

English Language Arts

Literacy 1204



Curriculum Guide
September 2013

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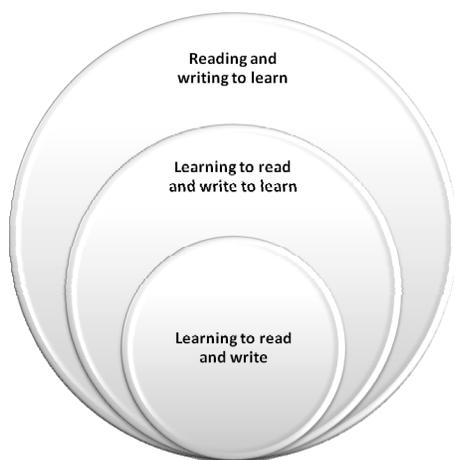
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Section 1: Introduction

The Nature of Literacy 1204



“Literacy practices are shaped by social-cultural practices and their institutional locations. Understanding literacy as a social practice is very different from seeing literacy as a discreet set of autonomous skills.”

Hilary Janks (2010) *Literacy and Power*

Traditionally the development of reading and writing skills (**learning to read and write**) has been associated with the early years of formal school while using reading and writing skills (**reading and writing to learn**) happens in the later grades of secondary school. However, some students enter senior high school with significant challenges that impact their academic and personal achievement. A person’s ability to communicate with others and to manipulate texts is intimately linked with the quality of his or her life. Inherent in the basic human right to literacy development is the responsibility of educators to support students’ critical thinking. “We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn.” (*The Definitive Drucker*, 2007)

Literacy 1204 provides students with significant instruction and practice in literacy skills that will help them in all courses at the senior high level. It places emphasis on the student as a learner and promotes differentiated instruction and assessment to meet the individual needs of students.

Literacy 1204 is a course aimed at developing:

- literacy skills and strategies to support the reading and writing demands of senior high school courses (**read and write to learn**)
- reading, listening and viewing strategies that enable students to decode, interact with, retain and interpret information, or reconstruct texts (**learning to read, listen and watch to learn**)
- writing and speaking strategies that enable students to communicate effectively and organize, consider and reflect on ideas (**learning to write and speak to learn**)
- strategies that enable students to transfer learned skills to new situations
- meaningful experiences with a variety of texts and sources of information

Literacy Learning

“Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.”

The Plurality of Literacy and its Implications for Policies and Programmes (2004) p.13

Literacy is:

- a process of receiving information and making meaning from it
- the ability to identify, understand, interpret, communicate, compute and create texts, images and sounds

Literacy 1204 emphasizes the teaching of cognitive strategies that students use to make meaning of texts as they communicate with others. Teachers create experiences where students use and adapt these strategies as they interact with information. Published work, student exemplars, existing criteria and student-teacher developed criteria can be used as references when discussing the demands and requirements of tasks.

Definition of Text

In this document, the term **text** is used to describe any language event, whether paper/print, digital (audio, video, multimedia) and live (students, guest speakers, teachers). In this sense, a conversation, a novel, an advertisement, a music video, an instruction manual, and a multimedia production are all considered texts. The term is an economical way of suggesting the similarity among the many skills involved in viewing a film, listening to a speech, following directions to build a bike, or responding to an online forum. This expanded concept of text encompasses a wide range of information with which people interact and from which they understand and create meaning.

Developing Multiple Literacies

Appendix 2.1 (page 124) provides further information on multiple literacies.

The understanding of what it means to be literate changes as society changes. The rise of the Internet and consumerist culture have influenced and expanded the definition of literacy. No longer are students exposed only to printed text. New technologies have changed our understandings about literacy and how we use language. While functional literacy skills such as knowing how to create sentences and spell words correctly are still important, effective participation in society today requires a knowledge of how to understand and apply a range of literacies including **media** literacy (media awareness), **critical** literacy, **visual** literacy and **information** literacy.

Comprehension and Metacognition

CHECK IT OUT

Sarafini, Dr. Frank.
Interactive Comprehension Strategies: Fostering Meaningful Talk About Text
 (Scholastic, 2009)

Students who can monitor their learning, assess their strengths and needs, and set goals for improvement become independent, lifelong learners. By thinking about how they think and learn, students gain personal control over the strategies they use when interacting with information. This control develops through metacognition – that is, thinking about thinking, which empowers learning. Literacy 1204 aims to focus on students’ comprehension and metacognition in all aspects of their lives, not just in school; supporting students’ ability to make meaning from many sources of information is a primary goal of the curriculum. Every student can develop metacognitive strategies and skills when teachers explain, model and help them practice talking and writing about their thinking.

Nature of the Learner in Literacy 1204

CHECK IT OUT

Jensen, Eric.
Different Brains, Different Learners: How to Reach the Hard to Reach (Corwin, 2010)

Students enrolled in Literacy 1204 have generally experienced some difficulty with literacy acquisition throughout their schooling for a variety of reasons. However, it is important to note that these students also have great strengths. Recognizing and promoting students’ strengths can lead to improved learning and enhanced self-esteem.

Students who struggle to express themselves through reading and writing may show alternative ways of processing ideas. Individual students may possess strengths in spatial reasoning, making connections among relationships of likeness or causal relationships, viewing from multiple perspectives, learning from experience and using critical thinking. Teachers may see these processing strengths in the form of technological skills, spatial creativity, social skills, or understanding by doing.

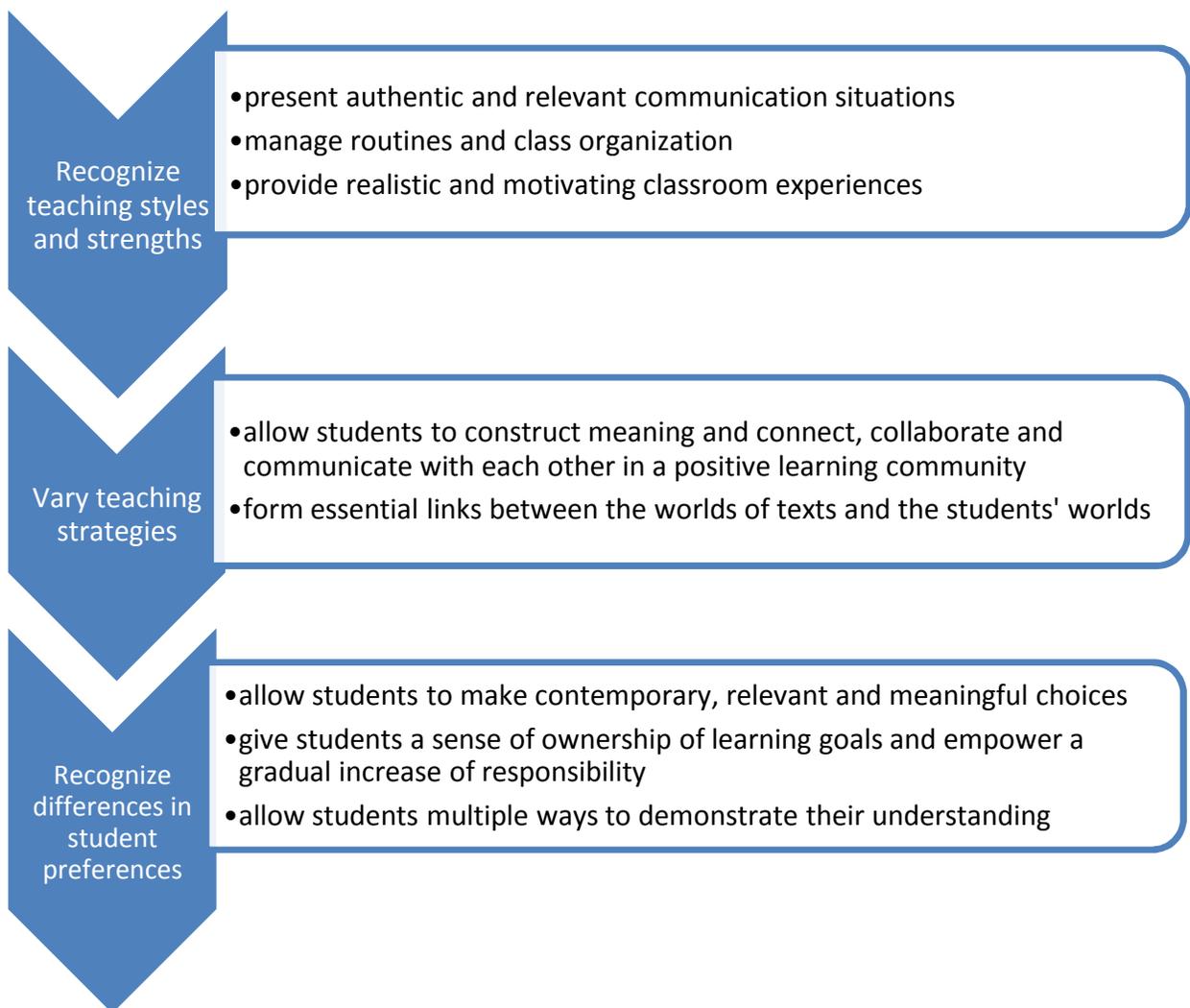
When students are encouraged to focus on what they **can** do rather than what they **cannot**, they are more likely to be motivated to engage in learning. While some students have developed ways to compensate for academic challenges, and often avoid tasks involving reading and writing, teachers can support and develop identified strengths through continual assessment and feedback. The goal is to provide students with appropriate supports, strategies and tools that value and celebrate their strengths while at the same time increasing reading and writing proficiency to improve literacy learning.

Sample teaching and assessment strategies in the four-column spreads of this guide provide further information on formative assessment.

Learning Preferences

Students have many ways of learning, knowing, understanding, and creating meaning. 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. Learning experiences and resources that engage students' multiple ways of understanding allow them to focus on their learning processes and preferences.

Teachers should ...

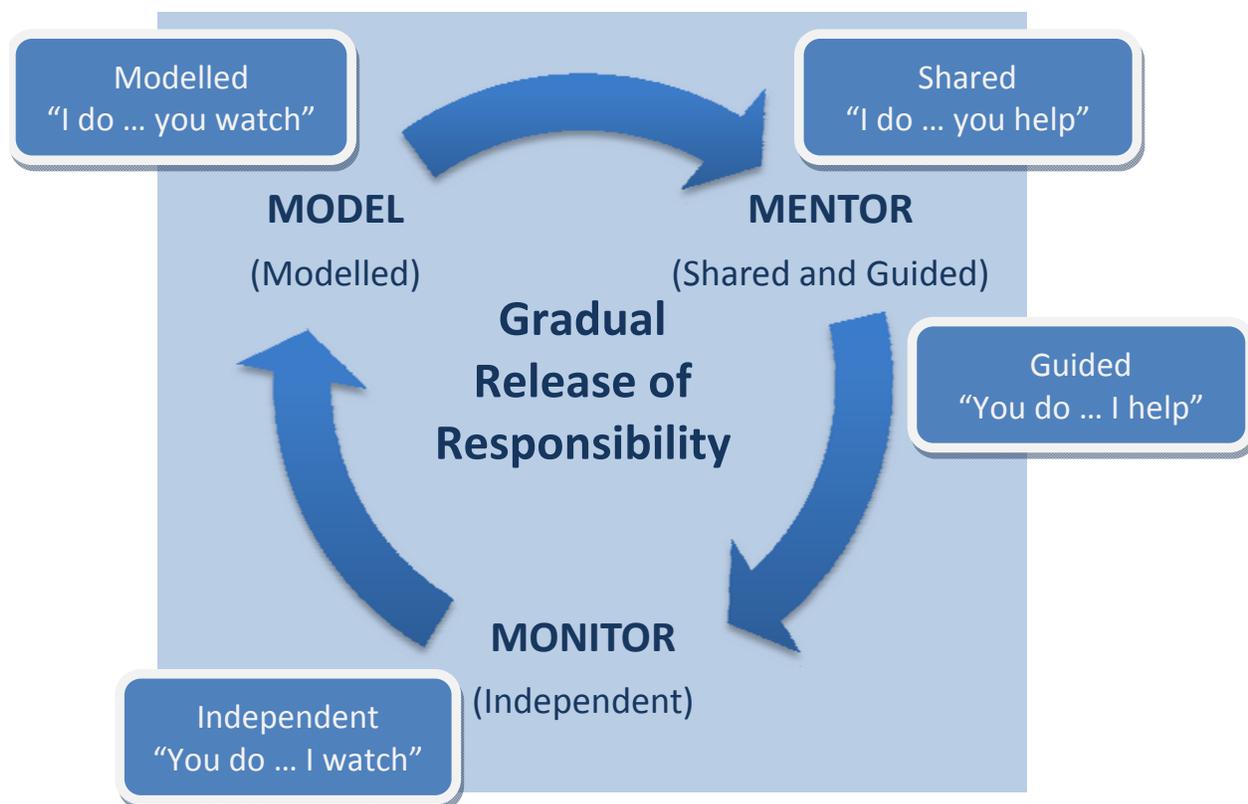


Gradual Release of Responsibility

Teachers must determine when a student can work independently and when assistance is required. They choose instructional activities to model and scaffold composition, comprehension and metacognition that is just beyond students' independence level. The gradual release of responsibility approach enables students to move from a high level of teacher support to independent practice, as they become more skilled at using the new strategies. If necessary, the teacher increases the level of support when a student needs further assistance.

Appendix FA1 (page 97) provides a sample goal setting interview form which may enable students to recognize and articulate personal learning goals.

The goal is to empower students to make the strategies their own, and to know how, when, and why to apply them when speaking, listening, reading, viewing, writing, representing, and thinking about their thinking. Guided practice supports student independence. As a student demonstrates success, the teacher gradually decreases his or her support.



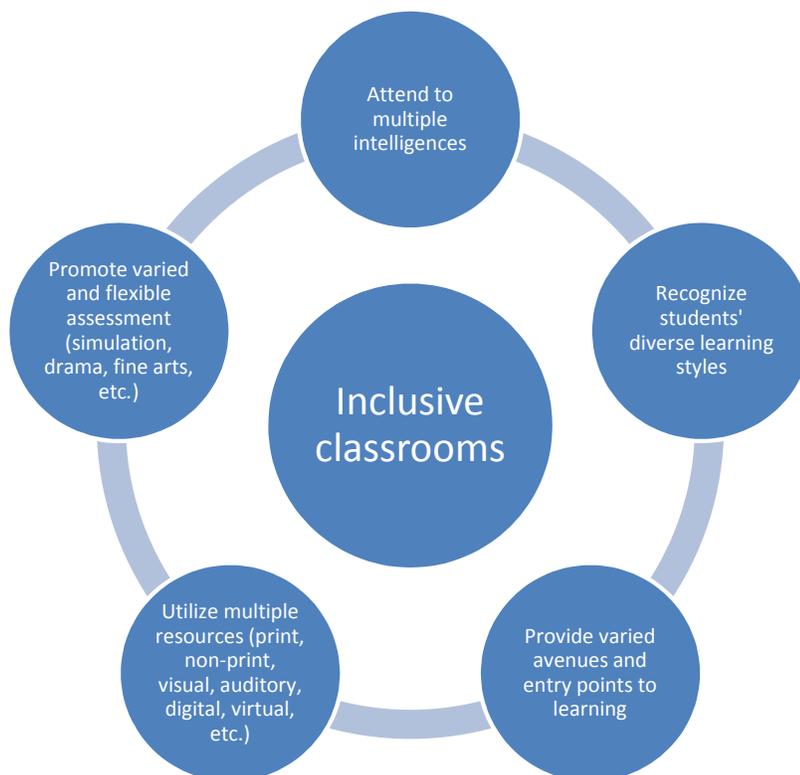
The Inclusive Classroom

Effective inclusive schools have the following characteristics: supportive environment, positive relationships, feelings of competence and opportunities to participate.

The Centre for Inclusive Education (2009)

An inclusive classroom values the social and ethnocultural backgrounds of all students while creating opportunities for community building. 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 accessing and navigating information, 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 begin to examine the complexity of the ideas and issues they encounter. Learning resources should include a range of texts that allows students to hear diverse social and cultural voices, to broaden their understanding of how information is presented, and to expand their interest in seeking out information.

The inclusive classroom will provide learning opportunities in a safe and caring environment for students to express feelings, to think critically about problem solving, or to simply reflect on current issues. All students need to see their lives and experiences reflected in their school community. The promotion of inclusive attitudes builds respect for one another, creates positive interdependence and allows for varied perspectives.



Co-Teaching Environments

Six models of co-teaching include:

1. One Teach, One Observe
2. One Teach, One Drift
3. Parallel Teaching
4. Station Teaching
5. Alternative Teaching
6. Team Teaching

Section 8: Teaching Partnerships of Newfoundland and Labrador's Service Delivery Model (<https://www.cdli.ca/sdm/>) provides further information on the six models of co-teaching.

Some classrooms have more than one teacher working at a time. The Literacy 1204 teacher may partner with either another subject teacher or an instructional resource teacher (IRT).

Co-teaching can occur between two classroom/subject teachers or between a classroom/subject teacher and an IRT who are:

- working collaboratively in the same physical space
- collaborating on the delivery, assessment and evaluation of outcomes
- devoting time for planning, reflecting and/or problem solving
- instructing a heterogeneous class

When the co-teaching partnership involves two classroom/subject teachers, both are focused on curriculum delivery. There are obvious benefits such as a smaller teacher-to-pupil ratio, opportunities for collaborative planning and increased diversity in classroom activities.

By contrast, classroom/subject teachers and IRTs have complementary skill sets. The classroom/subject teacher has expertise in curriculum while the instructional resource teacher brings expertise in addressing the strengths and needs of students with exceptionalities. Each brings their areas of expertise to the classroom and supports the other, increasing the knowledge and capability in the classroom as a whole.

Students with Exceptionalities

Some students may need specialized equipment such as brailers, magnification aids, word processors with spell checkers, and other computer programs and peripherals such as voice synthesizers or large print to help achieve outcomes. Students can talk and listen using a variety of 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 specific curriculum outcomes in a flexible way to plan learning experiences appropriate to students' learning needs.

Students Learning English as an Second Language (ESL)

Students from language backgrounds other than English add valuable language resources and experiences to the classroom. The language, prior knowledge, and culture of ESL students should be valued, respected and, whenever possible, incorporated into the curriculum. ESL students contribute to the linguistic diversity of the class. The learning environment and organization of the classroom should affirm cultural values to support ESL students and provide opportunities for individual and group learning.

ESL Strategies for Advanced Learners in Grades 4-12 and *ESL Foundation: A Curriculum Guide* provide further information on working with ESL students. (<http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/esl/index.html>)

Teachers may need to make explicit the ways in which different forms and styles of English are used for many different purposes. Teachers need to consider the specific needs of ESL students with regards to vocabulary and language structure. This is best considered in the context of meaningful literacy activities and with a mind to the students' stage of language development. For example, error corrections, vocabulary and language focus should be limited to those the student is developmentally ready to learn.

Differentiated Instruction

Differentiated instruction is essential to teaching in an inclusive classroom. It is instruction that responds to students of different abilities, interests or learning needs so they may acquire appropriate ways to learn, use, develop and present concepts. It involves actively planning for student differences in a learning **environment** in terms of the **content** and skills being taught, the **process** by which the content is delivered, and the **products** that students will create based on their readiness and interests.

Teachers continuously make decisions about how to select teaching strategies and structure learning activities to meet the diverse learning styles of their students. A responsive environment will provide all students with a safe place to grow and succeed.

Differentiating the Content

Content can be described as the knowledge, skills and attitudes we want students to learn. **Differentiating content** requires teachers to pre-assess students to identify those who do not require direct instruction. Students who demonstrate an understanding of the concept may move past the instruction step and proceed to apply the concepts to the task of solving a problem. Another way to differentiate content is simply to permit the apt student to accelerate their rate of progress. They can work ahead independently on some projects, i.e. they cover the content faster than their peers.

Teachers should consider differentiating the content by:

- using reading materials at varying readability levels
- creating recordings of reading
- presenting ideas through both auditory and visual means
- meeting with small groups to re-teach an idea or skill or to extend the thinking or skills when necessary

Differentiating the Process

Differentiating the process means varying learning activities or strategies to provide appropriate methods for students to explore the concepts and make sense of what they are learning. The content and product is consistent for all students, but activities that lead to task completion will vary depending on the learner. A teacher might assign all students the same product (writing a story, for example) but the process students use to create the story will differ, with some students meeting in groups to peer critique while others meet with the teacher to develop a storyboard. The same assessment criteria is used for all students.

Teachers should consider flexible groupings of students which include whole class, small group or individual instruction. Students can be grouped according to their learning needs and the requirements of the content or activity presented. It may be necessary to form short-term groups of students for specific purposes.

Teachers should consider differentiating the process by:

- using activities through which all learners work with the same important understandings and skills, but proceed with different levels of support or challenge
- providing activities and resources that encourage students to further explore a topic of particular interest to them
- providing students with activities that contain both common work for the whole class and work that addresses individual needs and interests of learners
- offering manipulatives, aids or other supports for students who need them (e.g., transparency sheets, coloured paper, technology, question dice/cube, talking chips, sticky notes)
- varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth

CHECK IT OUT

Tomlinson, Carol Ann.
The Differentiated Classroom
(Association for Supervision
and Curriculum Development,
1999)

Differentiating the Product

Differentiating the product means varying the complexity of the product that students create to demonstrate learning outcomes. Teachers provide several opportunities for students to demonstrate and show evidence of what they have learned. When students have a choice in what the end product can be, they will become more engaged in the activity.

Teachers should consider differentiating the product by:

- giving students options of how to express required learning (e.g., create an online presentation, write a letter, or develop a mural)

- using rubrics that match and extend students' varied skills levels
- allowing students to work alone or in small groups on their products
- encouraging students to create their own assignments, including assessment criteria, as long as the assignments contain required elements

Differentiating for Student Choice

Offering students a choice in how they demonstrate their understanding (i.e., their product) is a powerful way to engage students, as well as an engaging way to empower students. It is important to offer students learning activities that are appropriate to their learning needs, readiness, and interests. When learning goals are clearly defined, it is easier to determine whether students should have free choice, a guided choice, or no choice at all.

CHECK IT OUT

Hume, Karen.
*Start Where They Are:
Differentiating for Success with
Young Adolescents.* (Pearson
Education Canada, 2008)

Text and Lessons (Literacy 1204 authorized resource) provides a variety of short texts that students can choose from, based on needs, interests and reading ability.

Examples of **free choice** in learning activities include allowing students to:

- choose whether or not to work with a partner, and with whom to work
- choose a text they wish to read
- choose an assessment task they wish to complete
- choose topics for independent study projects

Examples of **guided choice** in learning activities might include allowing students to:

- choose from teacher selected options (for example, the teacher identifies three articles on a topic, and students choose which one to read based on what their interests are)
- demonstrate their understanding of new concepts by using previously developed skills (for example, a teacher may allow students who have already developed videography or Power Point© presentation skills to demonstrate their understanding of new concepts using one of these mediums)

At times it is appropriate for teachers to provide **no choice** of learning activities for students. Students will understand and accept not having a choice about a learning activity when the teacher feels it is not in the best interest of the student to do so and if the teacher offers choice on a regular basis.

Differentiating the Learning Environment

CHECK IT OUT

Tomlinson, Carol Ann.
*The Differentiated School:
Making Revolutionary Changes
in Teaching and Learning*
(Association for Supervision
and Curriculum Development,
2008)

Differentiating the environment means determining the way a classroom works and feels for each student. Teachers may consider the physical and affective tone or atmosphere in which teaching and learning take place, including the noise level in the room, whether student activities are static or mobile, and how the room is furnished and arranged. A classroom may include tables of different shapes and sizes, spots for quiet individual work, and areas for collaboration.

Teachers can divide the classroom into sections, create learning centers, or have students work both independently and in groups. The structure should allow students to move from whole group, to small group, pairs, and individual learning experiences and support a variety of ways to engage in learning. Teachers should be sensitive and alert to ways in which the classroom environment supports their ability to interact with students individually, in small groups, and as a whole class.

Teachers should consider differentiating the learning environment by:

- making sure there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration
- providing materials that reflect a variety of cultures and home settings
- setting out clear guidelines for independent work that matches individual needs
- developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately

Curriculum Outcomes

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, which are cross-curricular and the foundation for all curriculum development. Literacy connections across the curriculum are identified in the overviews for each general curriculum outcome.

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.

Spiritual and Moral Development Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

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 Literacy 1204, which contribute to the attainment of the essential graduation learnings.

Literacy 1204 is defined by four general curriculum outcomes. However, it is important to recognize that the outcomes identify interrelated processes and skills and can be developed most effectively as interdependent processes. Students will be expected to:

GCO 1	interpret and understand information
GCO 2	use inquiry to think critically about information
GCO 3	communicate effectively
GCO 4	create information

Sample Yearly Plans

There is no one way to organize a year of instruction for students; many variables will influence teachers' choices for learning opportunities, including students' prior learning and interests, collaboration opportunities with other teachers, and availability and accessibility of community resources.

Two sample yearly plans are included below. They are intended to be used as guidelines for planning purposes and may not meet the needs of students in all situations. However, they do identify priority learning opportunities which support students' achievement of specific curriculum outcomes. Time line indicators are suggestions only.

Sample Yearly Plan: Types of Information

When organizing the year by types of information there is a focus on text forms. Reading, writing and oral communication strategies are taught and practiced in an integrated manner to help students meet outcomes. Media information is presented twice to enable a wider range of texts to be explored.

	September	October	November	December	January	February	March	April	May	June
Connections Notebook: record ideas based on interacting with texts (reading, listening, viewing), record ideas for creating texts and capture reflections on learning										
Growth Portfolio: reflection, self-assessment and evaluation of oral communication and student created texts										
Year-end Project (student-directed): digital, live, paper product or multi-form and/or multi-genre										
Textbooks and Non-fiction (e.g., expository and persuasive essays, biographies)										
	Media Information (e.g., websites, television, social media)		Graphic Information (e.g., charts, graphs, maps, signs and symbols, statistical data)		Fiction (e.g., short stories, graphic novels, novels, narrative essays)		The Arts (e.g., music, visual arts, poetry, dance, film)		Media Information (e.g., documentaries, newspapers)	
Oral Communication: live interactions in class (group work and class discussions), interactions with the larger community (guest speakers, field trips), recording oral texts (audio, video)										

An enlarged format of this timeline is included in Appendix 5, page 157.

Literacy 1204 Specific Curriculum Outcomes

Specific curriculum outcomes (SCOs) are statements that identify what students should know and be able to do. 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.**

Instructional and assessment practices can and should be designed to provide multiple routes to achievement of the outcomes and multiple ways for students to demonstrate what they **know** and what they can **do**.

Annotated Four-Column Spreads The four-column spreads are explained in detail on pages 20-23. The Overviews for each General Curriculum Outcome begin on page 24.

Column 1 contains the specific curriculum outcomes associated with the general curriculum outcome for the four-column spread. They are numbered according to the relevant GCO.

SECTION 2: CURRICULUM OUTCOMES	
GCO 2: Students will be expected to use inquiry to think critically about information.	
<p>Outcomes</p> <p><i>Upon completion of Literacy 1204 students will be expected to</i></p> <p>2.1 Establish topics of interest and questions for inquiry</p> <p>2.2 Develop a plan to find information about identified topics and answers to inquiry questions</p> <p>2.3 Expand topics of interest and questions for inquiry</p> <p>2.4 Compare related ideas</p> <p>2.5 Recognize the need to question information</p>	<p>Focus for Learning</p> <p>Students will engage in critical thinking while they access and navigate information (2.1, 2.2). There should be a focus on expanding the range of information students are choosing to access (2.3). In meeting the outcomes under GCO 2, students need to build on their prior experiences and establish a purpose for their inquiry as they look for information on a topic of interest.</p> <p>Students who think critically about information:</p> <ul style="list-style-type: none"> • evaluate the validity and effectiveness of what is seen, heard and read • explicitly ask appropriate questions of what is seen, heard and read • compare information from a wide variety of relevant sources (including bias and point of view) • focus on the intended audience and perceived purposes of texts • articulate opinions based on personal and global connections • respond critically to information (i.e., question the author/creator, discuss perceptions about purpose and message, examines biases and social issues) <p>As students use strategies associated with accessing and navigating information (GCO 1), they may be challenged to find related ideas (2.4) or question whether ideas from one source of information are related to ideas in another. Teachers may need to differentiate instruction to support students as they examine topics that interest them (e.g., provide a list of resources to choose from, directly teach how to create questions for inquiry, modify graphic organizers for specific tasks).</p>
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Column 2, Focus for Learning, provides context and elaboration for the ideas and concepts identified in the SCOs. This may include:

- references to students' prior knowledge
- the depth of treatment of particular concept
- what teachers need to know to scaffold and challenge students' learning
- common misconceptions
- cautionary notes as applicable

The purpose of this content is to assist teachers with instructional planning.

SECTION 2: CURRICULUM OUTCOMES	
GCO 2: Students will be expected to use inquiry to think critically about information.	
Suggestions for Teaching <i>and</i> Assessment	Resources and Notes
<p>ACTIVATION</p> <p>Teachers may</p> <ul style="list-style-type: none"> Aid students in keeping a list of resources they have used and continue to use (e.g., dictionary, thesaurus, instructions, travel guide, manual, book-marked websites) Use prompts and questions with students that promote critical thinking (Appendix 2.3): <ul style="list-style-type: none"> This is similar to ... This is different from ... Who do you go to for trustworthy information? How do you decide whether a source is trustworthy? What influences you to share information with others? How many sources of information do you need to consult? Provide guidelines to recognize the difference between a search engine and a source of information Brainstorm a list of words to use with a search engine Provide choices to students for inquiry topics, beginning with easy/obvious texts as needed by students <p>Students can</p> <ul style="list-style-type: none"> Choose topics which engage them (i.e., What questions do they want answered?) Decide which sources of information (e.g., websites, newspapers, books, people) are trustworthy and reliable <p>CONNECTION</p> <p>Teachers may</p> <ul style="list-style-type: none"> Introduce the concepts of purpose, bias, and stereotype to students and provide examples and non-examples for students to examine Provide students with criteria to determine accuracy and trustworthiness of information 	<p>Curriculum Guide References</p> <ul style="list-style-type: none"> See Appendix 2.2 for guidelines to checking texts for bias See Appendix 2.3 for information on models for critical thinking and reflection See Appendix 3.2 and 3.5 for role play activities <p>Authorized Resources</p> <ul style="list-style-type: none"> <i>Texts & Lessons</i>: 22-27; 38-40; 73-77 <i>CCRT</i>: 9; 12; 14-16; 19-21; 24-30 <i>WCA</i>: 11; 42; 48-53; 81; 102 EPK: Employment applications; ATV Safety; product warranty; Angler's Guide; Breastfeeding Info Sheet; restaurant menus Boldprint <i>Fight for Your Life</i>: 14-17; 24-25 Boldprint <i>Survivors</i>: 33-35
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The purpose of **Column 3** is to provide teachers with ideas for instruction and assessment. In this way instructional activities are recognized as possible sources of data for assessment purposes in a continual fashion (assessment for and as learning). This column contains specific sample tasks, activities and strategies that enable students to meet the goals of the SCOs and be successful with Performance Indicators in Column 2.

