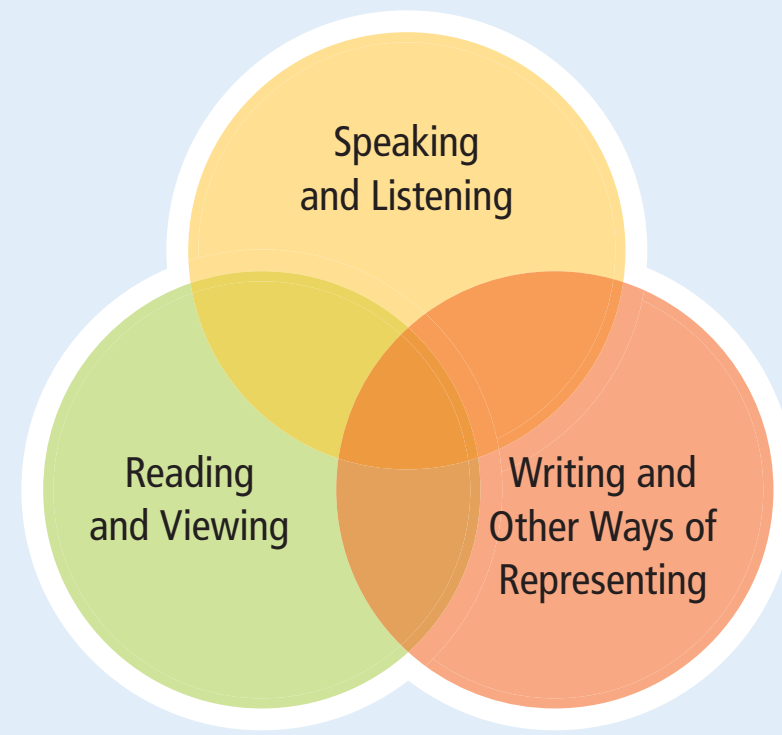
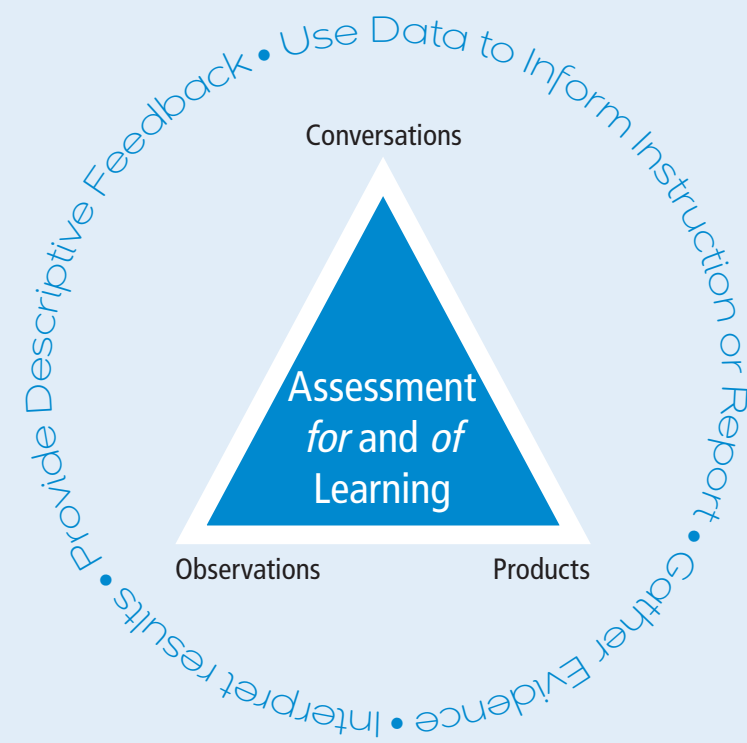
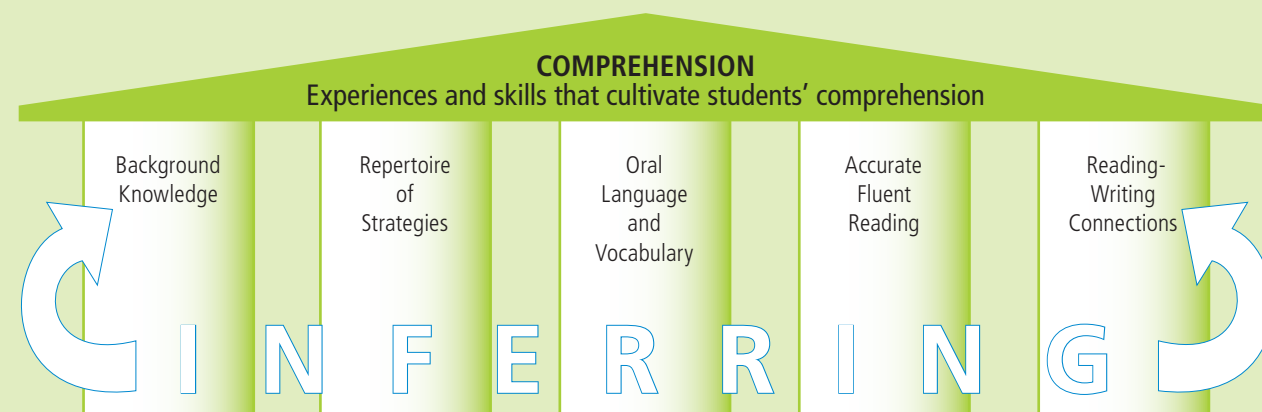


