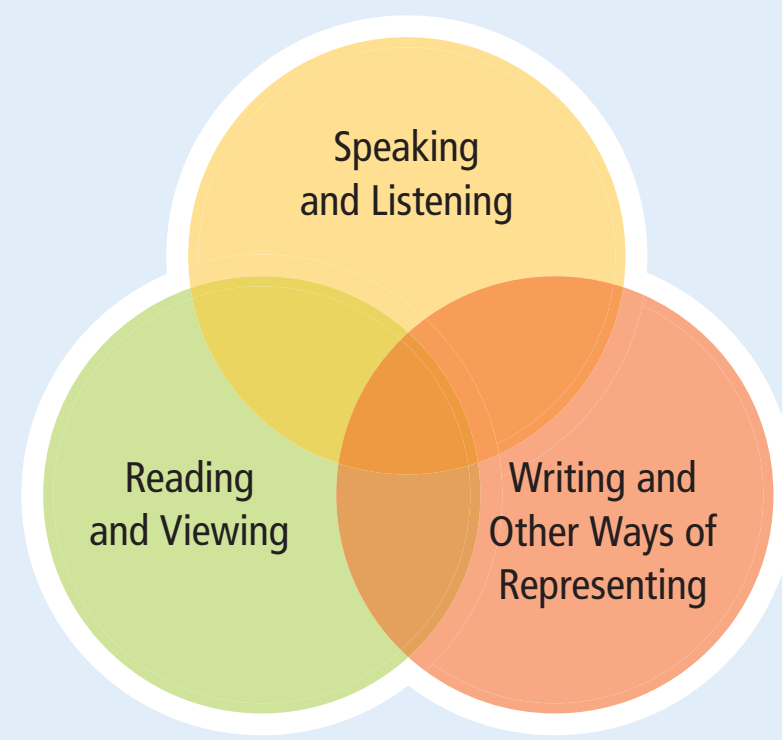
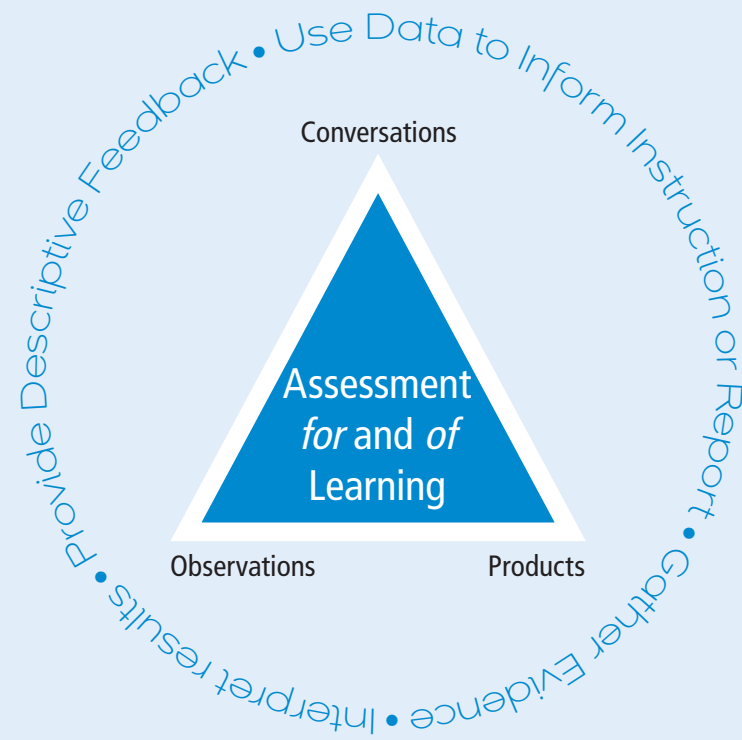
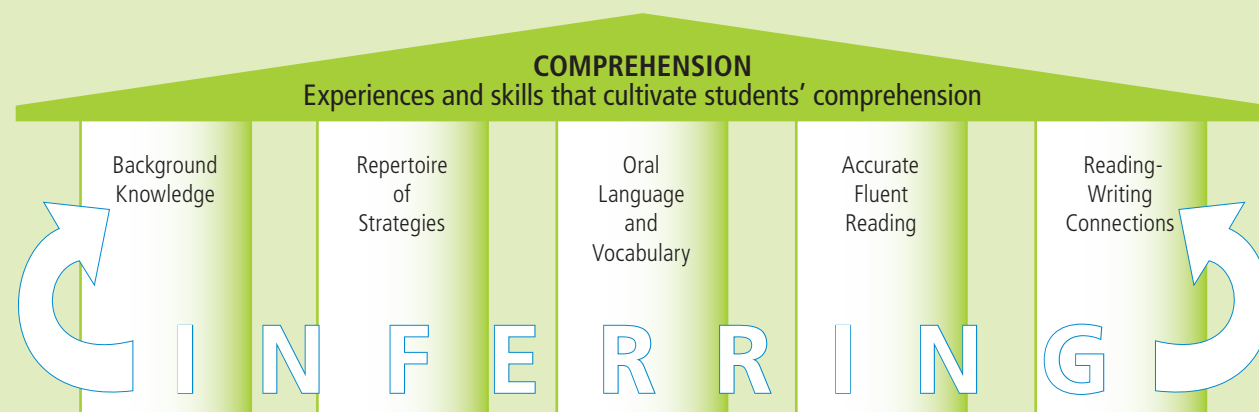