Column 4 provides cross-references to other parts of the curriculum guide as well as suggestions for using authorized resources.

The sample strategies in **Column 3** appear in three headings:

- Activation** (getting ready to learn and direct teaching)
- Connection** (linking new information and experiences to existing knowledge)
- Consolidation** (synthesizing and making new understandings)

The strategies are generally scaffolded and provide opportunities for differentiated learning and assessment. Some strategies are sequential in nature but flexibility is encouraged (i.e., assess students' needs and interests prior to engaging in any suggested strategy).

Specific curriculum outcomes are italicized in subsequent spreads beyond the first spread.

Column 2 includes Sample Performance Indicators. The intent of this feature is to provide a summative question or activity, where the answer or product would serve as a data source to help teachers assess the degree to which the student has achieved the specific curriculum outcomes. To complete a Performance Indicator, students are required to use first order (knowledge) and second order concepts (analysis). Performance Indicators would be assigned when students have attained a level of competence with suggestions for teaching and assessment identified in Column 3.

SECTION 2: CURRICULUM OUTCOMES	
GCO 2: Students will be expected to use inquiry to think critically about information.	
<p>Outcomes</p> <p><i>Upon completion of Literacy 1204 students will be expected to</i></p> <p><i>2.1 Establish topics of interest and questions for inquiry</i></p> <p><i>2.2 Develop a plan to find information about identified topics and answers to inquiry questions</i></p> <p><i>2.3 Expand topics of interest and questions for inquiry</i></p> <p><i>2.4 Compare related ideas</i></p> <p><i>2.5 Recognize the need to question information</i></p>	<p>Focus for Learning</p> <p>As students navigate and investigate sources, they should be searching for ideas (2.4) related to their topic of interest or inquiry. In doing so, they are comparing and validating ideas by establishing accuracy and trustworthiness (2.5). They will need to determine whether the information presented is sufficient to answer their questions. They will recognize the importance of asking questions such as, “How does the way it’s presented relate to purpose, bias, or stereotype?” (Appendix 2.2)</p> <p>Consider the following prompts to establish validity and reliability of information:</p> <ul style="list-style-type: none"> • Is the author supporting a one-sided point of view? • Is the author overly emotional? • Is the author selling or promoting ideas or products for personal gain? • Are the author’s credentials presented? • Is the information current? • Is the information supported by other sources? • Are the author’s conclusions supported by evidence? <p>Students may need direct instruction on how to make decisions based on the answers to the above questions.</p> <p>Sample Performance Indicators</p> <ul style="list-style-type: none"> • Students can complete a project on an inquiry-based topic of their choice. Projects may be written, artistic, dramatic (e.g. role play, skit, interview) or multimedia. • Students can reflect on their inquiry-based project by asking questions such as, “So, what now? How will I expand on this knowledge? How will I carry this information forward? How have I been impacted by thinking about this topic or question?”
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SECTION 2: CURRICULUM OUTCOMES,	
GCO 2: Students will be expected to use inquiry to think critically about information.	
Suggestions for Teaching and Assessment	Resources and Notes
<p>Students can</p> <ul style="list-style-type: none"> Participate in a virtual dining activity – using menus from a variety of restaurants or take-outs, students sit in groups and create questions for the server (e.g., ingredients, preparation, size, quantity, sharing items, combinations, origin of products, discounts) Participate in “Here’s the answer, What’s the question?” or role play activities to develop critical questions (Appendices 1.7, 3.2 and 3.5) Recognize the importance of asking questions about information: <ul style="list-style-type: none"> Do you think the information is reliable? How does presentation relate to purpose? How is bias or stereotyping evident? How might the text’s message be misinterpreted? Examine advertisements, news clips and headlines to question the trustworthiness of the information; expand the exploration to include consumer reports, travel or product reviews View a film, video or image related to a print text to compare ideas <p>CONSOLIDATION</p> <p>Students can</p> <ul style="list-style-type: none"> Assess the trustworthiness of characters or individuals (books, movies, public figures as they are portrayed in the media, photos or still images of people without words/audio): <ul style="list-style-type: none"> Why does the character present information in the way that he does? Can other characters trust him? Can the reader/viewer trust him? 	<p>Curriculum Guide References</p> <ul style="list-style-type: none"> See Appendix 1.7 for “Here’s the answer, What’s the question?” activity <p>Suggested Resources</p> <ul style="list-style-type: none"> At time of printing, Cornell University’s Digital Literacy Resource (http://digitalliteracy.cornell.edu/tutorial/dpl3221.html) provides some guidelines to assessing information on the Internet
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Column 4 also provides references to suggested resources teachers may wish to explore with students.

Overview

GCO 1: Students will be expected to interpret and understand information.

When students interpret and understand information they are mainly concerned with the “what” of a text. They will need to monitor their comprehension as they read a variety of printed texts (e.g., newspaper articles, short stories, directions to set up a new computer, movie reviews), watch or navigate live, digital and media texts (e.g., presentations by guest speakers, movies, TV advertisements, commercial web pages), or listen to recorded or live auditory texts (e.g., podcasts, music, speeches, radio advertisements). Whether they consciously attend to their comprehension during every engagement with texts, these thinking processes are happening and can be developed to enhance literacy skills overall.

Connections With Essential Graduation Learnings

Specific Curriculum Outcome	Aesthetic Expression	Citizenship	Communication	Personal Development	Problem Solving	Technological Competence	Spiritual and Moral Development
1.1 acquire broader general knowledge		✓	✓	✓		✓	✓
1.2 acquire information about a specific topic or subject			✓				
1.3 make connections to information		✓		✓			
1.4 demonstrate an understanding that different types of communication have distinctive purposes and intended audiences	✓						✓
1.5 construct meaning from texts based on text features, conventions and structures			✓		✓	✓	
1.6 enhance vocabulary for specific topics			✓				
1.7 use strategies to solve unfamiliar words					✓		

Links Across the Curriculum

In a whole-school, cross-curricular approach to literacy, there are a wide variety of strategies and tools to support the cognitive processes associated with literacy development. Students may face challenges when **interpreting and understanding information** in more than one curriculum area. Because the focus of this general curriculum outcome is on students' comprehension of texts they encounter, the implementation of the suggestions below may help students meet the reading and writing demands of other courses.

When students have challenges making connections to information, teachers can try:

- building on prior knowledge to prepare students for learning activities
- making topics personal for students
- using graphic organizers, anticipation guides or advanced organizers
- making predictions based on titles or pictures

When students have challenges using text features (side bars, graphs, charts, photos, illustrations, etc.) to help construct meaning, teachers can try:

- teaching students how to monitor their comprehension when navigating non-linear texts (non-linear texts are not pre-determined by a set sequence of letters, words and sentences)
- helping students set a purpose for reading, viewing or listening
- modelling how to preview a text to find information

When students have challenges with vocabulary, teachers can try:

- previewing new vocabulary with students
- using graphic organizers or visual representations of new words
- co-creating word walls with students
- teaching students how to use a dictionary and thesaurus
- sounding out strategies (i.e., syllables and phonetics)
- modelling context clue strategies (e.g., other words, visuals)
- using multiple meanings or root work (i.e., words that look or sound familiar in some way but have a variety of meanings)

GCO 1: Students will be expected to interpret and understand information.**Outcomes**

Upon completion of Literacy 1204 students will be expected to

- 1.1 Acquire broader general knowledge
- 1.2 Acquire information about a specific topic or subject
- 1.3 Make connections to information
- 1.4 Demonstrate an understanding that different types of communication have distinctive purposes and intended audiences
- 1.5 Construct meaning from texts based on text features, conventions and structures
- 1.6 Enhance vocabulary for specific topics
- 1.7 Use strategies to solve unfamiliar words

Focus for Learning

This general curriculum outcome (GCO) focuses on students' comprehension when reading, listening to and viewing information. A student's ability to interpret and understand information can be demonstrated by:

- selecting books, magazines, newspapers and other print and digital texts that are at an appropriate reading level (instructional or independent)
- reading, listening to and viewing a variety of print, digital and audio texts with understanding
- locating and identifying specific information and details in a text
- summarizing the main idea of a text
- making connections between new information and previous knowledge in response to information
- making inferences about information not explicitly presented in texts
- reading and responding to visuals such as charts, tables, maps, diagrams, photographs, and graphs
- reading the conventions and features of print, live and digital texts (e.g., punctuation, font styles, gestures, pauses, repetition, hyperlinks, drop-down menus, title bars)
- using strategies to decode, solve unfamiliar words and make meaning from texts (e.g., read on, re-read or re-watch, use context clues)

In meeting the outcomes under GCO 1, students must be proficient in monitoring their own comprehension of texts at all stages of reading, viewing or listening. This may require explicit modeling by teachers of the thinking processes of interacting with information (pages 59-61 of this curriculum guide).

GCO 1: Students will be expected to interpret and understand information.**Suggestions for Teaching *and* Assessment****ACTIVATION**

Teachers may

- Use a checklist or self-interest inventory to identify students' areas of interest (Appendices 1.1, 1.2, and 1.3)
- Provide an essential question, double-entry journal or anticipation guide to generate discussion and personal responses (pages 59, 64, 72-74 and Appendix 2.3, page 129)
- Model comprehension think-alouds with articles on current events
- Discuss information students read, hear or view using prompts:
 - Who is the author?
 - What is the purpose?
 - What voice do you hear?
 - What are the key ideas?
 - What questions do you have about the information?

Students can

- Self-select texts and discuss choices
- Generate ideas for selecting texts with questions such as,
 - Why did I choose this text?
 - Was it a good choice? Is it interesting to me? Is it too hard? Too easy?
 - What will I read next? Why?
- Discuss, in small groups, what they already know about the topic of the text and think of questions they would like answered (e.g., anticipation guide)
- Predict what they will find out or learn about based on a news headline or title (a double-entry journal response could facilitate this)

Resources and Notes**Curriculum Guide References**

- See pages 59, 64, 72-74 and Appendix 2.3, page 129 for further information on essential questions, modelling strategies, anticipation guides and double-entry journal responses
- See page 74 for prompts to support students in text inquiry
- See Appendices 1.1, 1.2, and 1.3 for self-interest activities
- See Appendix 1.4 for suggested reading strategies
- Appendix 1.7 for sample vocabulary games
- See Appendix 1.9 for further information on text features

Authorized Resources

- *Texts & Lessons*: 11-13; 62-65; 121-126; 167-179; 195-202
- *Cross-Curricular Reading Tools (CCRT)*: 7-13; 17-23; 33-44; 52-53; 72-76
- *Writing in the Content Areas (WCA)*: 11; 13-14; 25-28; 81-88
- Environmental Print Kit (EPK): Tourism brochures; Maps and Hunting & Trapping Guide; Environmental Responsibility and Recycling pamphlets
- Boldprint *Fight for Your Life*: 10; 14; 26-27
- Boldprint *Survivors*: 7; 14-17

GCO 1: Students will be expected to interpret and understand information.**Outcomes**

Upon completion of Literacy 1204 students will be expected to

- 1.1 Acquire broader general knowledge*
- 1.2 Acquire information about a specific topic or subject*
- 1.3 Make connections to information*
- 1.4 Demonstrate an understanding that different types of communication have distinctive purposes and intended audiences*
- 1.5 Construct meaning from texts based on text features, conventions and structures*
- 1.6 Enhance vocabulary for specific topics*
- 1.7 Use strategies to solve unfamiliar words*

Focus for Learning

Students who have difficulty in understanding information need to develop strategies to use as they read and view (Appendix 1.4). They need to learn to notice when their comprehension breaks down during reading, viewing or listening and have several strategies they can use to aid understanding. Strategies may include, but are not limited to:

- adjusting reading pace to match the purpose and difficulty of the text (e.g., skimming, reading closely)
- asking for help when language, vocabulary, or concepts interfere with comprehension
- asking questions such as, “Does this make sense? Does it sound right? Does it look right?”
- reading on (i.e., skipping) or re-reading to achieve or retain meaning

Texts that are print-heavy, with an emphasis on reading words and sentences in a linear fashion, often have a traditional literacy focus. It is important that students distinguish their approach to these types of texts from texts with more visually-rich content that may not follow a linear sequence. The following chart lists sample texts:

Texts with a traditional literacy focus		Texts with a visual literacy focus	
Books	Menus	Directions or diagrams	Print and digital advertising
Instruction manuals	Newspapers	Graphic organizers	Print and digital artwork
Magazines	Pamphlets	Maps/atlasses	

Students should have access to a wide variety of text forms (live, digital, and print). Students’ experiences with a variety of texts may contribute to their independent inquiry processes (GCO 2) as well as improve their confidence and ability to interpret and understand information (GCO 1).

GCO 1: Students will be expected to interpret and understand information.**Suggestions for Teaching *and* Assessment****CONNECTION**

Teachers may

- Provide a visual (e.g., advertisement, flyer, poster, screen shot of a website) for small group analysis and deconstruction, focusing on meaning and effectiveness
- Make connections to information using prompts:
 - Has the information changed your thinking?
 - What information is missing?
 - Do you think the information is relevant to your life?
 - What inferences can you make?
 - How could this text be more visually appealing?
 - What patterns do you notice in the text?
 - Is this information related to other texts you have encountered?
- Provide models of formal and informal language (e.g., cover letter vs. texting)
- Confer with students to assess the strategies they use while reading, viewing or listening to information

Students can

- Access background information for texts situated in other provinces or countries, or centred around an historical event to make connections among ideas
- Use graphic organizers to construct meaning from texts
- Use strategies (e.g., skim, scan) to gather information
- Play word games such as Scrabble and word jumbles to enhance vocabulary (Appendix 1.7)
- Use match-up activities (synonyms, antonyms, definitions) as mini-lessons or kinesthetic activities (e.g., Pyramid© game or Possum Lodge© word game) to describe or model a word without using it
- Read sentences with unfamiliar words to determine meaning in context
- Read and view model texts (e.g., school texts, song lyrics, print ads, resumé, emails, movie reviews) to discuss how presentation affects a text's form
- Complete a checklist to identify text features

Resources and Notes**Suggested Resources**

- Prezi© (www.prezi.com – online tutorials available)
- CBC website – archives can expand the news clips
- NIE – Newspapers in Education Program (can be accessed through *The Telegram* website)
- Self-interest and multiple intelligences surveys are also available through online searches

GCO 1: Students will be expected to interpret and understand information.**Outcomes**

Upon completion of Literacy 1204 students will be expected to

- 1.1 Acquire broader general knowledge*
- 1.2 Acquire information about a specific topic or subject*
- 1.3 Make connections to information*
- 1.4 Demonstrate an understanding that different types of communication have distinctive purposes and intended audiences*
- 1.5 Construct meaning from texts based on text features, conventions and structures*
- 1.6 Enhance vocabulary for specific topics*
- 1.7 Use strategies to solve unfamiliar words*

Focus for Learning

As students grow in their abilities to interpret a variety of texts, they are also growing in their abilities to respond personally and critically to them. While there is some integration of critical thinking (GCO 2) when students are engaged in comprehension, teachers should be assessing students' needs and strengths in accessing, navigating and understanding texts.

Designing learning opportunities based on students' interests will improve student engagement. Teachers can use their own interests as examples with which to model the use of strategies they use to access and navigate information. Teachers also need to support students in identifying which strategies work best for them. For example, graphic organizers can be used in a variety of ways; some students may use different organizers throughout the course while others may use the same organizer repeatedly. The goal for each student is to access information to increase their general and specific knowledge.

Teachers should identify the level of comprehension students bring to the class as part of a larger assessment. Teachers can track students' progress as they gain broader knowledge and information on specific topics.

Students may need direct instruction in how they approach texts, as well as a review of text features (Appendix 1.9); this would be especially helpful if students are not familiar with the text's structure. Text structures may include paragraph structure in written texts, organization patterns, genre distinctions, point of view, voice, etc. Teachers may need to scaffold students' learning by introducing smaller pieces of information first (e.g., a paragraph before a longer selection for reading).

Sample Performance Indicators

- Students can work individually or in groups to compare two articles or two magazine covers on the same topic (messages, presentation and features, intended audience).
- Students can change a text to another form based on audience or for another purpose.

GCO 1: Students will be expected to interpret and understand information.**Suggestions for Teaching *and* Assessment****Resources and Notes****CONSOLIDATION**

Teachers may

- Talk with students about types of strategies they used and why, such as:
 - What did you do to figure out a word you did not know?
 - What part of the information was the most difficult for you? The easiest?
 - What self-correcting strategies did you use when the text did not make sense?
 - Did you re-read, read ahead, skim or scan while you were reading?
 - Did text features help you understand the information? (headings, graphs, charts, bold words, etc.)
 - Did making predictions help you navigate the information? Were your predictions accurate?
 - Did you use a graphic organizer to record key ideas?

Students can

- Analyze songs (lyrics and music) using questions such as:
 - Why has this text been created?
 - How is the text organized, arranged and presented?
 - Is there a pattern to the organization?
 - What purpose does the organization or arrangement serve?
 - What characteristics of the text help me make meaning from the information?
- Follow a story in the news for several days to track the “narrative”; summarize the events and consider the coverage of a story in the news program or website over time
 - What might this say about how we consume information?
 - What does this say about how events are prioritized?
- Use software (e.g. Prezi, Evernote) to add new information to a product or portfolio
- Keep a personal dictionary for new or challenging words

Overview

GCO 2: Students will be expected to use inquiry to think critically about information.

When students use inquiry to think critically about information they are mainly concerned with the “why” of a text. They will discern the intended messages inherent in texts as well as ask questions about its purpose. As students increase the number of different types of texts accessed, they will build their knowledge about why texts are created and from whose point of view they are constructed.

“A person who thinks critically asks appropriate questions, gathers and sorts through relevant information, reasons logically, and makes decisions as to how to think and live in the world.”
(Trehearne, 2006, page 100)

Thinking critically about information means asking “What does this information mean to me? Why should I care about it? How does it affect my thinking?”

Connections With Essential Graduation Learnings

Specific Curriculum Outcome	Aesthetic Expression	Citizenship	Communication	Personal Development	Problem Solving	Technological Competence	Spiritual and Moral Development
2.1 establish topics of interest and questions for inquiry		✓					
2.2 develop a plan to find information about identified topics and answers to inquiry questions			✓	✓	✓	✓	
2.3 expand topics of interest and questions for inquiry		✓		✓	✓		
2.4 compare related ideas	✓	✓					
2.5 recognize the need to question information	✓						✓

Links Across the Curriculum

In a whole-school, cross-curricular approach to literacy, there are a wide variety of strategies and tools to support the cognitive processes associated with literacy development. Students may face challenges when **using inquiry to think critically about information** in more than one curriculum area. The implementation of the suggestions below may help students meet the reading and writing demands of other courses. Students may be asking questions such as, Why do we have to know this? What does this have to do with me? Why should I care about this?

When students have challenges developing a plan to find information, teachers can try:

- establishing a purpose for finding information
- using scavenger hunts or quests (virtual or physical)
- using anticipation guides, advanced organizers or other organizers (e.g., foldables)
- providing guiding questions for investigation
- modelling questioning and searching strategies

When students have challenges identifying main ideas and supporting details or comparing related ideas, teachers can try:

- teaching text structures to students
- reducing the amount of material students read at one time
- providing graphic organizers or mapping techniques to identify details or steps or compare similar or dissimilar ideas and concepts

When students have challenges summarizing main ideas, teachers can try:

- modelling think-aloud summarizing strategies
- teaching a summarizing strategy for writing (e.g., PEEEE, RAFT, RACE)
- using a Quiz-Quiz-Trade activity

When students have challenges recognizing the need to question information, teachers can try:

- using non-examples (i.e., unreliable and untrustworthy information)
- developing checklists with students to evaluate the reliability and validity of information

GCO 2: Students will be expected to use inquiry to think critically about information.

Outcomes

Upon completion of Literacy 1204 students will be expected to

- 2.1 Establish topics of interest and questions for inquiry
- 2.2 Develop a plan to find information about identified topics and answers to inquiry questions
- 2.3 Expand topics of interest and questions for inquiry
- 2.4 Compare related ideas
- 2.5 Recognize the need to question information

Focus for Learning

Students will engage in critical thinking while they access and navigate information (2.1, 2.2). There should be a focus on expanding the range of information students are choosing to access (2.3). In meeting the outcomes under GCO 2, students need to build on their prior experiences and establish a purpose for their inquiry as they look for information on a topic of interest.

Students who think critically about information:

- evaluate the validity and effectiveness of what is seen, heard and read
- explicitly ask appropriate questions of what is seen, heard and read
- compare information from a wide variety of relevant sources (including bias and point of view)
- focus on the intended audience and perceived purposes of texts
- articulate opinions based on personal and global connections
- respond critically to information (i.e., questions the author/creator, discusses perceptions about purpose and message, examines biases and social issues)

As students use strategies associated with accessing and navigating information (GCO 1), they may be challenged to find related ideas (2.4) or question whether ideas from one source of information are related to ideas in another. Teachers may need to differentiate instruction to support students as they examine topics that interest them (e.g., provide a list of resources to choose from, directly teach how to create questions for inquiry, modify graphic organizers for specific tasks).

GCO 2: Students will be expected to use inquiry to think critically about information.

Suggestions for Teaching *and* Assessment

ACTIVATION

Teachers may

- Aid students in keeping a list of resources they have used and continue to use (e.g., dictionary, thesaurus, instructions, travel guide, manual, book-marked websites)
- Use prompts and questions with students that promote critical thinking (Appendix 2.3):
 - This is similar to ...
 - This is different from ...
 - Who do you go to for trustworthy information?
 - How do you decide whether a source is trustworthy?
 - What influences you to share information with others?
 - How many sources of information do you need to consult?
- Provide guidelines to recognize the difference between a search engine and a source of information
- Brainstorm a list of words to use with a search engine
- Provide choices to students for inquiry topics, beginning with easy/obvious texts as needed by students

Students can

- Choose topics which engage them (i.e., What questions do they want answered?)
- Decide which sources of information (e.g., websites, newspapers, books, people) are trustworthy and reliable

CONNECTION

Teachers may

- Introduce the concepts of purpose, bias, and stereotype to students and provide examples and non-examples for students to examine
- Provide students with criteria to determine accuracy and trustworthiness of information

Resources and Notes

Curriculum Guide References

- See Appendix 2.2 for guidelines to checking texts for bias
- See Appendix 2.3 for information on models for critical thinking and reflection
- See Appendix 3.2 and 3.5 for role play activities

Authorized Resources

- *Texts & Lessons*: 22-27; 38-40; 73-77
- *CCRT*: 9; 12; 14-16; 19-21; 24-30
- *WCA*: 11; 42; 48-53; 81; 102
- EPK: Employment applications; ATV Safety; product warranty; Angler's Guide; Breastfeeding Info Sheet; restaurant menus
- Boldprint *Fight for Your Life*: 14-17; 24-25
- Boldprint *Survivors*: 33-35

GCO 2: Students will be expected to use inquiry to think critically about information.

Outcomes

Upon completion of Literacy 1204 students will be expected to

2.1 Establish topics of interest and questions for inquiry

2.2 Develop a plan to find information about identified topics and answers to inquiry questions

2.3 Expand topics of interest and questions for inquiry

2.4 Compare related ideas

2.5 Recognize the need to question information

Focus for Learning

As students navigate and investigate sources, they should be searching for ideas (2.4) related to their topic of interest or inquiry. In doing so, they are comparing and validating ideas by establishing accuracy and trustworthiness (2.5). They will need to determine whether the information presented is sufficient to answer their questions. They will recognize the importance of asking questions such as, “How does the way it’s presented relate to purpose, bias, or stereotype?” (Appendix 2.2)

Consider the following prompts to establish validity and reliability of information:

- Is the author supporting a one-sided point of view?
- Is the author overly emotional?
- Is the author selling or promoting ideas or products for personal gain?
- Are the author’s credentials presented?
- Is the information current?
- Is the information supported by other sources?
- Are the author’s conclusions supported by evidence?

Students may need direct instruction on how to make decisions based on the answers to the above questions.

Sample Performance Indicators

- Students can complete a project on an inquiry-based topic of their choice. Projects may be written, artistic, dramatic (e.g. role play, skit, interview) or multimedia.
- Students can reflect on their inquiry-based project by asking questions such as, “So, what now? How will I expand on this knowledge? How will I carry this information forward? How have I been impacted by thinking about this topic or question?”

GCO 2: Students will be expected to use inquiry to think critically about information.

Suggestions for Teaching *and* Assessment

Students can

- Participate in a virtual dining activity – using menus from a variety of restaurants or take-outs, students sit in groups and create questions for the server (e.g., ingredients, preparation, size, quantity, sharing items, combinations, origin of products, discounts)
- Participate in “Here’s the answer, What’s the question?” or role play activities to develop critical questions (Appendices 1.7, 3.2 and 3.5)
- Recognize the importance of asking questions about information:
 - Do you think the information is reliable?
 - How does presentation relate to purpose?
 - How is bias or stereotyping evident?
 - How might the text’s message be misinterpreted?
- Examine advertisements, news clips and headlines to question the trustworthiness of the information; expand the exploration to include consumer reports, travel or product reviews
- View a film, video or image related to a print text to compare ideas

CONSOLIDATION

Students can

- Assess the trustworthiness of characters or individuals (books, movies, public figures as they are portrayed in the media, photos or still images of people without words/audio):
 - Why does the character present information in the way that he does?
 - Can other characters trust him?
 - Can the reader/viewer trust him?

Resources and Notes

Curriculum Guide References

- See Appendix 1.7 for “Here’s the answer, What’s the question?” activity

Suggested Resources

- At time of printing, Cornell University’s Digital Literacy Resource (<http://digitalliteracy.cornell.edu/tutorial/dpl3221.html>) provides some guidelines to assessing information on the Internet

Overview

GCO 3: Students will be expected to communicate effectively.

When students communicate effectively they are actively engaged in telling others what they think. The focus for this general curriculum outcome is on building students' confidence and ability to communicate their ideas orally. This process permeates most interactions in daily life, mainly through conversations. In the school environment, students must simultaneously talk and listen while engaging with information that may be new, unfamiliar or challenging (e.g., discussing the structure of the federal government, following directions to complete a science lab, identifying features of text in a newspaper article). Effective communication happens in the context of critical thinking; students will make decisions about how to express their ideas in a way that satisfies their purpose(s) and ensures others will understand what they are saying.

Links to Essential Graduation Learnings

Specific Curriculum Outcome	Aesthetic Expression	Citizenship	Communication	Personal Development	Problem Solving	Technological Competence	Spiritual and Moral Development
3.1 express ideas in a variety of situations appropriately	✓		✓	✓		✓	
3.2 express ideas clearly	✓		✓	✓		✓	
3.3 explain personal opinions about information		✓					
3.4 demonstrate a willingness to hear others' ideas and perspectives	✓	✓	✓		✓		✓
3.5 demonstrate empathy, compassion and encouragement to others	✓	✓	✓				✓
3.6 consider the implications of their modes of communication		✓					✓

Links Across the Curriculum

In a whole-school, cross-curricular approach to literacy, there are a wide variety of strategies and tools to support the cognitive processes associated with literacy development. Students may face challenges when **communicating effectively** in more than one curriculum area. Effective communication has far reaching applications: talking about possible outcomes while testing a hypothesis in science, debating cause and effect relationships in geography, explaining perceptions about an artist's purpose in art, or using dynamics to communicate a message in music. The implementation of the suggestions below may help students meet the reading and writing demands of other courses.

When students have challenges expressing ideas clearly, teachers can try:

- breaking questions into small parts
- asking students to write notes before they speak
- providing students with sentence starters/stems or guiding questions/prompts
- providing numerous focused opportunities for students to speak
- encouraging students to speak about topics they are know well
- establishing think-time before speaking
- using a variety of assessment options (i.e., more than paper/pencil activities)

When students have challenges listening attentively, teachers can try:

- asking students to repeat or rephrase what they have heard
- assigning specific roles during small group work
- using text annotation strategies during shared reading/viewing activities
- modelling attentive listening strategies

When students have challenges in hearing others' ideas, teachers can try:

- using a variety of cooperative learning strategies (e.g., think-pair-share, place mat organizers, first turn-last turn)
- providing sentence starters/stems for feedback conversations and critiques
- using exit cards after listening activities
- scaffolding the group size to meet the needs of the students (i.e., begin in pairs and gradually increase the size of the group)

GCO 3: Students will be expected to communicate effectively.**Outcomes**

Upon completion of Literacy 1204 students will be expected to

- 3.1 Express ideas in a variety of situations appropriately
- 3.2 Express ideas clearly
- 3.3 Explain personal opinions about information
- 3.4 Demonstrate a willingness to hear others' ideas and perspectives
- 3.5 Demonstrate empathy, compassion and encouragement to others
- 3.6 Consider the implications of their modes of communication

Focus for Learning

To communicate effectively, students need to become flexible and competent when using modes of communication and making judgements about types of communication. Students have some experience with many types of communication; it is important to determine which ones they are familiar with before beginning a learning task. Communication modes include, but are not limited to

Digital	Email, Social networking (blogging, tweeting, texting), PowerPoint©, Prezi©, Smart Notebook©, Glogster©
Speaking	Formal (presentation, introduction, debate, speech, role play), informal (conversation, fishbowl, conference, focus group, seminar)
Traditional Writing	Letters: business, thank you, letter to the editor Real life writing: resume, application (job/credit/post secondary/hunting/driving licence) Forms of writing: report (course-based), persuasive, opinion, creative, narrative, journal, personal response, review (on books, products, movies)
Representing	Flyer (windshield, junk mail, ads in Buy & Sell or on Kijiji), business card, poster, collage, book cover, graph, diagram, chart, video, PhotoStory©

While the focus of GCO 3 is on oral communication, the other modes of communication (e.g., digital, written or represented) may be part of speaking and listening activities. Students might discuss a text or listen to a presentation that includes visual or print texts to support what is being said.