PURPOSEFUL PLANNING FOR **BALANCED** ASSESSMENT AND INSTRUCTION IN ENGLISH LANGUAGE ARTS 4-6



READING WORKSHOP



Methods of Assessment

- oral reading records
- confering with descriptive feedback
- comprehension conversations
- teacher-created checklists
- checklist of criteria (including co-constructed with students)
- observations of student reading behaviours
- open-ended comprehension questions
- anecdotal notes
- quick check-ins
- reflections
- fluency checks
- student self-assessment
- rubrics
- reading responses/logs/journals

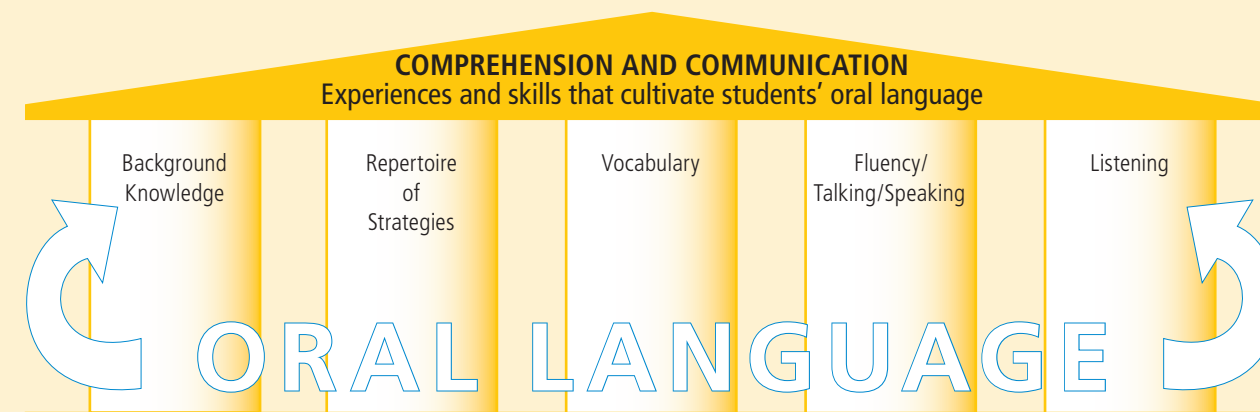
Components of Reading Instruction and Assessment

