

Good Spirit School Division

English Language Arts

B18

October 2015

Table of Contents

Alternative Education Rationale

English Language Arts B18

Broad Areas of Learning

- Lifelong Learners

- Sense of Self, Community, and Place

- Engaged Citizens

Cross-curricular Competencies

- Developing Thinking

- Developing Identity and Interdependence

- Developing Literacies

- Developing Social Responsibilities

K-12 Aim and Goals of English Language Arts

Why Study English Language Arts?

An Effective Language Arts Program

Alternative Education ELA Overview

Alternative Education ELA Outcome and Indicator Comparison Chart

Outcomes and Indicators

- Comprehend and Respond

- Compose and Create

Good Spirit School Division ELA B18 October 2015

Alternative Education Rationale

Good Spirit School Division believes in “Learning Without Limits” and “Achievement For All.” This philosophy applies to the education of all students. In an effort to create an educational program in which each and every student can learn and succeed, Good Spirit has developed an Alternative Education Program for high school students that provides specific supports tailored to individual student needs.

The Alternative Education Program in Good Spirit is designed for students who are unable to meet the learning objectives of the Secondary Level Regular Education Program, even after the Adaptive Dimension has been applied extensively. When students are unable to meet the learning objectives of the Regular Education Program, it is imperative for school personnel to determine why. The decision to move a student from a Regular Education Program to an Alternative Education Program should be based on formal and informal assessments of both academic and cognitive functioning. A student’s educational history and information gathered at team meetings should also be considered. (An education team includes, but may not be limited to, parent(s)/caregiver(s), student, educators, and others directly involved with the student.) Placement in an Alternative Education Program is not considered appropriate for students with average to above average cognitive ability who may have learning disabilities and/or behaviour disorders, and/or for whom English is a second language or dialect.

Once a student is placed in the Alternative Education Program, teachers tailor educational opportunities around student interests, learning styles, and needs. The goal of the program is to help students become independent, contributing members of their community and in society. Curriculums for classes that are a part of the Alternative Education Program are meant to be guidelines and can be adjusted to meet individual student needs. Students may or may not have all outcomes included in their programs. The inclusion of outcomes depends on the abilities of the student and the appropriateness of each outcome in student success.

English Language Arts B18

(taken from the [Saskatchewan Online English Language Arts 10A Curriculum](#))

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. K-12 English language arts contributes to the Goals of Education through helping students achieve knowledge, skills, and attitudes related to the following:

Lifelong Learners

Students who are engaged in constructing and applying English language arts knowledge naturally build a positive disposition towards learning. Throughout their study of English language arts, students gain understandings, skills, and strategies to become more competent and confident language users.

Sense of Self, Community, and Place

To learn English language arts, students need not only to use the English language but also to interact with each other. Through the English language arts, students learn about themselves, others, and the world. The students use language to define who they are and to explore who they might become. They use language to interact and to respond effectively with others and to build community.

Engaged Citizens

In the English language arts, students learn how language enables them to make a difference in their personal, peer, family, and community lives. Language gives them a sense of agency and an ability to make a difference in their community and the world in which they live.

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies are reflective of the Common Essential Learnings and are intended to be addressed in each area of study at each grade level.

Developing Thinking

Learners construct knowledge to make sense of the world around them. They develop understanding by building on what is already known. This key competency concerns the ability to make sense of information, experiences, and ideas through thinking contextually, critically, and creatively. The philosophy of learning in English language arts is inquiry-based, and students use their language and thinking skills to explore a range of topics, issues, and themes.

Developing Identity and Interdependence

The ability to act autonomously in an interdependent world requires an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group accomplishments. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed worlds. Achieving this competency requires understanding, valuing, and caring for oneself; understanding, valuing, and respecting human diversity and human rights and responsibilities; and understanding and valuing social and environmental interdependence and sustainability. English language arts requires students to explore ideas and issues of identity, social responsibility, diversity, sustainability, and personal agency.

Developing Literacies

Literacies provide many ways, including the use of various language systems and media, to interpret the world and express understanding of it. Literacies involve the evolution of interrelated skills, strategies, and understandings that facilitate an individual's ability to participate fully and equitably in a variety of roles and contexts – school, home, and local and global communities. To achieve this competency requires developing skills, strategies, and understandings related to various literacies in order to explore and interpret the world and communicate meaning. English language arts requires students to use different literacies, including language literacy, effectively and contextually to represent ideas and understanding in multiple, flexible ways.

Developing Social Responsibility

Social responsibility is how people positively contribute to their physical, social, and cultural environments. It requires the ability to participate with others in accomplishing shared or common goals. This competency is achieved through using moral reasoning processes, engaging in communitarian thinking and dialogue, and taking action to contribute to learners' physical, social, and cultural environments. In English language arts, students explore their social responsibility and work toward common goals to improve the lives of others and the natural and constructed worlds.

K-12 Aim and Goals of English Language Arts

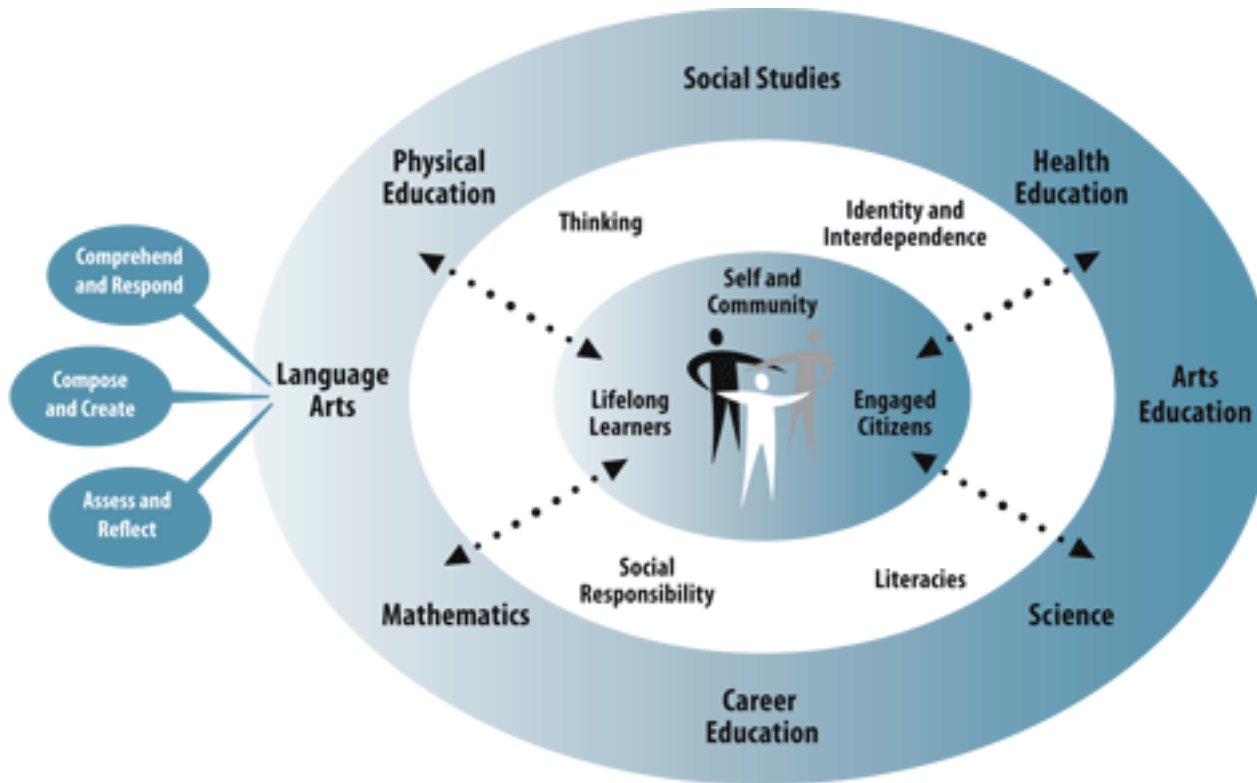
The K-12 aim of the Saskatchewan English language arts curricula is to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction.

The K-12 goals are broad statements identifying what students are expected to know, understand, and be able to do upon completion of study in a particular subject (e.g., English language arts). The K-12 goals of the Saskatchewan English language arts curricula are to:

Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other texts) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

Assess and Reflect (AR). Students will extend their abilities to assess their own language skills; discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers; and set goals for future improvement.



Questions Derived from the Aim and Goals

The questions in this section focus on the long-term abilities associated with the overall aim and K-12 goals for the English language arts program. They recur in and give an overall focus to all instruction, assessment, and evaluation in English language arts.

Comprehend and Respond (CR):

- What is this text saying? Explicitly? Implicitly?
- How was the text created?
- What forms and conventions are used?
- In what context and for what purpose was the text created?

- What is my interpretation of the text?
- What evidence do I have to support this interpretation?
- What does this text have to say about identity, social responsibility, and personal agency (making a difference)?
- Whose voices are represented and whose are not?
- Why are viewing, listening, and reading important?

Compose and Create (CC):

- What do I know, and how can I express that?
- How can I best express these ideas for this audience and purpose?
- What forms can I use? What are the conventions of those forms?
- How can I communicate most clearly and effectively?
- Do my messages demonstrate a deep understanding of the subject matter?
- Are my compositions and presentations well-crafted, fully developed, coherent, and appropriate to my purpose and audience?
- To what extent is the voice, pen, or screen “mightier than the sword”?

Assess and Reflect (AR):

- Why are effective language usage and effective communication important?
- What are the characteristics of effective viewers, listeners, readers, representers, speakers, and writers? What do they do, feel, look like, or sound like?
- What are my teacher’s and my personal expectations for viewing, listening, reading, speaking, writing, and other forms of representing?
- What are my personal goals for becoming a more effective viewer, listener, reader, representer, speaker, and writer? How will I achieve them?
-

Why Study English Language Arts?

English language arts is the study of the English language, its texts, and communication skills and strategies.

As a defining characteristic of human beings, language is the base for learning, thinking, and communicating. To successfully participate in the workplace, in world affairs, and in life, individuals must be effective in visual, oral, and written communication and be able to think deeply and critically and use language for a variety of purposes. English language arts provides the opportunity for

students to become effective communicators, learners, and thinkers through developing their skills as viewers, listeners, readers, representers, speakers, and writers.

By comprehending through viewing, listening, and reading and by responding to a range of texts, both literary and informational, students learn about ideas, information, and what it is like to be a human being.

Through composing, creating, and using oral, written, and other forms of representation, students learn to communicate more clearly and powerfully. They develop the language skills that allow them to shape their thoughts and to communicate the worth of these thoughts.

Through assessing and reflecting on how language works (the elements, forms, conventions, and use of language), students learn to make appropriate language choices and to apply them for effect in a range of contexts both in school and beyond. Students learn the power of language in their own lives, in their communities, and in the world.

Language is the medium of most learning. Learning to understand and apply language in various texts and forms allows students to participate fully and effectively in all areas of study, in the workplace, and in life.

An Effective English Language Arts Program

An English language arts program is effective when it is purposeful, dynamic, fulfilling, and authentic. This curriculum invites and challenges educators to think about education, schooling, and English language arts as it might be, rather than the way they might have known it to be in the past. How can schooling and English language arts be more purposeful, dynamic, fulfilling, and authentic? How can it help students become competent, confident users of the English language and, at the same time, become knowledgeable about themselves, their community, and the world as a whole in a deep and meaningful way? How can it help students find fulfillment, be socially responsible, and act in ways that will make their community and world better places? How can it help students become effective self-directed, self-regulated, strategic, and collaborative learners to meet the demands of personal, social, work, and global life in the 21st century?

“When a learner makes connections and learning takes place, it is because of focused teaching” (Fullan, Hill, & Crévola, 2006, p. 34).

Focused teaching requires:

- a detailed map of what is expected that students will know, understand, and be able to do, clearly stated in outcomes and associated indicators

- a detailed knowledge of how best to teach to these learning outcomes in the classroom, including explicit teaching strategies and methods and classroom routines
- a set of powerful and aligned assessment and evaluation tools tied to the outcomes (Fullan, Hill, & Crévola, 2006, pp. 36-37).