GCO 3: Students will be expected to communicate effectively.**Suggestions for Teaching *and* Assessment****ACTIVATION**

Teachers may

- Choose appropriate and relevant topics/issues to be explored in role plays or other dramatic activities (pages 77-78) and Appendices 3.2, page 139, and 3.5, page 143)
- Use a survey or poll to gauge students' feelings on a current social issue
- Explore the consequences of how people portray themselves in social media (e.g., look at how the media or employers have access to “private” information)
- Discuss how effective messages can be communicated through wordless picture books, body language and symbols

Students can

- Use a journal response to reflect on their communication skills; prompts may include:
 - How do I know if others get my message when I'm talking to them?
 - How do I express my opinion when I disagree with others?
 - What do I do to acknowledge and build on others' ideas during discussions/conversations?
 - Does my attention wander when I'm listening during a discussion? What do I do when that happens?
- Share opinions on current issues
- Identify their personal forms of communication:
 - Which forms do they use most often?
 - Which forms do they like to use? Why?

Resources and Notes**Curriculum Guide References**

- See Appendix 3.1 for suggested guidelines on collaborating in groups.
- See Appendices 3.3 and 3.4 for suggested guidelines for speaking in formal situations
- See Appendix 3.6 for a sample student checklist for communication
- See pages 77-78 and Appendices 3.2 (page 139) and 3.5 (page 143) for further information on using dramatic activities

Authorized Resources

- *Texts & Lessons*: 14-15; 29; 34-37; 156-166
- *CCRT*: 9; 12-16; 24-25; 33-35
- *WCA*: 34-37; 42-46; 61-63; 73-74; 116; 118
- EPK: Environmental pamphlets; “We Are” booklet; Identity Theft and Shopping Safely Online brochures; Job applications as framework for interview questions
- Boldprint *Fight for Your Life*: 28-33; 38-48
- Boldprint *Survivors*: 16-17

GCO 3: Students will be expected to communicate effectively.**Outcomes**

Upon completion of Literacy 1204 students will be expected to

3.1 Express ideas in a variety of situations appropriately

3.2 Express ideas clearly

3.3 Explain personal opinions about information

3.4 Demonstrate a willingness to hear others' ideas and perspectives

3.5 Demonstrate empathy, compassion and encouragement to others

3.6 Consider the implications of their modes of communication

Focus for Learning

To communicate effectively and appropriately, multiple strategies take place simultaneously and automatically. These include:

- self-monitoring listening and speaking behaviours
- adjusting what is said and how it is conveyed depending on the audience
- evaluating the content or message of what is seen or heard
- supporting opinions with examples or evidence

In meeting outcomes 3.4 and 3.5, students need to be responsive when they interact with other people in any environment (Appendix 3.1). Students who interact responsively during conversations and discussions:

- face the speaker when listening
- make eye-contact with others with speaking
- nod in agreement when appropriate
- make jot-notes or notations while listening
- take turns during a conversation and invite others to speak
- rephrase or summarize what someone else said to ensure clarity
- ask questions to a speaker for clarification or to seek additional information

When speaking, both formal and informal types of activities can be suggested by the teacher (Appendices 3.3, 3.4 and 3.6). At the teacher's discretion, these can be adapted to meet the needs of the learners. For example, book talks may not be formal presentations; they can be discussion-based.

GCO 3: Students will be expected to communicate effectively.**Suggestions for Teaching *and* Assessment****CONNECTION**

Teachers may

- Provide a chat topic and observe/listen as students express their opinions
- Lead a discussion to model appropriate and inappropriate ways of communicating

Students can

- Participate in role play (e.g., real-life mock situations, character from a book or movie, improvisation)
- Choose five items they would like to sell and create ads for publication paying attention to word choice, order of information; explain why they chose to include particular information
- Practice interviewing skills and appropriate ways to interact in formal situations
- Participate in think-alouds, panel discussion, or book talks in small groups
- Discuss pros and cons of various forms of digital communication

Resources and Notes**Curriculum Guide References**

- See Appendix 3.6, page 144 for a sample student checklist for communication
- See Appendix 2.1, pages 124-25 of this curriculum guide for prompts to guide media literacy and critical literacy

Suggested Resources

- Wordless picture books such as:
 - *The Arrival* by Shaun Tan
 - *Sector 7* by David Wiesner
 - *The Middle Passage* by Tom Feelings

GCO 3: Students will be expected to communicate effectively.**Outcomes**

Upon completion of Literacy 1204 students will be expected to

- 3.1 Express ideas in a variety of situations appropriately*
- 3.2 Express ideas clearly*
- 3.3 Explain personal opinions about information*
- 3.4 Demonstrate a willingness to hear others' ideas and perspectives*
- 3.5 Demonstrate empathy, compassion and encouragement to others*
- 3.6 Consider the implications of their modes of communication*

Focus for Learning

To become more flexible communicators, students should reflect on how they communicate and recognize that they communicate in different ways for different reasons. This type of critical thinking demands that students consider how their communication affects others and is impacted by social practices (3.6). Students may say “everyone is doing it” in reference to a particular mode of communication without considering the personal impact (media and critical literacy in Appendix 2.1, pages 124-25). When exploring consequences of using social media ask:

- Why do people say things online that they would not say in real life?
- Why might a person post a picture of themselves in a certain way that they would not share in real life?
- How can what is read online or in an email be misread or misinterpreted by the audience?

Sample Performance Indicators

- Students can create survey items on the topic of cyber-bullying, school culture or part-time jobs.

GCO 3: Students will be expected to communicate effectively.

Suggestions for Teaching *and* Assessment**Resources and Notes****CONSOLIDATION**

Teachers may

- Talk with students to assess their thinking about their interactions in the classroom
- Use a checklist based on a specific activity to observe students during classroom interactions

Students can

- Identify appropriate and inappropriate ways of communicating (e.g. debriefing after a role play)
- Complete self and peer assessment checklists about their communication
- Create a media presentation to demonstrate understanding of a current social issue (e.g. poster, advertisement, video blog, Prezi©, Animoto©)

Overview

GCO 4: Students will be expected to create information.

When students create information they are actively engaged in text production. They may create a paper text (e.g., write a poem or letter, complete a form or survey, make notes on or annotate texts), publish through a digital medium (e.g., blog, wiki, online forum, video posting), or formally present their ideas to others orally (e.g., panel discussion, dramatic or musical performance, a speech or rant). When students are creating information, they will engage in inquiry thought processes and critical thinking. They will make decisions about how to express their ideas in a way that satisfies their purpose(s) and ensures others will understand their message. “Knowing how to think thoughtfully (rather than *what* to think) is the key to all learning.” (Trehearne, 2006, page 101)

Links to Essential Graduation Learnings

Specific Curriculum Outcome	Aesthetic Expression	Citizenship	Communication	Personal Development	Problem Solving	Technological Competence	Spiritual and Moral Development
4.1 use a variety of specific text features, conventions and structures to create product	✓		✓		✓	✓	
4.2 create a variety of products collaboratively and independently		✓				✓	
4.3 create products for personal reasons	✓		✓	✓			
4.4 create products to communicate and advocate personal ideas	✓	✓			✓	✓	✓

Links Across the Curriculum

In a whole-school, cross-curricular approach to literacy, there are a wide variety of strategies and tools to support the cognitive processes associated with literacy development. Students may face challenges when **creating information** in more than one curriculum area. The implementation of the suggestions below may help students meet the reading and writing demands of other courses. As well, Appendix 4.2 may provide suggestions for texts students can create.

When students have challenges using appropriate text features when creating texts, teachers can try:

- providing anchor charts with key concepts about text features
- co-creating checklists to identify text features
- providing exemplars of text features

When students have challenges generating their own ideas, teachers can try:

- using brainstorming strategies such as thought webs
- using rapid writing and sketching strategies
- modelling note-making strategies based on ideas generated from free writes, brainstorming, webbing
- establishing peer-to-peer collaboration settings

When students have challenges organizing their ideas, teachers can try:

- providing examples or models of completed work and projects
- providing sticky notes (e.g., Post-its) to students
- developing acronyms to structure paragraphs, stories, reports or constructed responses to questions

When students have challenges revising or editing their texts, teachers can try:

- modelling a question/answer strategy
- rereading questions
- choosing only one element to revise or edit for a particular task
- using partners for peer editing and peer conferences
- providing or co-creating editing checklists

GCO 4: Students will be expected to create information.**Outcomes**

Upon completion of Literacy 1204 students will be expected to

- 4.1 Use a variety of specific text features, conventions and structures to create products
- 4.2 Create a variety of products collaboratively and independently
- 4.3 Create products for personal reasons
- 4.4 Create products to communicate and advocate ideas

Focus for Learning

- Students can participate in a debate, panel discussion or speech. This general curriculum outcome focuses on students' ability to create a range of products for a variety of reasons or purposes. It is not limited to paper and pencil writing (Appendix 4.2). When creating texts, students will:

- choose content, words, and language suitable to audience and purpose
- identify a clear purpose for creating a text, such as:
 - to argue or persuade
 - to complete a practical task such as an application form
 - to entertain themselves or others
 - to work through ideas and problems
- know and use the codes and conventions for various forms of texts (e.g., letter, essay, report, rant, poster, photo essay, pamphlet, picture book, recipe, multimedia presentation)
- use note-making strategies to explore, record, organize and evaluate ideas
- revise, edit and proofread work intended to be submitted or published

Teachers will need to assess students' critical thinking when they are creating a product by observing the decision-making process during production. While critical thinking is not the focus of this GCO, teachers should look for evidence of critical thought when students create texts and products.

- Does the student question the purpose of the product?
 - *What am I trying to achieve?*
 In post-production, students might question whether they achieved their intended purpose and reflect on their results.
- Does the student verbalize reasons for creating a product in a certain way?
 - *I decided to write an outline for my commercial first because I wanted to figure out how all the parts would hang together.*

GCO 4: Students will be expected to create information.**Suggestions for Teaching *and* Assessment****ACTIVATION**

Teachers may

- Assess students' ability to identify text features such as caption, graph, headline, subtitle, subject line, URL address, etc.
- Use exemplars to review and model purposes of various text features
- Review text structures and forms (e.g., persuasive/opinion article, informational video, descriptive poetry – Appendix 4.3)
- Provide prompts to create texts, such as:
 - How does the purpose influence you in selecting the most appropriate medium to present your ideas?
 - How will the audience influence the creation of this text?
 - What message do you want to communicate to the audience?
 - What information do you need to support your message? Would visuals appeal to your audience? What about sound?
 - What action do you want your audience to take after experiencing your text?

Students can

- Brainstorm the use of text features and how they create meaning (Appendix 1.9)
- Identify the audience and purpose of different texts
- Identify characteristics of various text forms and structures (formative assessment above)

Resources and Notes

— *Robot Dreams* by Sara Varnon

Curriculum Guide References

- See Appendix 4.3 for modes of writing to support a review of text structures and forms
- See Appendix 1.9 for further information on text features
- See Appendix 4.2 for suggested print and digital texts students can create across the curriculum

Authorized Resources

- *Texts & Lessons*: 115-120; 203-214
- *CCRT*: 9-12; 17; 22; 24; 33; 52-53; 57
- *WCA*: 15-21; 30-33; 38; 42-45; 57-72; 75; 86-89; 92-94; 106; 108; 110-119
- EPK: Travel & Tourism selections; Workplace Safety Info Sheets
- Boldprint *Fight for Your Life*: 38-45; 44-47
- Boldprint *Survivors*: 44-46

GCO 4: Students will be expected to create information.**Outcomes**

Upon completion of Literacy 1204 students will be expected to

4.1 Use a variety of specific text features, conventions and structures to create products

4.2 Create a variety of products collaboratively and independently

4.3 Create products for personal reasons

4.4 Create products to communicate and advocate personal ideas

Focus for Learning

- Does the student consider the needs of or anticipate the responses of the intended audience?
— *I thought about doing it this way but then I realized my boss would want something more professional or polished looking.*
- Does the student defend or explain personal choices when creating products?
— *I know that black is often associated with a gloomy or depressing mood but I wanted to create a contrast in this product to get the audience's attention.*

Collaboration provides an authentic learning experience as students advocate for their ideas. A key focus for 21st century learning is negotiating with others on a common goal. Students may need direct instruction on interpersonal skills, problem solving, and leadership. In addition, students will be expected to adapt their texts and products for a variety of audiences and purposes, using appropriate text features and structures.

In order to plan for individual students' strengths, needs and interests in creating texts, teachers will find it helpful to direct students to create a variety of products for specific purposes (4.2, 4.3, 4.4). It may be beneficial to limit the types of texts students create initially; formative assessment can inform teachers about the choices they may make available to students.

In outcome 4.1, conventions include capitalization, indentation,

GCO 4: Students will be expected to create information.**Suggestions for Teaching *and* Assessment****CONNECTION**

Teachers may

- Provide feedback about notes, charts or illustrations that students use to organize, think and study
- Offer a variety of texts for students to critique and use as ideas in their own text creation
- Present exemplars of texts (e.g., persuasive writing, informational graphics or videos, descriptive poetry or songs) for students to annotate, deconstruct and use for ideas in creating their own texts

Students can

- Create poetry or songs based on specific interests or topics
- Use lists, graphic organizers, webs, graphs, charts, or notes to create products (e.g., Connections Notebook – pages 76 and 91)
- Produce the written announcements for the school
- Devise a Jeopardy© category for a subject area of interest (e.g., mathematics, geography, science)
- Design a brochure or another type of media text (e.g., tourism, environmental issue, commercial product)
- Use notes, charts or illustrations to organize, think and study
- Use blogs to communicate and advocate ideas

Resources and Notes**Curriculum Guide References**

- See Appendix 4.1 for further information of grammar and usage (conventions)
- See pages 76 and 91 of this curriculum guide for further information on using a Connections Notebook
- See page 90 of this curriculum guide for further information on using a Growth Portfolio

Suggested Resources

- A general Internet search for “anti ads” may provide some examples for students to examine to create their own ads
- Foldables are three-dimensional graphic organizers students can use for a variety of purposes. At time of printing, further information can be found in two shared spaces: <http://foldables.wikispaces.com/> and <http://foldables.blogspot.ca/>

GCO 4: Students will be expected to create information.**Outcomes**

Upon completion of Literacy 1204 students will be expected to

- 4.1 Use a variety of specific text features, conventions and structures to create products*
- 4.2 Create a variety of products collaboratively and independently*
- 4.3 Create products for personal reasons*
- 4.4 Create products to communicate and advocate personal ideas*

Focus for Learning

sentence structure, grammar, punctuation, etc. (Appendix 4.1)

Creating products for personal reasons (4.3) should focus on student-directed, teacher-supported products; the focus is strategy-based and is not the same as outcome 4.4; these products might not be communicated to others, such as a to-do list to prioritize tasks and get organized.

Sample Performance Indicator

- Students can create a photo-essay tracing a specific timeline (e.g. Newfoundland: From Confederation to Present, or Timeline of Your Life: Past, Present, and Future).

GCO 4: Students will be expected to create information.**Suggestions for Teaching *and* Assessment****Resources and Notes****CONSOLIDATION**

Teachers may

- Talk with students about the creating processes they used:
 - What did you do to generate ideas or gather information?
 - How did you decide what information to include?
 - Why did you organize your ideas this way?
 - Did the product you created consider the opinions of others, as well as your own?
 - Were you open to feedback on your work? Did any of it influence your creation processes?
 - What strengths do you see in the product you created?
 - What makes your work distinctively yours? How is it different from someone else's?
 - What are some ways you would improve or change your product or the processes you used?

Students can

- Maintain a Growth Portfolio (assessment *as* learning) – page 90
- Create an advertisement for a course they want to offer other students
- Create an anti-advertisement to satirize a known product
- Produce written texts such as persuasive, argumentative, letter to the editor, opinion, narrative and procedural
- Create a personal coat of arms which identifies and visually depicts four ideas that describe them as individuals

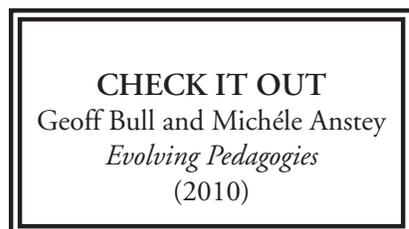
Program Design

Introduction

Literacy 1204 aims to develop students' ability to interact with a variety of texts and to communicate effectively in a variety of settings. While teachers will support students' understanding of discrete reading, writing and thinking processes, it is important that teachers consider the following underlying principles:

- Language processes and experiences are interrelated.
- Learning must be relevant beyond the classroom to the home, work environments and the wider community.

Making Meaning



The goal for students is to make meaning of information, whether they are on the receiving end or the creating end. The word “design” can be used to describe the meaning making process, whether students are creating their own texts or whether they are interacting with each other or with texts created by someone else. Students take on the “four roles of the literate person” when interacting with information:

The Four Roles of a Literate Learner

Meaning Maker	Code User
<i>(What does this mean?)</i>	<i>(How do I crack this?)</i>
The learner:	The learner:
<ul style="list-style-type: none"> • uses prior knowledge and experience to construct and communicate meaning when reading, viewing, writing, representing, and speaking. • understands diverse vocabulary. 	<ul style="list-style-type: none"> • recognizes and uses the features and structures of written, visual, and spoken texts, including the alphabet, sounds in words, spelling, conventions, sentence structure, text organization, graphics, and other visuals.
Text User	Text Analyser
<i>(What do I do with this, here and now?)</i>	<i>(What does this do to me?)</i>
The learner:	The learner:
<ul style="list-style-type: none"> • understands that the purpose and audience help to determine the way a text is structured, the tone, the degree of formality, and the sequence of components, and uses this knowledge to read, write, and speak. 	<ul style="list-style-type: none"> • understands that texts are not neutral, that they represent particular views and perspectives, that other views and perspectives may be missing, and that the design and messages of texts can be critiqued and revised.

Based on Freebody and Luke's “four resources model”, 1990; adapted from *Literacy for Learning*, p. 9)

CHECK IT OUT

Marzano, Robert J. and John
S. Kendall

*The New Taxonomy of
Educational Objectives*
(2007)

Students in Literacy 1204 will need to interact with and create a range of texts, including, but not limited to fiction, nonfiction, informational, oral, media and digital texts. They will need to examine features and purposes of different texts and to examine how this information impacts their current understanding and knowledge. Their responses (paper, live or digital) to texts can serve as evidence of comprehension, reflection and examination.

Students will need to build and use a repertoire of strategies for interpreting, inquiring about, communicating about and creating texts. Activities and experiences included in this curriculum guide focus on students' need to engage with information that has significance for them. Literacy 1204 is intended to increase students' awareness about the kinds of texts they interact with or create and their purposes for engaging with texts.

Reading and Writing Strategies

There are a number of important thinking processes and strategies students will use when interacting with texts. Making meaning of information includes applying discrete reading and writing sub-skills with automaticity and fluency. In order to apply these skills, students need to develop thinking strategies about reading and writing. Strategies are:

- thoughts and behaviours that help determine how information is processed
- practiced but flexible ways of responding to recognizable contexts, situations, or demands
- described as knowing *what* to do, *how* to do it, *when* to do it, and *why* it is useful
- different from skills in that skills are automatic, often unconscious acts used to accomplish tasks; strategies involve the conscious selection of skills

Students will use a number of strategies when interpreting and creating various types of texts. Rather than learning a single way of approaching an activity, students need to acquire a range of strategies and know how to choose, apply, and reflect on those that best fit the learning activity, their purpose and audience. In assessing students' understanding of selected strategies, teachers may consider

- *stating* explicitly the strategy to be learned and indicating:
 - *what* the strategy is
 - *when* it should be used
 - *how* it works
 - *when* it is not effective
- *modelling* the use of the strategy (e.g., think-aloud)
- *providing* varied opportunities to have students practise the strategy and develop a personal repertoire of strategies.

Appendix 4.2 provides a list of sample texts students may create, either in response to texts, or as independently creative texts.

For additional information on explicit teaching and modelling, see The Workshop Model, pages 67-71.

The following chart lists sample strategies students may use when engaging in oral communication, reading, viewing, and creating texts.

Activity	Sample Strategies
Oral Communication (live texts)	Strategies to assist small-group discussion such as <ul style="list-style-type: none"> • invite other group members to contribute • ask questions to help clarify information for themselves • adjust content or tone of voice based on a listener’s reaction • screen out irrelevant information or distractions when listening
Reading (paper or digital texts)	<ul style="list-style-type: none"> • scan information to find specific content on a topic or question • use subject/key word/author/title searches to identify and locate resources when looking for information • solve unfamiliar words using knowledge of word parts, derivations or context clues
Viewing (paper or digital texts)	<ul style="list-style-type: none"> • look for keys and symbols in a diagram or graphic to help navigate a text • use buttons or links to locate specific information on a web site • make predictions based on music, lighting or camera angle in a video
Creating Texts (paper, live, or digital)	<ul style="list-style-type: none"> • delete or add words to clarify meaning when revising • rearrange sections of text to improve the presentation of ideas • use note making, webbing, and outlining to record and organize ideas

Thinking Processes

“We need to shift our thinking ... to a goal that is about empowering our young people to leverage their innate and natural curiosity to learn whatever and whenever they need to.”
 (Anytime Anywhere Learning Foundation (2011) *The Right to Learn* p. 6)

Literacy 1204 focuses on seven global thinking processes that cross all curriculum areas: **connecting, questioning, determining importance, visualizing, inferring, analyzing and synthesizing**. These processes underlie all observable behaviour students exhibit; teachers observe behaviours to determine which types of thinking students are engaged in or ones they may be struggling with.

The following chart outlines these processes and sample student behaviours for each.

PROCESS		Students may say ...
Connecting	<p>Making connections means relating something in the text to something students have experienced, read about or seen through other media forms. Making connections enables students to have a better understanding of what is being read, heard or seen. Making connections can include linking information with:</p> <ul style="list-style-type: none"> • personal experience (text to self) • known information (text to text) • knowledge of the world (text to world) 	<ul style="list-style-type: none"> • This part explains the part on page ... • This makes me think of a time when ... • This reminds me of ... • This makes me feel ... because ... • I like this because ... • This is like when ... • This fits/doesn't fit with what I already know. • This relates to ... • I already know that ... • This idea is similar to...
Questioning	<p>Questioning means asking questions before, during and after an experience to better understand or think critically about information. The questioning process may include:</p> <ul style="list-style-type: none"> • working to self-correct errors while monitoring comprehension • predicting what may happen next or what information will be presented next • identifying the main gist of a topic or text 	<ul style="list-style-type: none"> • Before I started to read I wondered ... • I want to know about ... • This part makes me wonder about ... • Does this make sense? • I think this might be about... • What does this really mean? • I thought it meant ..., but now I think ... • What does the author mean ...? • So far I have learned ... • Because of the pictures, I think ...
Determining Importance	<p>Determining importance means sorting through and prioritizing information. Students may use strategies associated with questioning to determine importance as they interpret words, symbols, charts and pictures.</p>	<ul style="list-style-type: none"> • This is about ... • The main idea of this is ... • This is important because ... • This part is interesting but it isn't the main idea. • This word is in bold so it must be important. • The headings and subheadings help find information on ... • The most important thing to remember is... • The author/presenter is saying...
Visualizing	<p>Visualizing means picturing ideas in one's mind based on language, symbols and descriptions. Students may create mental pictures while they interpret words, symbols, charts and pictures. Visualizing often requires students to make predictions and connect ideas to personal experiences.</p> <p>Visualizing may demand a level of synthesis because the images are new creations based on a student's experiences. Students may also have to guess at some information and make inferences when they visualize.</p>	<ul style="list-style-type: none"> • I can picture the part where it says ... • I imagine what it must be like to ... • I like the way the author describes ... • This makes me picture ... • The text makes me imagine ... • This idea is like ... • This might be ... • If this was a movie

PROCESS		Students may say ...
Inferring	<p>Inferring means thinking about what is meant but has not been explicitly stated. Students have to use information left by the author or creator and combine it with their own ideas to create meaning.</p> <p>Predicting and inferring are similar in that they both require using unknown information. Predicting is thinking about what will happen next or what you will find out next. When inferring, a reasoned guess may be right or wrong. Making an inference involves being able to justify a guess based on known information and personal connections.</p>	<ul style="list-style-type: none"> • Based on what I am seeing, I think this means ... • I think ... because it says ... • I wonder why ... • I wonder how ... • I wonder if ... • I guess that ... • Maybe this means ...
Analyzing	<p>Analyzing means examining parts or all of a text in terms of its content, structure, and meaning. Analyzing requires critical thinking.</p>	<ul style="list-style-type: none"> • I think the author tried to ... • This doesn't fit with what I know ... • This would have been better if ... • I think the author may have used this technique because ... • What is the author trying to say? • Does that make sense? • Can this be real? • I think this information is for ... • This idea is similar to ...
Synthesizing	<p>Synthesizing means creating new understandings by combining what is already known with what was read, heard or seen. This thinking process demands that students be able to put parts together to form a coherent or unique whole.</p> <p>When synthesizing, students may have to adjust their present understandings to accommodate new knowledge using personal connections.</p>	<ul style="list-style-type: none"> • For me this is about ... • After reading this, I think differently about ... • I would/would not recommend this because ... • This makes sense because ... • I did it this way because ... • I think this works this way because ... • I used this strategy because ... • I see why ...

Purpose and Audience

Inherent within students' interaction with texts (interpreting, understanding, communicating, creating) is the process of asking questions and developing critical thinking skills. Whether students are creating their own texts or interacting with other texts, the first question should be about purpose. Students should know *why* they are doing what they are doing when they are doing it. Determining *purpose* is important because it helps to maintain a focus and articulate a message for a text.

“Three factors affect readers' ability to understand texts. The first is background knowledge. The more background knowledge students have, the more easily they can understand difficult texts. The second factor has to do with motivation. If readers are highly motivated to comprehend a topic, they have the drive to push themselves through the complexity ... The third factor is purpose. If a text is relevant to my life, I am more willing to try to make sense of it. Having a purpose for my reading also helps me determine importance because I have a way to sift and sort information. When any of these three factors are missing, even easy text becomes difficult to read.”

Tovani (2010) “I Got Grouped”

Once students have clarified a purpose for their activity, identifying the intended *audience* helps further refine their understanding of a text. Knowing *who* is reading, hearing or seeing a text impacts its message and form.

The following chart provides sample focus questions for purpose and audience.

	<i>Creating Texts</i>	<i>Interacting with Texts</i>
Purpose	<ul style="list-style-type: none"> • What do I want my audience to know when I have finished? • What do I want my audience to believe or agree with? • Is there an action that I want my audience to take? 	<ul style="list-style-type: none"> • What message am I supposed to get from this text? • Why has this text been created? • Does the author want me to agree with him or her?
Audience	<ul style="list-style-type: none"> • Who will be reading, hearing or seeing this text? • Knowing my audience, should I use a formal or informal style? • What information does this audience need? • How much information does this audience already know? 	<ul style="list-style-type: none"> • Who is this information intended for? • Is the author/creator assuming anything about the audience? • Is the design or organization intended for a particular audience? • What is the author/creator trying to do to the audience? How is this accomplished?

CHECK IT OUT

Thorton, Jo and Jessica Pegis
*Speaking with a Purpose: A
 Practical Guide to Oral Advocacy*
 (Edmond Montgomery
 Publications, 2005)

Setting a purpose to read, view or listen can increase students' opportunities to comprehend new information as well as make connections to texts. Setting a purpose to interact with texts requires that students examine and reflect on their abilities to self-monitor comprehension as well as develop skills to choose texts independently, based on task-specific purposes. Students may ask:

- Am I looking for answers to questions on something new to me?
- Am I looking for more information on a familiar subject?
- Am I gathering statistics or other data to defend my argument?
- Am I trying to widen my experiences with texts generally?

In preparing students to attend to an audio, video or oral text experience, setting a purpose for the listening can enable students to increase their attention and respond thoughtfully. In oral communication, three general purposes for listening may be identified:

Listening to Receive Information	Listening to Think About Information	Listening to be Entertained
<ul style="list-style-type: none"> • Listening to and comprehending oral communication that aims to provide the listener with information • One-way communication between the giver of information and the receiver • Occurs as individuals listen to instructions, explanations or others' comments • May result in few responses from listeners 	<ul style="list-style-type: none"> • Essential to critical literacy and critical thinking • Listening to evaluate a speaker's argument and evidence • Listening to ask questions and assess whether what is heard is accurate and reliable (i.e., based on facts, logic, unbiased data) • Listening to assess whether bias is evident in what is heard • Two-way communication between the speaker and listener • May include a wide variety of critical responses, depending on listener's prior knowledge, relevancy and interest 	<ul style="list-style-type: none"> • Listening that has aesthetic enjoyment as its central purpose • Listeners enjoy language simply for its sound or its music • One-way and two-way communication, depending on setting • May include a wide variety of personal responses, depending on interest

Role of Teachers

Teachers are facilitators in the Literacy 1204 classroom. In planning learning activities, it is important to identify the purpose for the activity. Teachers may ask:

- Why are students interacting with this text?
- Why are students creating this text?
- What demonstrations of learning am I looking for in students?

Teacher-directed/supported	Student-directed
<ul style="list-style-type: none"> • Reading aloud and thinking aloud • Shared and guided writing or text creation • Short mini-lessons and modelling of reading, viewing and listening strategies • Providing instruction about core texts and concepts • Offering specific feedback and communication to students 	<ul style="list-style-type: none"> • Reading, viewing and listening independently • Student text creation (independent and collaborative) • Interacting in sharing activities (inquiry circles, literature circles, reader's chair, book talks, movie reviews, etc.) • Offering specific feedback and communication to other students

Planning for Teaching and Learning

Instructional Design

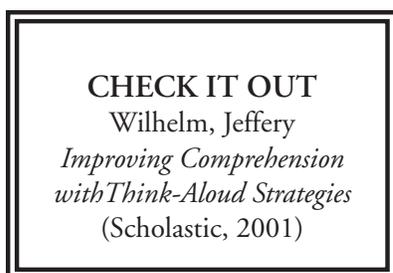
Purposeful text interactions may include teacher-directed or supported learning activities as well as experiences that students lead or complete independently.

