery Mike to be my partner in finding out what happened. At high noon, only Mike and I were left, for all the others had been kidnapped right under our noses. I just couldn't figure out what was happening.

After lunch, Mike went to investigate a little more. Suddenly Petrev Volkinski came into the room and said, "I am the one who kidnapped all the people and now I am going to get you."....

..... I quietly tip-toed over and used my finger as a fake gun. Mike let all the people out of the cage and he called the police. The last words Petrev said that we heard were, "I'll be back."

COMMENTS: This is an example of the mystery genre. The piece has creative names and incidents, and a lead that captures the reader's attention. The ending is strong—it achieves closure and hints at a sequel. The author strives to include interesting vocabulary.

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

Outcomes

By the end of grade 4, students will be expected to

- develop a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies

- demonstrate an understanding of many conventions of written language in final products
  - correctly spell many familiar and commonly used words
  - demonstrate an increasing understanding of punctuation, capitalization, and paragraphing
  - demonstrate a growing awareness of appropriate syntax
  - use references while editing (e.g., dictionaries, classroom charts, electronic spell checkers, checklists)

- use technology with increasing proficiency in writing and other forms of representing

- demonstrate a commitment to shaping pieces of writing and other representations through stages of development

- select, organize, and combine relevant information from two or more sources to construct and communicate meaning

Suggestions for Teaching and Learning

Provide ongoing mini-lessons and demonstrate various prewriting, drafting, revising, editing, and presenting strategies and give opportunities for students to write and use the strategies in meaningful writing situations. (See pp. 139–148 for a discussion of writing as a process.) Focus repeatedly on the practical skills and problems involved at each stage. (See Appendix 18, p. 255 for a sample writing process observation guide.)

Reinforce writing processes for students by using and having students understand terms such as *first draft, revision, editing,* and *final draft* when talking about writing in school and at home.

Provide students with resources that are easy to locate in the classroom such as word lists, dictionaries, checklists, and samples of writing.

Through questions and comments in writing conferences, help students understand how they can improve their writing.

Use computers to extend the range of writing activities at all stages of process writing by having students compose on screen; revise text; insert and delete items; rearrange the order of words, sentences, and paragraphs; correct errors; check spelling; and alter the format—also groups of students can edit the text co-operatively, and make tentative revisions and detailed explorations.

Design projects that will involve students in strategies for working in all phases of research process: semantic mapping-webbing, outlining for content, note-making, interviewing, formulating questions, publishing, preparing visual support, oral presentation skills.

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

Suggestions for Assessment

Use observations and anecdotal records, observing and noting the strategies and processes students are using and the areas where they need help.

Use student-teacher conferences, questioning/discussing strategies and processes the student is using.

Use learning logs/journals to note reflections on student learning.

Use samples in a students' writing folder, noting varieties of sentence structures and conventions of written language.

Use teacher-made tests and assigned projects.

Use whole-group conferences and peer conferences.

Help students design and use their own questions to guide them as they revise, edit, and proofread their writing.

Vignettes/Notes

Being aware of the influence of positive feedback, Ms. Barnes established peer response groups of four students per group in her grade 4 class. Students were invited to listen attentively to each group member as they shared their writing efforts. The students were asked to respond to each student's draft by identifying one positive feature or element of the writing as well as one suggestion as to how each draft may be enhanced. This strategy helped each student obtain a sense of audience and the importance of addressing the needs and interests of the intended audience.

Students in Mr. Smith's class were asked to form an e-pal relationship in an attempt to foster effective writing for an authentic audience.

(Student Writing) I AM 5CM TALL

Today's science class was one I'll never forget. By accident my friend Amanda spilled a smelly chemical on me. I shrank and shrank!!! Finally the bell rang and I was on my way home in my new 5 cm body. It was terrible. All I could see were huge feet so I jmped in Chelsea's book bag hoping to get a ride to my house. It wasn't pleasant! I was thrown around big time and I was smushed by her math notebook and textbook. (I never liked math much anyway.) I was getting hungry so I looked for lunch. All that was left was the crust off of her peanut butter sandwich and a plastic container. I looked around and around. Then I saw some left over spinach salad. It was sure to make me bigger. I had a hard time getting the top off but I finally succeeded. I quickly ate the wilted spinach leaves. Wow ... I suddenly shot up to my regular size and hopped out of the book bag.

"Look at that person!" Kathryn screamed.

"It's Shannon," Chelsea yelled.

"I'm so happy to be back!" I said to myself. "What a scary time that was!"

"What happened Shannon?" asked my friend Kathryn and Chelsea.

"It's a long story," I replied.

"I'll tell you someday," I answered with a smile on my face as we continued on our way home from this unforgettable day.

COMMENTS: This piece has a strong beginning that grabs the attention of the reader. The vocabulary is adventurous—e.g., wilted, smushed, screamed. The author makes good use of quotations. Enjoyable humour in the piece— e.g., I was smushed by her math notebook and textbook.

Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes

By the end of grade 5 students will be expected to

- contribute thoughts, ideas, and experiences to discussion, and ask questions to clarify their ideas and those of their peers

- ask and respond to questions to seek clarification or explanation of ideas and concepts

- explain and support personal ideas and opinions

- listen critically to others' ideas or opinions and points of view

Suggestions for Teaching and Learning

Use brainstorming (see p. 105) as a means of gathering and exploring students' ideas and as a way of sharing prior knowledge and experiences.

Provide opportunities for peer and teacher-student conferences.

Use small-group and whole-class discussions (see p. 106) following reading and viewing.

Have students conduct surveys (see p. 107) and hold interviews to elicit opinions and information on topics of interest to them.

Have students give oral reports (see p. 112) on a range of topics across the curriculum.

Have students give sales talks to convince their classmates to read a book, join a club, purchase a specific product, or pursue a specific activity.

Invite guest speakers to address the class on various topics, ensuring students prepare questions for the speaker and follow-up with a writing activity.

Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Suggestions for Assessment

Observe student interaction using an appropriate checklist designed by the teacher with student input.

Have students use checklists for self-evaluation and group evaluation.

Have students use questionnaires at the end of group discussion to assess the learning that individuals in the group observe.

Use oral and written reflections by individuals at the end of a group discussion to assess what went well and what improvement could be made.

Use anecdotal records based on the above or on teacher-student conferences.

Use tapes (video and audio) of discussion groups for students and teachers to review and assess learning goals.

Vignettes/Notes

contributing thoughts and ideas and supporting opinions with evidence...

At the beginning of the school year, each student was presented with an index card with the heading *I Know a Lot About ...* at the top. The students were asked to write down three topics about which they were quite knowledgeable. These cards were collected and notes made of the topics and experts. Later in the curriculum, when a logical connection was made with one of these topics, the expert was called on to share his/her knowledge with the class.

As a result of a grade 5 social studies discussion regarding the pros and cons of the seal hunt, Mr. Adams, the grade 5 teacher, invited a sealing captain to speak to the class. After the captain shared his experiences and gave his point of view, the students were invited to ask questions. The questioning evoked a lot of discussion around the pros and cons of the seal hunt. This experience with speaking and listening helped the students clarify their ideas and feelings about this issue.

Students were organized into partners and assigned a task of sharing what they know or have learned about a given topic. A time limit was placed on the sharing, but it was stipulated that each student must have an opportunity to share information. At the end of the time, each pair was asked to join with another pair. Each partner shared what he or she had learned from the other. This motivated the children to listen carefully, question to clarify information, summarize the partner's information, and present key points to the others.

A grade 5 class conducted a series of interviews with visitors to the school, including the public health nurse, a police officer, a dentist, a teacher, and the mayor. The students prepared the interview questions, conducted the interview, and worded responses in preparation for reports on the topic, *What Makes My Community Special.* The student reports were a part of a mural that was displayed for some time in the main entrance of the school. Other visitors to the school were invited to sign the *Guest Book* and provide an appropriate response to the project.

Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Outcomes

By the end of grade 5 students will be expected to

- contribute to and respond constructively in conversation, small-group, and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners

- use word choice and expression appropriate to the speaking occasion

- give and follow precise instructions and respond to questions and directions

- engage in, respond to, and evaluate oral presentations

Suggestions Teaching and Learning

Design both small-group and whole-group discussion in such a way as to ensure that each student has opportunities to contribute information and share experiences and ideas.

Work with individuals and small groups on developing appropriate speaking and listening etiquette in a variety of contexts.

Provide demonstrations of non-verbal features such as facial expressions, gestures, and body movements that enhance or detract from oral presentations.