This curriculum is designed to be the starting point for the detailed map, knowledge, and assessment and evaluation tools that teachers must know and understand in order to help students learn effectively through the English language arts. It is the starting point that will allow English language arts teachers “to develop and deepen students’ understanding of important ideas and processes in the disciplines equipping them to transfer their learning in meaningful and effective ways, and cultivating lifelong habits of mind” (Wiggins & McTighe, 2007, p. 13).

| What ELA Is | What ELA Is Not |
|--|--|
| Using visual, multimedia, oral, and written communication competently, appropriately, and effectively for a range of purposes | Using only print resources with a fictional emphasis for a limited range of purposes (usually isolated to a school task) |
| Recognizing the central role of language in communicating, thinking, and learning | Letting “literature” drive the program |
| Setting meaningful and relevant contexts for teaching and learning including connections to students’ experiences, knowledge, and personal and cultural identity | Giving isolated language activities and using unrelated texts |
| Helping students know what and why they are learning and doing something (i.e., outcomes, indicators, and exemplars) | Having only teacher awareness of the outcomes and not sharing them with students |
| Teaching and learning for “deep understanding” (using compelling questions, creating a climate of inquiry) | Asking and answering solely teacher-directed questions |
| Making meaning of ideas or information received (when viewing, listening, and reading) | Answering knowledge/comprehension questions, individually, after reading print texts |
| Creating meaning for themselves and others (when speaking, writing, and using other forms of representing) | Using limited forms of communication, usually writing |

| | |
|---|---|
| Using culturally responsive critical, creative, and metacognitive processes to make sense of ideas, information, and experiences | Accessing and accepting isolated information at face value |
| Creating, critiquing, and applying knowledge, understanding, and wisdom, not just “having” them | Collecting information that has no practical application in real life |
| Participating in, contributing to, and making connections with the world beyond the classroom | Not considering the implications of issues within the broader community |
| Promoting critical reflection and questioning that challenge assumptions, stereotypes, and biases | Perpetuating a Eurocentric worldview as superior |
| Using a variety of strategies (e.g., before, during, and after) depending upon the task | Following only teacher-directed skills and strategies, and spending time on isolated skill and drill activities |
| Understanding how language works (e.g., discourse, registers, sociolinguistic features and functions, cues and conventions) and using purposefully “grammatical” conventions for purpose and effect | Learning “grammar” for “grammar’s” sake |
| Engaging in inquiry learning | Doing a project or, if time permits, a series of activities to bring closure |
| Recognizing and respecting a range of worldviews | Not thinking critically about whose worldview is presented |
| Using assessment and evaluation to guide and improve learning and provide opportunities to reflect, monitor, self-assess, and set targets for learning | Not reflecting on or analyzing own progress |
| Demonstrating learning in many ways | Avoiding accountability for own learning |
| Reflecting on own learning and literacy | Assuming that the responsibility for learning and literacy lies with the teacher |
| Developing the disposition to lifelong learning | Setting short-term goals for learning (e.g., “Is it on the test?”) |

Using contemporary technologies to learn and to document understanding

Using limited or inappropriate technology for technology's sake

Alternative Education ELA Overview

To help students become lifelong learners, develop a sense of self and connection to others, and become engaged citizens, the alt ed ELA curriculums suggest possible themes that encourage students to “find fulfillment, be socially responsible, and act in ways that will make their community and world better places (quote found under the heading **An Effective English Language Arts Curriculum** in each of the Grade 1 to 12 Saskatchewan ELA curriculums).” An overview of the Alt Ed ELA program is as follows:

| | ELA A18 | ELA B18 | ELA A28 | ELA B28 | ELA A38 | ELA B38 |
|------------------------------|------------------------|----------------------------------|----------------------------|-----------------------------------|--|-----------------------|
| Identity | Getting to Know Myself | Expressing Myself | Thinking for Myself | Giving My Personal Best | Exploring Thoughts, Feelings and Ideas | Becoming Myself |
| Community | My Home and Family | My School Community (My Friends) | My Local Community | Helping Others | Celebrating Others | Teamwork |
| Social Responsibility | Conservation | Friendship | Protecting Our Environment | Doing My Part for the Environment | Making Our Community More Peaceful | Doing the Right Thing |

Alternative Education ELA Outcome and Indicator Comparison Chart

| English A18 | English B18 | English A28 | English B28 | English A38 | English B38 |
|--|--|---|--|---|--|
| Comprehend and Respond | | | | | |
| <p>CR A18.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).</p> | <p>CR B18.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).</p> | <p>CR A28.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment).</p> | <p>CR B28.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment).</p> | <p>CR A38.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).</p> | <p>CR B38.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).</p> |
| <p>CR A18.1a View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).</p> | <p>CR B18.1a View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship),</p> | <p>CR A28.1a View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment).</p> | <p>CR B28.1a View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment).</p> | <p>CR A38.1a View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).</p> | <p>CR B38.1a View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).</p> |

| English A18 | English B18 | English A28 | English B28 | English A38 | English B38 |
|---|---|--|---|---|--|
| CR A18.1b Make personal connections to the texts based on prior knowledge and experience. | CR B18.1b Connect situations in text to personal experiences and prior learning. | CR A28.1b Identify similarities and differences from personal experiences to the experiences of the characters in the text. | CR B28.1b Describe and build upon the connections between the text and personal experiences and prior knowledge. | CR A38.1b Compare the portrayal of situations in the text with personal experiences. | CR B38.1b Compare the challenges of situations presented in the text with personal experiences. |
| CR A18.1c Identify the main characters in the texts and their key characteristics. | CR B18.1c Describe the characters in texts, the way they might feel, and the way situations might cause them to feel. | CR A28.1c Identify similarities and differences of characters in the text with characters from previous texts or personal experiences. | CR B28.1c Describe and build upon the connections between the characters in the text and with characters from previous texts or personal experiences. | CR A38.1c Compare the portrayal of individuals in the text to personal experiences. | CR B38.1c Compare the challenges of individuals presented in the text with personal experiences. |
| CR A18.1d Retell the ideas and information presented in the texts. | CR B18.1d Correctly sequence the retelling of ideas and information presented in the texts. | CR A28.1d Retell and explain the ideas and information presented in the texts by making personal connections to text. | CR B28.1d Retell and explain the ideas and information presented in the texts by making connections to others. | CR A38.1d Retell and explain the ideas and information presented in the texts by making connections to the world around them. | CR B38.1d Apply the ideas and information presented in the texts to their own lives or the lives of those around them. |

| English A18 | English B18 | English A28 | English B28 | English A38 | English B38 |
|---|---|--|---|--|---|
| <p>CR A18.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).</p> | <p>CR B18.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).</p> | <p>CR A28.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment).</p> | <p>CR B28.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment).</p> | <p>CR A38.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).</p> | <p>CR B38.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).</p> |
| <p>CR A18.2a Describe main idea or purpose of the visual or multimedia text.</p> | <p>CR B18.2a Identify the main idea of the visual or multimedia text and provide reason for choice of main idea.</p> | <p>CR A28.2a Identify the important details from the visual or multimedia text.</p> | <p>CR B28.2a Recognize the feelings and/or emotions portrayed in the visual or multimedia texts.</p> | <p>CR A38.2a Make personal connections to the visual or multimedia text.</p> | <p>CR B38.2a Identify the purpose for a visual or multimedia text (to sell something, to express feelings, to inform, etc.).</p> |
| <p>CR A18.2b Make personal connections to the visuals and/or multimedia texts based on prior knowledge and experiences.</p> | <p>CR B18.2b Distinguish between what happens in real life and life depicted in television shows, cartoons, and films.</p> | <p>CR A28.2b Distinguish between fact (observable) and fantasy (imagined).</p> | <p>CR B28.2b Distinguish between fact and opinion.</p> | <p>CR A38.2b Discuss point of view in visuals and multimedia texts.</p> | <p>CR B38.2b Identify the importance of recognizing point of view in visuals and multimedia texts (e.g. advertising, etc.).</p> |

| English A18 | English B18 | English A28 | English B28 | English A38 | English B38 |
|---|---|--|---|--|---|
| CR A18.2c Record facts and ideas from visuals and/or multimedia texts. | CR B18.2c Record facts and ideas from visuals and/or multimedia texts and identify the main idea. | CR A28.2c Record facts and ideas from visuals and/or multimedia texts and identify the most important facts and/or ideas presented. | CR B28.2c Record facts and ideas from visuals and/or multimedia texts describe reaction to facts and ideas based on prior knowledge and experiences. | CR A38.2c Record facts and ideas from visuals and/or multimedia texts and make connections to the world around them. | CR B38.2c Record facts and ideas from visuals and/or multimedia texts and discuss how ideas can be applied in their daily lives (if applicable). |
| CR A18.2d Express preferences for particular texts. | CR B18.2d Express preferences for visuals and multimedia texts and provide reason for preference. | CR A28.2d View for a variety of purposes including: to gather information, to form an opinion, and to enjoy. | CR B28.2d Identify purpose for viewing: to gather information, to form an opinion, and to enjoy. | CR A38.2d Find a visual or multimedia text to demonstrate a specific point of view. | CR B38.2d Find a visual or multimedia text to demonstrate a specific point of view and explain evidence for viewpoint. |
| CR A18.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation). | CR B18.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship). | CR A28.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment). | CR B28.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment). | CR A38.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful). | CR B38.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing). |

| English A18 | English B18 | English A28 | English B28 | English A38 | English B38 |
|--|--|---|--|--|---|
| CR A18.3a Listen to a short presentation and make some notes that identify the main idea or focus of the presentation. | CR B18.3a Listen to a short presentation and make some notes identifying the key facts (who, what, when, where, etc.) of the presentation. | CR A28.3a Listen to a short presentation and make some notes about important ideas and details of the presentation. | CR B28.3a Listen to a short presentation and make some notes that focus on reactions to the text. | CR A38.3a Listen to a short presentation and make some notes that focus on making personal connections to the text. | CR B38.3a Listen to a short presentation and make some notes that identify the presenter's message and meaning of the presentation. |
| CR A18.3b Retell what was heard. | CR B18.3b Correctly sequence the retelling of ideas and information heard. | CR A28.3b Retell and explain the ideas and information heard by making personal connections to text. | CR B28.3b Retell and explain the ideas and information heard by making connections to others. | CR A38.3b Retell and explain the ideas and information heard by making connections to the world around them. | CR B38.3b Apply the ideas and information heard to their own lives or the lives of those around them. |
| CR A18.3c Make personal connections to what was heard based on prior knowledge and experiences. | CR B18.3c Summarize what was heard. | CR A28.3c Distinguish between fact and opinion in what was heard. | CR B28.3c Paraphrase what was heard. | CR A38.3c Ask questions for clarification. | CR B38.3c Draw conclusions from what was heard. |
| CR A18.3d Listen courteously and attentively to understand the meaning and intent of others. | CR B18.3d Demonstrate attentiveness and comprehension as a listener through body language and facial expressions (e.g., nodding in agreement). | CR A28.3d Listen courteously during discussions to obtain information and ask and respond to relevant questions. | CR B28.3d Listen courteously while working in pairs and small groups to share ideas, obtain information ask and respond to relevant questions. | CR A38.3d Listen courteously during discussions and while working in pairs and small groups to share ideas, obtain information, solve problems, and ask and respond to relevant questions. | CR B38.3d Listen attentively and courteously to each other in discussions and to guest speakers; show respect for the ideas, language, and communication styles of others; and give sensitive and thoughtful responses. |

| English A18 | English B18 | English A28 | English B28 | English A38 | English B38 |
|---|---|--|---|--|---|
| CR A18.3e Listen and carry out directions at an appropriate personal level. | CR B18.3e Listen and carry out directions at an appropriate personal level. | CR A28.3e Listen, carry out, and retell directions at an appropriate personal level. | CR B28.3e Listen, carry out, and retell directions at an appropriate personal level. | CR A38.3e Listen, carry out, retell and identify purpose of directions at an appropriate personal level. | CR B38.3e Listen, carry out, retell and identify purpose of directions at an appropriate personal level. |
| CR A18.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation). | CR B18.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship). | CR A28.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment). | CR B28.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment). | CR A38.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful). | CR B38.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing). |
| CR A18.4a Distinguish between fact and fiction. | CR B18.4a Summarize what was read. | CR A28.4a Distinguish between fact and opinion of what was read. | CR B28.4a Paraphrase what was read. | CR A38.4a Ask questions for clarification while reading. | CR B38.4a Draw conclusions from what was read. |
| CR A18.1b Retell ideas and information in what was read. | CR B18.1b Correctly sequence the retelling of ideas and information in what was read. | CR A28.1b Retell and explain the ideas and information read by making personal connections to text. | CR B28.1b Retell and explain the ideas and information read by making connections to others. | CR A38.1b Retell and explain the ideas and information read by making connections to the world around them. | CR B38.1b Apply the ideas and information read to their own lives or the lives of those around them. |