Time to Teach	Time to Practise	Time to Share and Reflect
<p>What?</p> <ul style="list-style-type: none"> demonstrating thinking processes (metacognition) activating/using prior knowledge generating background knowledge using text features developing fluency extending vocabulary exploring elements of genre understanding literacy devices applying a repertoire of fix-up and comprehension strategies connecting reading and writing <p>How?</p> <p>Explicitly teach through</p> <ul style="list-style-type: none"> read-aloud/think-aloud modelling shared reading interactive read-aloud (turn and talk) focus lesson <p>Materials such as</p> <ul style="list-style-type: none"> picture books short passages from longer text mentor text enlarged text through LCD, charts, etc. anchor charts multimedia 	<p>Students:</p> <p>Independent Reading Focused block of time for students to practise skills and strategies with differing levels of support <i>Teaching in Action: Grades 4-6, pp. 34-35</i></p> <p>Teacher:</p> <ul style="list-style-type: none"> observing reading behaviours instructing in small groups (such as guided reading, book clubs, etc.) confering with students and planning next steps conducting ongoing reading assessment(s) <p>In addition to independent reading practice, other reading experiences may include</p> <ul style="list-style-type: none"> making book choices responding in writing and other ways of representing using technology participating in book talks, inquiry circles, book clubs practising and performing in Readers' Theatre talking about their reading participating in reciprocal reading (paired reading) 	<p>Students reflect on their learning from the instructional focus in a variety of ways:</p> <ul style="list-style-type: none"> individual reflection prior to sharing partner/small-group sharing whole-class sharing <p>Teacher provides opportunities for students to</p> <ul style="list-style-type: none"> reflect personally and/or critically talk about ... celebrate success share application of strategy taught or applied self-assess think-pair-share set/visit personal goals plan next steps write or represent a reflection, reaction, response, or interpretation

Word Study: Ongoing Explicit Instruction in Reading Workshop

- exploring patterns
- exploring and building vocabulary
- exploring and building content-area vocabulary
- exploring word meanings
- using references (environmental print, word walls, dictionaries) (*Spelling: A Teaching Resource, Grades Primary-9, pp. 9, 38*)

SPEAKING AND LISTENING



Methods of Assessment

- rubrics
- checklists
- observations
- anecdotal notes
- reflections
- peer/self-assessments

Informal (Talking)	Formal (Speaking)	Listening
<p>Using oral language to effectively explore, extend, clarify, and reflect on our thoughts, ideas, feelings, opinions, and experiences</p> <ul style="list-style-type: none"> social conventions (speaking with respect, turn talking, gestures, body language, volume—indoor/outdoor voices, tone) participating in whole- and small-group discussions, partner discussions conversation asking and responding to questions giving directions and instructions expressing opinions exploring and practising vocabulary 	<p>Using oral language to effectively convey information; express personal thoughts, ideas, feelings, opinions/interpretations, and experiences; ask questions; respond to audience</p> <ul style="list-style-type: none"> conventions appropriate to audience and purpose (speaking with respect, poise, making eye contact with audience, using gestures appropriate to speaking, body language, volume, articulation, expression, pacing, appropriate intonation, facial expressions) effective and appropriate word choice asking and responding to questions voice (conviction, purpose) 	<p>Attending to and analyzing what is heard, connecting it to prior knowledge, forming opinions, and making judgments</p> <ul style="list-style-type: none"> actively listening as accountable learners listening critically accepting constructive feedback listening with a purpose following directions and instructions listening with appreciation conventions appropriate to audience and purpose (listening with respect, waiting for a turn to speak, etc.)

