Manitoba
Building for the Future

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Writers

Linda Ross	Teacher-Librarian, retired	Brandon S.D.
Noreen Rossnagel	Reading Clinician, retired	River East-Transcona S.D.

Graphic Artist

Neil Kolton	École Riverview	Winnipeg S.D.

Manitoba Education, Citizenship and Youth Staff
School Programs Division and Bureau de l'éducation française Division

Joan Bartley	Consultant	Implementation Unit
Claudette Laurie	Consultant	Bureau de l'éducation française
Ray Lavery (until January 2006)	Consultant	Development Unit
Janet Long	Desktop Publisher	Document Production Services
Grant Moore	Publications Editor	Document Production Service
Shelley Warkentin	Consultant	Development Unit

Reading and Writing in Action

About the Vignettes

This teacher support document and resource for instruction and classroom-based assessment consists of two vignettes that are windows into two different Grade 8 classroom learning communities. The learning/teaching contexts and strategies referenced in the vignettes, along with their sources, are also included to assist teachers in planning for the specific next steps in the students' learning journeys. (See Appendix: "Strategies, Contexts, and Tools for Facilitating Reading Comprehension and Writing in the Grade 8 Classroom.") This story is divided into two vignettes: Part 1 is about reading to learn and learning to read; Part 2 is about instructing students in writing to learn and writing to communicate. The classroom teachers in both vignettes demonstrate instruction and authentic classroom-based assessment within an active community of learners. The students in both classrooms are actively engaged in "making meaning" as readers and writers.

Planning for Classroom-Based Instruction and Assessment

The vignettes show teachers how to plan for formative assessment based on what they see and hear in their classrooms in the context of everyday instruction. *Grades 5-8 English Language Arts: A Foundation for Implementation* (Manitoba Education and Training, 1998) is the teacher's planning "toolbox."

The format of the foundation document comprises four columns. Column 1 lists the learning outcomes that provide teachers with appropriate targets for planning strategic instruction. Strategies and criteria in columns 2 and 3 create rich learning experiences and contexts for formative assessment and differentiation. Column 3 also provides teachers with criteria for quality assessment and for uncovering curriculum, as well as suggestions for summative assessment *of* learning (demonstrations, performances, processes, products), where learners are applying their newly acquired skills and strategies in new and relevant contexts.

Planning for classroom-based assessment using the *Foundation for Implementation* document ensures that instruction and assessment criteria are consistent throughout Manitoba classrooms.

Planning may culminate with a celebration and/or summative assessment. Throughout the learning and teaching experiences, students and teachers have shared descriptive feedback based on criteria for quality work, and collected the evidence of learning (goals and action plans, focused observations, work samples, reflections…) to support formative and summative assessment. In the vignettes, the classroom-based assessment process includes portfolio assessment, planning for student-led conferences, and reporting assessment of learning to parents, particularly through the provincial Grade 8 Reading Comprehension and Expository Writing reports.

Teachers and Students as Learners

Learning and assessment are responsibilities shared by students and teachers. The teachers in both classrooms model reading and writing. They construct criteria with their students based on curricular learning outcomes, teach strategies through explicit instruction, guide learning and practice, focus observations based on criteria to "see" and "hear" their students' understandings, provide descriptive feedback based on students' goals or the criteria, reflect on observations, monitor and gather evidence of learning, and differentiate instruction and assessment to enable students to become independent, self-regulated learners.