| English A18 | English B18 | English A28 | English B28 | English A38 | English B38 |
|--|--|--|--|--|---|
| CR A18.4c Answer who, what, where, when, why and/or how questions. | CR B18.4c Answer questions that focus on the main idea of the text. | CR A28.4c Answer questions about the supporting details of the texts. | CR B28.4c Answer questions require the identification of personal reactions to the text. | CR A38.4c Answer questions that require making personal connections to the text | CR B38.4c Answer questions that focus on identifying the author's meaning of the text based on prior knowledge and experiences. |
| CR A18.4d Make personal connections to the texts based on prior knowledge and experiences. | CR B18.4d Make personal connections to the texts based on prior knowledge and experiences. | CR A28.4d Make personal connections to the texts based on prior knowledge and experiences. | CR B28.4d Make personal connections to the texts based on prior knowledge and experiences. | CR A38.4d Make personal connections to the texts based on prior knowledge and experiences. | CR B38.4d Make personal connections to the texts based on prior knowledge and experiences. |
| CR A18.4e Read and re-read "just-right" texts, based on interests, and for enjoyment. | CR B18.4e Read and re-read "just-right" texts, based on interests, and for enjoyment. | CR A28.4e Read and re-read "just-right" texts, based on interests, and for enjoyment. | CR B28.4e Read and re-read "just-right" texts, based on interests, and for enjoyment. | CR A38.4e Read and re-read "just-right" texts, based on interests, and for enjoyment. | CR B38.4e Read and re-read "just-right" texts, based on interests, and for enjoyment. |
| CR A18.4f Read and carry out directions at an appropriate personal level. | CR B18.4f Read and carry out directions at an appropriate personal level. | CR A28.4f Read and carry out directions at an appropriate personal level. | CR B28.4f Read and carry out directions at an appropriate personal level. | CR A38.4f Read and carry out directions at an appropriate personal level. | CR B38.4f Read and carry out directions at an appropriate personal level. |
| Compose and Create | | | | | |

| English A18 | English B18 | English A28 | English B28 | English A38 | English B38 |
|--|--|---|--|---|--|
| CC A18.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explores identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation). | CC B18.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explores identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship). | CC A28.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explores identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment). | CC B28.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explores identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment). | CC A38.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explores identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful). | CC B38.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explores identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing). |
| CC A18.1a Create spoken, written, and other representations that convey a specific message. | CC B18.1a Create spoken, written, and other representations that tell about a personal experience. | CC A28.1a Create spoken, written, and other representations that tell a story. | CC B28.1a Create spoken, written, and other representations that are informational in nature. | CC A38.1a Create spoken, written, and other representations that explain a procedure. | CC B38.1a Create spoken, written, and other representations that report on a given topic. |
| CC A18.1b Communicate thoughts and ideas that convey a specific message in a clear and appropriate written form. | CC B18.1b Communicate thoughts and ideas about a personal experience in a clear and appropriate written form. | CC A28.1b Communicate a story in a clear and appropriate written form. | CC B28.1b Communicate ideas that are informational in nature in a clear and appropriate written form. | CC A38.1b Communicate the steps of a procedure in a clear and appropriate written form. | CC B38.1b Communicate ideas that report on a given topic in a clear and appropriate written form. |
| CC A18.1c Deliver an oral presentation that conveys a specific message about familiar experiences or interests. | CC B18.1c Deliver an oral presentation about a personal experience. | CC A28.1c Deliver an oral presentation that tells a story. | CC B28.1c Deliver an oral presentation that is informational in nature. | CC A38.1c Deliver an oral presentation that explains a procedure. | CC B38.1c Deliver an oral presentation that reports on a given topic. |

| English A18 | English B18 | English A28 | English B28 | English A38 | English B38 |
|---|---|--|---|--|---|
| <p>CC A18.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explores identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).</p> | <p>CC B18.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explores identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).</p> | <p>CC A28.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explores identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment).</p> | <p>CC B28.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explores identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment).</p> | <p>CC A38.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explores identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).</p> | <p>CC B38.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explores identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).</p> |
| <p>CC A18.2a Use visual aids to communicate a specific message.</p> | <p>CC B18.2a Use visual aids to communicate thoughts and ideas about a personal experience.</p> | <p>CC A28.2a Use visual aids to tell a story.</p> | <p>CC B28.2a Use visual aids to present ideas that are informational in nature.</p> | <p>CC A38.2a Use visual aids to present the steps in a procedure.</p> | <p>CC B38.2a Use visual aids to present information in a report.</p> |
| <p>CC A18.2b Organize ideas and information about a specific message in a clear, meaningful manner appropriate to personal readiness level.</p> | <p>CC B18.2b Organize ideas and information about a personal experience in a clear, meaningful manner appropriate to personal readiness level.</p> | <p>CC A28.2b Organize a story in a clear, meaningful manner appropriate to personal readiness level.</p> | <p>CC B28.2b Organize ideas that are informational in nature in a clear, meaningful manner appropriate to personal readiness level.</p> | <p>CC A38.2b Organize the steps for a procedure in a clear, meaningful manner appropriate to personal readiness level.</p> | <p>CC B38.2b Organize information in a report in a clear, meaningful manner appropriate to personal readiness level.</p> |

| English A18 | English B18 | English A28 | English B28 | English A38 | English B38 |
|---|---|--|---|--|---|
| CC A18.2c Choose an appropriate way to convey a specific message. | CC B18.2c Choose an appropriate way to represent a presentation about a personal experience. | CC A28.2c Choose an appropriate way to tell a story. | CC B28.2c Choose an appropriate way to present ideas that are informational in nature. | CC A38.2c Choose an appropriate way to present the steps in a procedure. | CC B38.2c Choose an appropriate way to present information in a report. |
| CC A18.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explores identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation). | CC B18.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explores identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship). | CC A28.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explores identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment). | CC B28.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explores identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment). | CC A38.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explores identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful). | CC B38.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explores identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing). |
| CC A18.3a Provide a beginning, middle, and end to an oral presentation that conveys a specific message. | CC B18.3a Provide a beginning, middle, and end to an oral presentation that tells about a personal experience. | CC A28.3a Provide a beginning, middle, and end to an oral presentation that tells a story. | CC B28.3a Provide a beginning, middle, and end to an oral presentation that presents ideas that are informational in nature. | CC A38.3a Provide a beginning, middle, and end to an oral presentation that presents the steps in a procedure. | CC B38.3a Provide a beginning, middle, and end to an oral presentation that presents information in a report. |
| CC A18.3b Use oral language to initiate and sustain a conversation. | CC B18.3b Use oral language to participate in partner work. | CC A28.3b Use oral language to participate in small group work. | CC B28.3b Use oral language to participate in class discussions. | CC A38.3b Use oral language to request information outside of class instruction. | CC B38.3b Use oral language for a specific purpose outside of class instruction. |

| English A18 | English B18 | English A28 | English B28 | English A38 | English B38 |
|--|--|---|--|---|--|
| CC A18.3c Recount experiences, stories, and current events in a logical sequence with appropriate details. | CC B18.3c Recount experiences, stories, and current events in a logical sequence with appropriate details. | CC A28.3c Recount experiences, stories, and current events in a logical sequence with appropriate details. | CC B28.3c Recount experiences, stories, and current events in a logical sequence with appropriate details. | CC A38.3c Recount experiences, stories, and current events in a logical sequence with appropriate details. | CC B38.3c Recount experiences, stories, and current events in a logical sequence with appropriate details. |
| CC A18.3d Give directions to help or explain. | CC B18.3d Give directions to help or explain. | CC A28.3d Give directions to help or explain. | CC B28.3d Give directions to help or explain. | CC A38.3d Give directions to help or explain. | CC B38.3d Give directions to help or explain. |
| CC A18.3e Make relevant contributions to class. | CC B18.3e Make relevant contributions to class. | CC A28.3e Make relevant contributions to class. | CC B28.3e Make relevant contributions to class. | CC A38.3e Make relevant contributions to class. | CC B38.3e Make relevant contributions to class. |
| CC A18.4 Write to communicate ideas, information, and experiences at a personal readiness level that explores identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation). | CC B18.4 Write to communicate ideas, information, and experiences at a personal readiness level that explores identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship). | CC A28.4 Write to communicate ideas, information, and experiences at a personal readiness level that explores identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment). | CC B28.4 Write to communicate ideas, information, and experiences at a personal readiness level that explores identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment). | CC A38.4 Write to communicate ideas, information, and experiences at a personal readiness level that explores identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful). | CC B38.4 Write to communicate ideas, information, and experiences at a personal readiness level that explores identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing). |
| CC A18.4a Work through the stages of the writing process (pre-writing, drafting, revising, etc.). | CC B18.4a Work through the stages of the writing process (pre-writing, drafting, revising, etc.). | CC A28.4a Work through the stages of the writing process (pre-writing, drafting, revising, etc.). | CC B28.4a Work through the stages of the writing process (pre-writing, drafting, revising, etc.). | CC A38.4a Work through the stages of the writing process (pre-writing, drafting, revising, etc.). | CC B38.4a Work through the stages of the writing process (pre-writing, drafting, revising, etc.). |

| English A18 | English B18 | English A28 | English B28 | English A38 | English B38 |
|---|---|---|---|---|---|
| CC A18.4b Write clear and coherent sentences to convey a message. | CC B18.4b Write clear and coherent sentences about a personal experience. | CC A28.4b Write clear and coherent sentences to tell a story. | CC B28.4b Write clear and coherent sentences to present ideas that are informational in nature. | CC A38.4b Write clear and coherent sentences to explain a procedure. | CC B38.4b Write clear and coherent sentences in a report. |
| CC A18.4c Represent ideas, information and experiences in a written form appropriate to personal readiness level. | CC B18.4c Represent ideas, information and experiences in a written form appropriate to personal readiness level. | CC A28.4c Represent ideas, information and experiences in a written form appropriate to personal readiness level. | CC B28.4c Represent ideas, information and experiences in a written form appropriate to personal readiness level. | CC A38.4c Represent ideas, information and experiences in a written form appropriate to personal readiness level. | CC B38.4c Represent ideas, information and experiences in a written form appropriate to personal readiness level. |
| CC A18.4d If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence. | CC B18.4d If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence. | CC A28.4d If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence. | CC AB28.4d If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence. | CC A38.4d If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence. | CC B38.4d If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence. |
| CC A18.4e Write personal letters, thank-you notes, invitations, etc. | CC B18.4e Write personal letters, thank-you notes, invitations, etc. | CC A28.4e Write personal letters, thank-you notes, invitations, etc. | CC B28.4e Write personal letters, thank-you notes, invitations, etc. | CC A38.4e Write personal letters, thank-you notes, invitations, etc. | CC B38.4e Write personal letters, thank-you notes, invitations, etc. |
| AR A18.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers. | AR B18.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers. | AR A28.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers. | AR B28.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers. | AR A38.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers. | AR B38.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers. |
| AR A18.1a Discuss the behaviours of good readers, writers, listeners, speakers, and viewers. | AR B18.1a Discuss the behaviours of good readers, writers, listeners, speakers, and viewers. | AR A28.1a Discuss the behaviours of good readers, writers, listeners, speakers, and viewers. | AR B28.1a Discuss the behaviours of good readers, writers, listeners, speakers, and viewers. | AR A38.1a Discuss the behaviours of good readers, writers, listeners, speakers, and viewers. | AR B38.1a Discuss the behaviours of good readers, writers, listeners, speakers, and viewers. |

| English A18 | English B18 | English A28 | English B28 | English A38 | English B38 |
|---|---|---|---|---|---|
| AR A18.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria. | AR B18.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria. | AR A28.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria. | AR B28.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria. | AR A38.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria. | AR B38.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria. |
| AR A18.2a Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective. | AR B18.2a Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective. | AR A28.2a Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective. | AR B28.2a Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective. | AR A38.2a Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective. | AR B38.2a Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective. |
| AR A18.2b Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing. | AR B18.2b Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing. | AR A28.2b Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing. | AR B28.2b Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing. | AR A38.2b Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing. | AR B38.2b Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing. |
| AR A18.2c Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing. | AR B18.2c Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing. | AR A28.2c Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing. | AR B28.2c Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing. | AR A38.2c Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing. | AR B38.2c Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing. |

| English A18 | English B18 | English A28 | English B28 | English A38 | English B38 |
|--|--|--|--|--|--|
| AR A18.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them. | AR B18.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them. | AR A28.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them. | AR B28.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them. | AR A38.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them. | AR B38.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them. |
| AR A18.3a Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing. | AR B18.3a Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing. | AR A28.3a Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing. | AR B28.3a Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing. | AR A38.3a Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing. | AR B38.3a Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing. |
| AR A18.3b Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing. | AR B18.3b Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing. | AR A28.3b Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing. | AR B28.3b Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing. | AR A38.3b Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing. | AR B38.3b Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing. |

Outcomes and Indicators

Comprehend and Respond (CR):

CR B18.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).