Have students give/follow instructions by

- recording on tape the instructions for a game
- creating a how-to video for undertaking an experiment
- choosing an area of expertise to share with the class

Have students engage in and respond to oral presentations by

- making announcements
- introducing and thanking speakers/visitors/presenters
- giving a thank-you or acceptance speech
- retelling a story or event
- participating in Readers Theatre
- asking questions of presenters

Provide models for

- storytelling (see p. 111)
- dramatizing stories (see pp. 166–169)
- booktalks (see p. 112)
- oral reading (emphasis on intonation)(see p. 108)
- chanting (see p. 109)
- choral reading (see p. 109)
- Readers Theatre (see p. 110)
- interviews

Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Suggestions for Assessment

Use student responses to questions such as the following to assess oral activities:

- In what ways was the group successful?
- What problems did the group have in accomplishing the task?
- Were the directions clear?
- Did the group have the necessary facts?
- In what ways did the group support everyone's participation?
- Were there times when it was hard to stay on the topic? How did you deal with that?
- If you were to work in a group again, what changes would you make in your behaviour or work habits?
- What did you learn in your group?

In collaboration with the students, design and use a group rating sheet to diagnose difficulties and evaluate accomplishments.

Use oral and written reflections based on teacher and student generated questions.

Have students choose their best oral presentations from teacher-and-student-generated criteria giving reasons for their choices for evaluation purposes. A record of their choices could be stored in portfolios of their best work.

Vignettes/Notes

to contribute to, and *respond constructively in conversation and small group* ...

Booktalk—Students chose a book that they had read recently. They identified the characters and the general theme/problem of the book (without giving too much information) and read an excerpt to the class. The class responded to the book in one of the following ways:

- worked co-operatively in small groups to predict the outcome through role-play
- wrote personal predictions in response journals that were later shared with the class
- conducted a large-group brainstorming session to provide possible outcomes

engaging in, responding to ...

As part of a social studies unit on municipal government and the voting process, students presented themselves as candidates for an election within the classroom community. They prepared and delivered campaign speeches, created slogans, and answered questions regarding their platforms. An election was conducted in which students voted in response to the persuasive effect of the candidates.

giving and following instructions ...

For a grade 5 Science Fair, Nicole and Michael created a video on "How to Make a Water Rocket." They wrote the script and, through acting and narrating, outlined the steps involved in making a water rocket. On the day of their Science Fair, they shared their video with their peers. Through the medium of a video, Nicole and Michael learned a lot about speaking to an audience and the need to use precise instructions to successfully make a water rocket.

A grade 5 class conducted a series of interviews with visitors to the school, including the public health nurse, a police officer, a dentist, a teacher, and the mayor. The students prepared the interview questions, conducted the interview, and worded responses in preparation for reports on the topic, *What Makes My Community Special*. The student reports were a part of a mural that was displayed for some time in the main entrance of the school. Other visitors to the school were invited to sign the *Guest Book* and provide an appropriate response to the project.

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

Outcomes

By the end of grade 5 students will be expected to

- demonstrate an awareness of the needs, rights, and feelings of others by listening attentively and speaking in a manner appropriate to the situation

- identify examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use language that shows respect for all people

- consider purpose and the needs and expectations of their audiences

Suggestions for Teaching and Learning

To create a classroom of good listeners, it is helpful to model effective listening traits:

- waiting for the entire question to be asked before offering an answer
- summarizing what is heard
- restating the question or comment
- encouraging participation of others

Listening courtesies need to be discussed and practised. Discussion of the following is useful:

- In what ways do both the speaker and the audience need to be courteous?
- Discuss some of the distractions that sometimes make listening difficult in the classroom.
- What connection, if any, do you see between listening ability and leadership?

Have students listen to tapes, read, and view a variety of texts followed by a class discussion of the texts to determine bias or prejudice.

Provide time for brainstorming and class discussion as prewriting exercises aimed at focussing on audience and purpose as major determiners of the language used and the content provided.

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

Suggestions for Assessment

Students need to become aware of their oral communication behaviour. Provide opportunities for all students to receive constructive feedback on the strengths of their speaking and listening.

Use the next-step concept. The teacher and other students can provide feedback and recommend the one thing (the next step) that the student most needs to improve. The next-step concept works well for all students. The most reticent student sees that all students in the class are on an identical footing. They are all working on their next steps.

Use checklists and narrative anecdotes to record student performance.

Provide opportunities for students to listen to themselves on tape so that they learn from their own performance. Offer videotape opportunities as time permits.

Vignettes/Notes

detecting examples of prejudice, stereotyping, or bias ...

In doing a unit relating to grandparents, students were asked to conduct an opinion survey regarding the activity level of elders within the community. The results were charted on a computer-generated bar or pie graph. Following this, students interviewed and videotaped seniors regarding their activities. Students then viewed the videotapes and discussed whether or not their opinions were valid and considered whether or not stereotyping occurs without having all of the facts.

A well-known local musician was invited to share folk music as part of a unit on local culture. This experience provided an opportunity for a group of grade 5 students to brainstorm ideas on formally introducing and thanking a guest speaker. As a result of the brainstorming, the group came to a consensus as to what would be essential in formal introductions and the thank-you. Two students were designated to write the introduction and the thank-you and rehearse these in front of the group prior to the visit of the guest speaker.

Students in Ms. Watson's class visited the community museum and art gallery for the purpose of gathering information about other cultures and times. In preparing for the visit, the purpose of the visit was discussed and plans for gathering information were made, including who would take notes and photographs, and how the information would be used after the visit.

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

Outcomes

By the end of grade 5 students will be expected to

- select, independently, texts appropriate to their interests and learning needs

- read widely and experience a variety of children's literature with an emphasis in genre and authors

- use pictures and illustrations, word structures, and text features (e.g., table of contents, headings and subheadings, glossaries, indices, structures of narrative and different types of expository texts, key ideas, margin notes) to locate topics and obtain or verify their understanding of information

- use and integrate the pragmatic, semantic, syntactic, and graphophonic cueing systems (including context clues; word order; structural analysis to identify roots, prefixes, and suffixes) and a variety of strategies to construct meaning; use a dictionary to determine word meaning in context

- describe and discuss their own processes and strategies in reading and viewing

Suggestions for Teaching and Learning

Provide daily opportunities for students to select their own reading/viewing materials (e.g., home reading and independent reading—see pp. 130–132).

Have students read and study literary texts in a variety of genres, including poetry, short stories, novels, plays, and essays.

Provide opportunities for students to view live drama and other visual media.

Use poetry and rhyme as a means of developing students' appreciation of the musical, rhythmic qualities of language.

Model for children how to use such features as table of contents and subtitles to determine content, locate topics, and obtain information. Provide opportunities for students to practise using these features.

Have students examine the formation of significant words (root words, affixes, agreement of number and gender).

Focus on the strategies of sampling, predicting, and confirming/self-correcting in the context of reading and viewing (see pp. 118–120).

When engaging students in a specific reading/viewing activity, take time to activate the knowledge students have of the type of text and the subject matter. Present opportunities for the students to place new vocabulary in context. (See pp. 116–118 for a discussion of the cueing systems.)

Use student journals, learning logs, small-group discussions, and questionnaires that engage students in reflecting on the processes and strategies they use as they read and view.

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

Suggestions for Assessment

Use students' reading logs to assess the variety of texts read and viewed and their appropriateness in terms of abilities and interests. (See sample reading/viewing logs, Appendices 5a–5c, pp. 215–217.)

Record observations of students' use of various strategies (e.g., use of text structures to make meaning).

Use students' response journals to monitor their reading/viewing comprehension.

Use students' writing and other products (e.g., drawings, dramatizations) to assess their abilities to read and view with understanding.

Ask students to choose their best creation for their portfolios.

Vignettes/Notes

Matthew, a grade 5 student, had a reading buddy in grade 1. Matthew read books to Ann, his grade 1 reading buddy. Matthew chose books Ann enjoyed and understood. He therefore chose books appropriate for a grade 1 student.

Students in a grade 5 class were covering a unit on habitats. Part of this unit involved doing some research on an animal. Using a matrix, students recorded the information they had discovered from various sources. Facts about appearance, habitat, food, reproduction, interesting ideas, and the source of the information had to be recorded on the matrix. The students were expected to include information from three different sources. When all the information was recorded on the chart, it had to be organized and combined according to paragraphs for each topic covered. This experience gave students an opportunity to use reading and viewing to focus on various features of different types of text.

The principal issued a challenge to students in grade 5: make a proposal to promote the importance of reading among all students at the school. The principal wanted to find the best way to communicate this message to all students and their parents/caregivers. After several brainstorming sessions, a proposal was submitted to the principal recommending that a series of locally designed posters be placed in prominent places around the school, and a brochure be designed and sent to parents/caregivers. In addition, the class offered to undertake a two-month project to design and publish both products. To complete the tasks, the class was divided into six groups of five. Students in the first five groups studied many examples of posters found around the school, the community, and in newspapers and magazines. The other group collected several examples of brochures found around the school, the home, and the community. Students read/viewed the texts carefully, noting the words used (including size and form), the use of photographs and drawing, and the use of color. Students took photographs of students engaged in silent reading, buddy reading, and guided reading. Some students completed drawings to enhance the message in the brochure and the posters. At the end of the project, five posters were hanging in key locations around the school and a brochure was sent to every parent/caregiver with a child attending the school.

Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Outcomes

By the end of grade 5 students will be expected to

- answer, with decreasing assistance, their own questions and those of others by selecting relevant information from a variety of texts
  - respond to personal, group, and instructional needs for information through accessing a variety of texts
  - demonstrate an understanding of how classification systems and basic reference materials are used to facilitate research
  - use a range of reference texts and a database or an electronic search to aid in the selection of texts
  - increase their abilities to access and assess information in response to their own and others questions

Suggestions for Teaching and Learning

Within the context of meaningful language activities, provide students with direct instruction in electronic resources. Student inquiry, problem solving, and research are taking on a new character with the use of new technologies to gain access to databases, bibliographies, and other data resources to make use of information, ideas, and images. Teachers can become co-learners with their students, many of whom are familiar with computer language, the Internet, search inquiries, and available resources.

Guide and actively engage students in all aspects of research:

- investigating the unit or subject
- selecting a topic for individual or group work
- locating and evaluating the resources
- collecting, recording, and interacting with the information
- organizing and transcribing the information
- presenting information
- reflecting on both the process and the product

Language itself is a valuable research tool. Use students' abilities to use language to seek out and refine interesting questions, and to plan, predict, investigate, analyse, and speculate. This will give students a way to frame and address the issues that they encounter in academic subjects as well as in everyday life. The application of spoken language to problem solving is especially pervasive and effective.

Discuss with students the various strategies they can use to help them learn. (See pp. 178–182 for further details on the research process.)

Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Suggestions for Assessment

Examine students' note-making.

Assess writing samples that demonstrate the process of selecting, and combining information, narrowing a topic, and identifying a variety of resources (print and non-print).

Examine the quality and depth of students' reflective journal entries.

Examine students' abilities to share *new* information with an intended audience.

Have students choose their best work for assessment based on predetermined holistic criteria.

Vignettes/Notes

Janice had difficulty distinguishing important and non-important information in a paragraph. In an informational passage on earthquakes (e.g., where they occur, how long they last, damage caused), Janice was directed to underline only where earthquakes occur. Next, Janice was instructed to make two lines under damage caused and three lines under how long they last. Janice needed the task broken down for her.

Students in Mr. Adams' class completed a research project using a variety of print and non-print materials. They followed the guidelines set up by the class to work through the research process. (See pp. 178–182 on the research process for details as to how to plan and execute this process.)

Students will be expected to respond personally to a range of texts.

Outcomes

By the end of grade 5 students will be expected to

- describe, share, and discuss their personal reactions to a range of texts across genres, topics, and subjects

- support their opinions about texts and features of types of texts

Suggestions Teaching and Learning

Teachers need to encourage students to respond personally to a text in a variety of ways including formal and informal responses such as

- an in-role set of letters between two characters that explains their predicaments and tells about their lives
- a mural of the most striking scene in a text
- a choral reading
- a book jacket or advertisement encouraging others to read the text
- a web that documents two of the most interesting characters from the same or different short stories

During a student-teacher conference centring on a fiction text, ask students to respond to such questions as the following:

- Do you have questions about what happened?
- Are the characters believable?
- Is there something about the story that makes you feel a certain way—happy, sad, anxious, embarrassed?
- How do you feel about a character's actions?
- What predictions do you have?
- What questions would you ask the character or author about this?

Model reflective reading. For example, when talking about texts with students, the teacher can build on the following:

That reminds me of another book I read ...
When I was on holiday, I ...
This story seems to take for granted that ...

Students will be expected to respond personally to a range of texts.

Suggestions for Assessment

The response journal is a constant way of monitoring students' personal responses to text.

In responding to visual text, teachers should look for a student's ability to explain how such aspects as colour and shape contribute to his/her response.

To assess individual commitment to texts, have students compile a personal list of texts that appeal to them for particular reasons. A collage can be created that makes a statement about each text included in the collection, and a preface can be written that outlines the selection process.

The teacher and the students can collaboratively develop a rubric for assessing a literature discussion. Such a rubric could be used for self-assessment and teacher assessment.

Vignettes/Notes

During a study unit on the Inuit of Labrador the students were investigating how the culture and hunting practices had changed over time. Following the viewing of a film that showed the methods of killing animals for food and clothing, the group was asked to identify things that had changed and to suggest why these changes took place. Jamie raised his hand and shared that the tools for hunting had become more modern, and that Inuit people could use these tools because their culture had been affected by technology and the availability of money. They didn't have to depend upon homemade weapons anymore. He went on to express that, even though he understood that the animals were needed for food and clothing, it had really bothered him to see the pictures of slaughtered animals. He said that he was really happy that he didn't have to take part in hunting for food because he loved animals and didn't want them to get hurt.

(Student Writing)

Dear Judy Blume,

I just finished reading *Tales of a Fourth Grade Nothing*. I really liked the parts where Fudge made Peter upset. It reminded me of the times my brother got his own way. Sometimes he seemed to get away with things just because he was younger. One day my brother got in my room and knocked my favourite model over and it broke. I got so angry I just yelled at him and pushed him out the door. He fell and bumped his head. My mom came upstairs and got angry at me. She yelled at me and made me sit in my room for 30 minutes. My brother got a hug and a kiss. That day I felt like my mother didn't love me at all. I felt like I didn't like my brother either.

Your friend,
Chris

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

Outcomes	Suggestions for Teaching and Learning
By the end of grade 5 students will be expected to	
• use their background knowledge to question and analyse information presented in print and visual texts	Engage students in wide reading and viewing of a range of texts (e.g., various newspaper accounts of a story).
	Have students determine the purpose and intended audience for a variety of texts.
• recognize how conventions and characteristics of different types of print and media texts help them understand what they read and view	Use a variety of texts to demonstrate to students the key features of types of texts (e.g., demonstrate how table of contents, headings and indexes aid in the meaning-making process).
	Draw students' attention to publication dates, places of publication, and authors as indicators of the accuracy of information.
• respond critically to texts by — applying strategies to analyse a text — demonstrating growing awareness that all texts reflect a purpose and a point of view — identifying instances where language is being used to manipulate, persuade, or control them — identifying instances of opinion, prejudice, bias, and stereotyping	Encourage students to seek out more than one source and type of information on a particular topic or issue.
	Have students examine texts for instances of specific words, images, etc., that may manipulate or persuade the reader/viewer in a certain direction.
	Engage students in the production of texts—oral and written, print and non-print—that aim to persuade or control the target audience.

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

Suggestions for Assessment

Have students choose one or more responses from their journals to demonstrate their understanding of language, form and/or genre. A self-evaluation followed by teacher evaluation based on predetermined assessment criteria can be used to assess chosen responses.

Monitor literature circles using checklists, questionnaires, or reflective responses.

Use story diagrams, plot lines, or story maps to assess students' understanding of story structure.

Use either student- or teacher-designed charts to assess students' understandings of common features of various genres (e.g., poetry, stories, information texts such as newspaper articles and textbooks they encounter in science and social studies).

Assess students' understanding of a text or the similarities and differences between texts using response formats such as a Venn diagram of two short stories or elements from the stories.

Have students compile a text set (of poems, fiction, or non-fiction) that they have examined for commonalities in features of the form or genre. Their findings can be presented in a chart or some other short form that lists the features of the texts.

Vignettes/Notes

During the month leading up to Christmas break, students in Mr. Giles' grade 5 class collected several print and non-print advertisements that targeted young buyers. The objective of this project was to examine carefully how advertisers use a variety of means to manipulate buyers into choosing a particular product. Students were divided into groups of four and, after each group examined their individual findings, one advertisement from each group was selected for submission to a class portfolio. A member of each group was asked to give reasons why his/her group selected the particular advertisement. The class collection, along with brief written explanations, was then arranged on a classroom wall.

Students in Ms. Spencer's class were arranged in small groups and each group was given two poems to compare. They were asked to list all the ways the two poems were alike as well as any differences they noticed between the two. To help the groups get started, Ms. Spencer held a quick brainstorming session with the class to list the reasons why a piece of writing would be called a poem. From this session, a list of features such as rhyme, stanzas, rhythm (described as number of claps or taps), repetition of words or lines, and point of view was generated. After each group had analysed its poems, one member of each group was asked to read the poems to the class while a second member reviewed the similar features evident in the poems. As a follow-up to this activity, a chart outlining some of the features of this genre was placed on the wall of the classroom.

After examining a number of advertisements (print and non-print) on alcohol, sports, and perfumes, students in Mr. Smith's class discussed the language that causes the advertisements to manipulate, persuade, and control the audience.

After reading the novel, *The Secret Garden*, students watched a video depiction of the story. The two texts were than compared and contrasted.

Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Outcomes

By the end of grade 5 students will be expected to

- use a range of strategies in writing and other ways of representing to
  - frame questions and answers to those questions
  - generate topics of personal interest and importance
  - record, develop, and reflect on ideas, attitudes, and opinions
  - compare their own thoughts and beliefs to those of others
  - describe feelings, reactions, values, and attitudes
  - record and reflect on experiences and their responses to them
  - formulate and monitor goals for learning
  - practise and extend strategies for monitoring learning

- expand appropriate note-making strategies from a growing repertoire (e.g., outlines, charts, diagrams)

- make deliberate language choices, appropriate to purpose, audience, and form, to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing

Suggestions for Teaching and Learning

Have students discuss prior experiences so as to heighten their understanding of the topic being addressed. Brainstorm for ideas and for what they want to know. Have students

- use lists, charts, and webs to generate, develop, and organize ideas
- construct a matrix
- use surveys and questionnaires
- use personal journals to explore and express their ideas and opinions
- use the reporter's questions: who? what? when? where? why? how?
- compare ideas with others in small groups, and ask questions, seek feedback
- use learning/response logs to explain what they have learned and to reflect on their learning
- translate ideas from one medium to another
- role-play, pantomime, dramatize to help generate ideas
- illustrate, draw, and use graphics

Use a developmental model for learning (demonstration, participation, practise, and sharing) and carefully go through the process in various contexts and genres for taking notes from texts, interviews, news articles, oral presentations, films, and videos. Use strategies such as highlighting signal words and phrases, using abbreviations, summarizing, outlining, story mapping, and Venn diagrams for comparison notes.

Engage students in meaningful writing tasks with a genuine need, audience, and purpose. (See pp. 152–162 for elaborations on various writing formats or various purposes and audiences. Also see Appendix 13, p. 235.)

tudents will be expected to use writing and other forms of representation to xplore, clarify, and reflect on their thoughts, feelings, experiences, and .earnings; and to use their imaginations.

Suggestions for Assessment

Observe and record students' work in progress through jot notes, checklists, etc.

Examine students'

- dated samples of writing
- response logs/learning logs
- whole-class projects/tests

Undertake student-teacher conferences as a means of gathering evidence of students' abilities to reflect on their products and the strategies they employed to produce them.

Have students design and use peer evaluation and self-evaluation checklists or forms.

Vignettes/Notes

While reading a novel, grade 5 students kept response journals. They were required to make entries after each reading *chunk* that they completed. As a guideline, the end of every five chapters was considered a chunk. However, students were encouraged to make entries whenever they felt the desire to do so.

(Student Writing)   FIDDLEHEADING

Each year my family goes fiddleheading on the Nashwaak River. We park in a small, bumpy field and unload our canoe. Then we slip and slide down the slope to the water. Launching the canoe, we hop in. The current starts to pull us downstream. We begin to paddle, as hard as we can, up the rapids toward the island where we pick fiddleheads. Little minnows dart around us. I try to catch them in my father's Tilley hat, but they drain out through the holes. Finally we get to the island. We tie our canoe to a bent-over Maple tree.

Hopping out of the canoe, we climb up the steep, silty bank with our fiddlehead bags. My bare feet dig into the soft sand. I eat a fiddlehead raw on the spot. After we fill our bags we get back into the canoe and paddle upstream. The trees at the point of the island have nasty gashes and brown grass on them from the ice jam and flood. We look for the turtle that we often see and find him on his log.

Then we drift down stream to the rapids, where we stop and take our fiddlehead cleaner. The water flows through the wire mesh and cleans the fiddleheads. We continue to float down stream to the railroad bridge where we stop and unload our canoe. We scramble up the steep slope, lugging the canoe and fiddleheads. We are looking forward to having fresh fiddleheads for supper.

COMMENTS: This piece demonstrates an effective use of the present tense and accentuates the feeling of immediacy. It draws the reader in—one is there with the writer. There is a strong, warm sense of voice and very effective use of detail—e.g., minnows dart, bare feet dug into the soft sand. The author uses very telling vocabulary (e.g., steep, lugging the canoe). There is good variety of sentence structure.

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

Outcomes

By the end of grade 5 students will be expected to

- create written and media texts, collaboratively and independently, in different modes (expressive, trans-actional, and poetic), and in an increasing variety of forms
  - use specific features, structures, and patterns of various text forms to create written and media texts

- address the demands of a variety of purposes and audiences
  - make choices of form, style, and content for specific audiences and purposes

- invite responses to early drafts of their writing/media productions
  - use audience reaction to help shape subsequent drafts
  - reflect on their final drafts from reader's/viewer's/ listener's points of view

Suggestions for Teaching and Learning

Have students write using a variety of formats to satisfy expressive, transactional, and poetic modes of writing (see chart on writing, Appendix 14, p. 237).

Introduce students to various forms of written and media texts through reading aloud, shared reading, and independent reading and through discussing the purposes and audiences.

Model and demonstrate the various forms of written and media texts through shared writing. For expository writing, use writing frames as a scaffolding activity leading to independent writing (see Appendix 16, pp. 241–245).

Model and encourage the use of a combination of writing and other media such as book jackets; self-published books; brochures to advertise products and services or to inform about issues and events; cartoons to entertain and to give information; collages to illustrate a theme, drawings, paintings; and computer graphics.

Through questions and comments in writing conferences, create increased awareness about the intended audience and purpose. Have students write on the same topic for several different audiences, noting differences in vocabulary, sentence structure, context/facts, levels of formality, neatness, etc. Have students reflect on their final drafts from a reader's/viewer's/listener's point of view.

Use mini-lessons to teach students about the kinds of questions, comments, and feedback that are helpful to other students, and how to use the ideas of others to improve their own drafts.

Invite audience reaction to dramatic presentations such as puppet plays, tableaux, pantomime scenes, and in-class stage plays.

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

Suggestions for Assessment

Use observations and anecdotal records.

Use student-teacher conferences:

- questionnaires (questioning students about audience and purpose)

Use learning logs to demonstrate growth in use of responses in subsequent drafts

Use peer response/self-evaluation to

- account for the degree of engagement/contribution to collaborative writing
- assess individual engagement

Examine student products—dated samples found in their portfolios.

(See a sample writing record in Appendix 15, p. 239.)

Vignettes/Notes

Poetry is a powerful way to convey feelings. Mrs. Noonan's grade 5 class was discussing the quotation "Autumn is death in its most brilliant form." She had her students relax, close their eyes, and visualize a scene by walking them through a beautiful forest on an autumn morning. She used very vivid, descriptive language to create the atmosphere. At the end of the journey she had her students express in *free verse* (p. 245) their feelings and emotions. After students completed their first drafts, they read their first drafts to members of their groups for feedback. Suggestions were solicited for revision.

(Student Writing)   SAVE THE HUMANS

Save the humans!
They know not what they do,
Some may not know it
But they're endangered too!

They pollute the oceans,
They cut the trees.
All this is for money
Right up to their knees.

They do not think
About mandrills like me.
Or any other creatures,
Let them know and see ...

That they need the trees,
Fresh air, clean water,
And so will their children,
Their sons and their daughters.

There are not many of us left,
We need lots of care.
Please tell the humans
That with us they must share.

The trees of the forest.
The waters of the sea.
Because all these things
Were made for you AND me.

There are many wrong doings
In this world today.
So save the humans,
There's no other way.

COMMENTS: The rhyme is well sustained—good use of the poetic form to highlight environmental issues.

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

Outcomes

By the end of grade 5 students will be expected to

- use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies

- demonstrate an increasing understanding of the conventions of written language in final products
  - use basic spelling rules and show an understanding of irregularities
  - use appropriate syntax in final products
  - use references while editing (e.g., dictionaries, classroom charts, electronic spell checkers, checklists, thesauri, other writers)

- use technology with increasing proficiency to create, revise, edit, and publish texts

- demonstrate a commitment to shaping and reshaping pieces of writing and other represent-ations through stages of development and refinement

- select, organize, and combine relevant information from three or more sources to con-struct and communicate meaning

Suggestions for Teaching and Learning

Provide ongoing mini-lessons and demonstrate various prewriting, drafting, revising, editing, and presenting strategies and give opportunities for students to write and use the strategies in meaningful writing situations. (See pp. 139–148 for a discussion of writing as a process.) Focus repeatedly on the practical skills and problems involved at each stage. Reinforce writing processes for students by using and having students use terms such as *first draft, revision, editing,* and *final draft* when talking about writing in school and at home. (See Appendix 18, p. 255, for a sample writing process observation guide.)

Provide students with resources that are easy to locate in the classroom such as word lists, dictionaries, checklists, and samples of writing.

Through questions and comments in writing conferences, reinforce for students what the focus of each stage should be.

Use computers to extend the range of writing activities at all stages of process writing by having students compose on screen; revise text; insert and delete items; rearrange the order of words, sentences, and paragraphs; correct errors; check spelling; and alter the format—also groups of students can edit the text co-operatively, make tentative revisions and detailed explorations.