# PURPOSEFUL PLANNING FOR **BALANCED** ASSESSMENT AND INSTRUCTION IN ENGLISH LANGUAGE ARTS 4-6



## 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

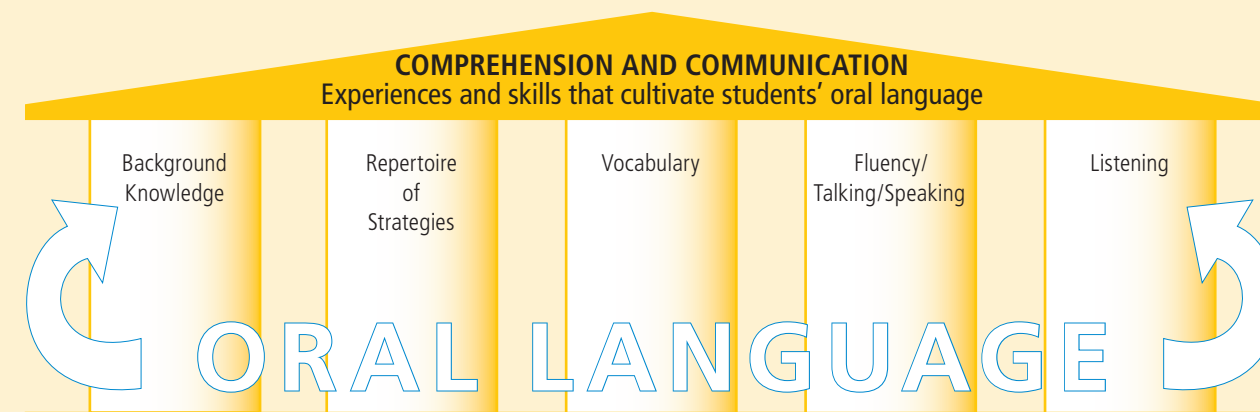
### Components of Reading Instruction and Assessment

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

### 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"> <li>social conventions (speaking with respect, turn talking, gestures, body language, volume—indoor/outdoor voices, tone)</li> <li>participating in whole- and small-group discussions, partner discussions</li> <li>conversation</li> <li>asking and responding to questions</li> <li>giving directions and instructions</li> <li>expressing opinions</li> <li>exploring and practising vocabulary</li> </ul>	<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"> <li>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)</li> <li>effective and appropriate word choice</li> <li>asking and responding to questions</li> <li>voice (conviction, purpose)</li> </ul>	<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"> <li>actively listening as accountable learners</li> <li>listening critically</li> <li>accepting constructive feedback</li> <li>listening with a purpose</li> <li>following directions and instructions</li> <li>listening with appreciation</li> <li>conventions appropriate to audience and purpose (listening with respect, waiting for a turn to speak, etc.)</li> </ul>