- a. View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship),
- b. Connect situations in text to personal experiences and prior learning.
- c. Describe the characters in texts, the way they might feel, and the way situations might cause them to feel.
- d. Correctly sequence the retelling of ideas and information presented in the texts.

CR B18.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).

- a. Identify the main idea of the visual or multimedia text and provide reason for choice of main idea.
- b. Distinguish between what happens in real life and life depicted in television shows, cartoons, and films.
- c. Record facts and ideas from visuals and/or multimedia texts and identify the main idea.
- d. Express preferences for visuals and multimedia texts and provide reason for preference.

CR B18.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).

- a. Listen to a short presentation and make some notes identifying the key facts (who, what, when, where, etc.) of the presentation.
- b. Correctly sequence the retelling of ideas and information heard.
- c. Summarize what was heard.
- d. Demonstrate attentiveness and comprehension as a listener through body language and facial expressions (e.g., nodding in agreement).
- e. Listen and carry out directions at an appropriate personal level.

CR B18.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).

- a. Summarize what was read.
- b. Correctly sequence the retelling of ideas and information in what was read.
- c. Answer questions that focus on the main idea of the text.
- d. Make personal connections to the texts based on prior knowledge and experiences.
- e. Read and re-read “just-right” texts, based on interests, and for enjoyment.
- f. Read and carry out directions at an appropriate personal level.

Compose and Create (CC):

CC B18.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explores identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).

- a. Create spoken, written, and other representations that tell about a personal experience.
- b. Communicate thoughts and ideas about a personal experience in a clear and appropriate written form.
- c. Deliver an oral presentation about a personal experience.

CC B18.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explores identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).

- a. Use visual aids to communicate thoughts and ideas about a personal experience.
- b. Organize ideas and information about a personal experience in a clear, meaningful manner appropriate to personal readiness level.
- d. Choose an appropriate way to represent a presentation about a personal experience.

CC B18.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explores identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).

- a. Provide a beginning, middle and end to an oral presentation that tells about a personal experience.
- b. Use oral language to participate in partner work.
- c. Recount experiences, stories, and current events in a logical sequence with appropriate details.
- d. Give directions to help or explain.
- e. Make relevant contributions to class.

CC B18.4 Write to communicate ideas, information, and experiences at a personal readiness level that explores identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).

- a. Work through the stages of the writing process (pre-writing, drafting, revising, etc.).
- b. Write clear and coherent sentences about a personal experience.
- c. Represent ideas, information and experiences in a written form appropriate to personal readiness level.
- d. If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.
- e. Write personal letters, thank-you notes, invitations, etc.

Assess and Reflect (AR):

AR B18.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.

- a. Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.

AR B18.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.

- a. Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.
- b. Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.
- c. Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.

AR B18.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.

- a. Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.
- b. Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.

Comprehend and Respond

UbD Planning Document - CR B18.1

| Good Spirit School Division UbD Unit Plan | | |
|---|--------------------------|------------------------|
| Teacher: | Subject: ELA | Grade: Ten – Level B18 |
| Outcome: Comprehend and Respond CR B18.1 | | |
| Context (ELA only): | Type of Unit (ELA only): | |
| Time Frame: | | |
| STAGE ONE: IDENTIFY THE DESIRED RESULTS | | |
| <u>Outcome(s)</u> SK curriculum outcomes can be copied and pasted, focuses highlighted. | | |

| | |
|--|---|
| <p>CR B18.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).</p> <p>a. View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).</p> <p>b. Connect situations in text to personal experiences and prior learning.</p> <p>c. Describe the characters in texts, the way they might feel, and the way situations might cause them to feel.</p> <p>d. Correctly sequence the retelling of ideas and information presented in the texts.</p> | |
| <p align="center"><u>Big Ideas/Enduring Understandings</u></p> <p align="center">What do you want students to understand and be able to use several years from now?</p> <p align="center">What are the BIG ideas?</p> | <p align="center"><u>Essential Questions</u></p> <p align="center">Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.</p> |
| <ul style="list-style-type: none"> - You can make personal connections to yourself, your friends, and your school community when you read. - You make connections to various texts based on your unique background knowledge and experiences. - You can learn more about yourself, your friends, and your school community when you read, listen, and view the work of others. - There are different ways to represent meaning. | <ul style="list-style-type: none"> - What connections can I make to the text about myself, my friends, and my school community? - Why do people make different connections to what they read, listen to, and view? - How is the text similar and different from my own experiences? - How can I represent what I know? |
| <p align="center"><u>Knowledge and Skills (Students will know and do...)</u></p> <p align="center">What key knowledge and skills will students acquire as a result of this unit?</p> <p align="center">(These may be indicators from the curriculum)</p> | |
| <p align="center">Knowledge (Students will know...)</p> <p align="center">What key <u>knowledge</u> will students acquire as a result of this unit?</p> | <p align="center">Skills (Students will know how to...)</p> <p align="center">What key <u>skills</u> will students acquire as a result of this unit?</p> |
| <ul style="list-style-type: none"> - everyone has different knowledge and background experiences. - the text contains a message. - you can learn about yourself, your friends, and your school community by reading, listening to, and viewing different forms of texts. | <ul style="list-style-type: none"> - make a connection between what they know and the information presented in the text. - identify similarities and differences between the text and their own experiences and the experiences of their friends and school community. - retell what was read, heard, or viewed. - identify the main idea and supporting details in a text. - identify the sequence of events presented in a text. |
| <p align="center">STAGE TWO: DESIGN ASSESSMENT EVIDENCE</p> | |
| <p align="center">Assessment Evidence</p> | |

| <u>Summative Assessments/Performance Tasks</u> | |
|---|--|
| Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating. | |
| Outcomes/Objectives | Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include: |
| CR B18.1 | Compare and Contrast Charts - Provide students with a text in a format they are familiar with and have used previously in class. Give each student a compare and contrast graphic organizer and encourage students to identify similarities and differences between the text and their own experiences and the experiences of their friends and/or school community. |
| | Learning Logs - Provide students with an individualized learning log. Throughout the term, encourage students to respond to a variety of texts that they are presented with during class. Remind students that everyone has different knowledge and experiences and they are to respond to the texts based on their unique backgrounds. Students can take pictures and/or add drawings and diagrams to support them in representing their learning. |
| | One-On-One Interviews - At the end of the term, have a one-on-one interview with each student. Discuss different texts studied during the term. Ask students questions that focus on responding to the texts in a way that is meaningful to them and is appropriate for their personal readiness level. |
| <u>Formative Assessments</u> | |
| Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students. | |
| Examples of possible formative assessments include: | |
| Buzz Groups - Divide students up into pairs of small groups. Provide students with a visual text, ask students to read a short passage, or have students reflect on a story they have finished reading. Ask one or two targeted questions and have students “buzz” or talk about the questions. After giving students a few minutes to discuss each question, choose a couple of students to share what they “buzzed” about. | |
| Double Entry Journals - Provide each student with a journal or a double entry graphic organizer. On the left side of the page, have quotes, pictures, diagrams, etc. that relate to a text at their readiness level. Have students respond through drawings, words, or sentences on the right hand side of the page. | |
| One Sentence Summary - After presenting students with a new text and helping them make connections, ask students to write a one sentence summary about the connection they made to the text. Provide a scribe for students who struggle with writing output so they can focus on their ideas and what they want to say. | |
| <u>Pre-Assessments</u> | |
| Pre-assessments are used to determine what students know and their readiness level to inform instruction. | |

Examples of possible pre-assessments include:

Give One Get One - Before beginning a new unit, such as the unit “Expressing Myself,” provide students with a give one get one template. Tell the students they will have 3 to 5 minutes to list all the ways they can express themselves under the give column. When it looks like all students have a few responses, explain to the class that they will now circulate around the room and “give” ideas to their classmates and “get” ideas in return. Any new ideas they “get” should be recorded in the get column. Bring the students together as a group and discuss some of the ideas that were shared.

Turn and Talk - Provide students with a topic, such as “How To Be a Good Friend” before starting a friendship unit. Students turn and talk with a neighbour. Be sure to give enough time for each partner to share. Consider limiting each partner to one minute. After each student has their “minute” to discuss the topic, ask a few partners to share their ideas with the rest of the class.

Web - The web activity could be completed individually, with a partner, in small groups, or as a class. Provide students with a topic and have them create a web that lists everything they can think of related to the topic. Analyze the responses to determine the background knowledge and experiences of students.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA B18 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CR B18.1a. View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).

- Create a reading corner in your classroom that contains a variety of texts about a topic such as “my school community” or “friendship.” Provide students time each day to choose texts that interest them. Include texts that they can view, read, and listen to. Encourage students to make personal connections to the texts and record their thoughts and ideas in a journal.
- During a unit on “expressing myself,” ask students to bring in a text that is meaningful to them. Have them share the text with the rest of the class and give their reasons for choosing it.

CR B18.1b. Connect situations in text to personal experiences and prior learning.

- Provide students with texts that involve situations that are common to your students. Have students read, view or listen to a text and then discuss how the text was the same and different to their own lives.
- Give students a Venn Diagram graphic organizer. Have students make connections between the text and their own background knowledge and experiences by identifying similarities and differences.

CR B18.1c. Describe the characters in texts, the way they might feel, and the way situations might cause them to feel.

- Have students create trading cards of different characters they come across while reading, viewing, or listening to stories. Students pretend they are the different characters and create profiles that describe the characters and how they might feel in different situations.
- Let students create a representation for a given character in a text. Have the students share their representations with the rest of the class.

CR B18.1d. Correctly sequence the retelling of ideas and information presented in the texts.