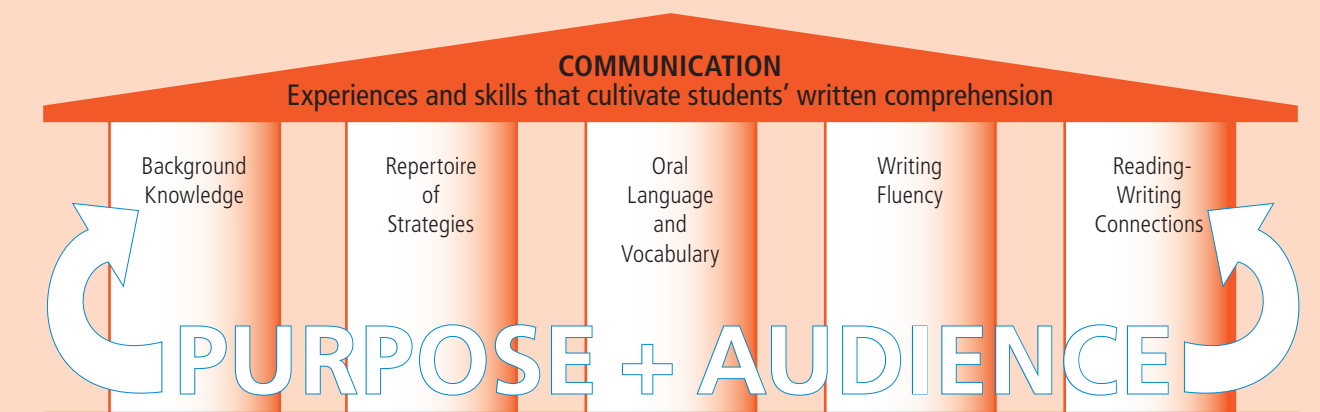
Ongoing Learning Experiences

Informal (Talking), Formal (Speaking), and Listening	
<ul style="list-style-type: none"> conversations (dialogue, small group, whole group) interviews/surveys role-plays/retells think-pair-share; turn and talk book talks oral reports / public speaking talking sticks responding to oral presentations read-aloud/think-aloud speeches and debates persuasive talk guest speakers assemblies book clubs / literature circles 	<ul style="list-style-type: none"> peer conferences peer teaching / tutoring sharing artifacts Author's Chair brainstorming choral speaking and chanting Readers' Theatre multimedia presentations (podcasts, digital slide shows, digital stories, etc.) fish bowl demonstration storytelling audio books announcements dramatizations responding to literature

Word Study: Additional Ongoing Learning Experiences

- word sorts / word games
- developing word collections / charts
- making words, making big words
- word hunts (not word search)
- building word families
- word choice appropriate to purpose and audience

WRITING WORKSHOP



Methods of Assessment

- dated writing samples
- confering with descriptive feedback
- rubrics (including co-constructed with students)
- teacher-created checklists and rubrics
- checklist of criteria (including co-constructed with students)
- observations of student writing behaviours
- anecdotal notes
- comparison to exemplars
- quick check-ins
- reflections
- student self-assessment
- writing responses

Components of Writing Instruction and Assessment

Time to Teach	Time to Practise	Time to Share and Reflect
<p>What?</p> <ul style="list-style-type: none"> demonstrating thinking processes (metacognition) writing processes traits of writing types of writing elements of genre craft of writing <p>How?</p> <p>Explicitly teach through</p> <ul style="list-style-type: none"> analyzing writing samples and exemplars modelled writing shared writing focus lesson <p>Materials such as</p> <ul style="list-style-type: none"> mentor texts picture books anchor charts technology word collections (common patterns, high frequency, vocabulary, personal, etc.) 	<p>Students:</p> <p>Independent Writing with an awareness of the writing developmental stages (Emergent, Early, Transitional, Fluent) <i>Teaching in Action: Grades 4-6, p. 50</i></p> <p>Teacher:</p> <ul style="list-style-type: none"> observing writing behaviours instructing in small groups (such as guided writing, project-based writing, etc.) confering with students and planning next steps conducting ongoing writing assessment(s) <p>Independent writing includes</p> <ul style="list-style-type: none"> choice units of study using a writer's notebook quick writes using and designing graphic organizers honing writer's craft engaging in the writing processes; emphasizing revision incorporating the traits of writing ongoing conversations about their writing (peer and teacher) authentic writing note taking / jot notes <p>In addition to independent writing practice, other writing experiences may include</p> <ul style="list-style-type: none"> collaborative writing interdisciplinary writing using technology 	<p>Reflect and Share on Instructional Target/Purpose</p> <ul style="list-style-type: none"> individual reflection prior to sharing partner/small-group sharing whole-class sharing <p>Teacher provides opportunities for students to</p> <ul style="list-style-type: none"> reflect personally and/or critically talk about ... celebrate success share application of strategy taught or applied self-assess set/visit personal goals plan next steps write or represent a reflection, reaction, response, interpretation share through Author's Chair offer/receive peer feedback