Design projects that involve students in strategies for working in all phases of the research process: semantic mapping-webbing, outlining for content, note-making, interviewing, formulating questions, publishing, preparing visual support, oral presentation skills.

tudents will be expected to use a range of strategies to develop effective writing nd other ways of representing and to enhance their clarity, precision, and effectiveness.

Suggestions for Assessment

Use observations and anecdotal records, observing and noting the strategies and processes students are using and the areas where they need help.

Use student-teacher conferences for questioning/discussing strategies and processes the student is using.

Use learning logs/journals to note reflections on student learning.

Use samples in a student's writing folder, noting varieties of sentence structures and conventions of written language.

Use teacher-made tests and assigned projects.

Use whole-class conferences and peer conferences.

Help students design and use their own questions to guide them as they revise, edit, and proofread their writing.

Vignettes/Notes

As a result of a very intense class discussion on the role students must play in protecting the environment of the local community, students in Mr. Galway's grade 5 class decided they wanted to draft a proposal, *A Green Plan,* to submit to the municipal government. Through a brainstorming session, an outline was drawn up and work on the proposal was divided among several small groups. Once the research was complete, students, in their small groups, synthesized the information from various sources and used a computer word processing program to draft a proposal that included a table of contents (with both main headings and subheadings), a table of illustrations, and visuals imported from other software programs. After the proposal was edited collaboratively, it was submitted to the school principal for her reaction and then a cover letter was written to introduce the proposal to the Mayor.

For a grade 5 science fair project, students used computer techno-logy to enhance their displays for the public. A word processor with a spell checker was used to type the project specifics such as purpose, hypothesis, results, and conclusions. Other programs were used to create titles and headers in colour. Computer generated colour graphs produced a high quality product for presentation to a variety of audiences, including classmates, other students and staff, judges, and parents.

(Student Writing)

Tweet! the exhausted basketball players came to an abrupt halt. It was the final game! The stuffy gymnasium was overcrowded with loyal fans cheering for their team and booing for the opposing team. The players were playing extremely hard, moving their feet so quickly, that you could hear the squeaking of their sneakers on the gym floor. The score was now tied 72 to 72. The yelling of the frustrated coaches, the fans cheering louder than ever, the smell of sweat running off not only the players but coaches and fans too filled the air. You could feel the vibration as the point guard slapped the sweaty ball against the floor. The cheerleaders were yelling some cheers and doing flips trying to encourage the discouraged team. Swish! The ball zipped through the net! You could feel the vibration of the excited fans stomping on the bleachers. The score was now 72 to 74 with only one final second left! Buzz! As the buzzer went off the fans pushed and shoved their way onto the dusty court to congratulate the victorious team!

COMMENTS: This selection incorporates the various senses and includes effect-ive detail. The exclamation marks provide a strong impact. The tone of excite-ment is maintained. The author might consider dividing the piece into paragraphs.

Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes

By the end of grade 6 students will be expected to

- contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others

- ask and respond to questions to seek clarification or explanation of ideas and concepts

- defend and/or support their opinions with evidence

- listen critically to others' ideas or opinions and points of view

Suggestions for Teaching and Learning

Use brainstorming (see p. 105) as a frequent means of gathering students' ideas and as a way of collectively seeking suggested solutions to problems.

Encourage conversations (see p. 105) between pairs and among larger groups as a way of sharing and comparing experiences and ideas about texts read, viewed, and produced. Focus on using different text formats to suit audience and purpose.

Use both small-group and whole-class discussion (see p. 106) as a means of understanding information, relating personal experiences, and making meaning of poems, stories, dramatizations, films, and other media.

Have students undertake interviews and surveys (see p. 107) to find answers or gather opinions on topics that matter to them.

Provide opportunities for students to give illustrated media talks, using graphics, charts, and other visuals to enhance their talks.

Have students give oral reports (see p. 112) on a range of topics across various subject areas.

Model an important strategy for promoting critical listening skills—for example, good notetaking while listening to a presentation.

Have students give persuasive talks in which they attempt to convince their classmates to read or buy a book, purchase a specific product, or undertake a specific activity.

Invite guest speakers to address the class on various topics, making certain that students play an active role in preparing to hear the speaker and in following up on the presentation.

Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Suggestions for Assessment

Design and use assessment instruments for

- speaking and listening
- self-evaluation
- group evaluation

Students can assist with the design and refinement of such instruments.

Use anecdotal records and/or checklists to assess the extent to which students are becoming more active, attentive listeners as well as helpful participants in discussion (e.g., asking relevant questions, expressing their points of view, and offering ideas and suggestions).

Vignettes/Notes

listening critically ...

During author share time, Megan read a piece of her own writing to the class. Her classmates listened critically for organization of ideas, appropriate details, communication of ideas, etc. Her classmates then provided feedback for Megan to consider as she revised her writing in preparation for submission to the school newspaper.

comparing own ideas with peers and others ...

Teams competed by challenging each other to tell a tale. The teams picked themes for a pourquoi tale, for example, why rose bushes have thorns. Each team had two minutes to work out a story and select one spokesperson to tell it. Members of other teams listened for a beginning, middle, and end in each story. Only if a story had all three elements did the team score a point. After students created their pourquoi stories, a panel was formed with one representative from each group. The panel debated the credibility of the stories and the class voted to select the most convincing one.

During booktalks, students tried to convince peers to read or not read a book by giving specific reasons for recommending or not recommending it.

Several students read the same novel during uninterrupted sustained silent reading time and a group discussion ensued on positive and negative aspects of the novel.

Students designed an advertisement to sell a particular product. They then experimented with several methods for convincing people to buy and use their product.

Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Outcomes

By the end of grade 6 students will be expected to

- contribute to and respond constructively in conversation, small-group and whole-group discussion

- use word choice and emphasis, making a conscious attempt to produce a desired effect

- give and follow instructions and respond to a variety of questions and instructions

- engage in, respond to, and evaluate a variety of oral presentations and other texts

Suggestions for Teaching and Learning

Design both small-group and whole-group discussion in such a way as to ensure that each student has opportunities to contribute information and share experiences and ideas.

Work with individuals and small groups on developing appropriate speaking and listening etiquette in a variety of contexts.

Provide demonstrations of non-verbal features such as facial expressions, gestures, and body movements that enhance or detract from oral presentations.

Have students give/follow instructions by such means as

- recording on tape instructions for a game
- creating a *how-to* video for a craft
- choosing an area of *expertise* to share with the class

For example, present each student in the class with a cookie and ask him/her to give directions in writing on how to eat the cookie. After the directions are written, have each student orally present his/her directions to a peer who will attempt to follow the directions in eating the cookie.

As a response to longer texts (e.g., novels, biographies), have students role-play characters who are interviewed by their classmates. This will promote interviewing and questioning skills while enhancing students' understanding of the writing texts.

Provide models for

- storytelling (see p. 111)
- dramatizing stories (see p. 166–169)
- booktalks (see p. 112)
- oral reading (emphasis on intonation)(see p. 108)
- choral reading (see p. 109)
- Readers Theatre (see p. 110)
- making speeches or announcements

Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Suggestions for Assessment

Take jot notes of students' class presentations. Share with students an outline of aspects of the verbal and non-verbal presentations that are looked for in such presentations. Make students aware of the criteria used to assess their performance.

Design and use a rating sheet to diagnose difficulties and evaluate individual accomplishments within a group situation.

In collaboration with the students, design a rating sheet to assess students' verbal and non-verbal skills and strategies. Use the rating sheet to assess students' individual performance. Have students use the sheet to periodically assess their peers and provide constructive feedback.

Audiotape and/or videotape student presentations for peer assessment and self-assessment.

Vignettes/Notes

In doing a health activity relating to steps in decision making, students worked in co-operative groups to consider a specific problem. Each member of the group was expected to contribute one possible solution. The pros and cons were considered for each proposed solution and the group had to choose the solution that would most effectively solve the problem.

Students in Ms. Jarry's class undertook a project to design a form for providing constructive feedback to each other. In small groups they developed the following preliminary notes:

- Feedback can be verbal or non-verbal, oral or written. A nod of the head, a facial expression, a pause, or a simple yes are all forms of feedback.
- Feedback is better if it is descriptive and does not make judgements that cause the person getting the feedback to react defensively.
- Feedback should focus on behaviour that the receiver can do something about.

A role-play situation was set up by the teacher in which students had to take on a role of a citizen and react positively or negatively to the following directive from the government: "Due to the collapse of the fishery and inability of the resource to support the community, residents must relocate to seek employment." The future of the community was in jeopardy. Residents had invited a government official to hear their concerns. A chairperson had been selected by the group and she attempted to maintain order as the group debated the pros and cons of the directive. The role-play was videotaped to evaluate how gestures/tone of voice, facial expressions influenced the persuasive effect on the meeting.

Students used the *envoy* technique—the teacher introduced a topic and the students followed with a small-group discussion. After a set time, an envoy from each group was sent to the other groups with the purpose of sharing or collecting further information. When the envoy returned to the home group, the information was reported and discussed. This promoted good discussion skills, developed knowledge of content, and summarized points of view on the topic.