- Provide students with a visual to assist them with the retelling of ideas or information presented in texts. For example, create a bookmark with key words such as, “to begin with,” “next,” “after,” and “finally.” Another idea would be to put beads on a pipe cleaner. Students physically move a bead each time they retell a step in a sequence or an idea presented in a text.
- Put students in a group and have them act out the sequence of the text. They could act out the beginning, the middle, and the end.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

UbD Planning Document - CR B18.2

Good Spirit School Division UbD Unit Plan

| | | |
|---|---|---------------------------------|
| Teacher: | Subject: ELA | Grade: Ten – Level B18 |
| Outcome: Comprehend and Respond CR B18.2 | | |
| Context (ELA only): | | Type of Unit (ELA only): |
| Time Frame: | | |
| STAGE ONE: IDENTIFY THE DESIRED RESULTS | | |
| <u>Outcome(s)</u> | | |
| SK curriculum outcomes can be copied and pasted, focuses highlighted. | | |
| CR B18.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship). <ol style="list-style-type: none"> a. Identify the main idea of the visual or multimedia text and provide a reason for choice of main idea. b. Distinguish between what happens in real life and life depicted in television shows, cartoons, and films. c. Record facts and ideas from visuals and/or multimedia texts and identify the main idea. d. Express preferences for visuals and multimedia texts and provide reason for preference. | | |
| <u>Big Ideas/Enduring Understandings</u> | <u>Essential Questions</u> | |
| What do you want students to understand and be able to use several years from now? What are the BIG ideas? | Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings. | |
| <ul style="list-style-type: none"> - Visuals can be used to communicate main idea. - Multimedia texts can be used to distinguish between what happens in real life and life depicted on television and in movies. - Background knowledge and previous experiences affect your understanding of visuals and multimedia texts. - Different people can have preferences for different visuals and multimedia texts. | <ul style="list-style-type: none"> - How do visuals communicate a main idea? - What role do multimedia texts play in communicating meaning? - How does your background knowledge and experiences affect the meaning you construct from viewing visuals and multimedia texts? - How does your background knowledge and experiences influence your preference for different visuals and multimedia texts? - What do good viewers do? | |
| <u>Knowledge and Skills (Students will know and do...)</u> | | |
| What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum) | | |
| Knowledge (Students will know...) | Skills (Students will know how to...) | |
| What key <u>knowledge</u> will students acquire as a result of this unit? | What key <u>skills</u> will students acquire as a result of this unit? | |

| | |
|---|---|
| <ul style="list-style-type: none"> - visuals can communicate a main idea. - multimedia texts can communicate meaning. - you make connections when you understand the meaning of a visual or multimedia text. - the difference between real life and life depicted on television and in movies. - background knowledge and experiences influence preference for certain visuals and multimedia texts. | <ul style="list-style-type: none"> - determine main idea in visuals and multimedia texts. - describe similarities and differences between real life and life depicted in television shows and movies. - compare text to personal life and experiences. - express a preference for visuals. - identify purpose of a visual or multimedia text. |
| STAGE TWO: DESIGN ASSESSMENT EVIDENCE | |
| Assessment Evidence | |
| <u>Summative Assessments/Performance Tasks</u> | |
| Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating. | |
| Outcomes/Objectives | Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include: |
| CR B18.2 | <p>Venn Diagram - Present students with a short video clip of a documentary and of an animated cartoon on the same topic (e.g. under the sea). Give students a Venn Diagram and have them compare the two video clips for similarities and differences. Ask students to orally explain the “big idea” between the two video clips (e.g. one depicts real life while one is created for entertainment).</p> <p>Friendship Journal - Throughout a unit on friendship, have students keep a journal. As students view different visuals and multimedia texts, ask them to use their personal experiences to respond to what they view. When appropriate, see if students will share their responses with the rest of the class. At the end of the unit, look through entries for evidence of growth and quality of responses. For students who have difficulty with writing output, encourage them to create audio journals or scribe for them.</p> <p>Drawings or Paintings - After studying and discussing the different messages found in a number of paintings and drawings, ask students to create their own drawings and paintings to represent their personal experiences in relation to friendship or their school community. Compose a series of questions to elicit deeper understanding behind the drawings and paintings and individually interview each student and ask these questions.</p> |
| <u>Formative Assessments</u> | |
| Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students. | |

Examples of possible formative assessments include:

ABC Lists - Throughout the unit, return the ABC lists to the students and have them record further words, phrases, or sentences related to their topic of study. Each time you return the lists, ask the students to write their entries in a different colour or date their entries. Study the lists to see the progression of their learning.

Give One, Get One - Partway through a unit, provide students with a give one, get one graphic organizer. Students can complete this activity individually or in pairs depending on ability levels. Give students time to list 3 to 5 ideas they have learned about the topic. Students then circulate around the room and 'give' one of their ideas and 'get' one in return.

Checklists and/or Anecdotal Notes - Identify key behaviours that you want students to demonstrate to achieve this outcome. Put these key behaviours on a checklist. Keep the checklist and paper to record anecdotal notes nearby so you can check off and describe behaviours as you observe them.

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

ABC Lists - Before beginning a unit, provide students with a template for an "ABC" list. Ask students to write words, phrases, or sentences related to the topic of study.

Carousel Brainstorming - Provide students with a number of visuals about an upcoming topic of study. On three or four sheets of chart paper, identify questions that focus students attention on the main idea, supporting ideas, and their preferences for these visuals. Students rotate throughout the chart paper and answer the questions.

Thumbs Up, Thumbs Down - Ask students a number of questions to determine their knowledge of a new topic. Have students respond with a thumbs up or thumbs down. Use the information gained from their responses to help you plan further instruction.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA B18 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CR B18.2a. Identify the main idea of the visual or multimedia text and provide a reason for choice of main idea.

- Use the turn and talk strategy with students and have them discuss the main ideas of the visuals or multimedia texts after viewing.
- Have students act out or role play the main idea in a visual.

CR B18.2b. Distinguish between what happens in real life and life depicted in television shows, cartoons, and films.

- After students watch a television show or video, provide them with a number of responses and have them place the responses on a compare and contrast chart under the headings of "real life" and "life depicted on television or the movies."
- Students can role play different scenes from texts they have viewed. The rest of the class decides whether the role play could happen in real life or shows life that is depicted on television shows or videos.

CR B18.2c. Record facts and ideas from visuals and/or multimedia texts and identify the main idea.

- As students view various visuals and/or multimedia texts, have them write down facts and ideas on individual post-it notes. Students then work with partners to determine which of the facts or ideas are "main ideas" and which are "supporting details."
- Divide students into small groups and have them come to consensus about the main idea of a visual or multimedia text.

CR B18.2d. Express preferences for visuals and multimedia texts and provide reason for preference.

- Put students into groups and discuss preferences for different visuals and multimedia texts. Encourage students to state the reasons for their preferences. Determine if students have consensus on preferences or whether they have different preferences. Discuss this conclusion with the students.
- Post a series of visuals throughout the classroom. Have students respond to the visuals by drawing, writing, or orally responding and having their responses scribed. Encourage some students to share their responses with the rest of the class.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

UbD Planning Document - CR B18.3

Good Spirit School Division UbD Unit Plan

Teacher:

Subject: ELA

Grade: Ten – Level B18

| | |
|---|---|
| Outcome: Comprehend and Respond CR B18.3 | |
| Context (ELA only): | Type of Unit (ELA only): |
| Time Frame: | |
| STAGE ONE: IDENTIFY THE DESIRED RESULTS | |
| <u>Outcome(s)</u> SK curriculum outcomes can be copied and pasted, focuses highlighted. | |
| CR B18.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends, and social responsibility (e.g. Friendship). a. Listen to a short presentation and make some notes identifying key facts (who, what, when, where, etc.) of the presentation. b. Correctly sequence the retelling of ideas and information heard. c. Summarize what was heard. d. Demonstrate attentiveness and comprehension as a listener through body language and facial expressions (e.g. nodding in agreement). e. Listen and carry out directions at an appropriate personal level. | |
| <u>Big Ideas/Enduring Understandings</u> What do you want students to understand and be able to use several years from now? What are the BIG ideas? | <u>Essential Questions</u> Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings. |
| - You can identify key facts (who, what, when, where, etc.) by listening carefully to oral presentations. - You need to listen attentively in order to summarize what you hear. - You can show others you are listening attentively through your body language and facial expressions. - You need to listen carefully to directions. | - Why is important to listen carefully to text? - How can a listener show they are listening attentively? - When is it important to be a good listener? |
| <u>Knowledge and Skills (Students will know and do...)</u> What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum) | |
| Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit? | Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit? |

| | |
|--|--|
| <ul style="list-style-type: none"> - what a good listener does. - why it is important to be a good listener. | <ul style="list-style-type: none"> - listen for key facts. - retell the correct sequence of a presentation. - summarize what they hear. - show they are good listeners through their body language and facial expressions. - follow spoken directions at a personal readiness level. |
| STAGE TWO: DESIGN ASSESSMENT EVIDENCE | |
| Assessment Evidence | |
| <u>Summative Assessments/Performance Tasks</u> | |
| Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating. | |
| Outcomes/Objectives | Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include: |
| CR B18.3 | <p>Mind Maps - Present students with an auditory text. Have them create a mind map on what they heard. Encourage students to focus on the basic facts (who, what, when, where, etc.).</p> <p>Newspaper Articles - Students create a newspaper article on a presentation they listened to in class. Explain to students that newspaper reporters ask questions to get basic facts that tell who, what, when, and where.</p> <p>Story Summaries - Give students a template to record the summary of stories they listen to during the class. Study the summaries to get an idea of the ability of students to summarize what they hear. Use the data to support other evidence of student learning.</p> |
| <u>Formative Assessments</u> | |
| Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students. | |
| Examples of possible formative assessments include: | |
| Open-Ended Questions - Provide students with open-ended questions about what they listen to during presentations. Ask questions to determine whether students are able to identify the key facts in what they hear. | |
| Inside-Outside Circle - Divide the students into two groups. Half of the students make up the inside circle and half of the students make up the outside circle. Ask students pointed questions that focus on the retelling of an oral presentation. After students converse with a few classmates, have a few students share the information they discussed. | |
| Paper Pass - Pose a number of questions related to an oral presentation on individual pieces of paper. Pass the pages around the classroom and have the students respond to the questions. | |
| <u>Pre-Assessments</u> | |
| Pre-assessments are used to determine what students know and their readiness level to inform instruction. | |

Examples of possible pre-assessments include:

Listening Pre-Test - Read out a list of directions to the students. Encourage students to follow the directions. Determine student ability to follow oral directions. Use this information to plan further instruction.

List Three Things - Have students listen to a short selection. After the students finish listening to the selection, have them list three things that they remember.

Placemat Activity - Provide each group of four or five students with a graphic organizer. After a presentation, students recall details of what they heard in the presentation. Students discuss the details with each other and determine the main idea of the presentation. They write this main idea in the centre of the placemat and share with the rest of the class.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA B18 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CR B18.3a. Listen to a short presentation and make some notes identifying key facts (who, what, when, where, etc.) of the presentation.

- Write a question on six sides of a dice - who? what? where? when? interesting fact? new information? After a presentation, students roll the dice and answer the question that comes up on top.
- Encourage students to make jot notes during a presentation. After the presentation, have students share the information using the turn and talk strategy.

CR B18.3b. Correctly sequence the retelling of ideas and information heard.

- Provide students with a graphic organizer that has key target words like first, next, then, last, etc. Students use this organizer to help them retell the correct sequence of information heard during an oral presentation.
- Give students a rope with beads. As students move each bead, they retell one part of the story or presentation they heard.

CR B18.3c. Summarize what was heard.

- Ask students to summarize in one sentence what they heard during a presentation.
- Put students into groups of two or three. Have students discuss what they heard during a presentation. Ask them to come to a consensus on two main ideas in what they heard.

CR B18.3d. Demonstrate attentiveness and comprehension as a listener through body language and facial expressions (e.g. nodding in agreement).

- Review what a good listener looks like. Have students role play a good listener and a poor listener. Discuss key characteristics of both types of listeners.
- Watch a video of students listening to a presentation. Ask your class to observe the students and discuss their listening behaviours.

CR B18.3e. Listen and carry out directions at an appropriate personal level.