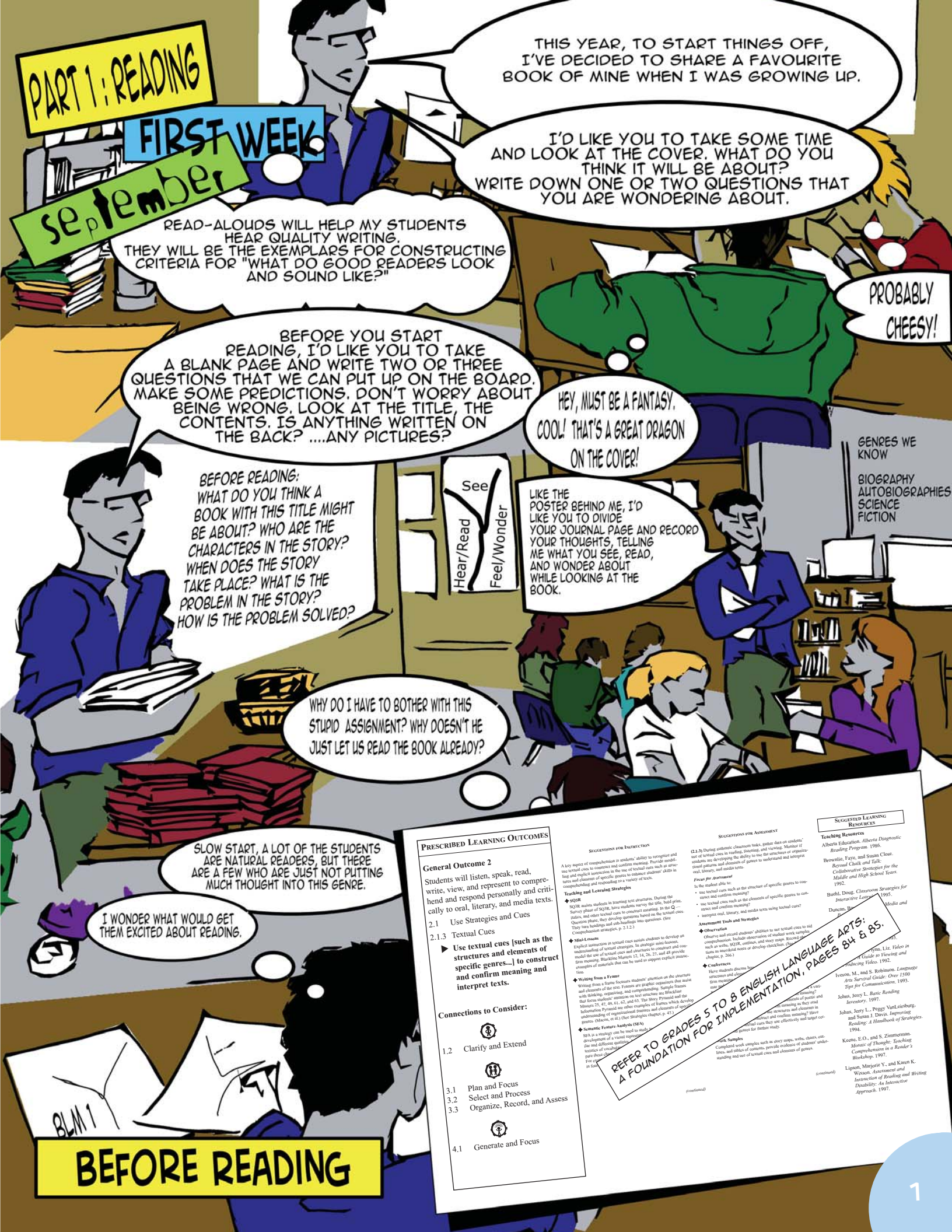
Student engagement is integral to the learning that takes place in these literacy-rich classroom communities. The students have been taught to set goals from criteria constructed from curriculum learning outcomes that describe *what proficient readers/writers know and do*, and *what quality writing looks and sounds like.* They practise readers' and writers' strategies with their peers, reflect on their learning, inquire and construct new ideas and understanding, assess their own and others' learning, offer descriptive feedback based on their criteria, collect the evidence of their learning, revise goals and action plans, and celebrate their learning with peers, parents/guardians, and the community.