Students need to be given opportunities to talk to each other about their interactions with information. Purposeful talk and active listening in a collaborative environment will promote a student's ability to ask questions and think critically about information. As these skills develop, they can be applied to the student's creation of texts, including oral communication with others. Teachers may consider:

- providing a wide variety of texts including:
 - paper/print (books, magazines, maps, newspapers, manuals, environmental print such as pamphlets, catalogues and flyers)
 - digital (audio, video, multimedia, electronic, online)
 - live (students, guest speakers, teachers)

- providing opportunities for student choice with a focus on personal interests (likes and dislikes) that create meaningful experiences and allow them to build on what they already know
- supporting students' awareness of their starting point or reading level
- identifying the texts students find problematic and guiding future choices toward those that are more manageable for learners
- using mentor texts to illustrate a technique, text feature or process; mentor texts can be:
 - paper (words and visuals in print)
 - digital (audio, video, multimedia, electronic, online)
 - live (oral communication)
- modelling strategies and thinking processes, including:
 - comprehension strategies (visualizing/sketching, re-reading, word solving, text annotating, etc.)
 - fluent and engaging oral communication through reading aloud and recounting stories
 - open-ended questions associated with critical thinking, diverse responses and deeper understanding
 - think-alouds associated with text creation which shows the recursive nature of creating texts and the processes associated with producing final products (processes are not linear but can be revisited several times during the creation of a text); teachers may share their own work with students to model a feedback and revision process
 - using writing and representing as a means for thinking, responding, and learning (jotting notes, creating idea webs, sketching/doodling, using graphic organizers, list-making)
- expressing timely and on-going descriptive feedback that promotes students' growth as independent learners
- providing opportunities to build students' confidence in their ability to collaborate with others, including:
 - developing expectations for oral communication in the classroom, including expectations for quiet when needed
 - developing students' sensitivities to others' feelings, language, cultural traditions and responses
 - encouraging students to challenge their own and others' assumptions, prejudices and information presented as facts
 - fostering mutual respect for all participants

For additional information on reading aloud, see pages 78-79.



For additional information on using dramatic activities to enhance oral communication and collaboration, see pages 77-78

Students need ...	Teachers can ...
<ul style="list-style-type: none"> regular blocks of time to read, view, listen to and create texts 	<ul style="list-style-type: none"> schedule dedicated, sustained periods of time to read, view, listen to and create texts
<ul style="list-style-type: none"> time to get immersed in their work 	
<ul style="list-style-type: none"> a variety of purposes for which to create texts 	<ul style="list-style-type: none"> provide creative tasks such as keeping learning logs, making notes or lists, creating reports, using journal responses, creating charts or graphs, or writing fiction, poetry or songs
<ul style="list-style-type: none"> personal, meaningful reasons to create and interact with texts 	<ul style="list-style-type: none"> create opportunities for students to explore and reflect on what is important to them (through talking to each other and interacting with other texts)
<ul style="list-style-type: none"> regular feedback 	<ul style="list-style-type: none"> provide modelling, timely mini-lessons and descriptive feedback
	<ul style="list-style-type: none"> provide opportunities for students to talk with each other about their work and their ideas

Classroom Design

There are a number of important elements to consider when creating a classroom environment that promotes students' interaction with information and creation of texts. Students, teachers, social dynamics, even the furniture and how it is arranged, differ from one class to the next. Teachers may consider the following guidelines:

With regard to the physical environment for learning activities, teachers may consider providing:

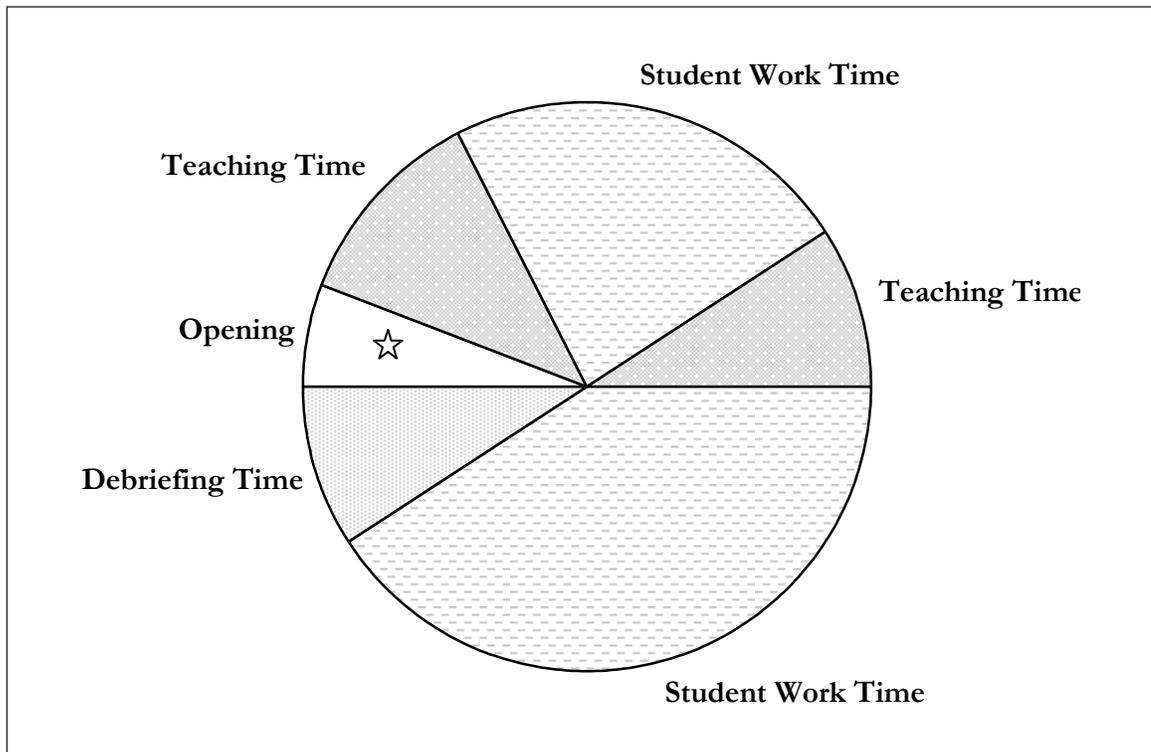
- designated space for meeting (whole group, small group, pairs)
- a few comfortable seats reserved for reading
- an author's or speaker's chair
- desks, tables and seating that allow for students to work individually, in pairs, or in small groups
- displays of student work in the room and school

Workshop Model

A workshop model as a framework for instruction is effective in supporting a gradual release of responsibility and dedicating specific time to student work. The emphasis on time used to practice and develop skills is essential to this process. The following graphic indicates the proportion of time that should be devoted to each activity during class. The classroom becomes a community of learners engaged in interpreting, inquiring about, communicating about and creating texts in the context of sharing ideas and reflections on learning. The audience for student work includes not just the teacher, but peers within and outside the classroom, family members, and people from wider local and global communities.

The Workshop Model

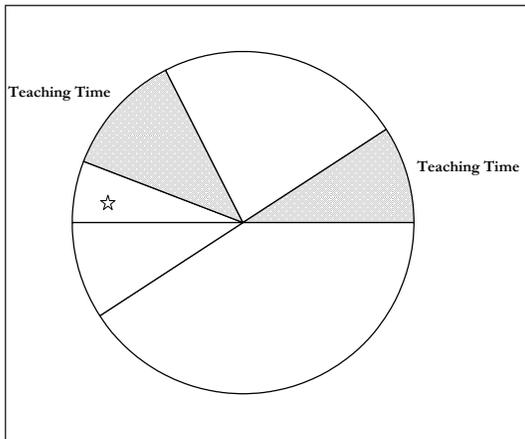
Lesson starts at the ☆



Adapted from *So What Do They Really Know?*
by Cris Tovani (2011)

Teaching Time

Whole-class Instruction



Teaching Time is usually dedicated to teacher-led whole class instruction. Teachers continue to offer direct instruction during conferences or teachable moments while students are working, often to individual students and small groups.

Whole-group instruction is often based on assessed student needs arising out of prior learning experiences. It can be used to:

- provide focused, explicit instruction addressing a specific learning outcome
- introduce new topics and information
- provide directions to students for the completion of a learning task
- instruct students about classroom procedures, such as how to organize themselves for group work. The information presented provides students with support as they become self-directed learners

Because this aspect of the workshop model is usually teacher-centered, it should be of shorter duration than the student work time. In addition, a limited number of concepts or sets of directions may be more effective than lengthy lists.

Examples of whole-group instruction include:

- an overview of a topic or set of directions
- mini-lessons
- read-alouds
- demonstrations or think-alouds
- questioning
- direct instruction
- navigating online reference tools
- story-telling
- outlining or reviewing

Small-group Instruction

Small-group instructional settings may be either teacher or student centered, depending upon the purpose of the group configuration and the tasks or projects students are working on. A small group of students may be working together to receive additional direct instruction from the teacher or a student leader while other students are working independently or in small groups. Guided reading or writing sessions are forms of explicit instruction that usually occur in a small-group setting.

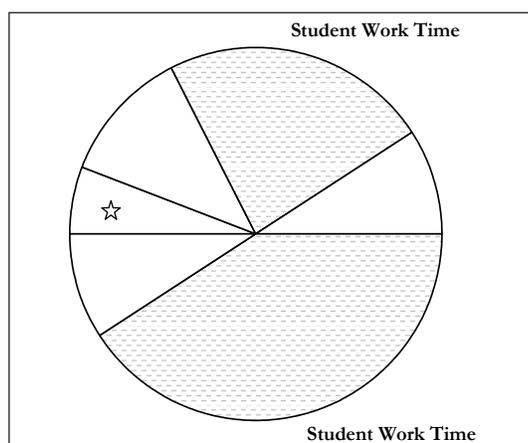
Small groups should have flexible membership; students are grouped for short periods of time based on assessed needs, special interests, or particular strengths. Groupings usually change throughout the course of the term or year.

Conferences

Conferences are one-to-one conversations. They can happen between a teacher and student, between two students, or between a student and other individual such as a member of a larger community. Conferences provide a rich context to exchange points of view and to develop language awareness.

As teachers interact with students in small-group or one-to-one conferencing, they observe and record students' strengths and needs. Within the context of conferences teachers can also provide students with timely descriptive feedback about their work. Students can implement feedback immediately. At other times, it may be necessary to schedule follow-up lessons to address concerns or goals that require more time to reach.

Student Work Time



At the core of the workshop model is the provision of proportionally larger blocks of *Student Work Time*. It is student-directed and is usually an independent learning setting. As students become more aware of their individual strengths as learners in small groups, they will become better equipped to deal with the demands placed on them by independent learning tasks. This is the time when students practice strategies and concepts focused on during explicit instruction and apply them to specific tasks. These essential blocks of work time need to be of sufficient length to allow for sustained student engagement.

During student work time, teachers are engaged in systematic, on-going assessment that informs instruction. During this phase of the workshop, teachers can respond to assessed student learning needs and interests by providing small-group and individual explicit instruction and descriptive feedback while other students are working on specific tasks and projects. Students are offered flexibility in selecting topics, issues, resources and curriculum areas to explore which suit their personal tastes and specific needs.

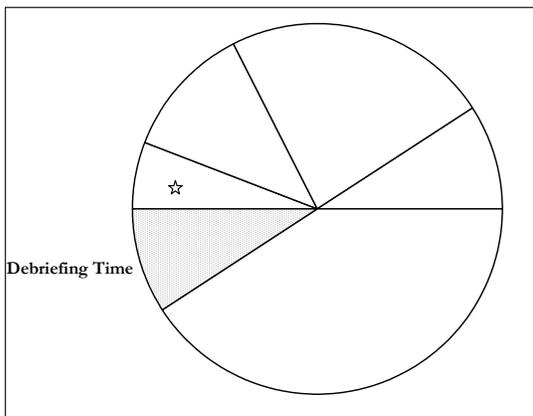
Besides independent work, small groups of students may also be organized to collaborate on work through a variety of cooperative learning tasks. These may be student-led (e.g., peer feedback on work in progress, reciprocal reading, think-pair-share) or teacher-led (e.g., guided reading or writing, targeted mini-lesson, task-specific instruction).

Regardless of the way students are organized during this phase of the workshop, the work needs to offer some degree of choice in topic selection, type of inquiry or means of production.

Maximizing Mini-lessons

Teachers constantly help students learn and grow as they move about the classroom to confer with individuals and small groups of students. In some instances, a teacher may offer mini-lessons to one student having difficulty on a specific concept (e.g., writing an introduction, identifying supporting details). On other occasions, a teacher may offer a short lesson to small groups who have similar challenges or strengths. If most students in the class need explicit instruction, the teacher may opt for a whole class mini-lesson (e.g., using adjectives effectively, determining bias).

Debriefing Time



Debriefing Time is student- or teacher-led and occupies a proportionally shorter period of time than the *Student Work Time* phase of the workshop. Students reflect and re-focus on their learning during the debriefing and set goals for next steps.

Early in the year, teachers may have to direct reflection time more explicitly using prompts or questions, self assessment surveys, or exit cards. As students’ understanding of the purposes of reflection grows, they can be expected to take on more responsibility in directing personal responses, discussion and sharing ideas or feedback during this time. Students may reflect upon learning that may not have been the teacher’s focus of instruction, but marks growth in the student’s literacy development. This phase also provides opportunities for students to extend and build upon their learning, and celebrate their own and others’ successes.

During this phase, teachers can gather assessment information to inform and plan for future instruction. As students discuss their thoughts and understanding of texts with their peers or read their work aloud, teachers can observe the strategies they use for assessment and instructional planning purposes.

The debriefing phase may be organized in whole-class or small-group settings.

Whole-class Debriefing

Whole-class settings where group learning takes place can challenge the imagination, stimulate reflection, and develop a sense of inquiry. It can provide a forum for critical thinking and challenge students to explore and extend their knowledge base as they encounter the ideas of others. Reading aloud to the whole class allows students to see and hear others use language powerfully and eloquently. Modelling writing or demonstrating a procedure provides opportunities for students to see and understand the process of learning.

Examples of whole class settings include

Author Share	<ul style="list-style-type: none"> Students read aloud, uninterrupted, a text they have created; some students may nominate a friend to read their work on their behalf.
Text Talk	<ul style="list-style-type: none"> Students share their opinion about a book, movie, song, news item, visual, poem that they experienced and make recommendations about it.

Socratic Circles	<ul style="list-style-type: none"> Student-led discussion on a controversial topic; prompt may be provided by the teacher; students often have notes or information to back up their views on the topic.
Fish Bowl	<ul style="list-style-type: none"> Students sit in a circle to observe an interaction between a smaller group of individuals which may or may not include the teacher; can be used to model an activity that only a few students have experience with.
Talking Sticks	<ul style="list-style-type: none"> Students pass an object to take turns speaking in a large group; can be modified to include a listening object for assessment (teachers are looking for specific behaviours that indicate effective listening when students hold the listening object).

Small-group Debriefing

Small-group settings help students learn how to interact effectively and productively as members of a team. Students are required to:

- participate, collaborate, and negotiate
- consider different ways of completing an activity
- identify and solve problems
- build on and share their own ideas and the ideas of others
- manage tasks and make decisions
- recognize the responsibilities of working in groups and assess their own contributions

Examples of small group settings where time for reflection should be considered include:

- inquiry and literature circles
- peer writers' conference groups
- book or magazine clubs
- reading partners
- media production groups
- community project groups

There is no one organizational approach that will meet the needs of all teachers and students. Students need to experience a variety of learning experiences, and classes can be organized for independent learning, small-group or whole-class instruction.

Critical Thinking and Reflection

Appendix 1.8 provides a list of suggested literary genres students may explore.

Responding to Information

“Today, students get their information from sources that have not been vetted by the traditional publishing processes. Consequently, they ‘must be able to recognize when they need information, what kind of information they need, and where to look for it to complete a task successfully. They must also be able to do this effectively regardless of the information’s format, source, or location.’ They must also be able to judge the quality of the information, its accuracy and objectivity.”
(Apple Classrooms of Tomorrow – Today, 2008)

CHECK IT OUT

Wilhelm, Jeffrey
*Engaging Readers and Writers
With Inquiry: Promoting Deep
Understandings in Language
Arts and the Content Areas
With Guiding Questions*
(Scholastic, 2007)

Critical thinking and reflection about learning is essential to meaning making. Every time new information or a new text is encountered, students decide whether to engage with it or not. Once a decision to engage with a text is made, the challenge is to make sense of it. Students need to talk about texts and listen to what others have to say about texts, those they interact with and those they are creating themselves; reading and viewing texts extend students’ comprehension and foster the complex thinking processes necessary to analyze, compare and evaluate texts, and synthesize information.

Responses to texts can take a variety of forms such as paper, live and digital. Students’ responses to what they read, see or hear generally fall into one of two categories: personal responses and critical responses. When students first encounter information that they are able to understand, there is often an immediate personal response; they either like it, don’t like it or are indifferent to it. Students should learn to recognize that stating a personal feeling, reaction, or opinion, is different from a critical response.

Personal Response	Critical Response
<ul style="list-style-type: none"> • Personal feelings and emotional reactions to text • Little or no questions of the author or text creator • Little or no defence using critical or textual evidence from the text • Based mainly on connections to personal experiences or self 	<ul style="list-style-type: none"> • Reactions and judgements about a text’s content, message, purpose • Questions about the author or text creator • Judgements are defended with inferences or evidence (key words, images, data, quotes, actions) from the text • Connections to self, other texts and world

In a critical response students may discuss:

- the construction or structure of a text
- the author’s or creator’s purpose
- values they perceive inherent in a text
- questions and interpretations of a text
- instances of prejudice, bias, stereotyping in a text
- point(s) of view expressed or not expressed in a text

“Students can be taught information and skills that enhance their ability to retrieve, comprehend, analyze, and so on.” (*The New Taxonomy of Educational Objectives*, 151)

Students who close a book or turn off a video without reflecting on the experience are not thinking about their learning. After engaging with a text students need to:

- consider how what they have read, heard or seen fits with what they already know
- talk to others about aspects of the text that really interested them or made them question ideas
- re-read/re-view all or parts of the text to evaluate it and form an opinion
- examine how their opinions are similar to or different from those of others

Sample Critical Responses to Text	
Live	<p>Students might</p> <ul style="list-style-type: none"> • talk about their thoughts and reactions to what they see, read and view in order to understand their reactions more clearly • prepare a passage for dramatic reading to present to a small group or the whole class, considering how characters should sound and identify why they might sound as they do • take a stand to convince others to watch, read or listen to a text they have experienced
Paper	<p>Students might</p> <ul style="list-style-type: none"> • explore how written responses vary depending on purpose • examine the techniques authors employ to make texts interesting and effective • create journal responses, dialogue journals or double-entry journal responses as a means to make sense of their reflections on a topic • write about personal experiences that have occurred in their own lives that relate to situations encountered in texts to enhance their critical thinking and reflections
Digital/Other	<p>Students might</p> <ul style="list-style-type: none"> • draw, paint or create a mural or collage as a reflection on a text experience • dramatize short stories or part of a novel, or produce screenplays or audio dramas based on texts • watch films or videos related to texts they have read in order to deepen their personal responses and interpretations • create comparison pieces to explore the similarities and differences between two different mediums (e.g., print and audio) • use online interactions to increase the number and types of discussions on a topic (e.g., online inquiry or literature circles, virtual book clubs and blogs, wikis)

The following table provides sample questions to support students' critical thinking and reflection on texts.

Text Inquiry to Support Critical Thinking	
Purpose of the Text	<p><i>Why has this text been created?</i></p> <p>To plan, inform, explain, entertain, express attitude/emotion, compare and contrast, persuade, describe experience imaginatively, and formulate hypotheses</p>
Genre of the Text	<p><i>How does the choice of genre serve the author's purpose?</i></p> <p>Magazines, graphic novels, newspapers, online blogs, novels, novellas, poetry, plays, short stories, myths, essays, biographies, fables, legends, comics, documentaries, and films</p>
Form of the Text	<p><i>How is the text organized, arranged and presented?</i></p> <p>Encyclopedia entries, instruction manuals, news reporting, advertising copy, feature articles, appeals, campaign brochures, memos, résumés, tributes, eulogies, obituaries, political speeches, debates, video, audio recordings/presentations, spreadsheets, database, images, and web pages</p>
Structure of the Text	<p><i>What is the pattern or organization of the information?</i></p> <p>Approaches to organizing text, particular structural patterns, how specific genres and forms are shaped and crafted, and what characteristics and conventions they share (e.g., a narrative text and information text have distinct structures). A narrative text has a beginning, middle and end, while an information text can be a description, a sequence, a compare and contrast, a cause and effect, a problem/solution, or a question/answer</p>
Features of the Text	<p><i>What characteristics of a text give support to its meaning?</i></p> <p>Print (font, underlining), visual supports (diagrams), organizational supports (index, headings, figures, references), and vocabulary supports (verbal cues such as “for example”, “in fact”, or “on the other hand”)</p>

Inquiry-Based Learning

When students are engaged in inquiry-based learning activities, they are:

- determining what they already know
- determining what they need to learn
- identifying resources and how best to learn from them
- using resources and reporting their learning
- assessing their progress in learning

Inquiry-based learning focuses on the development of questions by teachers and students to guide inquiry into topics, essential questions or issues. This focus supports students' skills in meaning

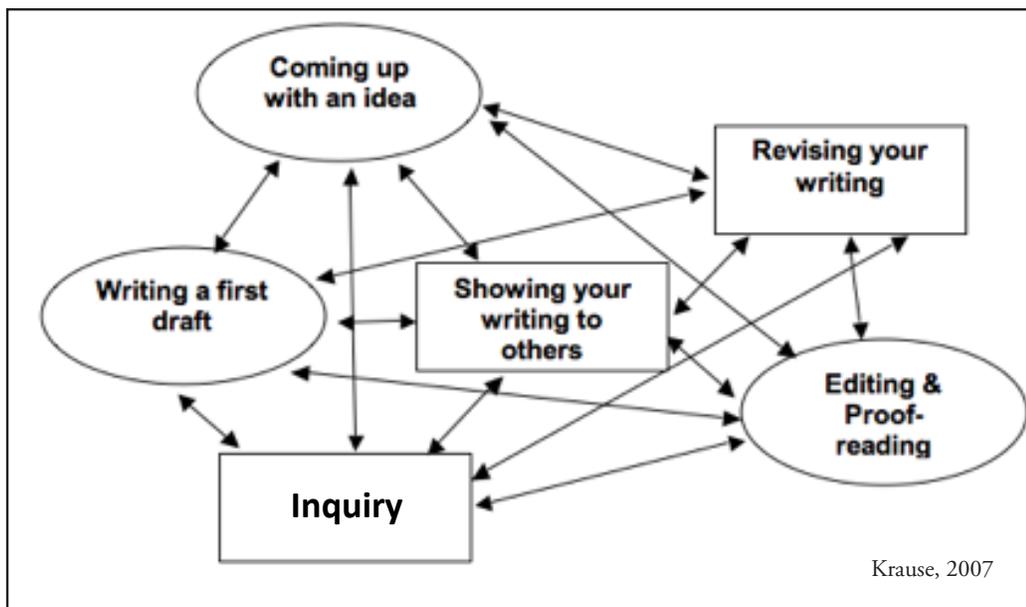
“An Essential Question will be successful ... if it phrased in such a way to be interesting and compelling to students and if it gets after enduring understandings.” (Wilhelm, Wilhelm and Boas, 2009)

One view on the inquiry-based classroom: *“My students and I didn’t know the answers to all these questions ... we planned to keep searching and asking. On the way to finding answers, we knew we would find more questions.”* (Cowhey, 2006)

making, problem solving, organizing ideas, and critical thinking, all of which are transferable to multiple subjects and environments. Cross-curricular units can be designed and integrated across the curriculum and involve skills and content from several academic areas. Units may be based on:

- concepts (compound interest, satire, photosynthesis)
- issues (employment, multiculturalism, music copyright, environmental sustainability)
- essential questions (Does money make people happy? What does it mean to be Canadian?)

Inquiry and text creation processes are cyclical rather than step-by-step or linear, with movement back and forth among various elements and revisiting different stages as needed.



Students' reflection on their learning and their documentation of the inquiry processes and strategies they are using are important components of this type of learning. Students have varying levels of ability to develop their own inquiry questions. Formative and ongoing assessment can enable teachers to differentiate instruction for inquiry based on students' needs and strengths.

Connections Notebook

CHECK IT OUT

Buckner, Aimee
*Notebook Connections: Strategies
 for the Reader's Notebook*
 (Stenhouse Publishers, 2009)

*For additional information on
 assessing the Connections Notebook
 and using Growth Portfolios, see
 page 90.*

CHECK IT OUT

Kittle, Penny
Write Beside Them
 (Heinemann, 2008)

Students in Literacy 1204 may benefit from keeping a *Connections Notebook*. This can be a simple paper notebook, a binder with tabbed sections, an expandable file folder, a virtual notebook or directory on a computer or mobile device, or a combination of these. This notebook can be used by students on a daily basis.

While the notebook does not have to be rigid in its design or structure, it may be used for a variety of purposes.

Students may record responses to texts they interact with (read, watch, hear). The notebook can be a personal storehouse of students' thoughts, feelings, and reflections about texts they read, watch or hear. Students may document their thinking and explore their own ideas about texts which can support their ideas in class discussions. Students may eventually create texts from their reading notes and inquiry topics in their portfolios.

Students may record responses to teacher-directed prompts or journal responses as well as any ideas for creating their own texts. The notebook is a safe place for students to try out ideas, discard the ones they aren't pursuing and further develop the ones they are committed to seeing through to a published product and placed in a Growth Portfolio.

Students may write about any topics and experiences that are important to them.

The Connections Notebook may include:

- lists of ideas that interest the student
- texts (books, movies, songs) the student has read/watched/heard or plans to read/watch/listen to, including recommendations from others
- photos, article clippings, song lyrics, headlines, ticket stubs, quotes and other environmental texts that have meaning for the student
- sketches, drawings or charts that capture the student's ideas about texts

A *Connections Notebook* can provide ongoing opportunities for teachers to initiate assessment *as* learning (AaL) and assessment *for* learning (AfL). For example, teachers may question students about their lists of recommended reading and viewing. This conversation can allow a teacher to assess the student's interests as well as the complexity and range of texts the student is choosing to interact with.

Using Dramatic Activities to Promote Critical Thinking and Reflection

CHECK IT OUT
Abott, Colleen and Sandy
Godinho
Speak, Listen and Learn
(Pembroke Publishers, 2004)

Dramatic activities can:

- develop students' confidence and social skills
- foster the development of critical thinking and perspective-taking
- improve students' language fluency
- support the development of discrete verbal skills

Dramatic activities do not have to be a separate focus for a lesson; assuming a role can be woven into any text interaction. They should be based on students' interests and include a debriefing session for reflection. Teachers can facilitate short discussions in which students can articulate thoughts and feelings about the activity and discuss their learning. This time for reflection is important because in some cases, participating students may have taken on characteristics and points of view that may be different from their own. When students take on a role or assume a voice other than their own, they are challenged to reflect on their own thinking as well as the actions of others; reflections can be oral or written.

Activity	Focus
Role-play	Students take on the role of another person or a character, usually with some preparation or with a script <ul style="list-style-type: none"> • Can be used to clarify feelings, attitudes or understanding • Can improve students' understanding of motivation, point of view, emotional reactions, logical and ethical thinking
Improvisation	Students role-play without much preparation and usually without a script <ul style="list-style-type: none"> • Actions and outcomes are not always predictable
Storytelling	Students oral communicate a narrative to an audience <ul style="list-style-type: none"> • Can include props, gestures or multiple voices to represent characters or individuals
Readers Theatre	Students read a text orally or dramatically, assuming individual or choral parts <ul style="list-style-type: none"> • Usually does not require sets, props, costumes or choreography • Can improve reading fluency and stamina

Activity	Focus
Choral Reading	<p>Students read a common text together (e.g., poetry, songs, short stories, chants)</p> <ul style="list-style-type: none"> • Can be done with gestures and variations in pace, volume and tone to create more dramatic or stylistic effect • Teacher often plays a coordinating role, much like a director or conductor of a musical group • Can improve reading fluency and stamina
Interviews	<p>Students can be an interviewer or interviewee in realistic or authentic experiences for a specific task or they can take on these parts in a role-play activity</p>
Dance/Mime	<p>Students present interpretations of ideas, concepts, themes or topics through movement without talking</p> <ul style="list-style-type: none"> • Dance usually includes music, appropriate to the interpretation • Movement is often choreographed and shows evidence of planning
Tableaux	<p>Students create an arrangement of people and props to represent a scene</p> <ul style="list-style-type: none"> • Does not include speaking • Often used to provide for open interpretations of ideas, concepts, themes or topics

Oral Reading

Many students are reluctant to read aloud. When incorporated into a dramatic activity, students may feel more comfortable playing a part; they have an opportunity to take on a personality which may be dissimilar to their own. Teachers can model dramatic reading for students and take on a variety of roles to pique students' interest and engagement. In addition, hearing fluent reading can help improve students comprehension and increase their own reading fluency in reading aloud and reading silently.

Reading texts aloud, whether their own writing, their peers, or other texts, have many benefits for students, including but not limited to:

- building confidence
- building fluency
- enhancing listening skills
- increasing reading stamina
- improving comprehension
- improving students' silent reading skills
- increasing students' ability to apply reading skills to other curriculum areas
- modelling for other students
- promoting auditory awareness of differences in intonation, phrasing, emphasis and tone
- supporting multiple intelligences

CHECK IT OUT
Trehearne, Miriam P.
Comprehensive Literacy Resource
(Nelson, 2006)

To promote oral reading by students, teachers may consider:

- basing text selection on student interest and ability
- starting small (e.g., text messages, songs or raps, short poems, using reciprocal reading)
- choosing familiar texts – when students know a text, like a song or a picture book, their prior knowledge can help them fill in the gaps when they get stuck reading
- making it safe – students choose the text to read, students choose how much to read, students get to practice before they read, students can choose a peer to read for them (student-created text), students read with a peer next to them or record their reading to present
- using choral reading to make it more of a group activity than an individual event

Immediately following a read-aloud, it is important that teachers hold short discussions so that students can share their responses and reflect on their thoughts and feelings.