- Provide students with a set of directions to carry out a given task. After students have carried out the task, discuss the strategies they used to remember each step.
- Make following directions a part of your class routine. At the start of each ELA class, give students one, two, and then three step oral directions to complete a task. Start with one step directions until students are successful and then add another step and then another step to build up their ability to follow directions with multiple steps.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

UbD Planning Document - CR B18.4

| Good Spirit School Division UbD Unit Plan | |
|---|--|
| Teacher: | Subject: ELA |
| Grade: Ten – Level B18 | |
| Outcome: Comprehend and Respond CR B18.4 | |
| Context (ELA only): | Type of Unit (ELA only): |
| Time Frame: | |
| STAGE ONE: IDENTIFY THE DESIRED RESULTS | |
| <u>Outcome(s)</u> | |
| SK curriculum outcomes can be copied and pasted, focuses highlighted. | |
| CR B18.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship). <ol style="list-style-type: none"> a. Summarize what was read. b. Correctly sequence the retelling of ideas and information in what was read. c. Answer questions that focus on the main idea of the text. d. Make personal connections to the texts based on prior knowledge and experiences. e. Read and re-read “just-right” texts, based on interests, and for enjoyment. f. Read and carry out directions at an appropriate personal level. | |
| <u>Big Ideas/Enduring Understandings</u> | <u>Essential Questions</u> |
| What do you want students to understand and be able to use several years from now? What are the BIG ideas? | Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings. |
| <ul style="list-style-type: none"> - Reading is an active process. - You can read a variety of materials. - There are different purposes for reading. - You make personal connections to what you read based on your unique background knowledge and experiences. | <ul style="list-style-type: none"> - Why do people read? - Why is it important to read “just-right” texts? - What role does reading play in daily life? - What role does your background knowledge and experiences play in your reading? - What do good readers do? |
| <u>Knowledge and Skills (Students will know and do...)</u> What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum) | |

| Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit? | Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit? |
|--|--|
| <ul style="list-style-type: none"> - the importance of reading. - how to attack an unknown word when reading. - key vocabulary words. - the role background knowledge and experiences play in reading. | <ul style="list-style-type: none"> - use a variety of word identification strategies to read material at their reading level. - make a personal connection to what is read. - follow written directions at an appropriate personal level. - find meaning in what they read. - read for enjoyment. - retell a story in the correct sequence. - identify the main idea in a written text. - summarize what they read. |
| STAGE TWO: DESIGN ASSESSMENT EVIDENCE | |
| Assessment Evidence | |
| <u>Summative Assessments/Performance Tasks</u> | |
| Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating. | |
| Outcomes/Objectives | Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include: |
| CR B18.4 | Response Journals - Throughout the term, have students respond to what they read about different topics. Ask students to summarize what they read and then make a personal connection to their reading. Study these journal entries to determine student growth. |
| | Menus - After students have had ample opportunities to read and respond to a variety of texts at a personal level, provide them with a summative assessment menu that requires them to respond to a number of texts. For example, during a unit on friendship, students may read a newspaper article and complete an “appetizer” activity, read a short story and complete a “main course” activity, and read a poem or words to a song and complete a “dessert” activity. It is important that students are familiar with the activities and have used them previously before they complete these tasks. |
| | Oral Presentations - Students use the knowledge they have gained throughout a unit and orally present their response to a piece of writing. Tie this goal in with the assess and reflect goals, and have students self-reflect on their ability to speak clearly and convey a message. |
| <u>Formative Assessments</u> Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students. | |

Examples of possible formative assessments include:

Choice Boards - Provide students with a choice board of activities that focus on auditory, visual, and kinesthetic responses. Let students choose an activity to respond to a text read during class. Students can refer to this choice board throughout a unit of study. Set parameters as to how many choices to use, the number of times they can use each choice, etc. Use these choice board response activities to determine student learning and to help plan further instruction.

Discussions - To help determine student learning and their ability to use their personal experiences to respond to text, have a discussion with the class or with small groups of students. Create questions beforehand that will focus student attention on their experiences and help them to make personal connections to what they read.

Sentence Starters - After students read a new text, provide sentence starters for them to complete that focus on the main idea and on retelling what they read. Students can either respond orally or in writing.

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

Quick Writes - At the start of a unit, give students a short piece of writing at their personal reading level. When they have finished reading, ask them to respond to the article by doing a quick write. Complete this activity a number of times throughout a unit to gather further assessment information.

Text Answers - If your students all have phones or iPods, have them respond to a reading activity by texting you. Explain that texts are not long paragraphs but rather short responses. Text students back with targeted questions that will elicit deeper understanding and provide you with information on their ability to respond and make connections with prior learning.

Three Facts and a Fib - Provide students with some sort of written text. After reading the text, have students come up with three "facts" from their reading and one "fib." Read the different set of facts and fibs out loud to the students and see if they can guess the "fib." Use this activity to gather knowledge about each student's ability to pick out key facts from a piece of writing.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA B18 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CR B18.4a. Summarize what was read.

- After students read a text in class, have them turn and talk with their partner. Each partner takes their turn summarizing the key points in what they have read.
- Provide students with a sheet of blank paper. After they are done reading, have them summarize what they read on the paper. Students can summarize through writing, drawing a picture, making a diagram, etc. Encourage them to use the format that allows them to best represent their summary of the text.

CR B18.4b. Correctly sequence the retelling of ideas and information in what was read.

- A fun way to retell and sequence ideas and information is to use the paper pass strategy. Provide each student or pair of students with a sheet of paper and have them begin retelling the text. After a minute say, "pass" and students pass their paper to the student or pair of students next to them. They then read what is on the page and continue with the retelling. After another minute or two, have students "pass" this paper and continue this activity. When you feel students have had multiple activities to "retell" the text, gather up the pages. Read the responses and discuss the different ways the information has been retold.
- Write key ideas from a text on strips of paper. Give students the strips of paper and have them put the ideas into the correct order according to what they had read in the text.

CR B18.4c. Answer questions that focus on the main idea of the text.

- Give each student a post-it note and have them write the main idea of the text on the post-it note. Gather the post-it notes and discuss some of the ideas with the rest of the class.
- After reading a text, provide students with two file cards. One card has "main idea" written on it and the other has "supporting detail." Read a number of statements. Ask them to identify the statements as a "main idea" or a "supporting detail" by holding up the appropriate card.

CR B18.4d. Make personal connections to the texts based on prior knowledge and experiences.

- Hold a discussion with your class after reading a text. Ask students to use their previous knowledge and experiences to respond to what they read. Encourage other students to ask questions to clarify meaning and elicit further information or details.
- Cover a wall with butcher paper and have students respond to texts read during a during of study. Encourage students to build on the ideas and personal connections presented by others.

CR B18.4e. Read and re-read "just-right" texts, based on interests, and for enjoyment.

- Build time into your class when students can choose books and read. Each day ask one or two students to share what they are reading and identify why those chose a particular book to read.
- Provide each student with a bucket or basket that can use to place books at their level that want to read and re-read. Whenever they have spare time, they can get their bucket or basket of books and read.

CR B18.4f. Read and carry out directions at an appropriate personal level.

- Create a scavenger hunt based on following directions. Students must read and follow the directions in order to proceed to the next stage of the scavenger hunt. This activity could be completed in one day or over several days.

Good Start students with an individual set of directions they must follow to complete their tasks for the day.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

Compose and Create

UbD Planning Document - CC B18.1

| Good Spirit School Division UbD Unit Plan | | |
|--|---|--------------------------|
| Teacher: | Subject: ELA | Grade: Ten – Level B18 |
| Outcome: Compose and Create B18.1 | | |
| Context (ELA only): | | Type of Unit (ELA only): |
| Time Frame: | | |
| STAGE ONE: IDENTIFY THE DESIRED RESULTS | | |
| <p><u>Outcome(s)</u></p> <p>SK curriculum outcomes can be copied and pasted, focuses highlighted.</p> | | |
| <p>CC B18.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explores identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).</p> <ol style="list-style-type: none"> a. Create spoken, written, and other representations that tell about a personal experience. b. Communicate thoughts and ideas about a personal experience in a clear and appropriate written form. c. Deliver an oral presentation about a personal experience. | | |
| <p style="text-align: center;"><u>Big Ideas/Enduring Understandings</u></p> <p style="text-align: center;">What do you want students to understand and be able to use several years from now? What are the BIG ideas?</p> | <p style="text-align: center;"><u>Essential Questions</u></p> <p style="text-align: center;">Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.</p> | |

| | |
|--|--|
| <ul style="list-style-type: none"> - You can write about your personal experiences. - You can speak about your personal experiences. - You can create visuals about your personal experiences that have meaning to others. - There are many different ways to communicate meaning. | <ul style="list-style-type: none"> - Why do people write? - How can I communicate my personal experiences to others? - What role do my personal experiences play in what I write and speak? - What form is most effective to represent what I have to say so others will understand? |
| <p>Knowledge and Skills (Students will know and do...) What key knowledge and skills will students acquire as a result of this unit? (These may be indicators from the curriculum)</p> | |
| <p>Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit?</p> | <p>Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit?</p> |
| <ul style="list-style-type: none"> - visuals, multimedia, oral, and written texts all contain a message. - visuals, multimedia, oral, and written texts can all be used to share personal experiences. - there are different ways to communicate to others. | <ul style="list-style-type: none"> - write about their personal experiences. - use visuals to communicate meaning. - create multimedia texts to present information. - write and/or give oral presentations about their personal experiences. - communicate their experiences through various oral and written texts. - write both narrative and expository pieces of writing. |
| <p>STAGE TWO: DESIGN ASSESSMENT EVIDENCE</p> | |
| <p>Assessment Evidence</p> | |
| <p><u>Summative Assessments/Performance Tasks</u> Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.</p> | |
| <p>Outcomes/Objectives</p> | <p>Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:</p> |
| <p>CC B18.1</p> | <p>Box of Memories - Have students bring in a “box of memories” with 3 to 5 objects, pictures, ticket stubs, etc. that are meaningful to them. Students present these objects to the rest of the class by telling about each object. They can tell about the objects by giving an oral presentation, power point, written paragraph, or another text of their choosing.</p> <p>Common Experience - Plan a common experience that the students can participate in. This could be a visit to a local nursing home, watching a video, going on a field trip, etc. Plan an experience that will be meaningful to the students. When they return, have them tell or write about the experience. Ask them to focus on making connections to experiences they have had in the past.</p> <p>Portfolios - Throughout the term, have students create handmade or digital portfolios of projects that they have created that focus on communicating meaning about their personal experiences. Provide time before the class ends for students to share their portfolios. Interview students to gain a deeper understanding of their understanding of this outcome.</p> |

Formative Assessments

Through what multiple sources of evidence will students demonstrate their understanding on a continual basis?
These help guide instruction and provide feedback to students.

Examples of possible formative assessments include:

Anecdotal Notes - Write anecdotal jot notes each time you observe students communicating or relating their personal experiences to a class activity or in a discussion with others. Be sure to date these notes. Use these anecdotal notes to support other evidence gathered through different assessment measures.

Sharing Circles - Incorporate a sharing circle into your weekly routine. Once each week students sit in a circle and share about personal experiences from the past week or from a favourite memory. Pass around a sharing stick and only the person with the stick is allowed to talk. When each student finishes sharing, let the other students ask a few questions. Observe students during sharing time and model and provide demonstrations as needed on how to share personal experiences, what details to provide, how to ask appropriate questions, etc.

Multi-Media Presentations - Provide opportunities for students to use multi-media in their presentations. Have different students become “experts” with different forms of multi-media. These students can share their expertise by supporting others with their presentations.

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

No Talking - Begin the study of this unit with a class of no talking. Students must find alternate ways to communicate without talking. As students come up with different ideas (gestures, writing notes, drawing pictures, texting, pointing to a picture in a book, etc.) record these on a brainstormed list. During the next class, discuss these different ways of communicating and brainstorm other ways students can communicate and get their message across to someone without talking. Keep adding new ideas throughout the unit.

All About Me - During the first week of class, have students create some sort of presentation about themselves. Depending on the needs of your students, this may be an open-ended assignment or you may choose to provide a choice board or list of suggestions to the students.

Who Am I? - Students create who am I? riddles about favourite cartoon characters, movie actors, sports heroes, etc. Students orally present the clues to the rest of the class and their classmates try to guess the person they are thinking about.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA B18 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CC B18.1a. Create spoken, written, and other representations that tell about a personal experience.

- Students think of a favourite memory and create a representation of that memory to share with the rest of the class.
- Have students represent their family tree in some form. Interview students to discover more about their family trees and the personal connections they have made while creating this project.

CC B18.1b. Communicate thoughts and ideas about a personal experience in a clear and appropriate written form.

- Students write a letter to future students who will be a part of the alt ed program. They offer advice and talk about experiences they had during their time in the program.
- As a class, create a book that highlights key school personnel (principal, secretary, librarian, custodian, health nurse, a specific teacher, parent volunteer, educational assistant, etc.) at the school. Have students share interactions they have had with these people and the role they believe each person plays in the school.

CC B18.1c. Deliver an oral presentation about a personal experience.