Guiding Teachers and Building Capacity

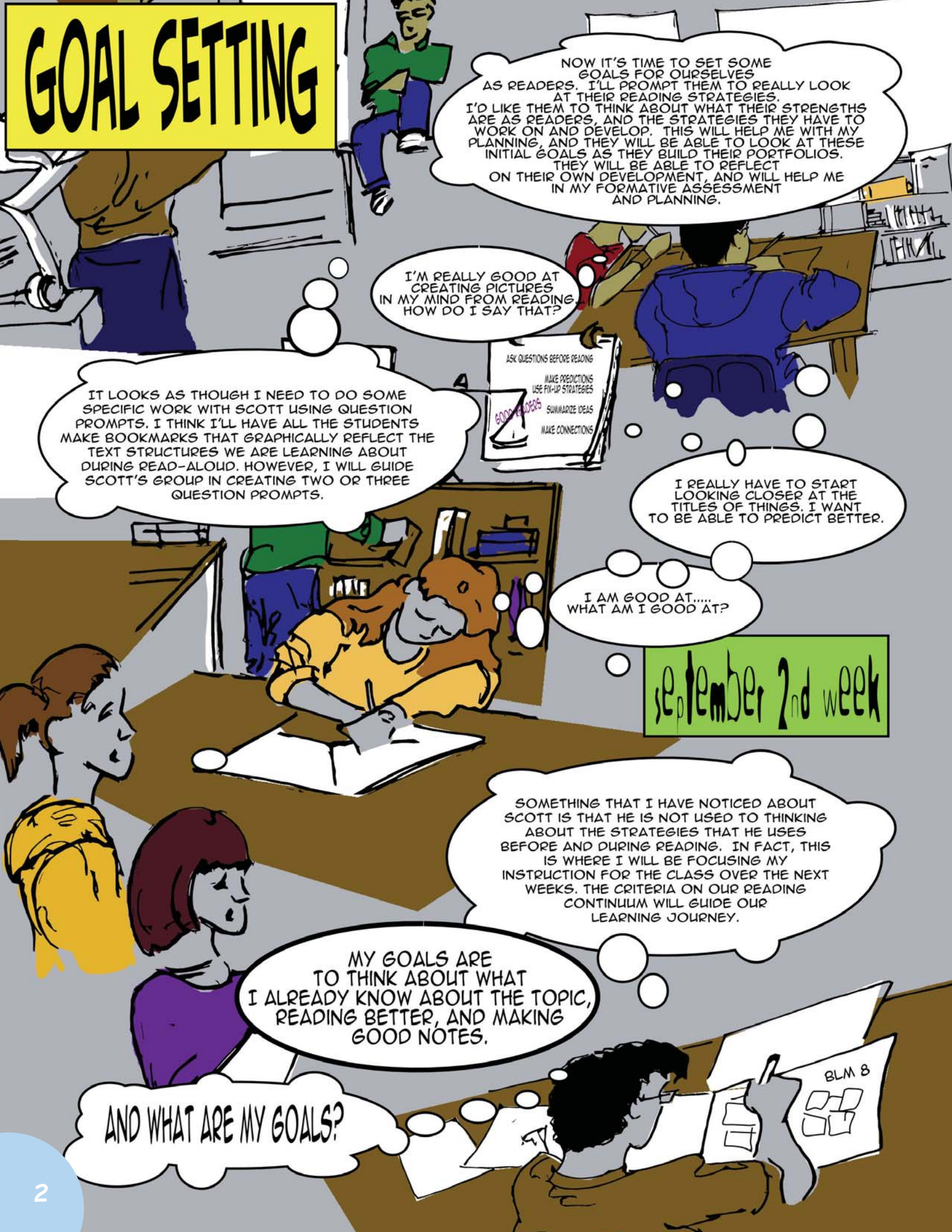
The primary audience of this resource is the classroom teacher. Explicit strategies and tools for planning and ongoing monitoring of learning in the context of everyday instruction, as well as suggestions for next steps in the learning/teaching process, are demonstrated by the teachers and students. However, it is not just classroom teachers who may find this resource meaningful in building capacity. Learning communities may also use this resource as an entry point, or framework, for conversations about planning for strategic instruction, formative and summative assessment, assessment *for/as/of* learning, assessment and differentiated instruction, reflective and responsive practice, descriptive feedback, student engagement, and various other professional learning needs. Because of the genre and the presence of the learner's voice in each vignette, the student, too, may be able to identify with one of the characters, make connections to her own learning style or goal(s), notice strategies that readers and writers use for "quality work," and even chuckle at the humour.