Assessment and Evaluation

Introduction

What learning is assessed and evaluated, how it is assessed and evaluated, and how results are communicated send clear messages to students and others about what is valued – what is worth learning, how it should be learned and what elements or qualities are considered important.

There are four elements of the assessment and evaluation process in Literacy 1204:

- Gathering information about students' attitudes, behaviours and performance upon entry into the program.
- Providing students with initial feedback to set short-term and long-term learning goals.
- Continually assessing students' extension and improvement and making adjustments about instructional strategies and learning experiences.
- Gathering, interpreting and quantifying information in order to assess and evaluate student achievement.

Assessment

Although assessment and evaluation are terms often used interchangeably, they are not the same. Assessment refers to the broader activity where data about student learning is collected and recorded from a variety of sources. Assessment is ongoing, informs instruction for teachers and informs learning for students. Assessment can be a preliminary phase in the evaluation process.

Evaluation

Evaluation is the process of analyzing, reflecting upon and summarizing assessment information, and making judgements and/or decisions based on the information collected. Evaluation strategies should be explicit and communicated to students and parents at the beginning of the course or the school term (and at other appropriate points throughout the school year) so that students know expectations and criteria to be used to determine the quality of the achievement. Reporting, which is one of the results of assessment and evaluation, involves reflecting on what has been learned about a student and sharing this information, usually with the students themselves, with their parents or care givers and with the school administration.

Assessment in Literacy 1204 should acknowledge the individual nature of the student-text interaction. This means:

- recognizing the student's purpose for interacting with a text
- recognizing the student's prior knowledge in making meaning of a text
- recognizing and building on the student's strengths as a text creator and consumer

CHECK IT OUT

Wormeli, Rick

Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom

(Stenhouse, 2006)

Teachers are encouraged to be flexible in assessing the learning success of all students and to seek diverse ways in which students might demonstrate what they know and are able to do. Assessment criteria and the methods of demonstrating achievement may vary from student to student depending on strengths, interests and learning styles.

Any assessments undertaken in Literacy 1204 should allow students a variety of opportunities to demonstrate achievement of the specific curriculum outcomes for the program. Information about student learning should come from a variety of sources that address students' learning styles and needs, and reflect teaching approaches.

The interpretation and use of information gathered for its intended purpose is the most important part of assessment. Information gathered through any assessment tool should contribute to an overall picture of an individual student's achievement.

Designing Effective Assessment

Effective assessment improves the quality of learning and teaching. It can help teachers to monitor and focus their instruction and help students to become more self-reflective and feel in control of their own learning. When students are given opportunities to demonstrate what they know and what they can do with what they know, optimal performance can be realized.

Teachers must collect evidence of student learning over time through a variety of assessment tools. Valuable information about students can be gained through conversations, observations and products. A balance among these three sources ensures reliable and valid assessment of student learning:

- **Conversations** may either be informal or structured in the form of a conference, and can provide insight into student learning that might not be apparent through observation or from products. Student journals and reflections provide a written form of conversation with the teacher.
- **Observations** of students while they are engaged in a learning activity allow a teacher insight into this process at various points throughout the activity. Observation is effective in assessing achievement of many of the speaking and listening outcomes.
- **Products** are work samples completed by a student. Samples can be live, paper or digital.

CHECK IT OUT

Anne Davies
*Making Classroom
 Assessment Work*
 (Connections Publishing, 2007)

Effective assessment strategies:

- are valid in that they measure what they intend to measure and are appropriate for the learning activities used
- involve students in the co-construction, interpretation, and reporting of assessment by incorporating their interests (students select texts or investigate issues of personal interest)
- reflect where the students are in terms of learning a process or strategy and help to determine what kind of support or instruction will follow
- allow for relevant, descriptive and supportive feedback that gives students clear directions for improvement
- are fair and varied in terms of the students' interests, needs and experiences and provide all students with the opportunity to demonstrate the extent and depth of their learning in a range of contexts in everyday instruction
- accommodate the diverse needs of students with exceptionalities including those with strategies outlined in their Record of Accommodations or their Individual Education Plan
- assist teachers in selecting appropriate instruction and intervention strategies to promote the gradual release of responsibility
- are transparent, pre-planned and integrated with instruction as a component of the curriculum
- include the use of samples of students' work that provide evidence of their achievement

Student Self-Assessment

Self-assessment is an essential part of the learning process. Engaging students in self-assessment and goal setting can increase their success as learners. Challenge students to consider two key questions when it comes to their learning:

- What can I say now that I could not say before?
- What can I do now that I could not do before?

Self-assessments may be very open-ended or designed so that students focus on a particular aspect of their learning (e.g., writing, listening, reading). In either case, structure and support should be provided for students. Helping students narrow their reflection to something manageable is essential. Teachers can provide students with prompts or questions for reflection, checklists, rating scales on which to focus their self-assessment or create rubrics with students to be used as part of a self-assessment.

Purposes of Assessment

According to research, assessment has three interrelated purposes:

- Assessment for learning to guide and inform instruction (AFL)
- Assessment as learning to involve students in self-assessment and setting goals for their own learning (AaL)
- Assessment of learning to make judgments about student performance in relation to curriculum outcomes (AoL)

Other research indicates that assessment as learning should be viewed as part of assessment for learning, because both processes enhance future student learning. In all circumstances, teachers must clarify the purpose of assessment and then select the tools that best serve the purpose in the particular context.

Assessment *for* Learning

Assessment *for* Learning contributes “to learning by identifying aspects of learning as it develops ... this focuses directly on the learner’s capabilities as they are developing.” Lorna Earl, Louis Volante, and Steven Katz (2011) “Unleashing the Promise of Assessment for Learning”, *Education Canada* Vol. 51, No. 3

Assessment for learning involves frequent, interactive assessments designed to make student understanding visible to enable teachers to identify learning needs and adjust teaching accordingly. It is **teacher-driven** and an on-going process of teaching and learning.

Assessment for learning:

- integrates learning strategies with instructional planning
- requires the collection of data from a range of assessments as investigative tools to determine as much as possible about what students know
- uses curriculum outcomes as reference points along with exemplars and achievement standards that differentiate quality
- provides descriptive, specific and instructive feedback to students and parents regarding next steps in learning
- informs judgments made about student progress
- provides information on student performance that can be shared with parents/guardians, school and district staff and other educational professionals

Assessment *as* Learning

Assessment as learning involves students’ active reflection on their learning and monitoring of their own progress. **Student-driven** and teacher-supported, it focuses on the role of the student as the critical connector between assessment and learning, thereby developing and supporting metacognition in students.

Assessment *as* learning is on-going and varied in the classroom and:

- enables students to monitor what they are learning, and use the information they discover to make adjustments, adaptations or changes in their thinking to develop new understandings
- supports students in critically analyzing their learning related to learning outcomes

- engages students in their own learning as they assess themselves and understand how to improve learning
- prompts students to consider how to integrate strategies to improve their learning

Assessment *for* learning and assessment *as* learning, both formative, provide ways to engage and encourage students to acquire the skills to promote their own achievement. Feedback on students' achievement is based on established criteria rather than comparisons to the performance of other students. The goal is for students to become aware of their increasing independence as they take responsibility for their own learning and construct meaning for themselves with support and teacher guidance. Through self-assessment, students think about what they have learned and what they have not yet learned.

Assessment of Learning

Assessment of learning involves strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualized learning plans, or to certify proficiency and make decisions about students' future learning needs. Assessment of learning occurs at the end of a learning experience that contributes directly to reported results.

Traditionally, teachers relied primarily on this type of assessment to make judgments about student performance by measuring learning **after** the fact and then reporting it to others. However, when teachers use a wide range of assessment tools, reporting on student achievement is more accurate and comprehensive.

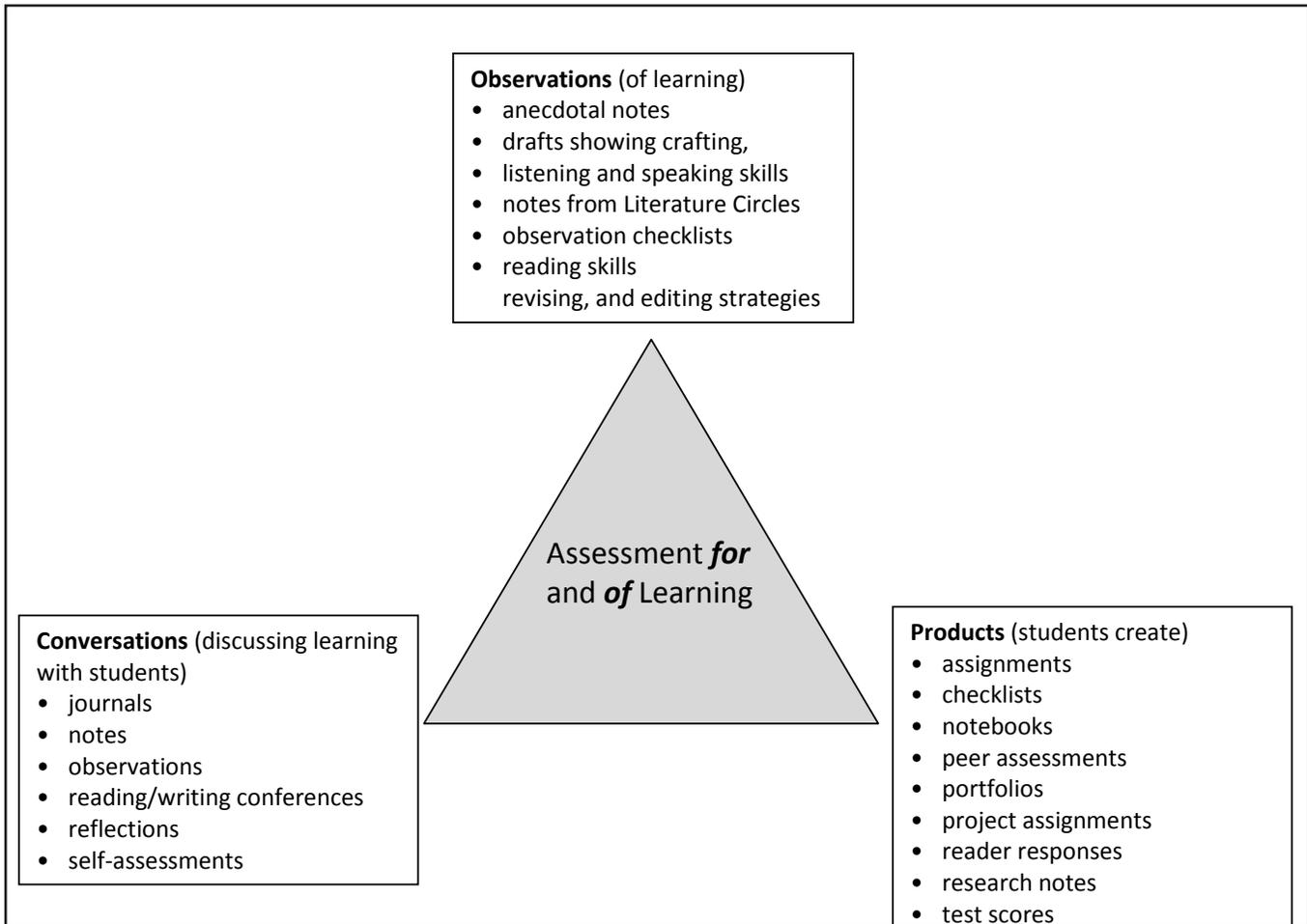
Assessment *of* learning:

- provides opportunities to report to parents/guardians, school and district staff and other educational professionals, evidence to date of student achievement in relation to learning outcomes
- confirms what students know and can do
- occurs at the end of a learning experience using a variety of tools
- uses either criterion-referenced (based on specific curriculum outcomes) or norm-referenced (comparing student achievement to that of others)
- provides the foundation for discussions on student placement or promotion

Because the consequences of assessment *of* learning are often far-reaching and affect students seriously, teachers have the responsibility of reporting student learning accurately and fairly, based on evidence obtained from a variety of contexts and applications.

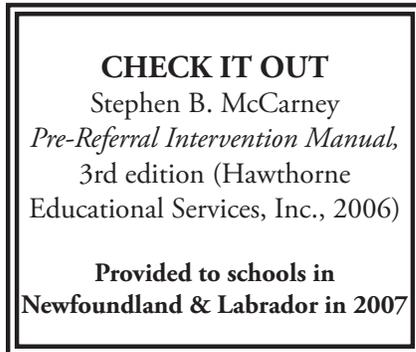
The integrated nature of assessment *for*, *as* and *of* learning is represented in the graphic below. These Principles of Learning create a framework for assessment practices. In this framework, assessment *as* learning is included with assessment *for* learning.

Principles of Learning



Senior High Best Practices: Viewing Guide (2011)
Nova Scotia Department of Education

Assessing Strengths in Reading and Writing



When gathering information about students, diagnostic activities should focus on skills, strengths, and interests that students bring with them to Literacy 1204. These types of assessment activities include, but are not limited to:

- interviews with the student
- reviews of student files
- cloze testing
- comprehension activities
- running records and miscue analysis activities
- teacher observation
- student self-assessment

Aware of their present strengths, students can be encouraged to develop and build on them. Focusing on students' strengths as opposed to needs promotes motivation, empowerment and engagement. When students encounter challenges or difficulties in meeting curriculum outcomes, they should be encouraged first to focus on what they can do, rather than what they cannot. Learning to identify a specific problem ("I don't understand the words the author is using.") rather than merely shrugging ("I'm not a good reader.") is an important step toward students taking responsibility for their own learning.

Providing Feedback to Students

Students learn from assessment when the teacher provides specific, detailed feedback and direction to guide learning. Feedback *for* learning is part of the teaching process. It is the vital link between the teacher's assessment of a student's learning and the action following that assessment.

To be successful, feedback needs to be immediate and identify the way forward. Descriptive feedback makes explicit connections between student thinking and the learning that is expected, providing the student with manageable next steps and exemplars of student work. It gives recognition for achievement and growth and it includes clear direction for improvement.

Learning is enhanced when students see the effects of what they have tried, and can envision alternative strategies to understand the material. Students need feedback to help them develop autonomy and competence. Feedback may challenge ideas, introduce additional information, offer alternative interpretations, and create conditions for self-reflection and review of ideas.

Growth Portfolios

Growth Portfolios contain information pertinent to a student's progress. Portfolios entail a purposeful selection of students' published work that tells the story of their efforts, progress, and achievement. Maintaining a portfolio engages students in the assessment process and allows them a voice in the selection of portfolio samples. Portfolios are most effective when they encourage students to become more reflective about and involved in their own learning. Students should participate in decision making regarding the contents of their portfolio and in developing the criteria by which their portfolios will be assessed. Growth portfolios may include, but are not limited to:

- student-developed profiles of reading strengths and needs, based on both the student's and the teacher's perceptions
- attitudinal self-checklists
- results from cloze-testing, miscue analysis or other formal reading assessments, including recordings of oral reading
- teacher observations shared through conferences
- student's published work with reflection notes

The portfolio can become an invaluable source of information for students to monitor their own reading development. It provides valuable data about students' long term development. It provides the teacher and parents with concrete examples of learning experiences, and real evidence regarding the nature of the learning that has occurred.

Teacher Observation

Recorded observations over an extended period of time and across a variety of learning experiences are essential assessment procedures for Literacy 1204.

Observations can be recorded through anecdotal records containing the date and context of the observation, the focus of the observation, and the most significant information gathered from the observation. It is important for the accuracy of such records that the teacher distinguish between the actual behaviour observed and the inferences drawn or comments made about a student's behaviour or performance. Checklists, particularly those designed by the teacher, can also facilitate observations. For example, Appendix 5.4 provides a sample checklist for monitoring comprehension and student reading progress.

Connections Notebook

For additional information on establishing a Connections Notebook, see page 72.

A *Connections Notebook* can be a valuable assessment data source. Because of the range of information that may be contained within a Connections Notebook, teachers may benefit from conferencing with students about selected portions of their notebooks, ensuring that the conference topics are supporting curriculum outcomes.

In assessing students' personal and critical reflections on what they have read, heard and discussed, including teacher-directed prompts, the intent is not to focus on students' ability to produce well-constructed sentences and paragraphs. Rather, it is to encourage the expression of coherent thoughts. These thoughts may be expressed in a single sentence, an illustration, or through pages of text. In talking with students about the content of their notebooks, teachers are able to provide direction and support students' interests when planning for instruction. Where possible, students may choose to use a mobile device to record Connections Notebook ideas.

Whole-class and Small-group Reflection

See Appendix 3.1 for suggestions on norms of collaboration and Appendix 3.7 for cooperative learning strategies.

Whole-class and small-group sharing and reflection time involves listening to and speaking with other members of the class to exchange ideas about texts. This is a useful way to bring students to a deeper understanding of specific texts or discuss aspects of their interactions with texts. Teachers can also use these types of student interactions to observe and record behaviour associated with effective communication. It is beneficial for the teacher and the students to develop models of procedure for whole class and group discussion. The following are suggestions for initiating group work:

- *Start small.* Build an environment that encourages students to interact with their peers in a constructive way and acquaint students with the dynamics of group interaction. Initially, it may help to select members of the group carefully to ensure that effective group dynamics are established. Group roles such as group leader and recorder may be assigned as needed. As students gain experience working together, it may be more appropriate to allow students to choose roles within groups or choose their own group members.
- *Assign a manageable task.* Explain the task carefully and establish a schedule or set time limits. Students will need to know what to do and why.
- *Be prepared.* Organize materials and resources and make available to groups.
- *Vary group structures.* The group structure should be appropriate to the task that is assigned. In certain instances, pair-share may be appropriate while larger groups while individual roles may be more suitable for other tasks.

- *Plan for summative assessment.* For the purposes of evaluation and assessment of learning, ensure students are clear about expectations and intended outcomes associated with group work. If students are unsure about their roles, evaluating their achievement of outcomes may be challenging.

Conferences

Conferences are usually short in that they are intended to address one or two specific points. This keeps students from becoming overwhelmed with too many ideas all at once and enables them to return fairly quickly to their work and maintain their focus and stamina. When conferencing, both teachers and peers need to encourage students to talk about their strengths and needs and ask questions that help them clarify their thinking.

Teachers can pre-plan conferences to occur at specific times during learning activities. Students will know in advance that a teacher-student or student-student conference will occur and what the focus and outcome of the conference will be.

Conferences can also happen as teachable moments or just-in-time-teaching. In the workshop model on pages 51-52, these moments may occur during a portion of the student work time. These types of conferences are often not pre-planned and usually occur between a teacher and a student when the teacher notes a need to confer with the student or the student initiates a conversation. The purpose may be to reinforce successful behaviour or to remediate when a student is experiencing difficulties.

Some general conference prompts might include:

- What could be accomplished through this text you are creating?
- What is your best strength, in your opinion, when you create texts?
- What constructive criticism did you give to a peer after reading his/her work?
- What would you like to work to improve in your project or reading task?
- What is the best way to publish this text and share it with others?
- What form of writing would you like to work on next? What are you reading right now that could be a mentor text for your writing?

CHECK IT OUT

Allen, Patrick
*Conferring: The Keystone of
Reader's Workshop*
(Stenhouse Publishers, 2009)

Content Conferences for Writing Some conferences focus on a text’s content and help students address issues about idea development. These conferences are aimed at helping students move forward with their writing. Teachers may use the following questions and prompts to guide students through content conferences:

- What is your favourite part? How can you build on it?
- I don’t understand this part. Please tell me more about your idea.
- What else do you know about your subject?
- Where does your piece really begin? Can information be deleted prior to this start?
- Does this conclusion do what you want?
- What do you think you will do next?

As students develop as peer editors, they may require guidance and practice in becoming effective responders to the writing of their peers. They need opportunities to develop responding abilities to enable them to make more effective judgments when reading their own and others’ writing. Students may have a sense that something is not right in a text, but they do not always know how to articulate this and offer constructive feedback to writers.

Editing Conferences for Writing Editing conferences are aimed at helping students polish their texts so that a reader’s enjoyment and understanding are not impeded by grammar, spelling, wording, and punctuation errors. Students should be encouraged to rely on dictionaries, writing style manuals, thesauri, and any other helpful style guides.

Teachers can help students develop a strong understanding of why it is important to have work edited and what it means to be an editor through shared writing activities, think-alouds and explicit instruction on annotating texts. They can also help students understand that giving a writer useful feedback means more than just correcting grammar, spelling, and punctuation errors. Teachers can model how to:

- read a paragraph by looking at each sentence to see if the information presented flows in a logical order
- see if there are transitional statements or ideas that lead from one main point or paragraph to the next
- take a sentence apart by separating the ideas and checking to see if they all really go together in one sentence

- mark parts of a paper with brackets to signal that something might be wrong even if they don't know exactly what the problem is or know how to articulate what they think is wrong
- conference with readers while they edit another writer's text so they can learn
- help writers learn about themselves as writers by studying and understanding the feedback they get from readers

The essential aspects in conferencing are listening and asking probing questions that cause writers to think about various aspects of the writing. Conferences should not be limited to correcting and telling students what they should or should not do to fix their writing.

Appendices

Formative Assessment (FA) 1: Sample Interview Form for Goal Setting

1. What is one area of your school performance you really want to improve? This is your *long-term goal*. It may take you several weeks, months, or even a whole school year to accomplish this goal.

2. What is one activity you can do to help you reach your goal? This is your *short-term goal*. You can accomplish this goal in 2-4 weeks.

3. What steps do you need to take to reach your goal?

4. What are the benefits of reaching your goal?

5. What things or people might keep you from reaching these goals (obstacles)? What solutions may help?

Obstacles	Solutions

6. What resources do you need to reach your goals?

7. How will you reward yourself if you reach your goals?

8. List target dates for your short term and long term goals.

Short Term Goal	Target Date	Long Term Goal	Target Date

CLIP and POST



Write your goal below. Cut off this part of your Goal Setting Plan and place it in your Connections Notebook where you will see it every day.

While self-interest inventories are available online for more specific targeting of students' areas of interest, self-interest activities may also be used to support students as they explore and reflect on their own choices. Students will think critically about choices they make based on information available to them.

The following or similar activities may be useful in helping students determine their own interests and reasoning processes.

1.1: Would You Rather ...?

Place a line of tape down the center of the room. Ask the group to place one foot on either side of the tape. When asked "Would you rather", they must move to the left or right. If students are reluctant to physically move around the room, they could be given two sheets of paper (e.g., blue for one answer and red for another) to hold up as each question is asked. Teachers may ask students to discuss their reasons for particular choices.

Questions could include, would you rather...

<ul style="list-style-type: none"> • go without Internet or TV? • be invisible or be able to read minds? • work as a construction worker or a journalist? • watch a reality show or a movie? • go to a movie or a play? • meet the President of the US or the Prime Minister of Canada? • go on a ski holiday or a holiday at a beach? • live in a city or in a small community? • go hunting or join an animal rights group? • own a lizard or a snake? 	<ul style="list-style-type: none"> • read a novel or a magazine? • have a driver's license or another type of license? • read a magazine or a newspaper? • hang out with a group or with just a couple of people? • play a sport or a musical instrument? • not hear or not see? • go to a rock concert or a heavy metal concert? • go sky diving or bungee jumping? • have a cell phone or a tablet? • eat turnip or carrots?
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1.2: Lost at Sea

“Lost at Sea” can be used to assess interests or for team building purposes. Students will learn about their own preferences to advocate for choices they make. There are several variations of this activity. Two possible variations are listed.

Newspaper Activity

Teachers pass out copies of a newspaper and ask students to cut out pictures or words to represent items they would feel necessary to have if they were on a deserted island.

Suggested Guidelines:

- Students may work in groups.
- Each student in a group is responsible for choosing and explaining two items which would have personal significance for them.
- A time limit would be given for gathering information.

Shipwrecked

Shipwrecked is another “Lost at Sea” activity. At time of printing, instructions can be found at <http://insight.typepad.co.uk/insight/team-building-games/>. This version ranks items in terms of their usefulness and importance.

1.3: How do you like to spend your time?

Self-Interest Inventory

How do you like to spend your time? Review the list below and place a check mark next to the activities that you currently enjoy doing. Place an asterisk (*) beside those things that you enjoy but don't have the time and/or opportunity to do right now.

<input type="checkbox"/> being outdoors	<input type="checkbox"/> learning how things work	<input type="checkbox"/> selling things
<input type="checkbox"/> collecting things	<input type="checkbox"/> writing poetry or songs	<input type="checkbox"/> travelling
<input type="checkbox"/> listening to music	<input type="checkbox"/> reading novels	<input type="checkbox"/> riding ATVs
<input type="checkbox"/> fishing	<input type="checkbox"/> reading magazines or newspapers	<input type="checkbox"/> working at a part time job
<input type="checkbox"/> hunting	<input type="checkbox"/> staying up late	<input type="checkbox"/> cooking
<input type="checkbox"/> playing team sports	<input type="checkbox"/> sleeping in	<input type="checkbox"/> eating out
<input type="checkbox"/> playing individual sports	<input type="checkbox"/> getting up early	<input type="checkbox"/> shopping
<input type="checkbox"/> watching sports	<input type="checkbox"/> weight training	<input type="checkbox"/> doing extreme sports
<input type="checkbox"/> hanging out with friends	<input type="checkbox"/> cardio exercise	<input type="checkbox"/> child care
<input type="checkbox"/> camping	<input type="checkbox"/> going to the gym	<input type="checkbox"/> solving problems
<input type="checkbox"/> watching movies	<input type="checkbox"/> outside fitness	<input type="checkbox"/> auto work/repair
<input type="checkbox"/> watching TV shows	<input type="checkbox"/> church activities	<input type="checkbox"/> meeting people
<input type="checkbox"/> writing essays	<input type="checkbox"/> volunteer activities	<input type="checkbox"/> building things
<input type="checkbox"/> reading maps	<input type="checkbox"/> public speaking	<input type="checkbox"/> studying languages
<input type="checkbox"/> playing a musical instrument	<input type="checkbox"/> photography	<input type="checkbox"/> exploring new places
<input type="checkbox"/> using Facebook©	<input type="checkbox"/> animal rights	<input type="checkbox"/> concerts
<input type="checkbox"/> using social media	<input type="checkbox"/> writing stories	<input type="checkbox"/> thrill rides and adventures
<input type="checkbox"/> surfing the Internet	<input type="checkbox"/> following weather patterns	<input type="checkbox"/> studying art
<input type="checkbox"/> singing	<input type="checkbox"/> bodybuilding	<input type="checkbox"/> organizing information
<input type="checkbox"/> following news stories	<input type="checkbox"/> programming computers	<input type="checkbox"/> organizing a physical space
<input type="checkbox"/> planning events	<input type="checkbox"/> drawing or sketching	<input type="checkbox"/> working with animals
<input type="checkbox"/> playing board games	<input type="checkbox"/> painting	<input type="checkbox"/> politics
<input type="checkbox"/> hanging out with friends	<input type="checkbox"/> conserving natural resources	<input type="checkbox"/> texting
<input type="checkbox"/> doing housework	<input type="checkbox"/> budgeting/financial matters	<input type="checkbox"/> solving puzzles
<input type="checkbox"/> dancing	<input type="checkbox"/> designing things	<input type="checkbox"/> science fiction
<input type="checkbox"/> boating	<input type="checkbox"/> teaching others	<input type="checkbox"/> healthy lifestyles
<input type="checkbox"/> watching musicals	<input type="checkbox"/> helping the elderly	<input type="checkbox"/> doing electrical work
<input type="checkbox"/> watching plays	<input type="checkbox"/> spending time with family	<input type="checkbox"/> working with numbers
<input type="checkbox"/> gardening		

Do you see any themes or trends in your choices?

Adapted from Interests checklist – careers.tufts.edu

1.4: Cueing Systems and Reading Strategies

Cueing Systems

As students read and write they use the strategies of sampling, predicting, and confirming/self-correcting. This process requires the integration and coordination of cueing systems or sources of information: semantic, syntactic, graphophonic, pragmatic, textual and other cues and conventions. A brief overview of the cueing systems is provided here as a reminder of the need to address not only decoding skills but other sources of information critical to fluent reading and writing.

Students must develop skill in using all the cueing systems in order to become fluent, mature, and flexible readers and writers. While the cueing systems can be separated for purposes of discussion, research, and assessment, they cannot be isolated from each other during the process of reading and writing. They continually interact in the process of building comprehension.

Semantic Cues

Semantics is the term used to refer to the knowledge acquired through prior experience and background. If material containing new information is read in the context of known facts or concepts, then readers can more easily integrate this new information with what they already understand.

Teachers can enhance students' ability to use semantic cues by:

- reading aloud to students regularly
- having students participate in real-life situations and hands-on experiences
- providing vicarious experiences to activate knowledge students already have that is related to the topic
- discussing the topic to provide background information and to present new vocabulary in context, thereby providing a purpose for reading (front-loading)
- providing a wide variety of ways for students to respond to texts to clarify and extend their understanding

Fluent readers and writers will:

- use a dictionary or other source to determine a word's meaning(s), usage, pronunciation, and etymology
- use words correctly including prepositions, homonyms, plurals and possessives, and meaning

When viewing, listening or reading, students may say:	When speaking, writing or representing, students may ask:
<ul style="list-style-type: none"> • An important or key word in this passage is ... • Because of its context clues, ... probably means ... 	<ul style="list-style-type: none"> • Did I choose the right words? • Did I use the words correctly?

Syntactic Cues

Syntactics is a term that refers to the knowledge of the structure of language. Syntactic cues allow readers to transfer what they know about oral language to printed materials. Word order, the relationship between words, tense, number, and gender provide a sense of the language structure being used.

Teachers can enhance students' ability to use syntactic cues by:

- reading aloud a wide range of materials to familiarize students with the language patterns
- involving students in using “cloze” strategy (oral and written)
- exposing students to poetry, songs, raps or chants with repeated language patterns
- having students create new texts based on the structures from familiar texts
- providing opportunities for students to use language patterns for a variety of purposes and situations – to give directions, to describe, to tell stories, to explain, to ask questions
- encouraging students to read independently

Fluent readers and writers will:

- recognize and comprehend how word order and sentence patterns communicate meaning
- recognize when fragments, run-on sentences, or use of excessive coordination and faulty subordination negatively impacts meaning
- recognize formal spoken and written sentences that are meaningful, clear, correctly punctuated, and devoid of ambiguous expressions

When viewing, listening or reading, students may say:	When speaking, writing or representing, students may ask:
<ul style="list-style-type: none"> • The key idea of this sentence is ... • This word order was used to convey this particular meaning or emphasis of ... • This pronoun refers to ... 	<ul style="list-style-type: none"> • Are my sentences clear? Complete? • Is my visual interesting? Varied? • Is my argument clear? Coherent?