- Have students identify a fun or humorous personal experience from the past. Students take turns telling the rest of the class about this experience.
- Identify a strength of each of your students and ask them to present a “how-to” to the rest of the class. For example, if you have students who are good at baking, they could present on how to make the best chocolate chip cookies. If you have students who are gamers, they could present on how to find tips and tricks to improve the gaming skills.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

UbD Planning Document - CR B18.2

| | | |
|--|---------------------------------|-------------------------------|
| Good Spirit School Division UbD Unit Plan | | |
| Teacher: | Subject: ELA | Grade: Ten – Level B18 |
| Outcome: Compose and Create B18.2 | | |
| Context (ELA only): | Type of Unit (ELA only): | |

| | |
|---|--|
| Time Frame: | |
| STAGE ONE: IDENTIFY THE DESIRED RESULTS | |
| <u>Outcome(s)</u> SK curriculum outcomes can be copied and pasted, focuses highlighted. | |
| <p>CC B18.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explores identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).</p> <p>a. Use visual aids to communicate thoughts and ideas about a personal experience. b. Organize ideas and information about a personal experience in a clear, meaningful manner appropriate to personal readiness level. c. Choose an appropriate way to represent a presentation about a personal experience.</p> | |
| <u>Big Ideas/Enduring Understandings</u> What do you want students to understand and be able to use several years from now? What are the BIG ideas? | <u>Essential Questions</u> Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings. |
| <ul style="list-style-type: none"> - There are many ways to represent your understanding. - You can communicate your personal experiences in a variety of different ways. | <ul style="list-style-type: none"> - What visuals best represent my understanding? - How can I use a variety of visuals to communicate my personal experiences? - How can visuals enhance the ideas and information I present to others? - Why is it important to organize my ideas? - Why do we use different visuals to show our understanding? - Why do we use different visual to communicate to others? |
| <u>Knowledge and Skills (Students will know and do...)</u> What key knowledge and skills will students acquire as a result of this unit? (These may be indicators from the curriculum) | |
| Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit? | Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit? |

| | |
|---|---|
| <ul style="list-style-type: none"> - there are different ways to communicate understanding. - ideas must be arranged in a logical way so their audience will understand. - they can communicate about their personal experiences in a variety of different ways. | <ul style="list-style-type: none"> - use dramatization, sounds, and movement to represent understanding. - use pictures, charts, models, and drawings to represent understanding. - use a variety of different ways to communicate personal experiences. - create visuals for a purpose (advertise an event, provide details, etc.). - organize ideas and information for understanding. - create visuals to enhance understanding. - use a new form to demonstrate learning. - revise and change a visual to make it more effective. |
|---|---|

STAGE TWO: DESIGN ASSESSMENT EVIDENCE

Assessment Evidence

Summative Assessments/Performance Tasks

Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.

| | |
|----------------------------|---|
| Outcomes/Objectives | Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include: |
| CC B18.2 | Posters - Students create posters that represent their learning in the expressing myself and friendship units. Encourage students to organize their ideas in a meaningful way that helps them represent the ideas they want to communicate to others. Set the posters up in a “gallery” around the room and have the other students respond to the posters by identifying the meaning of the poster. |
| | Choice Boards - Provide students with a choice board of different visuals to represent their learning on a topic or unit. Include choices for different learning styles. Encourage students to include personal connections to the topic. |
| | Art Work Creations - Allow students to represent their learning through a piece of artwork (sketch, painting, pottery, etc.). Students write or orally explain the connection between their learning and the piece of artwork. Establish criteria before students begin this project so they know what details need to be included in their artwork. |

Formative Assessments

Through what multiple sources of evidence will students demonstrate their understanding on a continual basis?

These help guide instruction and provide feedback to students.

Examples of possible formative assessments include:

Dramatization - Encourage students to represent their learning through dramatization - puppet plays, acting, choral reading, etc.

Concept Maps - Provide individual students or pairs of students with a sheet of 11x17 paper and have them create concept maps on friendship, ways to express myself, or my school community (depending on the unit of study). Look over the concept maps to determine what students have learned about these topics and what instruction is still needed.

Games - During a unit on friendship, have students create games that include what they are learning about being a good friend and how to maintain friendships with others. Plan a games day and let students play the games created by their classmates.

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

Group Brainstorming - As a class, brainstorm a list of different ways that students can show their understanding of a topic.

Class Discussion - Either present to the students or have them watch a video of a presentation related to a current unit of study. Hold a class discussion and talk about the visuals that were used and the role they played in the presentation. Discuss what worked well, what didn't work, and what other visuals could have been used.

Entry Cards - Before beginning a new unit of study, use entry cards with a checklist of different ways students can use to represent their meaning during a presentation. Ask students to check off the three different representations they would like to try using. Ask them to give a reason for their choices.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA B18 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CC B18.2a. Use visual aids to communicate thoughts and ideas about a personal experience.

- Show students concrete examples of different types of visual aids. Explain the purpose, advantages, and drawbacks of each visual. Provide activities that permit students to create and use the different types of visual aids.
- Provide students with a meaningful topic and have them choose one or more visual aids to support them when they present information about the topic to the rest of the class.

CC B18.2b. Organize ideas and information about a personal experience in a clear, meaningful manner appropriate to personal readiness level.

- Once students have created a visual for a presentation, have them share with a partner and discuss ways to make it better. Provide a set of target questions for the partners to discuss - Is the visual easy to understand? What is the meaning of the visual? Will those watching the presentation understand the meaning of the visual? What could be added or changed about the visual to make it better?
- Use graphic organizers to sequence and organize ideas and information to support the presentation.

CC B18.2c. Choose an appropriate way to represent a presentation about a personal experience.

- Keep a running list of different ways students can use to represent their ideas and enhance a presentation. Encourage students to come up with other ways and add these to the list.
- Whenever students have the opportunity to add visual aids to their presentation, have them try to use one idea they are comfortable with and try out one new idea.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

UbD Planning Document - CC B18.3

| Good Spirit School Division UbD Unit Plan | | |
|--|--|--------------------------|
| Teacher: | Subject: ELA | Grade: Ten – Level B18 |
| Outcome: Compose and Create B18.3 | | |
| Context (ELA only): | | Type of Unit (ELA only): |
| Time Frame: | | |
| STAGE ONE: IDENTIFY THE DESIRED RESULTS | | |
| <u>Outcome(s)</u> | | |
| SK curriculum outcomes can be copied and pasted, focuses highlighted. | | |
| <p>CC B18.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explores identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).</p> <ol style="list-style-type: none"> a. Provide a beginning, a middle and an end to oral presentation that tells about a personal experience. b. Use oral language to participate in partner work. c. Recount experiences, stories, and current events in logical sequence with appropriate details. d. Give directions to help or explain. e. Make relevant contributions to class. | | |
| <u>Big Ideas/Enduring Understandings</u> | <u>Essential Questions</u> | |
| <p>What do you want students to understand and be able to use several years from now? What are the BIG ideas?</p> | <p>Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.</p> | |

| | |
|--|---|
| <ul style="list-style-type: none"> - I can talk about my personal experiences. - A good presentation has a beginning, middle, and end. - It is important to take turns in a conversation. - I can give directions to help others. - I have something of value to say and should contribute to conversations both in class and out. - My personal experiences are important and influence what I have to say. | <ul style="list-style-type: none"> - Why is it important to speak clearly to others? - How can I make someone understand what I am saying? - What role do my personal experiences play in my oral presentations? - What do good speakers do? - How can I clearly explain or give directions to others? |
| <p><u>Knowledge and Skills (Students will know and do...)</u> What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum)</p> | |
| <p>Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit?</p> | <p>Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit?</p> |
| <ul style="list-style-type: none"> - they can use their personal experiences to present ideas and information. - their personal experiences play an important role in communicating with others. - presentations have a beginning, a middle, and an end. | <ul style="list-style-type: none"> - use the spoken word to talk about their personal experiences. - create a presentation with a beginning, a middle, and an end. - explain something and give directions to others. - share their ideas with others. |
| <p>STAGE TWO: DESIGN ASSESSMENT EVIDENCE</p> | |
| <p>Assessment Evidence</p> | |
| <p><u>Summative Assessments/Performance Tasks</u> Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.</p> | |
| <p>Outcomes/Objectives</p> | <p>Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:</p> |
| <p>CC B18.3</p> | <p>Checklists - Create a checklist that identifies behaviours that demonstrate mastery of this goal. Keep the checklist in an easy to access spot and check off and date behaviours as they are observed.</p> <p>Goal Setting - As a class, brainstorm a list of criteria that identifies speaking behaviours that make it is easy to hear and understand speakers. Individually, and according to personal readiness levels, students set speaking goals at the beginning of a unit and then reflect on progress at the end of the unit to determine if goals were met.</p> <p>Demonstrations - Have each student demonstrate a skill to the rest of the class. Give students time to practice presenting to a partner to make their presentation better. Provide students with the criteria you will be using during their presentations so they can plan accordingly.</p> |

Formative Assessments

Through what multiple sources of evidence will students demonstrate their understanding on a continual basis?
These help guide instruction and provide feedback to students.

Examples of possible formative assessments include:

Examples/Non-Examples - Use examples and non-examples to demonstrate how students can make relevant contributions in class, use language to participate in partner work, and how to give directions to help or explain to someone else. By having students study these examples and non-examples, students will gain a better understanding of what is expected of them.

Video Recordings - Record students as they present to the class. Use these videos to identify beginning, middle and end of presentations, how students are sharing information, and ways to improve presentations.

Two Stars and a Wish - The two stars and a wish strategy can be used in two different ways. First, have students identify two things they did well in a presentation and one thing they wished they had done or would do differently next time. Second, have classmates identify two stars about a presentation they observed and one wish they have for the presenter. Discuss these responses and identify how they can help students become better at speaking and at giving oral presentations.

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

Choose a Topic - Print a number of different topics (favourite holiday, dream vacation, favourite pet, Christmas traditions, etc) on little slips of paper. Students choose a slip of paper and talk about the topic written on the paper. Take note of how students present the information and use this info to plan further instruction on speaking.

Whip Around - Before beginning this activity, explain the process to the students. Ask the students to think about what makes a good oral presentation. After giving time for the students to think about their answers, whip around the classroom and have students give their responses. After everyone has had a chance to respond, continue with a class discussion and identify key ideas in the sharing.

Self-Assessment - Provide students with a self-assessment of their speaking skills. Discuss strengths and areas to work on. Ask students to set a goal for speaking that they will work on during the upcoming term. Provide check-in points so students can reflect on how they are progressing towards their goal.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA B18 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CC B18.3a. Provide a beginning, a middle and an end to oral presentation that tells about a personal experience.

- Provide students with graphic organizers. Students write key points that are covered in an oral presentation. They record the points in the correct section of the graphic organizer - at the beginning, in the middle, or at the end.
- During student presentations, have students make jot notes about what is presented at the beginning, in the middle, and at the end of the presentation.

CC B18.3b. Use oral language to participate in partner work.

- Before beginning partner work, talk to students about how they are expected to interact and how to make positive contributions to the partner work.
- Ask groups of students to role play how oral language can be used to positively work with a partner. Ask other students to role play ineffective use of language in partner work.

CC B18.3c. Recount experiences, stories, and current events in logical sequence with appropriate details.

- Consider having a current events Friday. Each Friday, students bring in a newspaper article to class. Ask the students to explain the highlights in the article.
- Use the think-pair-share strategy. Provide students with a part of an article. Students match up with classmates that have the same part of the article. They discuss their sections and come up with one or two key points. Students then find others who have different parts of the article and meet up to share the discussions and key points they came up with in their same article groups.

CC B18.3d. Give directions to help or explain.

- Create a lego town with buildings, streets, and roads. Once the town is complete, have students work in pairs. One student gives the directions while the other student uses a toy car and follows the directions given by their partner.
- Provide students with different sets of written directions to create a craft. After the students create their craft, match students together who made different crafts. One student gives verbal directions to their partner to complete the craft they themselves created. When finished, they switch roles.

CC B18.3e. Make relevant contributions to class.