Though instruction and assessment in the classrooms is particular to the processes of reading and writing, this resource has relevance to learning and teaching processes in any classroom learning community or curriculum, discipline, or age group.

The format and content of *Reading and Writing in Action* suggests a variety of entry points and users. It can be revisited frequently and briefly. Whether a professional learning community decides to focus a conversation around one vignette, a reflective dialogue on one page within a vignette, or perhaps a comparison of the reading and writing processes, building capacity to improve learning and teaching is eminent. Upon each invitation into these classrooms, one is bound to see and hear a connection to developing competent strategic readers and writers through quality classroom-based assessment.

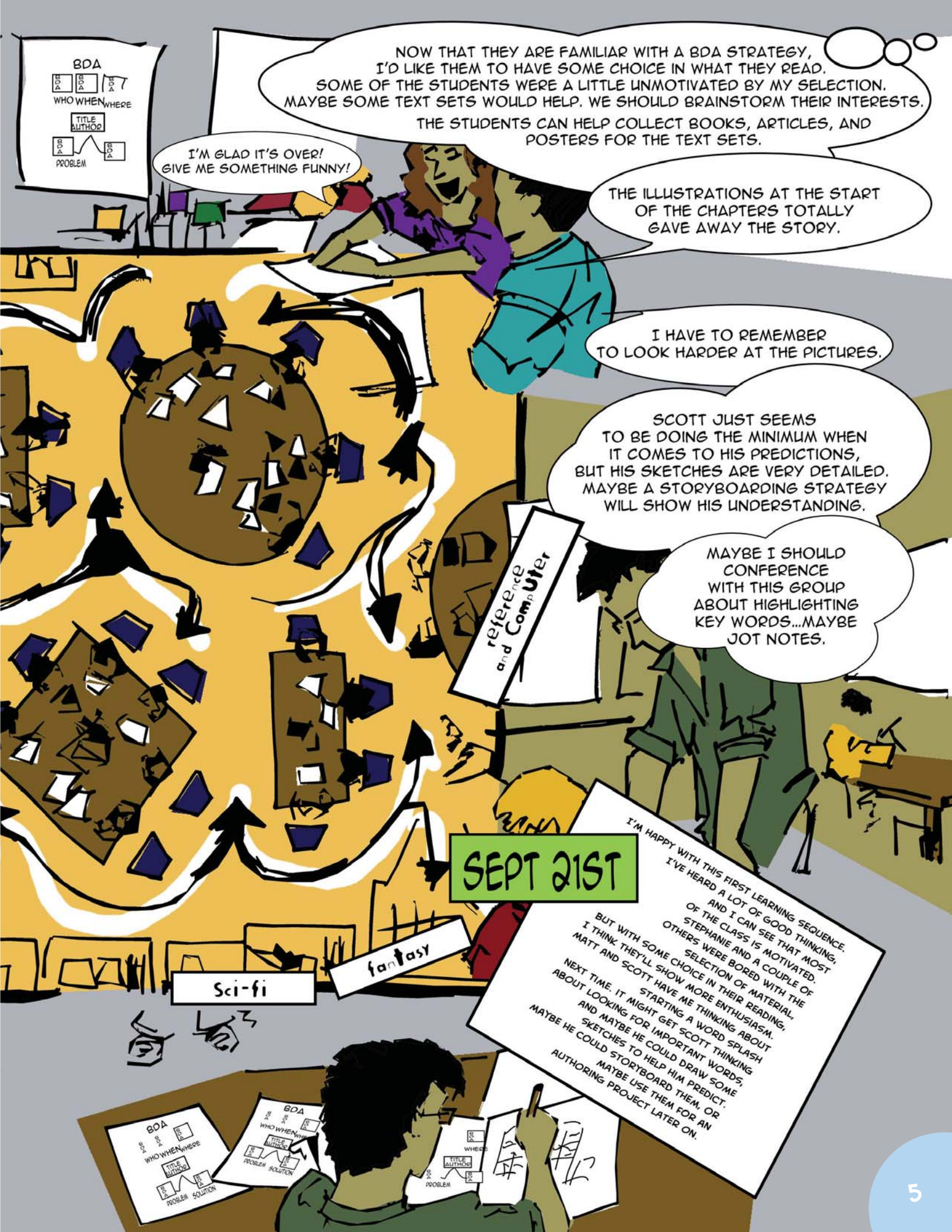

PART 1: READING
FIRST WEEK
September
THIS YEAR, TO START THINGS OFF, I'VE DECIDED TO SHARE A FAVOURITE BOOK OF MINE WHEN I WAS GROWING UP.
I'D LIKE YOU TO TAKE SOME TIME AND LOOK AT THE COVER. WHAT DO YOU THINK IT WILL BE ABOUT? WRITE DOWN ONE OR TWO QUESTIONS THAT YOU ARE WONDERING ABOUT.
READ-ALOUDS WILL HELP MY STUDENTS HEAR QUALITY WRITING. THEY WILL BE THE EXEMPLARS FOR CONSTRUCTING CRITERIA FOR "WHAT DO GOOD READERS LOOK AND SOUND LIKE?"
PROBABLY CHEESY!
BEFORE YOU START READING, I'D LIKE YOU TO TAKE A BLANK PAGE AND WRITE TWO OR THREE QUESTIONS THAT WE CAN PUT UP ON THE BOARD. MAKE SOME PREDICTIONS. DON'T WORRY ABOUT BEING WRONG. LOOK AT THE TITLE, THE CONTENTS. IS ANYTHING WRITTEN ON THE BACK? ....ANY PICTURES?