Graphophonic Cues

Graphophonics is a term that refers to the knowledge of the relationship between the written letters and the sounds of the language.

Teachers can enhance students' ability to use graphaphonic cues by:

- using guided reading experiences to focus on particular letter-sound relationships
- guiding students in examining the formation of significant words from reading materials (e.g., root words, affixes, agreement of number and gender)
- exposing students to a variety of print texts
- having students keep personal word lists or dictionaries
- using oral and written cloze activities to focus on graphic (printed) cues to predict and confirm words
- having a variety of dictionaries available for student use

Fluent readers and writers will:

- recognize and comprehend the structure and spelling patterns of high-frequency, topic-specific, and new words
- recognize and use the form and usage of a word to determine the pronunciation (e.g., “project” as a noun versus as a verb)
- use the sounds of letters and syllables and the placement of accents to determine the pronunciation and spelling of words
- recognize and use Canadian spelling conventions and clear pronunciation to aid spelling

When viewing, listening or reading, students may say:	When speaking, writing or representing, students may ask:
<ul style="list-style-type: none"> • ... is pronounced ... • ... is spelled ... 	<ul style="list-style-type: none"> • Did I spell each word correctly? • Did I use punctuation to clarify meaning?

Pragmatic Cues

Pragmatics refers to the knowledge of how language is used in particular contexts. For example, an experienced reader knows what to expect from a web site as opposed to a short story or a letter. As well, fuller meaning is gained from a text if the reader understands the print conventions of punctuation. For example, a question mark (?) represents tone of voice when asking questions; periods and commas help indicate units of thought and pauses in speech.

Teachers can enhance students' ability to use pragmatic cues by:

- supporting students' interaction with wide variety of texts across many genres, forms and styles
- having students observe and discuss a wide variety of text features
- providing a wide variety of ways for students to create texts

Fluent readers and writers will:

- select and use language that includes people across cultures, races, genders, ages, and abilities and avoids common usage problems including imprecision and the use of jargon, slang, euphemism, clichés, gobbledegook, and “abusages” (such as “Me and John...”, “I got no...”, “Like...”)
- recognize and understand formal and informal language
- recognize how stylistic choices and context affect the meaning and impact of the message

Textual Cues

Textual cues refer to the form or structure and elements of a text. Ideas and information are organized in digital, paper and live formats.

Teachers can enhance students' ability to use textual cues by:

- using think-aloud strategies to make thinking about textual cues visible
- having students create new texts based on the structures from familiar texts
- encouraging students to interact with a wide range of texts

Fluent readers and writers will:

- recognize and understand the distinctive formats of a range of texts and their textual and organizational features
- create a variety of paper, digital and live texts in a unified and coherent manner appropriate for subject, purpose, and audience

When viewing, listening or reading, students may say:	When speaking, writing or representing, students may ask:
<ul style="list-style-type: none"> • The author/presenter chose to use ... genre/form. • The text creator organized the ideas in a ... format ... • The author/presenter probably chose this genre/form because ... 	<ul style="list-style-type: none"> • What form should this take? • How should I arrange my ideas and sequence and connect them? • Are all new paragraphs clearly identified?

Other Cues and Conventions

Other cues and conventions are also found in texts. These include such elements as graphics, layout, colour, sound, movement, font choices, and handwriting.

Fluent text consumers (reading, listening, viewing) will:

- recognize and comprehend textual features including graphic aids such as diagrams, graphs, timelines, table of contents and index, and illustrations such as photographs
- recognize and comprehend how verbal cues (including articulation, pronunciation, tempo, tone, volume, emphasis, pitch, pause) and non-verbal cues (including gesture, stance, eye contact) clarify intent of message

Fluent text creators (writing, speaking, representing) will:

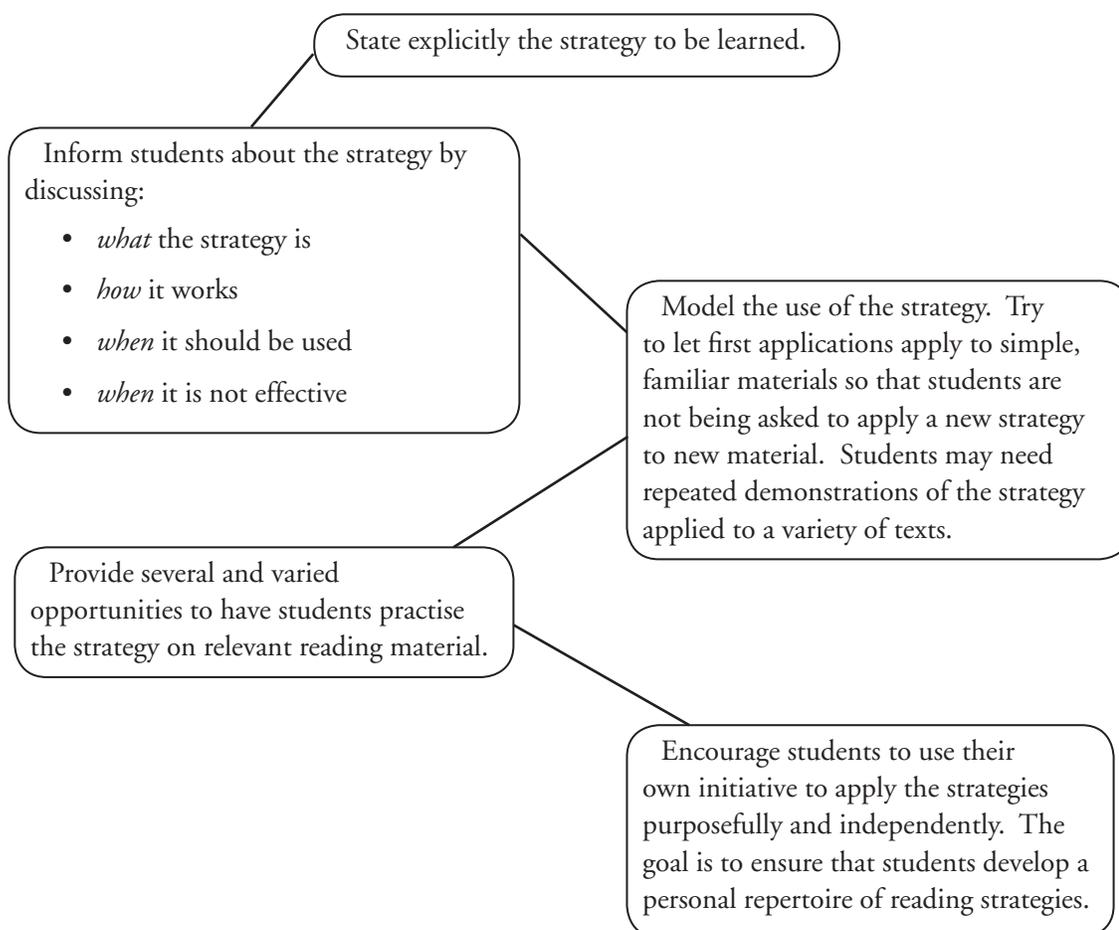
- use communication elements such as handwriting, font choice, placement, neatness, underlining, indentations, spacing, focal point and margins to enhance the clarity and the legibility of communication
- use appropriate verbal cues (including articulation, pronunciation, tempo, tone, volume, emphasis, pitch, pause) and non-verbal cues (including gesture, stance, eye contact) to clarify intent in personal and public communication

When viewing, listening or reading, students may say:	When speaking, writing or representing, students may ask:
<ul style="list-style-type: none"> • The author/presenter used these features (e.g., graphs, charts) to help the audience understand ... 	<ul style="list-style-type: none"> • How can I make this more interesting? More effective? More vivid? • Are my accompanying visuals or multimedia choices appropriate? • Did I use legible handwriting or appropriate fonts, formatting, or props?

Reading Strategies

Strategies are metacognitive devices. They help students to think about their own thinking. The more students think strategically, the better they become at making decisions about what they already know, and about what they still need to know to accomplish a task.

The following suggestions may be helpful when planning for direct instruction of reading strategies.



Reading is an active process which involves the basic strategies of sampling, predicting, and confirming/self-correcting. Readers make use of the cueing systems (semantics, syntax, graphophonics, and pragmatics) in an integrated way to carry out these strategies.

Sampling

Sampling means attending only to those details of print necessary to make predictions and to confirm or correct them. This involves making use of vocabulary and significant details of print such as letters and print conventions.

Predicting

Readers make **predictions** from what they have sampled of the text by using the cueing systems in an integrated way. This may occur by asking questions, such as:

- What would make sense? (semantic cues – What is happening in the story?)
- What would sound right? (syntactic cues – How would I say that?)
- What does the print suggest? (graphophonic cues – What does it start with? ... end with? Do I know another word that looks like that?)

Confirming/Self-Correcting

Confirming/Self-Correcting. Effective readers are constantly monitoring their predictions, looking for confirmation. They ask themselves questions such as:

- Did that make sense? (semantic cues)
- Did that sound right? Can I say it that way? (syntactic cues)
- Does it look right? (graphophonic cues)

When readers are uncertain about their predictions, they need to have a variety of **self-correction strategies** upon which to draw. Self-correction strategies include:

- reading on and coming back to make another prediction that fits
- going back to the beginning of the sentence and trying it again, thinking about what fits
- using more print information
 - looking for more of the letters
 - breaking the words into parts
 - thinking about a word that starts the same way

*Before Reading and
Pre-Reading Strategies*

CHECK IT OUT

ResourcesLines 9/10 (1999)

Pages 17-35

Students learn these strategies (sampling, predicting, and confirming/self-correcting) over time when the strategies are focused on in the contexts of guided reading, mini-lessons and reading conferences.

Other reading strategies that help readers construct meaning as they interact with a text are elaborated on here under the headings pre-reading, during-reading, and after-reading strategies.

Reading begins before a text is opened. Students should be encouraged to activate the knowledge they already have that is related to the text and increase their relevant knowledge prior to reading a text.

Activating knowledge occurs through previewing the topic. Before reading begins, students could be engaged in such activities as:

- describing a time when they were involved in . . . (something similar) and consider how they felt at that time
- creating a journal response on some aspect of a topic, issue, or idea
- summarizing any prior knowledge they may have on a topic
- creating questions on some aspect of a topic, issue or idea (setting a purpose for reading)

Previewing text features is also a pre-reading strategy. Students can examine a wide range of features to activate knowledge, make predictions or connections and articulate questions to be answered. Features may include:

- Titles, sub-titles, authors
- Table of contents
- Introductory and summary paragraphs
- Chapter questions
- Index, glossary, references
- Illustrations, graphs, charts

In order for students to articulate what they already know about the topic and what they would like to know, it may be necessary to model the types of questions that come out of previewing text features, such as:

- From looking at the title (and other text features) what do you think this will be about?
- What does the picture (or other text features) make you wonder about?

- From looking at the subtitle (or other text features) what are some questions you expect the author to answer?

Students can increase their knowledge as a result of reading.

However, this increase can be more effectively realized if students have enough knowledge to attach new information to, and *know* that they do. To prepare students to read, teachers might use one or more of the following activities:

1. Listen to a speaker address the topic of the selection.
2. If the topic permits, provide “hands-on” exploration such as that which often occurs in science labs.
3. View a film or video related to the selection.
4. Use picture files, records, slides, etc., to present related information (e.g., read a short news story or another item related to the topic or issue of the selection).
5. Use graphic organizers for common organizational patterns (e.g., cause/effect, comparison/contrast, time/order, and problem/solution).

1.5: Stages of Reading

Reading is developmental in that not everyone learns how to read at the same time or in the same way. However, there are common stages through which a reader progresses. Early readers are found predominantly in the earliest grades. However, students enrolled in Literacy 1204 may be reading below grade level in the early and transitional stages of reading. It is important for teachers to consider the dignity of their young adult learners when assessing their level of reading. The following descriptors may help in setting goals with students as they develop their reading and viewing strategies.

Early Readers	Transitional Readers
<ul style="list-style-type: none"> • can identify and discuss many different kinds of text • can read familiar text with confidence but are slow and deliberate when reading unfamiliar text • may rely heavily on initial letters and sounds • are beginning to develop new strategies to solve words 	<ul style="list-style-type: none"> • use a variety of reading strategies and can adapt reading to the type of text • enjoy texts that have a familiar structure or set of characters • are able to read aloud with expression and are able to respond personally to what they have read
<p>Early and Transitional readers need:</p> <ul style="list-style-type: none"> • an awareness of how he or she reads • regular explicit instruction of activities and learning tools that can help improve his/her reading comprehension of more complex texts in all subject areas • explicit instruction about how to adapt his/her reading approaches and strategies to different reading contexts 	
Fluent Readers	Extended Fluent Readers
<ul style="list-style-type: none"> • use a variety of strategies automatically when reading • use their knowledge of text structures to construct meaning • are able to read about topics that are abstract or outside their own experiences • make both personal and critical responses to what was read • are able to read with appropriate phrasing, expression, and rate 	<ul style="list-style-type: none"> • have an extensive vocabulary • are able to read very complex and sophisticated texts with understanding • use multiple strategies and easily synthesize information and construct new meaning
<p>Fluent readers need:</p> <ul style="list-style-type: none"> • explicit instruction about new kinds of text • explicit instruction about activities and skills that will extend their abilities even further 	

1.6: Sample Reading Checklists

Reading Comprehension

Levels of Proficiency – S: Strong A: Adequate D: Developing N/A: Not applicable

Name		Level of Proficiency				Date:
Text		S	A	D	N/A	Notes
<i>Before Reading</i>	• Uses titles, pictures, captions, graphs, blurbs to predict					
	• Uses background knowledge to predict					
	• Approaches reading activities in a positive manner					
<i>During Reading</i>	• Is aware when text doesn't make sense					
	• Uses preceding text to predict					
	• Reads to answer own questions about text					
	• Reads "between the lines" (infers)					
	• Understands and uses structure of text to make meaning					
	• Rereads when comprehension difficult					
	• Changes reading mode (silent & oral) when comprehension difficult					
	• Gets help when comprehension difficult					
	• Able to identify concepts, language, or vocabulary that interfere with comprehension					
• Searches efficiently for specific information in texts						

Name	Text	Level of Proficiency				Date:
		S	A	D	N/A	Notes
<i>After Reading</i>	• Extends comprehension through writing					
	• Extends comprehension through discussion					
	• Recalls important information					
	• Recalls sufficient information					
	• Summarizes main points					
	• Identifies story elements in text (e.g., characters, setting, problem, episodes, resolution)					
	• Identifies developmental elements in text (e.g., introduction, cause/effect, comparison/contrast, conclusion)					
	• Identifies message of a text					
	• Uses information from text to support statements and conclusions					
	• Retells main ideas fluently and coherently					
	• Links story episodes in narrative text or facts in expository text					
	• Uses author's vocabulary in retelling					
• Uses own voice in retelling (not just rote recall)						
<i>Before, During, or After Reading</i>	• Connects characters, topics or concepts to self					
	• Makes text-to-text connections					
	• Uses information from text to support statements and conclusions					
	• Identifies point-of-view and perspective in text					
	• Distinguishes between fact and opinion					

Indicators of Student Reading Progress

Name	Date	
	Yes	No
Student reads and views texts voluntarily (books, magazines, videos, etc.)		
Students is building a desire to find information or find out what happens next		
Student asks own questions about texts		
Student agrees or disagrees with the author or creator		
Student's responses to texts are comprehensive (length, details, etc.)		
Student says such thing as "Don't tell me!" or "I'll read it."		
Student uses contextual cues to make meaning of texts read or viewed		
Student discerns the author's or creator's intended meaning and purpose		
Notes		

1.7: Sample Vocabulary Building Games

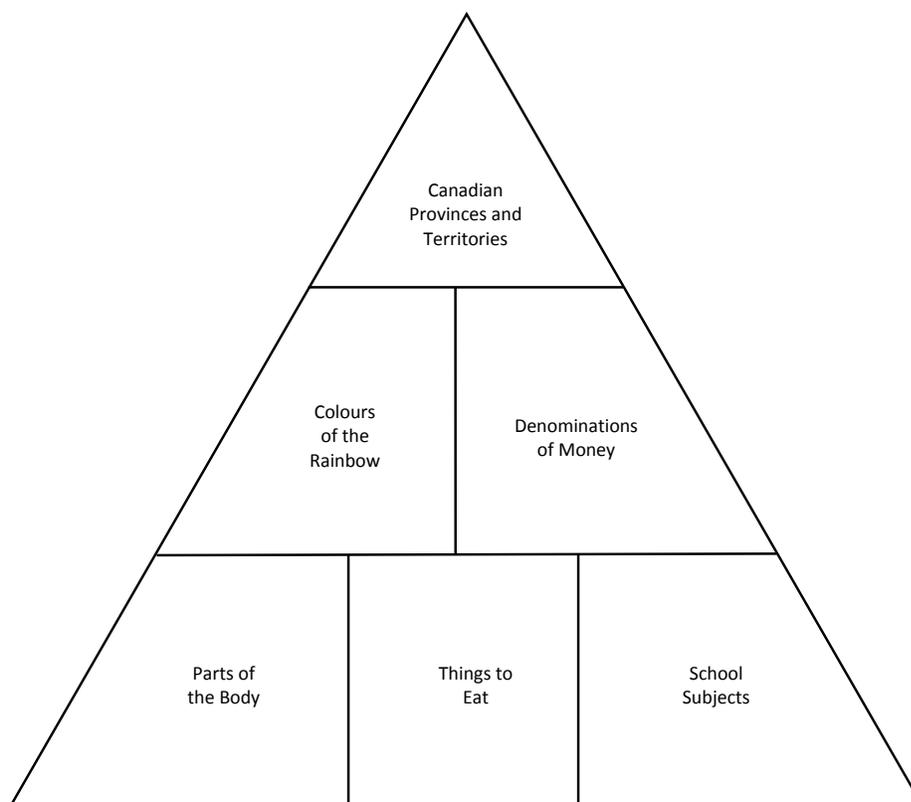
Pyramid Game

The \$10,000 Pyramid Game was a popular game show in television in the 1970s. It is comprised of two teams of two who compete in a word association game. As the players progress through the game the categories become more challenging and the dollar value increases.

To begin, decide on the categories; six categories are needed to play. The first time the game is played, teachers may use generic categories such as things to eat, colours of the rainbow, subjects in school or denominations of money. Teachers may generate their own categories to focus on curriculum outcomes, key concepts or understandings. Students can suggest categories that interest them, ones they have a high level of confidence in.

Preparation:

Make a pyramid-shaped board. Arrange the categories with three on the bottom row (easiest), then two on the next row and one on the top row (hardest). *Dollar amounts can be assigned to each row if desired.*



To Play:

1. Choose four players, and divide them into two teams of two. Isolate one of the teams so they cannot see the categories or hear the other team's play.
2. Arrange the team so that the members sit and face each other. The player giving the clues (clue giver) needs to see the board, while the other person faces away (category guesser).
3. Reveal the categories one at a time to the clue giver. The team has a 30-second time limit to guess all six categories. The clue giver provides clues to his teammate but he may not say the category word on the board. For instance, if the category is Parts of the Body, he can say "head," "feet" or "hands," but he may not say "Body." If the guesser is stumped, she may say PASS to move onto the next category. Play advances as the guesser correctly identifies each category until that team reaches the top and completes the round.
4. Repeat play with the other team.
5. Determine the winner by adding the number of categories correctly guessed and how fast the guesses took. The winning team can play a bonus round switching roles or they can challenge another team.

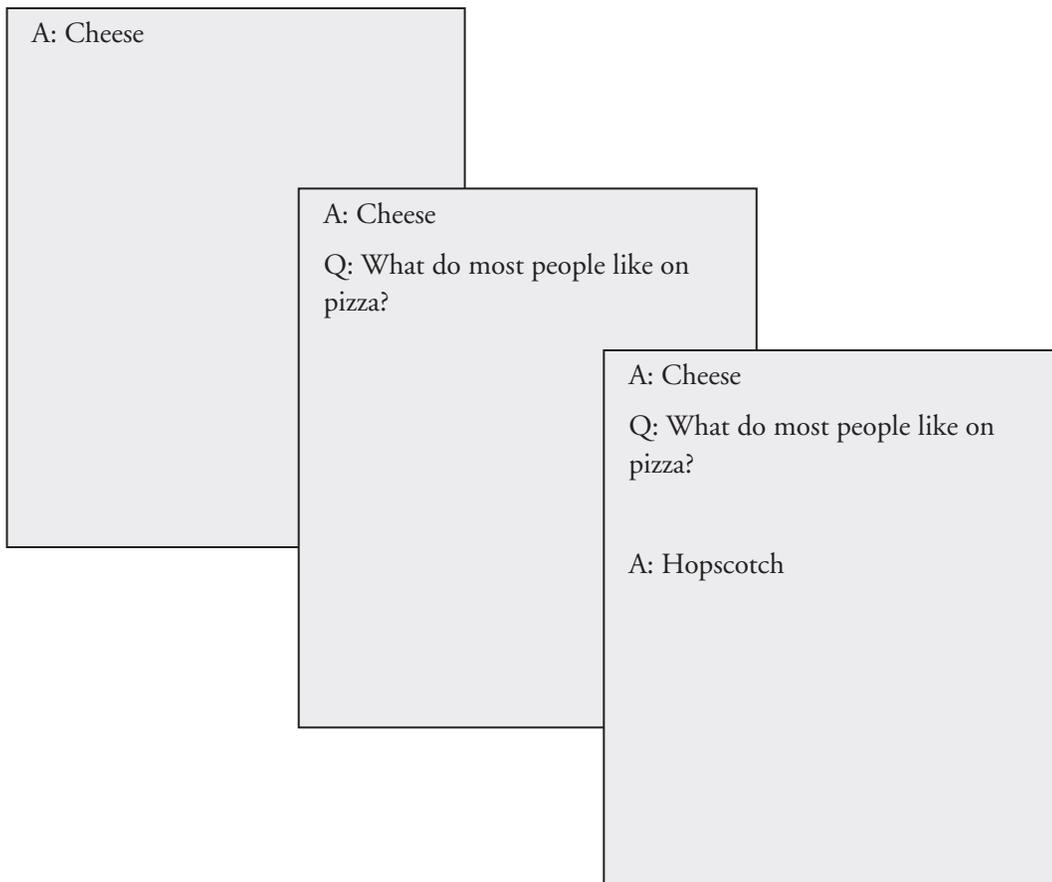
Read more: (available at time of printing)

- How to Play \$10,000 Pyramid at http://www.ehow.com/how_2074849_play-10000-pyramid.html
- Pyramid (game show) at [http://en.wikipedia.org/wiki/Pyramid_\(game_show\)](http://en.wikipedia.org/wiki/Pyramid_(game_show))
- The Possum Lodge Word Game (Red Green) at http://en.wikipedia.org/wiki/The_Red_Green_Show

Here's the Answer. This game may be played initially to build vocabulary and comprehension.
What's the Question? Teachers may choose to design a structured list to focus students' learning on developing inquiry skills and critical thinking through creating effective questions.

To Play:

1. Divide students into groups of four.
2. Give each student a different word (the answer) on a regular sheet of paper (e.g., cheese, astronaut, laugh, sharp, chemistry).
3. Students write a question below the word, the answer to which could be their word (e.g., cheese, astronaut, laugh, sharp, chemistry, etc.).
4. Students then provide a new random word or phrase below their question.
5. Students pass their paper to their left in their group of four.
6. Repeat steps 2-5.



A: Cheese
Q: What do most people like on pizza?

A: Hopscotch
Q: What game do children play by hopping though blocks drawn on the sidewalk.

A: Cheese
Q: What do most people like on pizza?

A: Hopscotch
Q: What game do children play by hopping though blocks drawn on the sidewalk.

A: Smelly

A: Cheese
Q: What do most people like on pizza?

A: Hopscotch
Q: What game do children play by hopping though blocks drawn on the sidewalk.

A: Smelly
Q: What happens to socks if you don't wash them?

1.8: Literary Genres

Genre is the term used to describe the various types of literature. It is a French term derived from the Latin *genus/generis*, meaning “type”. Genre designates forms of literature into classifications, according to the formal structures, the treatment of subject matter, or both. Grouping literary works together in this way is beneficial because it :

- offers an orderly way to talk about literature
- allows learners to have a better idea of the intended overall structure of the text and/or subject
- allows a text to be valued on its own and also viewed in comparison with other texts of the same genre

Providing students with varied opportunities to experience and respond to a wide range of literary genres, enabling them to:

- construct and elaborate upon their own interpretations
- increase their awareness of form and technique
- appreciate the range and power of language
- develop as critical readers, writers, and thinkers
- develop a lifelong habit of reading as a rewarding leisure-time pursuit

The following chart lists selected types of literary genres, both nonfiction and fiction, with a description for each.

Literary Genres	
Genre	Description
Adventure	Adventure provides the reader with the opportunity to explore circumstances in which the characters experience new situations, overcome adversity, and grow as individuals.
Autobiography	A story of one's life as written by oneself.
Biography	A written account of the series of events that make up a person's life.
Cross-genre	Includes books that fall into more than one category (mystery/fantasy book, or historical fiction/time travel story).
Drama	Stories composed in verse or prose, written in dramatic form. Books can include collections of short plays or book-length plays.
Essay	A short literary composition that reflects the author's outlook or point of view.
Expository Text	Expository text explains or provides direction.
Fable	Narration demonstrating a useful truth, especially in which animals speak as humans; legendary, supernatural tale.
Fairy Tale	Story about fairies or other magical creatures, usually for children.
Fantasy	Fiction with strange or other worldly settings or characters; fiction which invites suspension of reality (fantasy animal stories, ghost stories, supernatural fiction, time fantasy, space fiction).
Fiction	Narrative literary works whose content is produced by the imagination and is not necessarily based on fact.
Fiction in Verse	Full-length novels with plot, subplot(s), theme(s), and major and minor characters in which the narrative is presented in verse form.
Folklore	The songs, stories, myths, and proverbs of a people or "folk" as handed down by word of mouth.
Historical Fiction	Story with fictional characters and events in a historical setting (war stories, biographical fiction).
Horror	Fiction in which events evoke a feeling of dread in both the characters and the reader.
Humour	Fiction full of fun, fancy, and excitement, meant to entertain, but can be contained in all genres.
Informational Text	Provides information, facts, and principles related to physical, natural, or social topics or ideas.
Legend	Story, sometimes of a national or folk hero, which has a basis in fact but also includes imaginative material.
Memoir	An account or reflection of a particular event, time, or period in a person's life.
Messaging Text	Computer-mediated language presented in a range of text messaging formats and resembles typed speech.

Mystery	Fiction dealing with the solution of a crime or the unraveling of secrets.
Genre	Description
Mythology	Legend or traditional narrative, often based in part on historical events, that reveals human behaviour and natural phenomena by its symbolism; often pertaining to the actions of the gods.
Narrative Non-fiction	Factual information presented in a format which tells a story.
Non-fiction	Informational text dealing with an actual, real-life subject.
Poetry	Verse and rhythmic writing with imagery that creates emotional responses.
Realistic Fiction	Stories that often focus on universal human problems and issues. Although it comes from the writer's imagination, it is realistic.
Science Fiction	Story based on impact of actual, imagined, or potential science, usually set in the future or on other planets.
Short Story	Brief fictional narrative that usually presents a single significant scene involving a limited number of characters.
Speech	Public address or discourse.
Tall Tale	Humourous story with exaggerations and heroes who do the impossible.

1.9: Recognizing Text Features

Informational text features help the reader more easily navigate the text and often provide additional information to help students comprehend the content. The chart on the following pages was developed by Laurie Larsen (2012) as a reference for students.

Informational Text Features

Informational text features help the reader more easily navigate the text and often provide additional information to help students comprehend the content.

Print Features <i>Guide readers through the organizational structure</i>	
Feature	Helps the Reader...
Table of Contents	Identify key topics in the book and the order they are presented in
Index	See everything in the text listed alphabetically, with page numbers
Glossary	Define words contained in the text
Preface	Set a purpose for reading, get an overview of the content
Pronunciation Guide	Say the words
Appendix	By offering additional information

Illustrations <i>Extend the meaning of the text</i>	
Feature	Helps the Reader...
Photos	Understand exactly what something looks like
Drawings	Understand what something could or might have looked like
Magnification	See details in something small

Organizational Aids <i>Help readers find key information</i>	
Feature	Helps the Reader...
Bold Print	By signaling the word is important and/or found in the glossary
Colored Print	Understand the word is important
Italics	Understand the word is important
Bullets	Emphasize key points/concepts
Titles	Locate different categories in the text
Headings	Identify topics throughout the book as they skim and scan
Subheadings	Navigate through sections of text
Captions	Understand a picture or photograph
Labels	Identify a picture or photograph and/or its parts
Sidebars	Gather additional or explanatory information.

Graphic Aids <i>Represent information in a distinct way</i>	
Feature	Helps the Reader...
Diagrams	Understand a more detailed or simplified view of information.
Flow Diagram	Understand a complex sequence of movements or actions
Sketches	Visualize an important concept
Comparisons	Understand the size of one thing by comparing it to the size of something familiar
Graphs	Understand relativity between elements
Figures	Combine text information with graphical aids
Maps	Understand where things are in the world
Charts/Tables	Summarize/Compare information
Cross-Sections	Understand something by looking at it from the inside
Overlays	Understand additional information
Time-lines	Understand the sequence of time

2.1: Multiple Literacies

Developing Multiple Literacies

To be successful, students require a set of interrelated skills, strategies and knowledge in multiple literacies that facilitate their ability to participate fully in a variety of roles and contexts in their lives, in order to explore and interpret the world and communicate meaning.

Media Literacy

Media literacy refers to an informed and critical understanding of the role of mass media in society (television, radio, film, magazines, Internet, etc.) and the impact of the techniques used. It is the ability to:

- bring critical thinking skills to bear on all media
- ask questions about what is there, and noticing what is not there
- question what lies behind the media production (motives, money, values and ownership)
- be aware of how these factors influence content

Adolescents are both consumers and producers of media. Students develop the skills necessary to access, analyse and create media texts, and evaluate what they view, read and hear. Most mass media is produced for general consumption and rarely reflects the culture of smaller groups and issues on a local level. It is necessary for individuals to *see themselves* and *hear their own voices* in order to validate their culture and place in the world.