- Give each student an index card with either the letter "R" or the letter "N" and tell them to keep their letter a secret. Introduce the students to a new topic. Go around the room and have students make a comment about the topic. If students have a letter "R," they make a comment that is relevant to the topic. If they have a letter "N," they make a comment that is not relevant and is off-topic. After each student makes a comment discuss whether it was relevant or not and have students give reasons why.
- At the start of a new topic or unit of study, provide each student with three popsicle sticks. Each time a student makes a contribution to the discussion, take one of their popsicle sticks. Continue the discussion until everyone has the opportunity to contribute to the conversation three times.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

UbD Planning Document - CC B18.4

| Good Spirit School Division UbD Unit Plan | | |
|--|---|------------------------|
| Teacher: | Subject: ELA | Grade: Ten – Level B18 |
| Outcome: Compose and Create B18.4 | | |
| Context (ELA only): | Type of Unit (ELA only): | |
| Time Frame: | | |
| STAGE ONE: IDENTIFY THE DESIRED RESULTS | | |
| <u>Outcome(s)</u> | | |
| SK curriculum outcomes can be copied and pasted, focuses highlighted. | | |
| <p>CC B18.4 Write to communicate ideas, information, and experiences at a personal readiness level that explores identity (e.g. Expressing Myself), community, (My School Community, My Friends), and social responsibility (e.g. Friendship).</p> <ol style="list-style-type: none"> a. Work through the stages of the writing process (pre-writing, drafting, revising, etc.). b. Write clear and coherent sentences about a personal experience. c. Represent ideas, information and experiences in a written form appropriate to personal readiness level. d. If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence. e. Write personal letters, thank-you notes, invitations, etc. | | |
| <p><u>Big Ideas/Enduring Understandings</u></p> <p>What do you want students to understand and be able to use several years from now? What are the BIG ideas?</p> | <p><u>Essential Questions</u></p> <p>Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.</p> | |

| | |
|---|---|
| <ul style="list-style-type: none"> - Sometimes it is important to polish a piece of writing. - We use writing throughout our daily lives for a variety of purposes. - It is important to think about my audience when I am producing a piece of writing. - I can write about my personal experiences. | <ul style="list-style-type: none"> - What do good writers do? - When is it important to work through the writing process? - How does my audience shape my writing? - Why do I write? - Will a reader understand what I have written? - Why is it important to arrange my writing in a logical sequence? - Should my writing have a beginning, middle, and an end? Why or why not? - What role do my personal experiences play in my writing? |
| <p><u>Knowledge and Skills (Students will know and do...)</u> What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum)</p> | |
| <p>Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit?</p> | <p>Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit?</p> |
| <ul style="list-style-type: none"> - the stages of the writing process. - the purpose of writing. - the mechanics of writing a sentence and/or paragraph, as appropriate. - paragraphs have a beginning, middle, and an end. - the role personal experiences play in their writing. | <ul style="list-style-type: none"> - write a complete sentence. - convey meaning through their writing. - write for a variety of purposes. - practice the behaviours of good writers. - write paragraphs with an opening sentence, a middle, and a closing sentence. - share ideas, information, and experiences in writing. - write personal letters, thank-you notes, invitations, etc. |
| <p>STAGE TWO: DESIGN ASSESSMENT EVIDENCE</p> | |
| <p>Assessment Evidence</p> | |
| <p><u>Summative Assessments/Performance Tasks</u> Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.</p> | |
| <p>Outcomes/Objectives</p> | <p>Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:</p> |
| <p>CC B18.4</p> | <p>Personal Exemplars - Throughout the term, have students collect different writing samples that they create. Collect these exemplars in a file so students can refer to them when needed and to provide you with evidence of their learning.</p> <p>Writing Process - Gather work samples by students at each stage of the writing process. Create a set of criteria that outlines what each stage should look like. Discuss the work samples with the students and identify areas that they can work on to improve. Use subsequent work samples related to the writing process to show growth.</p> |

Timelines - Create timelines with student writing samples. Ask students to study the writing samples and identify areas they have improved in and areas they would like to further develop in future writing.

Formative Assessments

**Through what multiple sources of evidence will students demonstrate their understanding on a continual basis?
These help guide instruction and provide feedback to students.**

Examples of possible formative assessments include:

Exit Cards - Once a week, ask students to compose a short paragraph about their week or about a given topic. Gather these paragraphs to determine student learning about paragraph writing.

List Ten Things - Midway through a unit of study, ask students to list ten things they have learned. Encourage students to write in complete sentences. Analyze the sentences to determine what areas in writing you need to focus on during future writing lessons.

Letters - Tell students to think about all the people that make a difference in their lives. Students choose one of these people and write a letter thanking them for making a difference.

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

Email Questions - At the start of a new term, email students 3 to 5 questions about their likes/dislikes, hobbies, interests, etc. Ask students to respond in complete sentences. Not only will this activity provide information on their current writing ability, it will also provide insight into areas of study that may interest them.

Description Charades - Bring in a number of interesting objects and place them in individual bags or boxes. Each student chooses a bag or a box and looks inside. The student then describes the object for their classmates and the other classmates try to guess the mystery object.

One Minute Essays - On the first day of class, give the students one minute to write an essay about themselves. Be sure to prepare students before beginning this task so they have direction for their writing.

Outcomes/Objectives

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA B18 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CC B18.4a. Work through the stages of the writing process (pre-writing, drafting, revising, etc.).

- Write reports about a given topic of interest. Discuss how report writing is different from story writing. Work through the writing process and have classmates offer suggestions for edits and revisions.
- Have each student write a children's book. Students use the writing process to complete their books. After their stories are complete, have volunteers type out the stories. Students can illustrate their stories and perhaps visit an elementary school and read their stories to younger students.

CC B18.4b. Write clear and coherent sentences about a personal experience.

- Have students keep a daily journal. Each day encourage students to write one or two sentences about what is happening in their life, something they wonder about, or a topic of their choice.
- After listening to or reading some text, encourage students to make a personal connection to the text by writing one or two complete sentences that explain the connection.

CC B18.4c. Represent ideas, information and experiences in a written form appropriate to personal readiness level.

- Provide students with a variety of different forms to represent their learning in a particular area of study. Students may choose to use a labelled diagram, write a paragraph or use jot notes to record their learning.
- Share the representations of different students with the class to give students a variety of ideas for representing learning. Consider creating a class portfolio for students to refer to when looking for a format to represent their ideas.

CC B18.4d. If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.

- Provide students with graphic organizers and/or sentence and paragraph starters to help students develop their ability to write paragraphs with an opening sentence, middle, and closing sentence.
- Consider sequencing activities that develop paragraph writing. Provide students with the opening and closing sentences and have them develop the middle sentences of a paragraph or provide the middle section and have students come up with opening and closing sentences. Use the I do, we do, you do strategy to scaffold this instruction.

CC B18.4e. Write personal letters, thank-you notes, invitations, etc.

- Write thank you letters to guest speakers that come into your classroom. Encourage students to identify one or two items that they learned from the presentations.
- Consider setting up pen pals with another school in a neighbouring community. Set aside time each week for students to write and answer letters from their pen pals. If appropriate, create invitations and invite the pen pals into your classroom for some celebration.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

Assess and Reflect

UbD Planning Document - AR B18

| Good Spirit School Division UbD Unit Plan | | |
|--|--------------------------|------------------------|
| Teacher: | Subject: ELA | Grade: Ten – Level B18 |
| Outcome: Assess and Reflect AR B18 | | |
| Context (ELA only): | Type of Unit (ELA only): | |
| Time Frame: | | |
| STAGE ONE: IDENTIFY THE DESIRED RESULTS | | |
| <u>Outcome(s)</u> | | |
| SK curriculum outcomes can be copied and pasted, focuses highlighted. | | |
| AR B18.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers. a. Discuss the behaviours of good readers, writers, listeners, speakers, and viewers. | | |
| AR B18.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria. a. Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective. b. Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing. c. Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing. | | |
| AR B18.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them. a. Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing. b. Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing. | | |

| | | | |
|---|--|---|--|
| <u>Big Ideas/Enduring Understandings</u> | | <u>Essential Questions</u> | |
| What do you want students to understand and be able to use several years from now? What are the BIG ideas? | | Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings. | |
| <ul style="list-style-type: none"> - Goals help us to succeed. - We can change goals when needed. | | <ul style="list-style-type: none"> - Why is it important to set goals? - How can we assess the progress of our goals? - Why is it important to assess the progress of our goals? - When is it appropriate to change our goals? - How do goals help us succeed? | |
| <u>Knowledge and Skills (Students will know and do...)</u> | | | |
| What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum) | | | |
| Knowledge (Students will know...) | | Skills (Students will know how to...) | |
| What key <u>knowledge</u> will students acquire as a result of this unit? | | What key <u>skills</u> will students acquire as a result of this unit? | |
| <ul style="list-style-type: none"> - the behaviours of good readers, writers, speakers, listeners, and viewers. - the steps for goal setting. | | <ul style="list-style-type: none"> - set goals. - write a goal. - assess progress towards a goal. - identify level of progress using criteria or a rubric. - reflect on progress level. | |
| STAGE TWO: DESIGN ASSESSMENT EVIDENCE | | | |
| Assessment Evidence | | | |
| <u>Summative Assessments/Performance Tasks</u> | | | |
| Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating. | | | |
| Outcomes/Objectives | Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include: | | |
| AR B18.1, AR B18.2, AR B18.3 | Photo Albums - Provide students with this assignment at the beginning of the term. Explain that throughout the term, the students will be focused on setting goals related to being good readers, writers, speakers, listeners, and viewers. You will take pictures throughout the term of students demonstrating these behaviours. The students will then identify in writing, or orally, what is depicted in the pictures. Students will discuss personal goals they set and how they worked to meet those goals. | | |

Assessments - Identify key behaviours in the different target areas (reading, writing, listening, etc.). Create a self-assessment, peer assessment, and teacher assessment. Throughout the term, have students self-reflect on different behaviours. As well, ask peers to do peer assessment during appropriate activities. Complete teacher assessments as well. Go over these assessments with students and identify areas of strength and areas to develop. Use these assessments to support information gained from other assessment activities.

Demonstration Stations - Set up stations to have students demonstrate specific behaviours related to this goal. Be sure to identify the behaviours you are looking for at each station. For example, set up a news station. At this station, one student reports current events while the other students actively listen to the presentation. At this station you can observe the speaking behaviours of the news reporter and the listening behaviours of the audience.

Formative Assessments

**Through what multiple sources of evidence will students demonstrate their understanding on a continual basis?
These help guide instruction and provide feedback to students.**

Examples of possible formative assessments include:

Goal Reflection - At various points throughout the class, have students stop and reflect on their goals. Have students identify what actions help them achieve goals and what actions hinder achieving goals.

Targets - Provide students with images of a target. For each goal, have students identify how close they are to meeting their goal or target by placing a dot on the target. Date these dots and return to the targets later to see if students are closer to their target.

Exit Cards - At key times during the term, give students exit cards that have questions for students to answer related to goal setting. Use the responses to help you plan instruction.

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

Brainstorming - As a class, brainstorm a list of goals people might set and give reasons why they might set those goals. Identify any goals students have set in the past and determine whether they were successful. Brainstorm possible reasons that people might have for not achieving their goals.

Three Goals - Before beginning goal setting, ask students to list three goals they would like to achieve. Keep these goal lists so students can refer back to them after learning about goal setting to determine if they are achievable goals.

Concept Attainment - Create a concept attainment lesson on goal setting. As students work through the lesson, observe their responses to determine what they know about goal setting.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA B18 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

AR A18.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.

a. Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.

- As a class, brainstorm the behaviours of good readers, writers, listeners, speakers, and viewers. Post these brainstormed lists in the classroom and refer to list before beginning appropriate activities. Discuss the importance of exhibiting these behaviours.
- Get an old ballot box. Have students "catch" others demonstrating these good behaviours. Students put the names of classmates into the ballot box. Have a draw each Friday for extra computer time, or an activity of the winner's choice.

AR A18.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.

a. Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.

- Show students samples of good writing and have them identify what the writer has done well.
- Show students samples of poor writing and have them identify what the writer could do to

b. Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.

- Have students think about the strategies they use for reading, writing, listening, speaking, viewing, and representing. Ask students to write down these strategies. Provide students with a scribe if needed to record their ideas.
- Create opportunities for students to focus their attention on a particular behaviour and have them reflect on the strategies they used during that learning opportunity.

c. Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.

- Have students go through their writing portfolios and choose a piece of writing that they think represents some of their best work. Provide students with a list of writing criteria and have them apply the criteria to judge their piece of writing.
- Periodically, when students take part in activities that involve reading, writing, listening, speaking, viewing, and representing, provide them with a rubric and have them assess the quality of their work.

AR A18.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.

a. Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.

- Have students go through their writing portfolios and choose a piece of writing that they think represents some of their best work. Provide students with a list of writing criteria and have them apply the criteria to judge their piece of writing.
- Periodically, when students take part in activities that involve reading, writing, listening, speaking, viewing, and representing, provide them with a rubric and have them assess the quality of their work.

b. Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.

- Encourage students to choose one or more language arts areas that they would like to improve in. Students set goals to improve in the different areas.
- When appropriate, extend learning and have students set goals in other areas of their lives.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)