HEY, MUST BE A FANTASY. COOL! THAT'S A GREAT DRAGON ON THE COVER!
GENRES WE KNOW
BIOGRAPHY
AUTOBIOGRAPHIES
SCIENCE FICTION
BEFORE READING: WHAT DO YOU THINK A BOOK WITH THIS TITLE MIGHT BE ABOUT? WHO ARE THE CHARACTERS IN THE STORY? WHEN DOES THE STORY TAKE PLACE? WHAT IS THE PROBLEM IN THE STORY? HOW IS THE PROBLEM SOLVED?
See
Hear/Read
Feel/Wonder
LIKE THE POSTER BEHIND ME, I'D LIKE YOU TO DIVIDE YOUR JOURNAL PAGE AND RECORD YOUR THOUGHTS, TELLING ME WHAT YOU SEE, READ, AND WONDER ABOUT WHILE LOOKING AT THE BOOK.
WHY DO I HAVE TO BOTHER WITH THIS STUPID ASSIGNMENT? WHY DOESN'T HE JUST LET US READ THE BOOK ALREADY?
SLOW START, A LOT OF THE STUDENTS ARE NATURAL READERS, BUT THERE ARE A FEW WHO ARE JUST NOT PUTTING MUCH THOUGHT INTO THIS GENRE.
I WONDER WHAT WOULD GET THEM EXCITED ABOUT READING.
BLM 1
BEFORE READING
PRESCRIBED LEARNING OUTCOMES
General Outcome 2
Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.
2.1 Use Strategies and Cues
2.1.3 Textual Cues
▶ Use textual cues [such as the structures and elements of specific genres...] to construct and confirm meaning and interpret texts.
Connections to Consider:
1.2 Clarify and Extend
3.1 Plan and Focus
3.2 Select and Process
3.3 Organize, Record, and Assess
4.1 Generate and Focus
SUGGESTIONS FOR INSTRUCTION
SUGGESTIONS FOR ASSESSMENT
SUGGESTED LEARNING RESOURCES
REFER TO GRADES 5 TO 8 ENGLISH LANGUAGE ARTS: A FOUNDATION FOR IMPLEMENTATION, PAGES 84 & 85.