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

Outcomes

By the end of grade 6 students will be expected to

- listen attentively and demonstrate an awareness of the needs, rights, and feelings of others

- detect examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use bias-free language

- make a conscious attempt to consider the needs and expectations of their audience

Suggestions for Teaching and Learning

Listening courtesies need to be discussed and practised. Discussion of the following is useful:

- In what ways do both the speaker and the audience need to be courteous?
- Discuss some of the distractions that sometimes make listening difficult in the classroom.
- What do you consider basic habits for good listening?
- What connection, if any, do you see between listening ability and leadership?

Role-play appropriate and inappropriate audience behaviour and discuss how each behaviour affects both the speaker and the overall presentation.

Have students listen to tapes, readings, and guest speakers with a focus on detecting evidence of bias or prejudice in presentation.

Examine with students models of language appropriate to different situations and audiences. For example, have students note the different kind of language appropriate to a sales talk as opposed to that appropriate for a thank-you to a guest speaker.

Have students introduce and thank special guest speakers and other visitors to the classroom or the school.

Have students examine certain television talk shows and note the extent to which both hosts and participants show sensitivity and respect for each other and their audience.

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

Suggestions for Assessment

Students need to become aware of their oral communication behaviour. Provide opportunities for all students to receive constructive feedback on the strengths of their speaking and listening.

Use the next-step concept. The teacher and other students can provide feedback and recommend the one thing (the next step) that the student most needs to improve. The next-step concept works well for all students. The most reticent student sees that all students in the class are on an identical footing. They are all working on their next steps.

Use checklists and narrative anecdotes to record student performance.

Provide opportunities for students to listen to themselves on tape so that they learn from their own performance. Offer videotape opportunities as time permits. Have students use the tapes to formulate personal goals for improving their speaking and listening.

Vignettes/Notes

Students presented a play to the school on some aspect of their cultural background. The performance was videotaped and the students self-evaluated to identify the positive aspects of their own performances and to note any improvements they can make next time.

In doing a unit on advertising, students had to invent a product and design an advertisement for that product. In doing so, they were asked to orally present a description of their target audience before creating an audiotape for a radio commercial.

A class was divided into groups to plan an interview. Opportunities were provided for the students to play different roles—to ask questions, to answer questions, and to be observers.

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

Outcomes

By the end of grade 6 students will be expected to

- select, independently, texts appropriate to their range of interests and learning needs

- read widely and experience a variety of children's literature with an emphasis in genre and authors

- use a wider range of pictorial, typographical, and organizational features of written texts to obtain, verify, and reinforce their understanding of information

- use and integrate the various cueing systems and a variety of strategies with increasing independence to construct meaning

- reflect on and discuss their own processes and strategies in reading and viewing

Suggestions for Teaching and Learning

Provide frequent opportunities for students to select their own reading/viewing materials (e.g., sustained silent reading sessions, home reading and independent reading—see pp. 130–132).

Have students read and study literary texts in a variety of genres, including poetry, short stories, novels, plays, and essays.

Provide opportunities for students to view live drama and other visual media.

Use poetry and rhyme as a means of developing students' appreciation of the musical, rhythmic qualities of language.

Model for children how to use such features as table of contents and subtitles to determine content, locate topics, and obtain information. Provide opportunities for students to practise using these features.

Model reading text aloud for clarification.

Model how to find the meaning of words using contextual clues (the cueing systems).

Focus on the strategies of sampling, predicting, and confirming/self-correcting in the context of reading and viewing (see pp. 118–120).

When engaging students in a specific reading/viewing activity, take time to activate the knowledge students have of the type of text and the subject matter. Present opportunities for the students to place new vocabulary in context. (See pp. 116–118 for a discussion of the cueing systems.)

Use student journals, learning logs, small-group discussions, and questionnaires that engage students in reflecting on the processes and strategies they use as they read and view.

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

Suggestions for Assessment

Use students' reading logs to assess the variety of texts read and viewed and their appropriateness in terms of abilities and interests. (See sample reading/viewing logs, Appendices 5a–5c, pp. 215–217.)

Record observations of students' use of various strategies (e.g., use of text structures to make meaning).

Use students' response journals to monitor their reading/viewing comprehension.

Use students' writing and other products (e.g., drawings, dramatizations) to assess their abilities to read and view with understanding.

Have students develop their own personal reading/viewing goals at the beginning of the year and review them periodically throughout the year. These personal goals can be placed in the students' portfolios.

Vignettes/Notes

USSR (Uninterrupted Sustained Silent Reading)—Select a genre and have students respond to it in their journals. Encourage students to communicate their thoughts and feelings on the specific genre read (e.g., poetry, novel, essay).

Booktalk—Students can share their thoughts and feelings with the clues on the genre read during USSR.

Reading Buddies—Grade 6 students can be paired with lower grade level students and read a story appropriate to the level of the buddy chosen.

on the importance of read aloud ...

A Real Bauble

The first book of Lloyd Alexander's Prydain Chronicles, *The Book of Three*, was on my reading aloud agenda for my sixth grade class. While shopping the summer before that school year, I came across a ping pong ball rigged with an inner circuit that would light up "magically" when placed in the palm of one's hand. I purchased one with this book in mind. To set the stage for reading the dungeon scene where Elowiny loses her golden bauble, I turned off the main lights and had my "bauble" ready in a bag on the desk. As I read the part where the bauble lights up as it is placed in Elowiny's hands, my hand emerged from the bag with the "magically" lit ball. The students' eyes were fixed on me, and their interests and imaginations were then and there fixed to the book.

a grade 6 teacher

Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Outcomes	Suggestions for Teaching and Learning

Outcomes

By the end of grade 6 students will be expected to

- answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts
  - demonstrate an understanding of the purpose of classification systems and basic reference materials
  - use a range of reference texts and a database or an electronic search to facilitate the selection process

Suggestions for Teaching and Learning

Within the context of meaningful language activities, provide students with direct instruction in electronic resources. Student inquiry, problem solving, and research are taking on a new character with the use of new technologies to gain access to data bases, bibliographies, and other data resources to avail of information, ideas, and images. Teachers can become co-learners with their students, many of whom are familiar with computer language, the Internet, search inquiries, and available resources.

Guide and actively engage students in all aspects of research:

- investigating the unit or subject
- selecting a topic for individual or group work
- list what they already know about the topic
- locating and evaluating the resources
- collecting, recording, and interacting with the information
- organizing and transcribing the information
- presenting information
- reflecting on both the process and the product

Language itself is a valuable research tool. Use students' abilities to use language to seek out and refine interesting questions, and to plan, predict, investigate, analyse, and speculate. This will give students a way to frame and address the issues that they encounter in academic subjects as well as in everyday life. The application of spoken language to problem solving is especially pervasive and effective.

Provide appropriate instruction and modelling in the use of reference resources: dictionaries, thesauri, encyclopedias, Internet, etc.

Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Suggestions for Assessment

Examine students' note-making.

Assess writing samples that demonstrate the process of selecting and combining information, narrowing a topic, and identifying a variety of resources (print and non-print).

Examine the quality and depth of students' reflective journal entries that focus on their investigations.

Examine students' abilities to share *new* information with the intended audience.

Vignettes/Notes

Notetaking—Students viewed a video appropriate to the topic being dealt with in class. They used a matrix to organize relevant information for research.

Before Mr. Best conducted research on a topic, he had students brainstorm to find out what they know and what they wanted to know by investigating the topic. He discussed what resources would be most appropriate to use to find the information (e.g., CD-ROMs, encyclopedias, Internet, videos, books, magazines, newspapers, etc.). After information was collected, students had to organize and combine the information. The research project could then be presented to the class for discussion and reaction.

Daniel was confused as to why all the information on natural disasters did not include cyclones. He was interested in hurricanes, but wanted to learn more about cyclones. The term was not found in the encyclopedia. Daniel tried *Encarta* (CD-ROM). While there was nothing written for *cyclone*, the term was cross-referenced to *hurricanes*. As Daniel read through hurricanes he realized a cyclone was the same as a typhoon, depending on where in the world the disaster occurs.

Brainstorming—Students prepared to conduct research on a specific topic by constructing a two-column outline of their responses under the headings

- What I know
- What I want to know

Students will be expected to respond personally to a range of texts.

Outcomes

By the end of grade 6 students will be expected to

- explain why particular texts matter to them and demonstrate an increasing ability to make connections among texts

- reflect on and give reasons for their interpretations of an increasing variety of texts

Suggestions for Teaching and Learning

Ask each student to exchange his/her journal with a classmate and have the classmate write a response to the reaction noted in the journal.

In student-teacher conferences and in response journals, have students respond to such questions as the following:

- Do you have questions about what happened?
- Are the characters believable?
- Is there something about the story that makes you feel a certain way—happy, sad, anxious, embarrassed?
- How do you feel about a character's actions?
- What predictions do you have?
- What questions would you ask the character or author about this?