CHECK IT OUT
What is Media Literacy?
 (www.media awareness.ca)

Media Awareness

Media awareness is an opportunity to examine the reliability, accuracy, and motives of media sources. Recognizing the types of media that students and teachers are involved with (television, videos, electronic games, films and various print media forms) is an important part of media awareness, along with learning to analyse and question what has been included, how it has been constructed, and what information may have been left out. Media awareness also involves exploring deeper issues and questions such as, “Who produces the media we experience – and for what purpose?”, or “Who profits? Who loses? And who decides?”

Media literacy involves being aware of the messages in all types of media. It involves students asking questions such as:

- Do I need this information? What is the message? Why is it being sent?
- Who is sending the message? How is the message being sent?
- Who is the intended audience? Who or what is left out?
- Who benefits from this message?
- Can I respond to this message? Does my opinion matter?

How teachers choose to integrate media literacy into the Literacy 1204 program will be determined by what the students are listening to, and what they are reading, viewing and writing. Students might be involved in *comparing* (the print version of a story to the film version; ad images to the product being sold), *examining* (the use of images in music videos and newspapers, sexism in advertising), *writing* (an article to a magazine, a letter to the editor); *producing* (a pamphlet on an issue, a radio ad) and/or *creating* (a video, a school radio show, announcements for school). For teachers, media literacy is an opportunity to encourage students to discover a voice through the production of their own media.

Critical Literacy

Texts are constructed by authors who have different purposes for writing. Critical literacy involves the ability to question, challenge, and evaluate the meaning and purposes of texts in order to learn how they are used to construct particular historical, social, cultural, political and economic realities. It involves the ability to read deeper into the content and to recognize and evaluate the stereotyping, cultural bias, author's intent, hidden agendas, and silent voices that influence texts.

“Critically and reflectively reading the word, ultimately empowers readers to critique and transform their worlds toward greater equity and social justice.” (Giese, 2009)

Critical literacy requires students to take a critical stance regarding the way they use language and representations in their own lives and in society at large in an effort to promote and effect positive change by addressing issues of social justice and equity. It is a way of thinking that involves questioning assumptions and examining power relations embedded in language and communication. Students need to recognize their personal power and learn how to use language and other text features to communicate a perspective or influence others.

Critical literacy learning experiences should offer students opportunities to:

- question, analyse and challenge the authority of the text
- read resistantly
- rewrite texts in ways that are socially just
- identify the point of view in a text and consider what views are missing
- write texts representing the views of marginalized groups
- examine the processes and contexts of text production and text interpretation

CHECK IT OUT

Lewis, Jill (ed.) and
Elizabeth Birr Moje.

*Essential Questions in Adolescent
Literacy: Teachers and Researchers
Describe What Works in Classrooms*
(The Guildford Press, 2009)

Students can interrogate a text by asking some of the following questions:

- Who constructed this text? (age/gender/race/nationality)
- For whom is the text constructed? To whom is it addressed?
- Where did the text appear? For what purpose can it be used?
- What version of reality does this present?
- Who is marginalized in this text?
- What does the text tell us that we already know or don't know?
- What is the topic? What are the key messages?
- How is the topic presented? (What themes and discourses are being used?) What are other ways in which this topic could be presented?
- What view of the world does the composer assume that the reader/viewer holds?
- What has been included and what has been omitted?
- Whose voices and positions are being/not being expressed?
- What is the author/text trying to do to the reader/listener/viewer? How does he/she do it?
- What other ways are there to convey this message? Should the message be contested or resisted?

Visual Literacy

Visual literacy involves the ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words. If viewing is meant to be a meaningful experience, it should consist of more than merely eliciting a quick reaction from students. Teachers guide students through the viewing experience as they engage in dialogue about elements of design and colour, for example, and discuss how the artist/illustrator uses these effectively to convey a message. This includes questioning the intended meaning in a visual text (for example, an advertisement or film shot), interpreting the purpose and intended meaning, investigating the creator's technique, and exploring how the reader/viewer responds to the visual.

Students must learn to respond personally and critically to visual texts imagery and be able to select, assimilate, synthesize, and evaluate information obtained through technology and the media. Students can be asked, for example, to create their own interpretation of a poem through a visual arts activity (drawing a picture, making a collage, or creating their own multimedia productions).

Since response is a personal expression, it will vary from student to student. A climate of trust and respect for the opinions of all students must be established to ensure that everyone feels free to express his/her own personal point of view. The unique perspectives of many different student voices will enhance the understanding of all and will help students to appreciate the importance of non-verbal communication.

Students can also discuss the feelings that a visual image evokes in them, or associations that come to mind when viewing a visual image.

Key questions for students to ask in the critical thinking process during visual literacy instruction include:

- What am I looking at? What does this image mean to me?
- What is the relationship between the image and the displayed text message? How is this message effective?
- How can I visually depict this message? How can I make this message effective?
- What are some visual/verbal relationships I can use?

Information Literacy

Information literacy is a process in which the learner needs to find, understand, evaluate, and use information in various forms to create for personal, social or global purposes. It also involves the ability to judge whether the information is meaningful and how best to communicate the knowledge.

To become effective users of information, students need to know how to define a question and how to locate, access and evaluate information from a variety of sources. Once students have located a resource they must be able to evaluate information from it. This involves detecting bias, differentiating between fact and opinion, weighing conflicting opinions, and evaluating the worth of sources. Information literacy also focuses on the ability to synthesize the information so that it can be communicated. In this way, students need to think critically about information and synthesize ideas as they communicate.

CHECK IT OUT

Moline, Steve.

*I See What You Mean: Children
at Work With Visual Information*
(Stenhouse Publishers, 1995)

2.2: Checking Texts for Bias

As students become more independent as learners, they will take on the responsibility of choosing accurate and reliable information from bias free sources. Below is a sample checklist for detecting bias in various text forms.

Bias Checklist

<i>Text:</i>	Yes	Unsure	No
Illustrations <ul style="list-style-type: none"> • Are illustrations free of stereotypes? • Are aboriginal or minority or cultural groups/characters depicted realistically? 			
Lifestyle <ul style="list-style-type: none"> • Are all cultures and settings depicted as being equal? • Do views about where people live remain neutral? 			
Language <ul style="list-style-type: none"> • Does the author stay away from offensive overtones? • Does the author stay away from sexist language that demeans females or males? • Does the author stay away from racist language? 			
Author(s) or Text Creator(s) <ul style="list-style-type: none"> • Does the author use a balance of diverse cultures and heritage? • Do their experiences qualify them to write about this topic? 			
Relationships <ul style="list-style-type: none"> • Are roles portrayed equally? • Are certain cultures or genders shown to be heroes, problem solvers, successful? 			
Information <ul style="list-style-type: none"> • Does information cover a wide range of topics? • Is the information neutral rather than attempting to sway the audience? 			
Overall the text can be considered unbiased.			
<i>Notes</i>			

2.3: Models for Critical Reflection

One of the key aims of the Literacy 1204 course is to engage students in thinking about their own learning (i.e., metacognition). The following suggested models and strategies may be beneficial in helping students meet outcomes associated with critical thinking and reflection.

“Critical thinking refers not only to the assessment of arguments ... but also to the diligent and skillful use of reason on matters of moral/social importance – on personal decision making, conduct and belief. By including its application to personal belief and decision making, we extend critical thinking to every domain of human interest.” (Noddings, 2006, p. 4)

Anticipation/Reaction Guide

This strategy is used before the instruction on new information begins. Given a list of statement, students make predictions based upon prior knowledge and evaluate those predictions after exposure to new information. The purpose of this strategy is twofold

- activate and evaluate prior knowledge
- create a state of curiosity/anticipation or to set the stage for the learning to come

Procedure:

1. Generate a list of 4-8 statements related to your topic of study. Place these on an Anticipation/Reaction Guide. This can be in list or table format.
2. Provide each student with a copy of your guide.
3. Prior to introducing new information, engage students by having them write whether or not they AGREE or DISAGREE with the statements listed on the guide.
4. Teach your lesson content or facilitate classroom activity.
5. After the new content has been taught, have students react to the new information by responding again to the statements on the Anticipation/Reaction Guide.
6. Discuss why their before and after answers are different. What did students learn that caused them to change their answers? This can be done in pairs, groups, or as a whole class activity. Students could use their thoughts on this as journal-writing material.

Journal Responses

Journals are often thought of as someone’s personal thoughts written in an elegant, leather-bound book. While academic or classroom journals do contain the students’ personal thoughts and feelings and as such, must be treated as confidential, these journals provide students with the opportunity to reflect and process new information or to share their understanding (or lack of) with the teacher. Journal entries can also be used to cause students to relate personally to a topic before instruction begins.

The greatest benefit to the teacher is the ability to gain insight on the students’ thinking process as well as their understanding about the topics/ concepts being addressed in the classroom. As such it provides an excellent opportunity to engage in Assessment FOR Learning. Through reviewing the students’ journals, the teacher is able to ascertain what is causing problems for students, what they find exciting and interesting, any misconceptions they have, etc.

For the student, journaling provides many benefits. Students may use a journal response to process new information. *Processing* occurs when students reflect on specific questions that are posed to them and by them; reflection helps students to clarify their thinking about what they have learned as well as to connect it to what they already know (all in a positive learning environment that is free of fear of criticism). In addition, journaling provides students with the opportunity *to reflect* on their personal values and goals, to engage in metacognition, and to chronicle their academic growth by revisiting past entries.

Journal responses can take a variety of forms: free writing, creative writing (songs, poetry, drama, stories, etc.), persuasive or explanatory writing, drawing (with an artist's statement) or collecting relevant material (photos, drawings, poetry, stories, signs, objects, etc.). For more detail on the benefits of journaling, refer to the work of Kathy Yorks (<http://www.accessexcellence.org/MTC/96PT/Share/yorks.html>).

Considerations for Implementation:

- *Use of Instructional Time.* Limit journaling activity to 5 to 10 minutes per class or incorporate into other activities such as “write-pair-share”. Engage in shorter blocks of journaling throughout the lesson (e.g., think about the question/prompt for 30 – 45 seconds and respond for 2 minutes and repeat several times during the lesson).
- *Confidentiality.* Students' thoughts and opinions, when expressed in a journal, must be kept confidential. Students should be provided with the option to fold over and staple any entry they feel is too personal to share (even with the teacher).
- *Assessment.* Journals should NOT be assessed towards the student's mark in the course. Teachers may opt to include “completion of journal activities” as an assessment item but not grade individual entries. Student journals provide teachers with an excellent Assessment for Learning tool. As the teacher reads the entry, it is important to provide positive feedback, to nudge students' thinking a bit further, to question, to teach or to re-teach. Where journal entries indicate a lack of understanding, the teacher should indicate that they are “off track” and that this will be addressed in class.

Implementing Journals:

- Ensure students understand why journaling is important to their learning process and that they will not be graded in the traditional manner.
- Clarify that the journals and the entries are confidential. Students may fold over and staple any entry that they do not want the teacher to

read. Students can opt to include journal entries in their portfolio.

- Refrain from simply asking students to make an entry in their journals. Assign specific activities or prompts to ensure students' journals are the most effective. Examples:
 1. Summarize the main points of the lesson. This can be done in writing, in a graphic organizer, in a drawing or concept map or other representation.
 2. Before a lesson starts, ask students to write what they already know or believe about the topic. After the lesson(s) is taught, ask students to revisit what they originally wrote and make any changes they feel necessary to reflect their current understanding, beliefs, etc.
 3. Restate a concept or definition in your own words.
 4. Write a question about what they have learned so far.
 5. How do you feel about the topic? How do you think your best friend/parent/etc. would feel about the topic?
 6. Explain how the new topic relates to a topic already discussed in class.

For more ideas of how to use journals at the beginning, middle, and end of a lesson check out the suggestions at <http://712educators.about.com/cs/writingresources/l/bljrnlacademic.htm>.

The “What? So What? Now What?” Model

This is a three-phase model to promote reflection in learners and can be used as a journaling activity. As with any journaling activity, reflection is an essential component of new learning; some learning theorists believe that we do not learn from doing – rather we learn from thinking about what we do (i.e., making connections with what we already know).

The “What” phase:

- This relates to the substance of the activity, presentation, or event.
- While it leads naturally to interpretation, in this phase the learner should objectively report on what happened, what was presented, what was observed, etc.(i.e., just the facts, no interpretation; describing in detail what they experienced or observed).
- Questions that can be used to guide learners include: What happened? What did we do? What problem did we address/solve? What did you observe? What were the results of the event? What were the speaker’s main points?

The “So What” phase:

- In this phase, the learner analyzes the event/presentation/activity to assess what it means to them, why it is important to them, or how they feel about what has been presented/observed.
- This is the true reflective part of the activity and may be difficult for some learners as it requires that they discuss their feelings as related to the event/information they have experienced.
- Questions that can be used to assist learners with this phase are: What did you learn? How did what you learned affect you personally? What “lesson” can you take away from the activity/presentation/information? How was what you learned (or experienced) different from what you expected? Can you relate this information to events/experiences in your “real life”? Are there any contradictions to what you previously believed about the issue?

The “Now What” phase:

- This is the process of taking lessons learned (or insights gained) and looking at how your attitude/view/understanding/etc. has changed as a result of the new information and how you might want to change as a result.

- During this phase, the learner is encouraged to consider the broader implications of what they have learned, to consider the future, etc. Depending on the activity/presentation/event, learners could be encouraged to identify goals or changes they might want to make in their life to align with what they have learned.
- Questions that can be used to guide this phase include: How can we use what we learned to make a difference in the future? How are you contributing to the problem? What can you do to help address the problem? What factors will support/hinder you from reaching your goals or to incorporate changes in your life? What can I do to be part of the solution? What appears to be the root cause of the problem/issue? Are there community actions/activities in which I can become involved? What would you like to learn more about, related to this topic/issue? What information can you share with your community or peers that might make a difference?

While this can be used solely as a journaling activity, it can also be incorporated into small group or whole class discussions. For example, after a presentation or significant piece of information has been discussed in class, individuals could engage in the “What?–So What?–Now What?” activity.

- After they have completed the “What?” section, teachers could have student share their main points with a partner (see “Two Minute Review below).
- After the “So What?” phase, students could be asked to share their insights with a partner (see “Think-Pair-Share” below).
- After the “Now What?” phase, students could be invited to share their thoughts/insights/*etc* with the class. (Note: students should not be required to share at this stage, as this portion of the activity will be deeply personal.) Alternatively, students could be asked to share something their partner said that they found interesting or which they had not thought of before.

Types of Writing Frames

Writing Frames can provide a structured format in which students can reflect on a reading selection, a viewing activity or a presentation. There are a wide variety of writing frames; six suggestions (A-F) are provided below.

A: Summary Frames

Students sometimes need assistance with organizing a summary of something they have read or providing a logical sequence to the recounting of an event. The following sample frames may be helpful:

Example 1	Example 2	Example 3
<ul style="list-style-type: none"> • Although I already knew that ... • I have learned some new facts (from our trip/from watching this video) ... • I also learned that ... • Another fact I learned ... • However, the most important/interesting thing I learned was ... • Or, finally, I learned that ... 	<ul style="list-style-type: none"> • I found _____ interesting for several reasons ... • I discovered that ... • I also learned that ... • It was interesting that ... • Finally ... • As you can see ... 	<ul style="list-style-type: none"> • To begin with ... • Next ... • Then ... • After that ... • Finally ... • Now ...

B: Explanation Frames

Explanations are written to explain the process or to explain how something works. They are often used in social studies, and science. An explanation usually consists of a general statement to introduce the topic and a series of logical steps explaining how or why something occurs.

Example 1: Problem/Solution	Example 2: Cause/Effect
<ul style="list-style-type: none"> • I want to explain why... • There are several reasons for this. The chief is ... • Another reason is ... • A further reason is ... • So now you can see why ... 	<ul style="list-style-type: none"> • There are differing explanations as to why (how, what, when) ... • One explanation is that ... • The evidence for this is ... • An alternative explanation is ... • The explanation is based on ... • Of the alternative explanations, I think the most likely is...

Types of Writing Frames

C: Procedure/Sequence Frame

Procedures or instructions are written to describe how something is done through a series of sequenced steps. A procedural text usually consists of a statement of what is to be achieved, a list of materials/equipment needed to achieve the goal, a series of sequenced steps to achieve the goal, and often a diagram or illustration.

Example 1: Problem/Solution
<ul style="list-style-type: none"> • I want to explain how ... • To begin with/It starts by ... • and this makes/means/changes ... • After that ... • and as a result ... • Next ... • Then ... • The final result is that the ...

D: Report Frame

Reports are written to describe the way things are. A report usually consists of an opening or general classification, an optional, more technical classification (optional), and a description of the phenomena (qualities, parts and their functions, and habits/behaviors or uses).

Example 1: Compare/Contrast (a more complex version of the Report Frame)	Example 2: Comparison Frame	Example 3: Contrast Frame																		
<p>Write the names of the objects being compared/contrasted in columns A and B. List the characteristics being studied in the left hand column. Use a grid to record information prior to writing.</p> <table border="1"> <thead> <tr> <th>CHARACTERISTICS</th> <th>A</th> <th>B</th> </tr> </thead> <tbody> <tr> <td></td> <td>SOCCER</td> <td>FOOTBALL</td> </tr> <tr> <td>players</td> <td></td> <td></td> </tr> <tr> <td>rules</td> <td></td> <td></td> </tr> <tr> <td>ball</td> <td></td> <td></td> </tr> <tr> <td>gear</td> <td></td> <td></td> </tr> </tbody> </table>	CHARACTERISTICS	A	B		SOCCER	FOOTBALL	players			rules			ball			gear			<ul style="list-style-type: none"> • Although ___ and ___ are different, they are alike in some interesting ways. • For example they both ... • They are also similar in ... • The ... is the same as ... • The ... resembles ... • Finally they both ... 	<ul style="list-style-type: none"> • Although ___ and ___ are both, they are different in many ways. The ___ has ... • Another way in which they differ is ... • Finally ... <p><i>(Using a Venn Diagram can be helpful in this exercise.)</i></p>
CHARACTERISTICS	A	B																		
	SOCCER	FOOTBALL																		
players																				
rules																				
ball																				
gear																				

E: Opinion Frames

Essays and paragraphs are sometimes written to present arguments and information from differing viewpoints. Such a piece of writing usually consists of:

- a statement of the issue and a preview of the main arguments (e.g., Our school is trying to decide whether to have uniforms. Some students think that uniforms would improve school spirit and help improve academic achievement, while other students argue the opposite ...)
- arguments for and supporting evidence (e.g., Many private schools have uniforms and they have great school spirit ...)
- arguments against and supporting evidence (e.g., Many students feel very strongly that uniforms deny them their individuality ...)
- recommendation given as a summary and conclusion (e.g., One group wants ... While another group wants ... I think ...)

Note: This simple type of opinion paper leads naturally to the writing of argumentation, a form increasingly used as students go through high school. It is a form of writing that is also a natural extension of oral debate and discussion.

Example 1	Example 2						
<ul style="list-style-type: none"> • There is a lot of discussion about whether ... • The people who agree with this idea, such as _____ claim that _____. They also agree that • A further point they make is ... • However, there are also strong arguments against this point of view believe that ... • They say that ... • Furthermore they claim that ... • After looking at the different points of view and the evidence for them, I think ... because ... 	<p>Students could make notes using the following format:</p> <p>The issue we are discussing is whether</p> <p>...</p> <p>...</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Arguments for</td> <td style="width: 50%;">Arguments against</td> </tr> <tr> <td>...</td> <td>...</td> </tr> <tr> <td>...</td> <td>...</td> </tr> </table> <p>My conclusion, based on the evidence ... [OR]</p> <p>After looking at all the arguments, I think ...</p>	Arguments for	Arguments against
Arguments for	Arguments against						
...	...						
...	...						

F: Persuasion Frame

Persuasive writing takes many forms from commercials and slogans to petitions and editorials. The primary purpose is to influence and change opinion or to promote a particular point of view or argument, unlike an opinion paper which considers alternative points of view. A piece of persuasive writing (essay) usually consists of an opening statement (the thesis), often in the form of a position, the arguments, often in the form of points and elaboration, and a summary and restatement of the opening position.

Example 1	Example 2
<ul style="list-style-type: none"> • Although not everybody would agree, I want to argue that ... • I have several reasons for arguing this point of view. • My first reason is ... • A further reason is ... • Furthermore ... • Therefore, although some people might argue that ... • I have shown that ... 	<ul style="list-style-type: none"> • I think that ... because ... • The reasons for my thinking this are, firstly ... • Another reason is ... • Moreover ... because ... • These (facts/arguments/ideas) show that ...

3.1: Guidelines for Collaborating in Groups

In brainstorming, a facilitator solicits opinions and suggestions, often through posing closed or yes-or-no questions. A discussion elicits reasons and explanations in order to connect peoples' ideas. The purpose of a good discussion is not for everyone to agree, but rather to feel a sense of forward movement in thinking and a sense of achievement.

Good discussions can be facilitated by:

- seeking consistencies in participants' responses over time
- requesting definitions for a particular word
- challenging assumptions that may be in evidence
- asking participants "how they know" something
- providing alternatives for consideration.

During a discussion facilitators:

- can group ideas
- suggest possible lines of consequence or divergence
- move the discussion to higher levels of generality

Socratic Circles may be used to assist discussion. These are effective in facilitating authentic, student-centered learning because the teacher acts only as a monitor to keep the discussion moving forward. Students direct the focus of the discussion to activate prior knowledge, make connections and synthesize information.

The chart on pages 137-138 provides sample indicators for norms of collaboration in small groups.

7 Norms of Collaboration: What does it LOOK like?	
Promoting a Spirit of Inquiry	
When members promote a spirit of inquiry they ...	When members don't promote a spirit of inquiry they ...
<ul style="list-style-type: none"> • Advocate for their own ideas and provide rationale for their thinking 	<ul style="list-style-type: none"> • May say, "It's my way, or no way!"
<ul style="list-style-type: none"> • Thoughtfully inquire into ideas of others 	<ul style="list-style-type: none"> • May dismiss others' ideas and suggestions
<ul style="list-style-type: none"> • Provide equitable opportunities for everyone to participate 	<ul style="list-style-type: none"> • Dominate the meeting and not allow others to contribute
<ul style="list-style-type: none"> • Disagree respectfully and openly with ideas 	<ul style="list-style-type: none"> • Attack a person, not the idea
Pausing	
When members pause they ...	When members don't pause they ...
<ul style="list-style-type: none"> • Listen attentively to others' ideas 	<ul style="list-style-type: none"> • May not allow others to contribute
<ul style="list-style-type: none"> • Allow time for silence after asking a question or making a response 	<ul style="list-style-type: none"> • May not allow others to think about what is being said
<ul style="list-style-type: none"> • Reword in their own minds what others are saying to further understand what is being said 	<ul style="list-style-type: none"> • May misinterpret what is being said
<ul style="list-style-type: none"> • Wait until others have finished before entering the conversation 	<ul style="list-style-type: none"> • Dominate the meeting and not allow others to contribute
Paraphrasing	
When members paraphrase they ...	When members don't paraphrase they ...
<ul style="list-style-type: none"> • Acknowledge others' comments 	<ul style="list-style-type: none"> • May not acknowledge others' contributions
<ul style="list-style-type: none"> • Are able to clarify others' comments 	<ul style="list-style-type: none"> • May misunderstand others' ideas
<ul style="list-style-type: none"> • Are able to summarize and organize others' comments 	
<ul style="list-style-type: none"> • Can shift a conversation to different levels of abstraction 	<ul style="list-style-type: none"> • May not allow the group's ideas to fully develop
<ul style="list-style-type: none"> • May use non-verbal communication (smile, open palms to gesture, fist-pumps, etc.) 	<ul style="list-style-type: none"> • May use non-verbal communication (frown or stare, arms folded in defiance, audible sighs, etc.)
Probing	
When members probe they ...	When members don't probe they ...
<ul style="list-style-type: none"> • Seek agreement on what words mean 	<ul style="list-style-type: none"> • May not correct misunderstandings about what words mean
<ul style="list-style-type: none"> • Ask questions to clarify ideas 	<ul style="list-style-type: none"> • May not be clear about suggested ideas
<ul style="list-style-type: none"> • Ask questions to discuss implications and consequences of ideas 	<ul style="list-style-type: none"> • May not fully realize the implications and consequences associated with suggested ideas

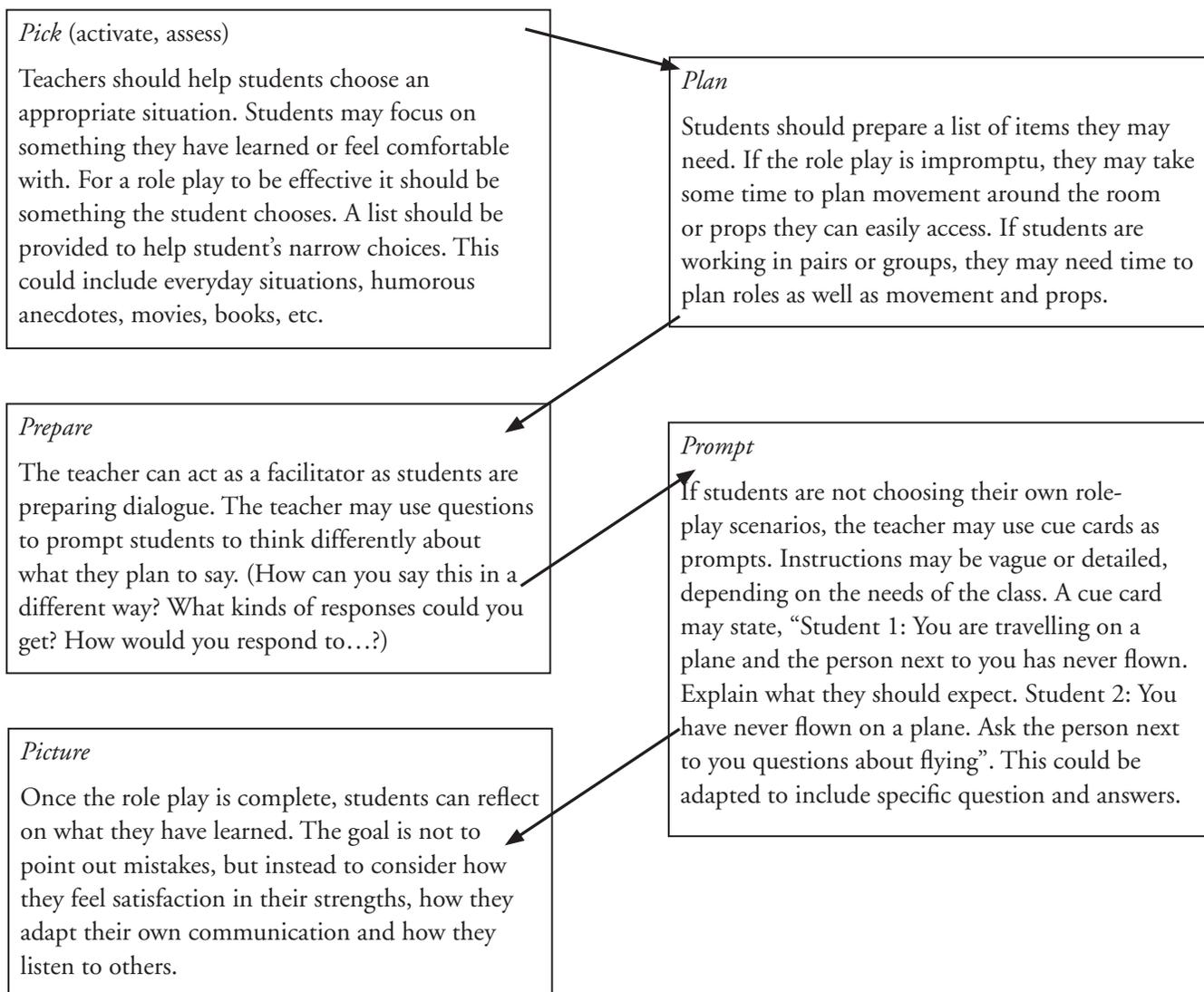
7 Norms of Collaboration: What does it LOOK like?	
Putting Ideas on the Table	
When members put ideas on the table they ...	When members don't put ideas on the table they ...
<ul style="list-style-type: none"> Propose all relevant information 	<ul style="list-style-type: none"> May not include key ideas or suggestions
<ul style="list-style-type: none"> Think about the relevance of their ideas before speaking 	<ul style="list-style-type: none"> May propose irrelevant or peripheral information
<ul style="list-style-type: none"> Provide facts, inferences, ideas, opinions, suggestions to the group 	<ul style="list-style-type: none"> May not make reasons and rationale clear
<ul style="list-style-type: none"> Explain the reasons behind statements, questions, and actions 	
<ul style="list-style-type: none"> May remove or modify their own ideas, opinions, points of view as discussion unfolds 	<ul style="list-style-type: none"> May say, "It's my way, or no way!"
Paying Attention to Self and Others	
When members pay attention to self and others they ...	When members don't pay attention to self and others they ...
<ul style="list-style-type: none"> Are aware of their own thoughts and feelings while having them 	<ul style="list-style-type: none"> May not be aware of emotional reactions to the discussion
<ul style="list-style-type: none"> Are aware of others' tone of voice patterns and non-verbal communications (facial expressions, body language, sighs, position, etc.) 	<ul style="list-style-type: none"> May not be aware of communication signals from others
<ul style="list-style-type: none"> Are aware of the group's mood overall 	<ul style="list-style-type: none"> May not be clear about the group's purpose and sense of connection
Presuming Positive Intentions	
When members presume positive intentions they ...	When members don't presume positive intentions they ...
<ul style="list-style-type: none"> Believe that others mean well 	<ul style="list-style-type: none"> May believe that others are not trying their best
<ul style="list-style-type: none"> Restrain impulsive responses triggered by their own emotions 	<ul style="list-style-type: none"> May respond impulsively based on emotions
<ul style="list-style-type: none"> Use positive assumptions when responding to and inquiring of others' ideas 	<ul style="list-style-type: none"> May use assumptions when responding to and inquiring of others' ideas

Garmston, R. J., & Wellman, B. (2002, 2006). *The adaptive school: Developing and facilitating collaborative groups*

3.2: Role Play Strategies

During role-play, students may put themselves into someone else's situation or put themselves into an imaginary situation. Students may choose to role-play a familiar format such as a talk-show. By doing this, they can role-play key characters in a talk show or they may choose to role-play interviewers or reporters. This can be done individually, in pairs, as a small group or as a whole class group. By incorporating role-play into a classroom, the teacher is providing students with an opportunity to become flexible and competent when using modes of communication. They will learn to convey their ideas clearly while displaying respect and encouragement for their peers. Students will have the opportunity to express themselves without feeling intimidated by formal presentations.