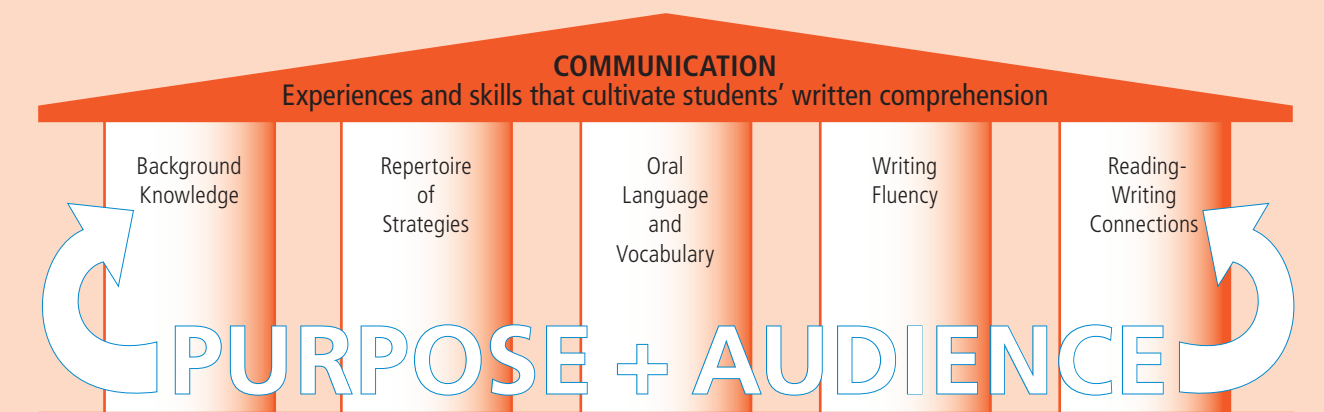
### Ongoing Learning Experiences

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

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

### 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 6 ENGLISH LANGUAGE ARTS OUTCOMES: YEARLY PLANNING CHART

*Students will be expected to ...*

## SPEAKING AND LISTENING

<b>GCO 1:</b> Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.				<b>GCO 2:</b> Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.	
1.1 contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others	1.2 ask and respond to questions to seek clarification or explanation of ideas and concepts	1.3 defend and/or support their opinions with evidence	1.4 listen critically to others ideas or opinions and points of view	2.1 contribute to and respond constructively in conversation, small-group, and whole-group discussion	2.2 use word choice and emphasis, making a conscious attempt to produce a desired effect
<b>GCO 2:</b> Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically. (continued)			<b>GCO 3:</b> 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 a variety of questions and instructions	2.4 engage in, respond to, and evaluate a variety of oral presentations and other texts	3.1 listen attentively and demonstrate an awareness of the needs, rights, and feelings of others	3.2 detect examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use bias-free language	3.3 make a conscious attempt to consider the needs and expectations of their audience	

## READING AND VIEWING

<b>GCO 4:</b> Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.					<b>GCO 5:</b> Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	
4.1 select, independently, texts appropriate to their range of 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 a wider range of pictorial, typographical, and organizational features of written texts to obtain, verify, and reinforce their understanding of information	4.4 use and integrate the various cueing systems and a variety of strategies with increasing independence to construct meaning	4.5 reflect on and discuss their own processes and strategies in reading and viewing	5.1 answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts	
<b>GCO 6:</b> Students will be expected to respond personally to a range of texts.		<b>GCO 7:</b> Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.				
6.1 explain why particular texts matter to them and demonstrate an increasing ability to make connections among texts	6.2 reflect on and give reasons for their interpretations of an increasing variety of texts	7.1 recognize that facts can be presented to suit an author's purpose and point of view	7.2 identify the conventions and structure of a variety of print and media texts and genres	7.3 make connections with the purpose of each text or genre	7.4 respond critically to texts by <ul style="list-style-type: none"> <li>– applying a growing range of strategies to analyze and evaluate texts</li> <li>– demonstrating a growing awareness that all texts reflect a purpose and a perspective</li> <li>– recognizing when language is being used to manipulate, persuade, or control them</li> <li>– detecting prejudice, stereotyping, and bias</li> </ul>	

## WRITING AND OTHER WAYS OF REPRESENTING

<b>GCO 8:</b> 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.				<b>GCO 9:</b> 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 a range of strategies in writing and other ways of representing to <ul style="list-style-type: none"> <li>– frame questions and design investigations to answer their questions</li> <li>– find topics of personal importance</li> <li>– record, develop, and reflect on ideas</li> <li>– compare their own thoughts and beliefs to those of others</li> <li>– describe feelings, reactions, values, and attitudes</li> <li>– record and reflect on experiences and their responses to them</li> <li>– formulate goals for learning</li> <li>– practise and apply strategies for monitoring learning</li> </ul>	8.2 select appropriate note-making strategies from a growing repertoire	8.3 make language choices to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing	9.1 create written and media texts using an increasing variety of forms	9.2 address the demands of an increasing variety of purposes and audiences	9.3 invite responses to early drafts of their writing/media productions	
<b>GCO 10:</b> 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 select from a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies to develop effective pieces of writing and other representations	10.2 use the conventions of written language in final products	10.3 use technology with increasing proficiency to create, revise, edit, and publish texts	10.4 demonstrate commitment to shaping pieces of writing and other representations	10.5 select, organize, and combine relevant information from three to five sources		