Present students with visuals (paintings, photographs, sculptures) and have them describe their feelings and thoughts orally or in writing.

Have students prepare an enactment of a particular scene or event in a text.

Provide opportunities for students to attend live performances and to create personal responses to the performances, describing their thoughts and reactions.

Students will be expected to respond personally to a range of texts.

Suggestions for Assessment

Teachers need to encourage students to respond personally to a text in a variety of ways including formal and informal responses such as

- an in-role set of letters between two characters that explains their predicaments and tells about their lives
- a mural of the most striking scene in a text
- a book jacket or advertisement encouraging others to read the text
- a web that documents two of the most interesting characters from the same or different short stories

Work with students to develop criteria for evaluating these types of responses.

The response journal is a constant way of monitoring students' personal responses to text.

In responding to visual text, teachers should look for a student's ability to explain how such aspects as colour and shape contribute to his/her response.

To assess individual commitment to texts, have students compile a personal list of texts that appeal to them for particular reasons. A collage can be created that makes a statement about each text included in the collection, and a preface can be written that outlines the selection process.

Vignettes/Notes

As part of a short unit on family albums, students were asked to respond personally to the question, What do you think it would be like to give up a child? and write their thoughts in their journals.

During a medieval theme, Ms. Croke's class was reading aloud the novel *The Door in the Wall* by Marguerite de Angeli. She had her students pretend to be the character Robin, who was a little boy. Like Robin, students were asked to write a diary each day describing how they felt about the experiences on the journey. To make the diary authentic, Ms. Croke used wet tea bags to make parchment for the diaries.

Ms. White's class was reading *Tuck Everlasting* by Natalie Babbitt and the students were asked to keep a log of their personal responses to each chapter read. They had to pose questions they felt were unanswered and to predict what would happen in the next chapter.

Throughout the year, individual students acted as newspaper or magazine critics and wrote reviews of texts focussing on their personal views.

Students were asked to keep reading journals as written conversations with the teacher as well as with themselves. They were asked to record such information as

- questions they ask of the text
- predictions about the text
- questions they would like to ask the author
- points on which they would like to have the opinion of others.

Students recorded their recommendations about books they had read by writing on slips of paper their ratings of A to E, with descriptive comments and their signatures, and attached them to the back of the appropriate books.

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

Outcomes

By the end of grade 6 students will be expected to

- recognize that facts can be presented to suit an author's purpose and point of view
  - consider information from alternative perspectives

- identify the conventions and structure of a variety of print and media texts and genres
  - make connections with the purpose of each text or genre

- respond critically to texts by
  - applying a growing range of strategies to analyse and evaluate texts
  - demonstrating a growing awareness that all texts reflect a purpose and a perspective
  - recognizing when language is being used to manipulate, persuade, or control them
  - detecting prejudice, stereotyping and bias

Suggestions for Teaching and Learning

Have students compare vocabulary and tone found in different types of texts (e.g., newspaper, novel, social studies text, a film, a documentary).

Have students determine the purpose and intended audience for a variety of texts.

Set up literature circles as a means of extending students' understandings and interpretations of texts. Groups of three to five, with clearly defined roles, could build a deeper understanding of texts, particularly longer texts.

Draw students' attention to publication dates, places of publication, and authors as indicators of the accuracy of information.

Encourage students to seek out more than one source and type of information on a particular topic or issue.

Have students examine texts for instances of specific words, images, etc., that may manipulate or persuade the reader/viewer in a certain direction.

Engage students in the production of texts—oral and written, print and non-print—that aim to persuade or control the target audience (e.g., a magazine for the *almost-a-teenager*).

As a means of moving students from a personal to a more reflective, critical response to texts, have them use a double-entry journal to record both their initial reactions and thoughts and their reflections over time. The first column of their journals can be labeled *First Impressions* and the second column labeled *Reflections*. Both columns would be completed appropriately.

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

Suggestions for Assessment

Through such means as literature circles, response journals, and other written products, assess students' understandings of aspects of language, form, and genre.

Use story diagrams, plot lines, or story maps to assess students' understandings of story structure.

Use either student- or teacher-designed charts to assess students' understandings of common features of various genres (e.g., poetry, stories, information texts such as newspaper articles and textbooks they encounter in science and social studies).

Assess students' understanding of a text or the similarities and differences between texts using a variety of response formats.

Assess students written responses to aspects of a particular text (i.e., work samples found in their portfolios).

Vignettes/Notes

Students in Mr. Adams' grade 6 class were asked to submit a piece of writing or some other form of representation centring on the theme/issue of hunger. In preparation, Mr. Adams and his students collected and examined several poems, short stories, photographs, and other texts related to hunger. Students were asked to consider the power of the form and genre to communicate a message about hunger. After examining the variety of samples, each student was asked to decide on the form that best suited him or her and to submit a product that would be added to the class portfolio on aspects of hunger.

Students were provided opportunities to work with the genres of writing as a way of showing and reinforcing control of the genres and their conventions. They were engaged in writing activities such as

- rewriting a chapter of an instructional text on science for young readers
- rewriting a fable as a play script, or a short story as a radio play
- developing a board game for younger students using the characters and events from a novel

During a science class on environmental issues, Mr. Black asked his students to pick an environmental issue that would be of particular concern to their community. They then had to decide what they could do to help alleviate the problem (e.g., write politicians, write newspaper articles, and make videos to make people aware of the issue).

Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Outcomes

By the end of grade 6 students will be expected to

- use a range of strategies in writing and other ways of representing to
  - frame questions and design investigations to answer their questions
  - find topics of personal importance
  - record, develop, and reflect on ideas
  - compare their own thoughts and beliefs to those of others
  - describe feelings, reactions, values, and attitudes
  - record and reflect on experiences and their responses to them
  - formulate goals for learning
  - practise and apply strategies for monitoring learning

- select appropriate note-making strategies from a growing repertoire

- make language choices to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing

Suggestions for Teaching and Learning

Have students discuss prior experiences so as to heighten their understanding of the topic being addressed. Brainstorm for ideas and for what they want to know. Have students

- use lists, charts, and webs to generate, develop, and organize ideas
- use surveys and questionnaires
- use personal journals to explore and express their ideas and opinions
- use the reporter's questions: who? what? when? where? why? how?
- compare ideas with others in small groups, ask questions, seek feedback
- use learning/response logs to explain what they have learned and to reflect on their learning
- translate ideas from one medium to another
- role-play, pantomime, dramatize to help generate ideas
- illustrate, draw, and use graphics

Use a developmental model for learning (demonstration, participation, practise, and sharing) and carefully go through the process in various contexts and genres for taking notes from texts, interviews, news articles, oral presentations, films, and videos. Use strategies such as highlighting signal words and phrases, using abbreviations, summarizing, outlining, story mapping, and Venn diagrams for comparisons.

Engage students in meaningful writing tasks with a genuine need, audience and purpose. (See pp. 152–162 on various writing formats or various purposes and audiences.)

Have students experiment with figurative language (e.g., metaphor, simile, personification) as a means of creating vivid images for their readers.

Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Suggestions for Assessment

Observe and record students' work in progress through jot notes, checklists, etc.

Examine students'
- dated samples of writing
- response logs/learning logs
- whole-class projects/tests

Undertake student-teacher conferences as a means of gathering evidence of students' abilities to reflect on their products and the strategies they employed to produce them.

Have students design and use peer evaluation and self-evaluation checklists or forms.

Vignettes/Notes

As a follow-up to a class discussion on aging, a grade 6 health class collectively decided to investigate the distribution of the population by age categories. As part of the social studies program, the class worked with the E-Stat from Statistics Canada and created a population pyramid for their home province and compared that with the pyramid for Canada. This led other students to explore other classifications of a population, including gender and income levels. Students were then asked to present their findings to the whole class and include their results in the school newspaper.

(Katie's Response Journal Entries) December 1
I think *Tuck Everlasting* is a good book so far. I like the part where they were canoeing on the lake. I think that in six years Winnie will marry Jesse but before she can drink the water someone will stop her.

Katie, December 5
I think this story is very interesting. I like the part where he gives her water from the spring to drink in six years. I also like the part where Jesse is trying to get Mae out of jail. I think that Winnie is not going to drink the water in the end.

Katie, December 6
I really enjoyed this book and I like the ending because she did not drink the water but she was a wife and a mother. If I were she, I wouldn't drink the water because I'd say I'm ready to move on.