The following steps may be used as a guide in preparation for a role play.



3.3: Organizing a Panel Discussion

A panel discussion may assist students in achieving communication outcomes as well as helping them to elaborate on knowledge and understanding of a specific text.

In groups of 4-5, students can participate in a panel discussion. Each group is assigned a series of discussion questions on a topic or text and asked to prepare responses. While preparation should be evident, the responses do not need formal source citations. A reflection time should be provided in which students complete a peer and self evaluation.

Below are sample questions on a fictional text. Teachers will need to adjust these to fit other types of texts or for specific topics.

Group	Questions
1	<ul style="list-style-type: none"> • What do you like about characters in this text? Why? • What do you dislike about characters in this text? Why? • Do you think (name of character) was a one-dimensional character (does not seem to grow)? Why or why not? • How did the setting contribute to the development of a character?
2	<ul style="list-style-type: none"> • What do you think the author would have to say about the world today? Why? • What is the mood of the text? How do you know? How did the author create the mood? • How is humour (or sarcasm, etc) achieved in the text? Why do you think the author chose to include this? • What can the author do to make this text clearer for the audience?
3	<ul style="list-style-type: none"> • What can you suggest about what might not be said but is implied? • What type of language is used in the text? Was it difficult to follow? Why or why not? • What new or challenging words did you find in the text? What words can replace these? • What headlines could you use if this text were to be reviewed in a newspaper article?
4	<ul style="list-style-type: none"> • What text features are present? • Which text features are the most important to convey the meaning of this text? Why? • How could this text be presented differently to a younger audience? What features would help with this? • How could this text be presented in a different form (e.g., instead of a visual, use a graph, etc)? Explain why you chose this.
5	<ul style="list-style-type: none"> • What is the purpose of this text? How do you know? • Is bias present in this text? How do you know? • Are there stereotypes present in this text? How do you know? • What could I create to provide further information on this topic for future audiences?

3.4: Organizing a Classroom Debate

This guide may be used to help plan and prepare a classroom debate. A traditional debate format may be used, however, other debate strategies can also be used as a variation of the debate structure and for the purpose of involving the whole class.

Traditional Debate Structure

This method requires time for research, written preparation and debate preparation. Once complete, the following steps may be followed.

Round 1 – Opening Statement – One team member from each team (captain) states the topic and tells why they are arguing for or against this topic.

Round 2 – Other team members on each team take turns to present their arguments.

Round 3 – A cross-examination occurs where teams question each other

Round 4 – Closing statements occur where teams sum up their arguments, explaining why the audience should vote for or agree with their side.

Four Corners Debate

This strategy requires four pieces of paper posted in four corners of the room. Each piece of paper has one of the following written on it: Strongly Disagree, Disagree, Agree, Strongly Agree. Once complete, the following steps may be followed.

- Introduce a controversial statement which is of relevance to students.
- Ask students to move to the corner which reflects their position.
- Give groups a few minutes to discuss their reasoning and form a group argument.
- One or two students from each group present their arguments.
- Students from other corners may move to another group if they have been persuaded by their arguments.

Three-Card Strategy

This strategy can be used to help students gather information for a debate or simply to have them gain practice in the area of speaking. In cases where some students tend to monopolize the discussion, this activity allows all students an opportunity to participate in class discussion. As well, students gain an appreciation for ‘thinking’ before speaking. The following steps may be used.

- Give each student two or three cards.
- Provide students with a discussion prompt.
- Students must raise one card to make a comment or pose a question.
- Each card can be used only once.
- Once all cards have been used, the cycle may begin again.

Tag Team Debate

This strategy can be used as a more informal type of debate where students may feel uncomfortable with a traditional debate process. As well, teams could be larger in order to involve more students. This would also take less time to complete. However, preparation on the part of each team is important. The following steps may be used.

- Teams can have four or more members.
- Each team is given a set amount of time to present a point of view.
- One team member begins to speak.
- When finished, another team member will continue the argument.
- If another team member feels they have a good point to make, they can signal the person already speaking that they are ready to speak.

Other strategies which may be used as debate activities include, but are not limited to

- Role-plays
- Fishbowl strategy
- Think-Pair-Share
- Graphic organizers to compare

3.5: Assessing a Talk Show Role-Play

This sample rubric may be used in assessing students dramatic presentation of a talk show. It could be modified to meet the needs of other types of prepared formal role plays or dramatic activities.

	Skilled	Satisfactory	Beginning
Content	<ul style="list-style-type: none"> I refer to prepared notes that are relevant and meaningful to the audience. If I use props or accessories, I use them purposefully and effectively. I respond thoughtfully to questions from the audience. I know my topic well. 	<ul style="list-style-type: none"> I refer to prepared notes that are helpful to me. If I use props or accessories, I use them predictably but not effectively. I respond to questions from the audience. I know my topic. 	<ul style="list-style-type: none"> I refer to brief or incomplete notes that are not helpful to me. If I use props or accessories, they don't seem to serve a clear purpose. I'm not sure how to respond to questions from the audience. I don't seem to know my topic well.
Voice	<ul style="list-style-type: none"> I speak loudly and clearly. I use volume, pitch and intonation to develop my character and/or tell a story. My tone of voice engages the audience and suits the tone or the purpose of the drama. 	<ul style="list-style-type: none"> My voice is clear but I need to develop dynamic variation in my speaking. I am reading my notes but my voice doesn't aid in the development of the drama. My tone of voice doesn't suit the purpose or tone of the drama. 	<ul style="list-style-type: none"> I do not speak loudly and clearly. I mumble my words and people cannot understand what I'm saying. I speak in a monotone without dynamic expression.
Physical Delivery	<ul style="list-style-type: none"> I use purposeful gestures and have a confident stance. If I use props, they enhance to meaning. 	<ul style="list-style-type: none"> I use predictable gestures and have an open stance. If I use props, they contribute to meaning. 	<ul style="list-style-type: none"> I don't use appropriate body language. If I use props, they don't serve a purpose
Dramatic Awareness	<ul style="list-style-type: none"> I have a strong stage presence and appear comfortable while performing. I stay in the character role for the whole duration of the reading. I pause effectively. 	<ul style="list-style-type: none"> I appear comfortable on stage I can improve my character development. I try to take cues from the audience to enhance my performance. 	<ul style="list-style-type: none"> I appear uncomfortable on stage. I do not develop my character. I am not aware of the audience reaction while reading.

3.6: Sample Student Checklist for Oral Communication

Speaking

Main message:	
What steps did you take to prepare for the presentation?	
How did you make decisions regarding the organization of your presentation?	
If your presentation was objective, how did you ensure that you avoided bias in the presentation of ideas?	
If your presentation was persuasive, what techniques did you use to persuade your listeners?	
What would you consider to be your strengths as a speaker?	
How can you improve upon future presentations?	

Listening

Main message:	
How well did you understand the message? How were you able to clarify the message?	
What techniques did the speaker use to achieve his/her purpose?	
What strategies did you use to pay attention to the presentation?	
How would you improve the presentation overall?	

3.7: Cooperative Learning Strategies

The following brain friendly teaching/learning strategies are drawn from Cooperative Learning structures. While simply using the following structures does not constitute a true “cooperative learning” approach, these structures provide students with the opportunity to become actively engaged in their learning as well as providing opportunity for group processing of the subject matter. For more information on the Cooperative Learning approach as well as on these and other cooperative learning activities refer to the following websites (available at time of printing): <http://www.utexas.edu/academic/diia/research/projects/hewlett/cooperative.php> or <http://edtech.kennesaw.edu/intech/cooperativelearning.htm>

Quiz-Quiz-Trade©

This activity is often used after several lessons have been covered or at the **end of a topic** or unit to review what has been covered in class. Questions and answers, based on the information from the lessons, are written on index cards or pieces of paper.

Preparation: To set this up, the teacher has to create a set of question and answer cards on the material that was covered. (Alternatively, students can create the cards). You need at least one of these cards per student. It’s good to have extras. Early on in a unit, you may need to make duplicate cards to ensure each student has a card.

Process: This is a partner activity and requires students move around the classroom. (See Think-Pair-Share for cues to help students decide who goes first).

To start the Quiz Quiz Trade, hand out one card to each student, so that each student has a question and the answer. Then ask all students to stand up and partner with another student. In each pair:

- QUIZ: Student #1 quizzes Student #2. If Student #2 answers correctly, Student #1 gives positive feedback. If Student #2 answers incorrectly, Student #1 says “It’s okay” and provides the correct answer.
- QUIZ: Then Student #2 quizzes Student #1.
- TRADE: After they both quiz each other with their questions, they switch/trade their questions and go on to pair up with someone else. This process is repeated at least 5 times and then students return to their places.

Tea Party

This is a modification of the Quiz-Quiz-Trade activity. It is used as a **pre-instructional strategy** to familiarize students with the upcoming content.

Preparation: To set this up, the teacher has to create a set of question and answer cards on the material that will be covered.

Process: Students are provided with the question/answer cards before they have covered the material in class.

They pair up as in the Quiz-Quiz-Trade activity and each student takes a turn providing their partner with the information contained on the card (i.e., the content on the card provides the “small talk” that takes place in a party setting).

After each partner has shared their information, they trade cards and partner with someone else. The “small talk” continues for a preset amount of time or until all students have heard and/or read most of the cards.

At this point the teacher can retrieve the cards or leave them with the students so they can use the information in the lesson. For example, as the teacher is teaching the lesson, using preplanned questions she can solicit the information from students that is contained on the cards. In this way, the students play a more active role in the process.

Think-Pair-Share

This is a very straight forward strategy that allows students to engage in individual and small-group thinking before they are asked to answer questions in front of the whole class. The result is that student answers are more detailed and accurate.

The Think-Pair-Share strategy can be used:

- before the topic is introduced to assess how much students already know
- to remind students of material already covered
- or to get students thinking about the topic

T-P-S can also be used at anytime to check for understanding, to break up long periods of sustained activity, or whenever it is helpful to share ideas.

Process:

1. The teacher poses a question to students and gives them some time to independently think of their answer (usually 30 to 60 seconds).
2. After students have had time to think of their answer, they partner with a nearby student and discuss their responses or ideas to the questions or problem that was posed.
3. During the discussion, students have chance to verbalize their understanding, confirm what they understand, or determine what they do not understand.
4. There are three variations to this procedure:
 - the teacher may set time limits for each student to talk while the partner listens
 - the teacher may have students write their thoughts down before they discuss with their partner (these can be collected)
 - the teacher can assign or vary partners to keep students from interacting with the same students or to ensure all students excluded by their peer.
5. After students have discussed their thoughts/ ideas with their partner, they can be asked to share with the whole class. Students could also be asked to share something interesting that their partner said that increased their understanding or appreciation of the topic/issue.

Tip: To ensure little time is lost as students decide who will begin the sharing, the teacher can use a variety of cues to help them decide. For example the teacher could say: “the tallest person will start”, “the person with the most/least jewelry on will start”, “the person with the longest/shortest hair will start”, “the youngest/oldest person will start”, etc.

For more information on how this strategy can be modified and implemented in a variety of subject areas, refer to <http://olc.spsd.sk.ca/DE/PD/instr/strats/think/>.

Two-minute Review

This is a variation of the Think-Pair-Share strategy and provides students opportunity to **process new information**.

Process: To use this approach, stop any time during a lecture or discussion and allow teams or pairs three minutes to review what has been said with their group.

Partner approach: Teachers could set this up by saying “turn to the student next to you; each of you take 1 minute to review what we just discussed for the past 10 minutes; assume your partner was out of the room and missed what we talked about (or wrote notes on); summarize the information; your partner will listen to you and when it is their turn they will also summarize, including anything you left out; I’ll announce when 1 minute has passed and when to switch”. (See Think-Pair-Share for cues to help students decide who goes first).

Small group approach: Another way to use this method is to arrange students in groups of 3 or 4. When the two-minute (or three for groups of 3) review starts, group members can ask a clarifying question to the other members or answer questions of others. (e.g., after discussing a multiple step process like the water cycle, students can form teams and review the process or ask clarifying questions.)

Numbered Heads

Process:

- The teacher assigns student to a team of four.
- Each member of the team is given a number of 1 through 4. The team is given a question to answer.
- The team works together to answer the question ensuring that all members of the team know the answer and can verbally answer the question.
- The teacher calls out a number (e.g., “number three”) and each student with #3 is required to give the answer. The teacher can vary which “number” answers from each group.

Inside-Outside Circle

In this Cooperative Learning activity students are divided into two groups. One group (minimum 3 students) forms an inside circle and the second group forms a circle around them (the outside circle). The strategy is used to encourage discussion between the students.

Process:

- The teacher poses a question, which the students are to discuss, brainstorm about, etc.
- Students think about how they will respond to the question and then the person on the inside of the circle tells the person on the outside of the circle their response. Once they finish sharing they say “Pass”. Then the person on the outside shares their ideas, or extends the inside person’s comments.
- Then (at the teacher’s direction) the outside circle rotates one position to the left or right. In this way the students will have a new person to discuss the same (or a different) question with.

K-W-L Chart

This method can be used to introduce a topic, ascertain what students’ already know about a topic, or to activate students’ prior knowledge, etc.

This can be used as a whole class activity (i.e., with the teacher or student recording what the students volunteer in a chart on the board) or individually as students complete the chart themselves.

Process: Either draw the following chart on the board, ask students create the chart in their notebooks, or print a copy for students to use:

K	W	L
WHAT I ALREADY KNOW ABOUT THE TOPIC	WHAT I WANT TO KNOW (OR WONDER ABOUT) THE TOPIC	WHAT I LEARNED ABOUT THE TOPIC

- To activate students’ prior knowledge, begin by asking them what they already *Know* about the topic and list it in the appropriate column. This can be followed by having students share what they Know with the class or with a partner.
- To create interest or anticipation in the new topic, then have them identify questions they have on the topic, items they would like clarified, etc. (i.e., *Want* to know)
- After the topic has been discussed/completed, students return to the chart and record what they have *Learned* and compare this with the other two columns; did they learn anything new? Were their questions answered?

This strategy works best for research projects and for activities where students will be reading on their own. It is also a good strategy to use to introduce a topic.

Jig Saw

This strategy promotes sharing and understanding of ideas and textual material.

Preparation: In this strategy the teacher divides a project, piece of reading (e.g., an article), or other activity, into 3 to 5 parts.

Process: Arrange students in groups of 3 to 5 depending on the class size and the project they are undertaking. This is their **Home Group**. Some groups may have duplicate numbers if there is an uneven number of students in the class. Each student in each **Home group** is assigned a number: 1, 2, 3, 4, or 5.

Expert Group work: Reorganize the students with the same number reassemble into **Expert Groups**. The students gather in their **Expert Groups** to process or read selections specific to the assigned topic. Students are to read, recall, reread, take notes, construct graphic organizers for the main ideas and details, and create any visuals they could use to teach others about the topic. The members of the **Expert Group** work to become “experts” on that topic/aspect.

- For example, if an article had four main sections, home groups of 4 would be created. Each member of the group would be assigned a section of the article corresponding to their number. Expert groups are formed in which all members will read the section, discuss it, ensure they all understand it, create notes, examples, etc. to ensure they understand it completely. The time devoted to this will depend on the difficulty and complexity of the article.

Reporting to the Home Group: After the expert group members have read, summarized, and have a complete understanding of the information, they return to their **Home Group**. The #1 Experts teach the **Home Group** about the topic/section they were assigned; then #2, #3, #4, etc, Experts teach the group about the topics they were assigned.

After all the “experts” have finished teaching the group, the home group will have all the detail and information on the topic as if they had completed the assignment individually.

Refer to <http://www.jigsaw.org/steps.htm> or <http://olc.spsd.sk.ca/DE/PD/instr/strats/jigsaw/> for more information on how to make the most effective use of this strategy.

Three-Step Interview

Three-step interviews can be used as an **introductory activity** or as a strategy to **explore concepts in depth**. It is a strategy that is very effective when students are solving problems that have no specific right answers.

This strategy helps students personalize their learning and listen to and appreciate the ideas and thinking of others. The “interviewer” has to engage in active listening and then paraphrase the comments of the “interviewee”.

Process:

1. In step one the teacher presents an issue or topic about which varying opinions exist and poses several questions for the class to address.
2. Step two, one of the students assumes the role of the interviewer and the other becomes the interviewee. The interviewer asks questions of the interviewee to elicit their views or ideas on the issue/topic, within a specified time period. The interviewer paraphrases the key points and significant details that arise.
3. Step three, after the first interview has been completed, the students’ roles are switched.
 - Example: after viewing a video on an environmental issue, interviews can be conducted to elicit student understanding or views.
 - Example: after reading about or discussing a concept or issue, students could engage in the interview process to clarify their understanding.

Extension: Each pair of students can team up with another pair to discuss each other's ideas and to share interesting points that were raised.

After each student has had a turn, the pairs can be invited to share points that they found interesting with the class. After all interviews have been done, the class writes a summary report of the interview results. This could be done individually or as a whole group activity.

Roundtable

The Roundtable is a useful strategy for brainstorming, reviewing, or practicing a skill.

Process:

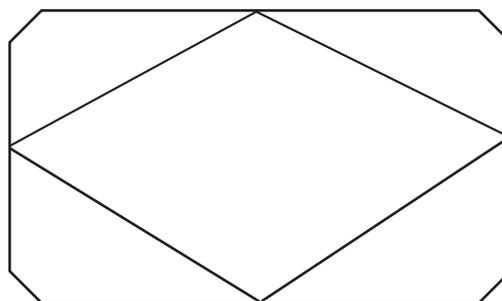
- Students are arranged in a group of 4 to 6. Each group is provided with a single sheet of paper and pencil. The teacher poses a question or provides a starting point.
- Students take turns responding to the question or problem by stating their ideas aloud as they write them on the paper. It is important that the ideas be vocalized for several reasons:
 - ▶ silence in a setting like this is boring
 - ▶ the other team members are able to reflect on the thoughts of the other students
 - ▶ greater variety of responses will result because teammates learn immediately that someone has come up with an idea that they might have been thinking of
 - ▶ by hearing the responses said aloud students do not have to waste valuable brainstorming time by reading the previous ideas on the page
- Students continue to pass around the paper until time expires or until a group runs out of answers. Team members are encouraged not to skip turns. However, if their thoughts are at a standstill, they are allowed to "Pass".

Sample roundtable activity: A photo or an illustration of a person singing in a choir could be displayed. One student draws or writes a reaction or ideas about the photo and then passes the paper to other members of the team for them to write their reaction.

Roundtable is most effective when used in a carefully sequenced series of activities. The brainstorming can reinforce ideas from the readings or can be used to set the stage for upcoming discussions. Multiple answers encourage creativity and deeper thinking among the team members.

Place Mat Roundtable

The Place Mat version of Roundtable involves the use of graphic organizer on which each member of a group records his ideas in a corner related to a central idea. The process of exploration is similar to the basic Roundtable format.



Round Robin Brainstorming

Process:

- The class is divided into small groups of 4 to 6 students per group with one person appointed as the recorder. The teacher poses a question with many possible answers and students are given time to think about answers.
- After the “think time”, members of the team share responses with one another in round robin style. The recorder writes down all the responses or reactions of the group members.
- The person to the left of the recorder gives their response and the recorder writes it down. This is similar to Roundtable except that one person records the responses.
- Each person in the group in order gives a response until time expires.

Sample roundtable activity: Students could be asked to list reasons why people recycle and try to reduce waste.

4.1: Grammar and Usage

Students learn to use language effectively and appropriately through interacting with the people around them, from listening to others read, from their own reading, and from learning about language in the context of their own writing.

Writing samples will reveal what students know, and what they do not know or are ready to learn about writing and about the conventions of the language. From such samples, students' levels of independence and confidence can be determined, especially when several pieces of writing are assessed. (One piece of writing from students will seldom give an accurate picture of writing skills. The content and difficulty of a piece of writing can affect students' proficiency.) When teachers observe students' writing and monitor their language performance over a period of time, they can note those students who, for example:

- need help with the use of capital letters
- need help forming contractions
- need help with organizing, categorizing, and sequencing ideas for paragraphs
- need help with plurals and possessives
- use minimal or no punctuation
- need help with sentence construction and appropriate use of parts of speech within sentences
- use sentence fragments and need help organizing their thoughts into sentences

Teachers then have to make decisions about what to teach and about what strategies to choose to use to meet each student's needs and interests. They must also consider when and how to use the particular strategies so as to help students develop a growing awareness of words and language, as well as the skills needed to communicate effectively as writers. The following suggestions are offered:

- Try to work on the selected concept in the context of students' own compositions.

- Use grammatical terminology naturally in discussions about reading and writing, either the students' own writing or the writing of published authors. For example, a compliment can be given to a student for his/her effective use of verbs to describe action; or, point out that certain describing words, called adjectives, tell more about nouns, or that adjectives add description and interest to writing.

Introduce grammatical terminology as it is needed, teaching as much by example as by explanation. Students can become aware of different sentence structures and patterns (question, command, statement, and exclamation) through exposure and practice with writing. Consider the following suggestions when planning for explicit grammar instruction.

- Use as much as possible of appropriate texts as models. For example, poems, songs, stories and other descriptive texts provide great opportunities for examining the functions and importance of adjectives and adverbs.
- Use specially-prepared and personalized checklists, dictionaries, and published handbooks.
- Use demonstrations and lessons (spontaneous and planned) with groups of students or the whole class whenever opportunities arise.
- Provide opportunities for students to use word processing programs with spell checkers, electronic spelling dictionaries, and computer graphics.
- Use a writing conference to teach individual students while they are at the editing stage of the writing process. In such cases, let the focus for the conference be on one or two identified skills.

In cases where there is a great deal to edit, the teacher may choose a selected error to work on at a given point in time. It is important that students do not become frustrated with a seemingly insurmountable list of errors to be corrected.

4.2: Print and Digital Texts (students can create)

There is a wide range of print and digital texts students can create. The categories below do not include oral texts (e.g., speeches, debates, role plays, rants) or texts students may create to help them get organized (e.g., notes, lists, graphic organizers, drafts of writing). The type of text a student creates should be dictated primarily by interests and strengths; at times, teachers may choose to have students create a particular type of text to help them expand their repertoire and learn how to create texts they haven't tried before. Audience and purpose will always contribute to the creation process. The third column may be used to record texts by teachers or students that are applicable across the curriculum.

Mode	Description	Sample Formats	Connecting Across the Curriculum
Expressive	<ul style="list-style-type: none"> Often colloquial and spontaneous Often used to express personal feelings, describe personal experiences and articulate personal opinions Often written in the first person point of view Audience may be less important than what the student has to say 	<ul style="list-style-type: none"> Blog Journal response Learning log Memoir/autobiography Reflective paragraph Some friendly or personal letters, emails or messages Thank-you note 	<ul style="list-style-type: none"> <i>Journal response in Mathematics</i>
Transactional	<ul style="list-style-type: none"> Often planned using recognized processes (e.g., gathering information, creating more than one draft of the text) Primarily used to record and convey information Sometimes used to provide directions or instructions Sometimes used to organize or summarize factual information Sometimes used to report or explain information Sometimes uses standard formats (e.g., spacing, headers, openings, font sizes) 	<ul style="list-style-type: none"> Biography Brochure Business letter Directions or instructions Feature or news article Formal paragraph (e.g., paraphrase, summary, description) Meeting minutes Newsletter Public service announcement or advertisement Questionnaire or survey RecipeReport (e.g., financial, scientific, research, informational) Resume or CV 	<ul style="list-style-type: none"> <i>Cover letter for a resume in Career Education is a business letter</i>

Mode	Description	Sample Formats	Connecting Across the Curriculum
Persuasive	<ul style="list-style-type: none"> Often planned using recognized processes (e.g., gathering information, creating more than one draft of the text) Used to convince or persuade the audience Sometimes conveys an explicit opinion Often presented from an identifiable perspective or point of view Sometimes uses standard formats (e.g., spacing, headers, openings, font sizes) 	<ul style="list-style-type: none"> Blog Commercial advertisement Letter of complaint Letter to the editor Formal paragraph (e.g., argumentative, persuasive) Review (e.g., movies, books, games, electronics) Some friendly or personal letters, emails or messages 	<ul style="list-style-type: none"> <i>Movie review in an English course is a review</i>
Poetic	<ul style="list-style-type: none"> Often planned using recognized processes (e.g., gathering information, creating more than one draft of the text) Primarily used to express one's creativity Sometimes presented from an identifiable perspective or point of view Sometimes uses standard formats (e.g., spacing, headers, openings, font sizes) 	<ul style="list-style-type: none"> Graphic story Poetry Script or screenplay Short story Song 	<ul style="list-style-type: none"> <i>A song for Experiencing Music course</i>
<i>Sample print, non-print and digital text formats</i>			
	<ul style="list-style-type: none"> Art Cartoon Collage Costume Game Map Mobile Model Movie or video 	<ul style="list-style-type: none"> Music Photo essay Podcast Scrapbook Slide-show presentation Storyboard Timeline Video report Web page or web site 	<p><i>These formats may fall under one of the categories above but may also combine more than one category. They are not specific to a curriculum area. Skills learned and developed through creating one of these text formats can be transferred to multiple tasks and activities.</i></p>

4.3: Modes of Writing

Writing can be categorized into three modes: **expressive**, **transactional** and **poetic**.

Expressive writing (often called exploratory writing) is largely personal writing and is done for the self rather than an external audience or reader. This type of writing can often serve as the springboard for developing texts into published work. Feedback on this type of writing should focus on strengths and build a student's confidence as a writer.

Transactional writing (often called functional writing) is a more formalized type of writing that requires students to present their ideas in a clear and organized manner. Transactional writing involves using language to:

- advise
- explain
- generalize
- inform
- instruct
- persuade
- record
- report
- speculate
- theorize

Poetic writing (often called creative writing) uses language as an art medium. When students create imaginative texts such as songs, raps, poems (including spoken word), short stories, Photostory© or dramatic texts, they experience the same decision-making processes that published authors do.

Within each mode, there are various forms, each of which is used for a different purpose and to address a different audience. Each form is identified by its purpose and by the visual and text form in which it is presented. Text features help identify the writing form. Students should have opportunities to create written texts in each of the modes of writing.

CHECK IT OUT

Dean, Deborah

Strategic Writing: The Writing Process and Beyond in the Secondary English Classroom
(National Council of Teachers of English, 2006)

5.1: Sample Yearly Plans

The sample yearly plans provided on pages 157-158 are enlarged duplications of the samples provided on pages 16-17. Teachers may find it helpful to make notes on these versions as they plan for instruction throughout the year.

September	October	November	December	January	February	March	April	May	June
Connections Notebook: record ideas based on interacting with texts (reading, listening, viewing), record ideas for creating texts and capture reflections on learning									
Growth Portfolio: reflection, self-assessment and evaluation of oral communication and student created texts									
Year-end Project (student-directed): digital, live, paper product or multi-form and/or multi-genre									
Comprehension strategies: note-taking, highlighting	Comprehension strategies: annotating	Comprehension strategies: annotating	Comprehension strategies: annotating	Comprehension strategies: summarizing, synthesizing					
Critical Thinking and Inquiry: questioning and determining importance	Critical Thinking and Inquiry: visualizing and synthesizing	Critical Thinking and Inquiry: connecting	Critical Thinking and Inquiry: synthesizing	Critical Thinking and Inquiry: inferring	Critical Thinking and Inquiry: analyzing				
Oral Communication: live interactions in class (group work and class discussions), interactions with the larger community (guest speakers, field trips), recording oral texts (audio, video)									

Resources

Teacher Resources

Texts and Lessons in Content-Area Reading (Heinemann 2011)

Exploring Writing in the Content Areas (Pembroke 2005)

Cross-Curricular Reading Tools (Council of Atlantic Ministers for Education and Training 2006)

Ontario Comprehension Assessment Student Success Kit (Pearson 2009)

Environmental Print Kit (Department of Education 2012)

Student Resources

Selected titles from *Boldprint* Anthology Series (Oxford)

- *Adventure Travel*
- *Faceoff*
- *Rise Above*
- *Survivors*
- *Ride On*
- *Predators*
- *She's Got Game*

Selected titles from *Boldprint* Talk Series (Oxford)

- *Danger Zone*
- *Homes*
- *Fight for Your Life*

Suggested Teacher Resources

Fisher, Douglas and Nancy Frey (2012) *Improving Adolescent Literacy 3rd Edition*. Boston, MA: Pearson Education Inc.

Glass, Jennifer, Joan Green and Kathleen Gould Lundy (2011) *Talking to Learn: 50 Strategies for Develop Oral Language*. Don Mills, ON: Oxford University Press

Kittle, Penny (2008) *Write Beside Them*. Portsmouth, NH: Heinemann

Tovani, Cris (2000) *I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers*. Markham, ON: Scholastic Canada Ltd.

Tovani, Cris (2011) *So What Do They Really Know? Assessment That Informs Teaching and Learning*. Markham, ON: Pembroke Publishers Ltd. (Stenhouse)

Wilhelm, Jeffrey D., Peggy Jo Wilhelm and Erika Boas (2009) *Inquiring Minds Learn to Read and Write*. Markham, ON: Scholastic Canada Ltd.

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- “Apple Classrooms of Tomorrow – Today” (2008) <http://education.apple.com/acot2/program.shtml>
- Buckner, Aimee (2009) *Notebook Connections: Strategies for the Reader’s Notebook*. Portland, Maine: Stenhouse Publishers
- Bull, Geoff and Michéle Anstey (2010) *Evolving Pedagogies*. Carlton, South Victoria, Australia: Education Services Australia Limited
- The Centre for Inclusive Education (2009) http://www.edu.uwo.ca/inclusive_education/index.asp
- Cowhey, Mary (2006) *Black Ants and Buddhists: Thinking Critically and Teaching Differently in the Primary Grades*. Portland, Maine: Stenhouse Publishers
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