Word Study: Ongoing Explicit Instruction in Writing Workshop

- exploring and applying effective word choice, conventions, and grammar
- developing word collections/charts
- applying word meanings, history, and usage
- applying spelling strategies (generalizations, mnemonics, etc.)
- using references (thesauri, word collections, dictionaries, etc.) (*Spelling: A Teaching Resource, Grades Primary-9, pp. 9, 38*)

GRADE 4 ENGLISH LANGUAGE ARTS OUTCOMES: YEARLY PLANNING CHART

Students will be expected to ...

SPEAKING AND LISTENING

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.				GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.	
1.1 explore and discuss their thoughts, ideas, and experiences and consider those of their peers	1.2 ask and respond to questions to clarify information and explore solutions to problems	1.3 explain personal opinions and respond to the questions and opinions of others	1.4 listen critically to others ideas or opinions expressed	2.1 contribute to conversations, small-group and whole-group discussion, showing an awareness of when to speak and when to listen	2.2 use word choice, tone of voice, facial expressions, and gestures appropriate to the speaking occasion
GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically. (continued)			GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.		
2.3 give and follow instructions and respond to questions and directions	2.4 engage in and respond to oral presentations		3.1 show basic courtesies of conversation in group interactions	3.2 identify examples of prejudice and stereotyping in oral language, and use language that shows respect for all people	3.3 show an awareness of the kinds of language appropriate to different situations and audiences

READING AND VIEWING

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.					GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
4.1 select, with growing independence, texts appropriate to their interests and learning needs	4.2 read widely and experience a variety of children's literature with an emphasis in genre and authors	4.3 use pictures and illustrations, word structures, and text features to locate topics and obtain or verify their understanding of information	4.4 use and integrate the pragmatic, semantic, syntactic, and graphophonic cueing systems and a variety of strategies to construct meaning	4.5 describe their own processes and strategies in reading and viewing	5.1 answer, with assistance, their own and others' questions by seeking information from a variety of texts
GCO 6: Students will be expected to respond personally to a range of texts.			GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.		
6.1 describe, share, and discuss their personal reactions to texts	6.2 give reasons for their opinions about texts and types of texts and the work of authors and illustrators	7.1 use their background knowledge to question information presented in print and visual texts	7.2 identify conventions and characteristics of different types of print and media texts that help them understand what they read and view	7.3 respond critically to texts by <ul style="list-style-type: none"> – asking questions and formulating understandings – discussing texts from the perspective of their own experiences – identifying instances where language is being used, not only to entertain, but to manipulate, persuade, or control them – identifying instances of prejudice and stereotyping 	

WRITING AND OTHER WAYS OF REPRESENTING

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.			GCO 9: Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.		
8.1 use strategies in writing and other ways of representing to <ul style="list-style-type: none"> – formulate questions and organize ideas – generate topics of personal interest and importance – discover and express personal attitudes, feelings, and opinions – compare their own thoughts and beliefs to those of others – describe feelings, reactions, values, and attitudes – record experiences – formulate goals for learning – practise strategies for monitoring their own learning 	8.2 experiment with different ways of making their own notes	8.3 experiment with language, appropriate to audience, purpose, and form, that enhances meaning and demonstrates imagination in writing and other ways of representing	9.1 create written and media texts, collaboratively and independently, in different modes and in a variety of forms	9.2 demonstrate an awareness of purpose and audience	9.3 invite responses to early drafts of their writing/media productions
GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.					
10.1 develop a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies	10.2 demonstrate an understanding of many conventions of written language in final products	10.3 use technology with increasing proficiency in writing and other forms of representing	10.4 demonstrate a commitment to shaping pieces of writing and other representations through stages of development	10.5 select, organize, and combine relevant information from two or more sources to construct and communicate meaning	