(Student's Response Journal, May 12/94)

I am so excited about my mom having a new baby. It doesn't seem like it's been nine months already. She's Supposed to have the baby tomorrow.
I really cant imagine carrying a baby in my stomach for nine months. It must be so tiresome.
I already have a five year old brother name Colton. In our house we only have three rooms. One for my brother, one for my parents and one for me, so if mon has a girl I get a room in the basement. Is she has a boy he'll sleep in mon and dad's room until he was old enough for a bed. Then my brother and he will have to share bunk beds.
The baby's crib is set up in Mom and Dad's room and the swing-a-matic is all ready set up for the baby when he/she is about five to nine months old.
I really hope that if Mom has a girl she doesn't name her Jasmine. She love that name, and I hate it. But, if she has a boy she is going to name him Tanner and, I like that.
I am really hoping for a girl but really all I should care is that the baby is HEALTHY.

COMMENTS: The writer captures the excitement and apprehension of having a new baby in the family. There is evidence of an understanding of paragraphing and the tone of excitement is maintained throughout the pieces.

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

Outcomes

By the end of grade 6 students will be expected to

- create written and media texts using an increasing variety of forms
  - demonstrate understanding that particular forms require the use of specific features, structures, and patterns

- address the demands of an increasing variety of purposes and audiences
  - make informed choices of form, style, and content for specific audiences and purposes

- invite responses to early drafts of their writing/media productions
  - use audience reaction to help shape subsequent drafts
  - reflect on their final drafts from a reader's/viewer's/listener's point of view

Suggestions for Teaching and Learning

Have students write using a variety of formats to satisfy expressive, transactional, and poetic modes of writing. (See chart on writing in the elementary grades, Appendix 14, p. 237.)

Introduce students to various forms of written and media texts through reading aloud, shared reading, and independent reading, and through discussing the purposes and audiences.

Model and demonstrate the various forms of written and media texts through shared writing. For expository writing, use writing frames as a scaffolding activity leading to independent writing (see Appendix 16, pp. 241–245).

Model and encourage the use of a combination of writing and other media such as book jackets; self-published books; brochures to advertise products and services or to inform about issues and events; cartoons to entertain and to give information; collages to illustrate a theme, drawings, paintings; and computer graphics.

Through questions and comments in writing conferences, create increased awareness about the intended audience and purpose. Have students write on the same topic for several different audiences, noting differences in vocabulary, sentence structure, context/facts, levels of formality, neatness, etc. Have students reflect on their final drafts from a reader's/viewer's/listener's point of view.

Use mini-lessons to teach students about the kinds of questions, comments, and feedback that are helpful to other students, and how to use the ideas of others to improve their own drafts.

Invite audience reaction to dramatic presentations such as puppet plays, tableaux, pantomime scenes, in-class stage plays, and other forms of representing meaning.

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

Suggestions for Assessment

Use observations and anecdotal records.

Use student-teacher conferences:

- questionnaires (questioning students about audience and purpose)

Use learning logs to demonstrate growth in use of responses in subsequent drafts

Use peer response/self-evaluation to

- account for the degree of engagement/contribution to collaborative writing
- assess individual engagement

Examine student products—dated samples found in their portfolios.

(See a sample writing record in Appendix 15, p. 239.)

Vignettes/Notes

Mr. Butler's grade 6 class collaborated in the writing of Big Books on natural disasters. The class was divided into eight groups of three each. One group selected the natural disaster *volcanoes*. They searched a CD-ROM database and the World Wide Web for information and e-mailed a scientist at the local university. Each student read several texts on the topic and then met to share, clarify, and expand on their information. Collaboratively, they wrote an outline on the topics they felt needed to be addressed in their Big Books. They then wrote the text keeping their audience in mind (a grade 2 class).

(Student Writing)   My Secret Garden

My garden means a great deal to me. It has flowers, trees, and fountains. One of the best parts of it that I like is all the animals. The birds make nests, and the squirrels make homes in the trees. My garden is a great place to sit down, relax, and think for hours. MY SECRET GARDEN makes me feel good about myself and it helps me let all my feelings out. I love everything in it. I think it protects me and the garden thinks I protect it. The walkway makes me feel rich like I was on the yellow brick road as it leads to my pond.

My garden is colorful and stands out with pride in its heart. I feel proud inside my garden, it is one of my friends.

My garden has flowers patches, trees, bushes, a pond, a bench, bird baths, an arbor and rocks surround the whole place. Vines are all over the walls, clutching the stones. It is a big responsibility to take care of, but it's worth it.

COMMENTS: The writer attempts to use figurative language. Tone—reader can feel the writer's love for the garden. Introductory statement needs to be stronger but the mechanics are strong. Follow-up could focus on substantiating certain statements, talking about narrowing the focus, and using specific details as well as checking to ensure student understands use of *it's* and *its*.

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

Outcomes

By the end of grade 6, students will be expected to

- select from a range of pre-writing, drafting, revising, editing, proofreading, and presentation strategies to develop effective pieces of writing and other representations

- use the conventions of written language in final products

- use technology with increasing proficiency to create, revise, edit, and publish texts

- demonstrate commitment to shaping pieces of writing and other representations

- select, organize, and combine relevant information from three to five sources

Suggestions for Teaching and Learning

Provide ongoing mini-lessons and demonstrate various prewriting, drafting, revising, editing, and presenting strategies and give opportunities for students to write and use the strategies in meaningful writing situations. (See pp. 139–148 for a discussion of writing as a process.) Focus repeatedly on the practical skills and problems encountered at each stage. Reinforce writing processes for students by using and having students understand and use terms such as *first draft, revision, editing,* and *final draft* when talking about writing in school and at home. (See Appendix 18, p. 255 for a sample writing process observation guide.)

Provide students with resources that are easy to locate in the classroom such as word lists, dictionaries, checklists, and samples of writing.

Provide students with time to think about their writing experiences and to reflect on what they learned as they write in various formats.

Through questions and comments in writing conferences, reinforce for students what the focus of each stage should be.

Use computers for the writing process by having students compose on screen; revise text; insert and delete items; rearrange the order of words, sentences, and paragraphs; correct errors; check spelling; and alter the format. Use groups of students to edit the text co-operatively, make tentative revisions and detailed explorations.

Involve students in strategies for working in all phases of the research process and other projects: semantic mapping-webbing, outlining for content, note-making, interviewing, formulating questions, publishing, preparing visual support, oral presentation skills.

Invite local authors to share their knowledge ideas about writing as well as their commitment to writing.

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

Suggestions for Assessment

Use observations and anecdotal records, observing and noting the strategies and processes students are using and the areas where they need help.

Use student-teacher conferences, questioning/discussing strategies and processes the student is using.

Use learning logs/journals to note reflections on student learning.

Use samples in writing folder, noting varieties of sentence structures and conventions of written language.

Use teacher-made tests and assigned projects.

Use whole-class conferences and peer conferences.

Help students design and use their own questions to guide them as they revise, edit, and proofread their writing.

Use a carefully designed rubric for assessing the texts students produce. Give consideration to

* ideas and content
* organization
* voice and awareness of audience
* sentence fluency
* language conventions

Vignettes/Notes

John, a grade 6 student, presented his completed story to his teacher. The student used a word processor to compose and edit the finished product and was pleased with his efforts. In a peer editing session, however, a number of errors were detected (e.g., hair (here), there (their), etc.). This enabled the teacher to encourage all students to use other resources (dictionaries, thesauri, classmates, handbooks) in the editing process of their writing.

(Student Writing)   SAILING

Sailing is one of my favorite sports. I've been sailing ever since I was 7 years old. In 1989 I started sailing around the Shediac Bay with my dad. The next year I started sailing school and four years later I'm still in sailing school passing levels. This summer I past level 4 and I'm now in level 5.

I've won four trophies at the school. My second year there I won Top Junior sailor because I was the best sailor in level 1 - 4 (I was in level 2). The next year I won two trophies, both for racing. One was for Mirror racing and the other was for Laser racing. I raced with Michael Jackman (a friend of mine at the school) in both of them (I was in level 3). This summer (while I was in level 4) I won the same trophy that I won for laser racing last year only with someone else. I raced with Michael Winkle, a boy from Germany.

This summer I got my own laser. It's a little fourteen foot boat and it was made in 1982. My boat was perfect except for one problem, it leaked. Everyday at sailing school I would have to drain my boat for about ten to fifteen minutes everyday. Yesterday my dad brought my boat home and during the fall we plan to fix it and paint it again.

Sailing is a hobby of mine just like sports and collecting sport cards. If I get a good education have a good job and have a bit of spending money the first thing I would buy would be a Tanzer 26 (a big boat).

I like sailing because you get out in the fresh air. I like the salty wind breathing on your back and the sun steaming down on your face. Even though your hands are numb and your lips are blue you want to keep on going. When you almost have hypothermia and the air is thin you've got to push yourself to go further. Finally, when you don't feel good and the day is over and you have to go in. That ends another beautiful day.

I think sailing is a good sport. If I were you I would try sailing. Then you would know why I like sailing.

COMMENTS: The knowledge of the topic lends authority to the piece and the spelling, mechanics, and usage generally strong. Follow-up discussion could focus on differentiating between *past* and *passed*, the overuse of parentheses, and the use of *you* in next-to-last paragraph .