Purposeful Planning for Balanced Assessment and Instruction in English Language Arts 4–6

Speaking and Listening

Components of Instruction
- Informal (Talking)
- Formal (Speaking)

Methods of Assessment
- Oral reading records
- Student self-assessment
- Self-assessment
- Peer assessment

Independent Writing
- Recognizing and applying what is heard, connecting to prior knowledge, forming opinions, and making judgments
- Activity learning as accountable learners
- Listening critically
- Accepting constructive feedback
- Listening with a purpose
- Following directions and instructions
- Noting conventions appropriate to audience and purpose (listening with respect, paying attention to context)

Other Ways of Assessing
- Oral (Conversation)
- Listening

Ongoing Learning Experiences
- Listening
- Speaking
- Reading
- Writing

Time to Teach
- What?
- When?
- Where?

Time to Practice
- How?
- Why?

Time to Share and Reflect
- Student activities
- Teacher activities

Reading Workshops

Components of Reading Instruction
- Focus on features
- Components of instruction

Methods of Assessment
- Observations
- Checklists
- Interviews
- Projects
- Portfolios
- Reading Response Journals

Strategy
- Using oral language to effectively convey information, express personal thoughts, ideas, feelings, opinions, interpretations, and experiences, and questions, respond to audience
- Using oral language to effectively convey information, express personal thoughts, ideas, feelings, opinions, interpretations, and experiences, and questions, respond to audience

Comprehension
- Understanding literal, inferential, and evaluative questions
- Understanding literal, inferential, and evaluative questions

Oral Language
- Developing awareness of voice
- Developing awareness of voice

Writing Workshop

- Developing awareness of the writing development stages (Emergent, Early, Transitional, Fluent)
- Conducting ongoing writing assessment(s)

Oral Language
- Developing awareness of voice
- Developing awareness of voice

Comprehension
- Understanding literal, inferential, and evaluative questions
- Understanding literal, inferential, and evaluative questions

Oral Language
- Developing awareness of voice
- Developing awareness of voice
### 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.

- 1.1 contribute thoughts, ideas, and experiences to discussion, and ask questions to clarify their ideas and those of their peers.
- 1.2 ask and respond to questions to seek clarification or explanation of ideas and concepts.
- 1.3 explain and support personal ideas and opinions.
- 1.4 listen critically to others’ ideas or opinions and points of view.

**GCO 2:** Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

- 2.1 contribute to and respond constructively in conversation, small-group, and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners.
- 2.2 use word choice and expression appropriate to the speaking occasion.
- 2.3 give and follow precise instructions and respond to questions and directions.
- 2.4 engage in, respond to, and evaluate oral presentations.

**GCO 3:** Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

- 3.1 demonstrate an awareness of the needs, rights, and feelings of others by listening attentively and speaking in a manner appropriate to the situation.
- 3.2 identify examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use language that shows respect for all people.
- 3.3 consider purpose and the needs and expectations of their 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.

- 4.1 select, independently, 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; use a dictionary to determine word meaning in context.
- 4.5 describe and discuss their own processes and strategies in reading and viewing.

**GCO 5:** Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

- 5.1 answer, with decreasing assistance, their own questions and those of others by selecting relevant information from a variety of texts.

**GCO 6:** Students will be expected to respond personally to a range of texts.

- 6.1 describe, share, and discuss their personal reactions to a range of texts across genres, topics, and subjects.
- 6.2 support their opinions about texts and features of types of texts presented in print and visual texts.
- 6.3 use their background knowledge to question and analyze information in context.

**GCO 7:** Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

- 7.1 use appropriate note-taking strategies from a growing repertoire.
- 7.2 recognize how conventions and characteristics of different types of print and media texts help them understand what they read and view.
- 7.3 respond critically to texts by:
  - analyzing strategies to analyze a text;
  - demonstrating growing awareness that all texts reflect a purpose and a point of view;
  - identifying instances where language is being used to manipulate, persuade, or control them;
  - identifying instances of opinion, prejudice, bias, and stereotyping.

### 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.

- 8.1 use a range of strategies in writing and other ways of representing to:
  - frame questions and answers to those questions;
  - generate topics of personal interest and importance;
  - record, develop, and reflect on ideas, attitudes, and opinions;
  - compare their own thoughts and beliefs to those of others;
  - describe feelings, reactions, values, and attitudes;
  - record and reflect on experiences and their responses to them;
  - formulate and monitor goals for learning;
  - practice and extend strategies for monitoring learning.
- 8.2 expand appropriate note-making strategies from a growing repertoire.
- 8.3 make deliberate language choices, appropriate to purpose, audience, and form, to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing.

**GCO 9:** Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

- 9.1 create written and media texts, collaboratively and independently, in different modes, and in an increasing variety of forms.
- 9.2 address the demands of a variety of purposes and audiences.
- 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 to enhance their clarity, precision, and effectiveness.

- 10.1 use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies.
- 10.2 demonstrate an increasing understanding of the conventions of written language in final products:
  - use basic spelling rules and show an understanding of irregularities;
  - use appropriate syntax in final products;
  - use references while editing.
- 10.3 use technology with increasing proficiency to create, revise, edit, and publish texts.
- 10.4 demonstrate a commitment to shaping and reshaping pieces of writing and other representations through stages of development and refinement.
- 10.5 select, organize, and combine relevant information from three or more sources to construct and communicate meaning.