GOAL SETTING

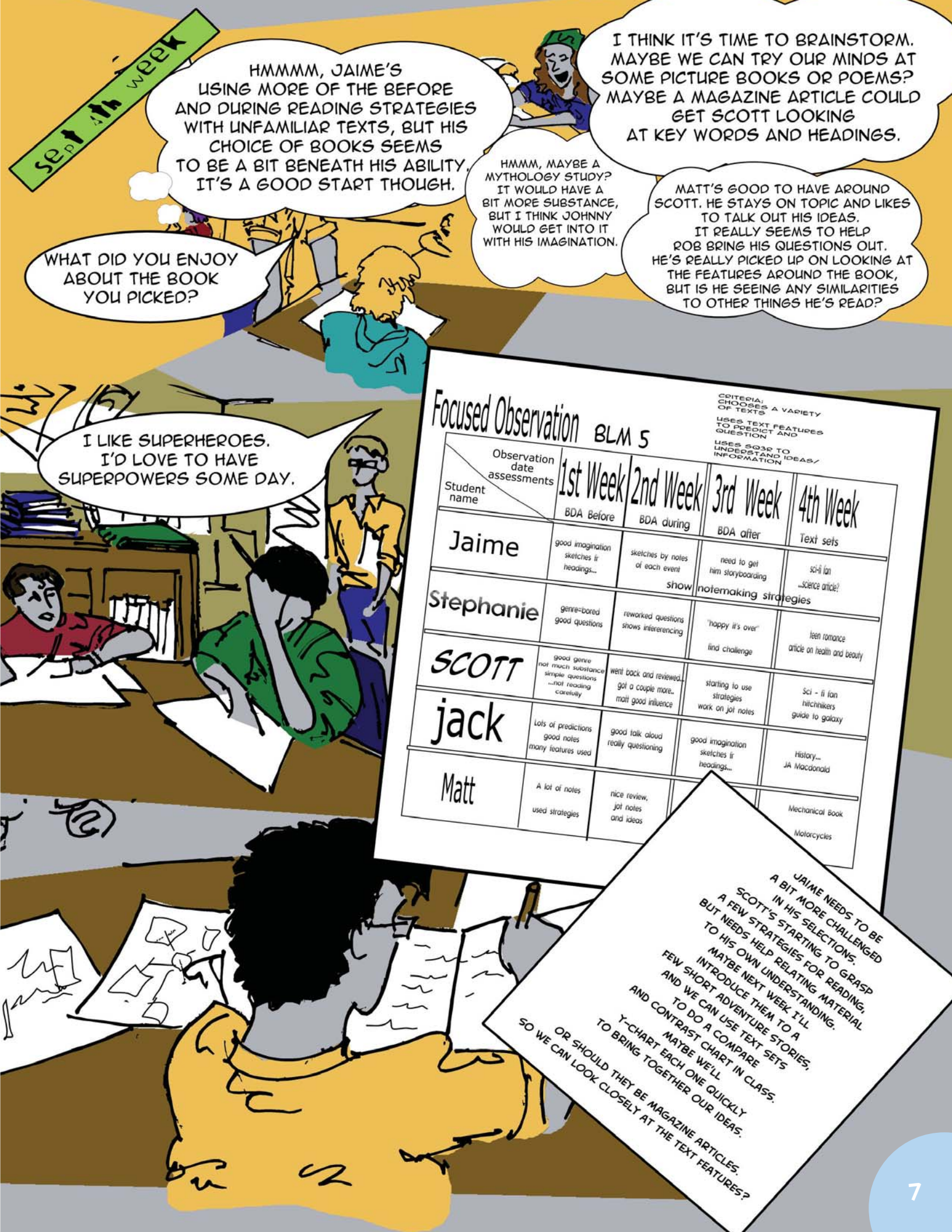


Sept 2nd Week
"....THE DAY I LEFT, A SMALL WIND PICKED UP AND BLEW THE LEAVES IN THE AIR AS I STEPPED ON THE ROAD. THE LEAVES, MY ANGELS BLOWING AROUND ME, AS I WALKED SILENTLY DOWN THE ROAD, TOWARD MY COMING ADVENTURE."
Think Pair Share
READ THE SECTION AGAIN, AND THINK ABOUT YOUR QUESTIONS. TALK ABOUT THEM WITH A PARTNER AND THEN SHARE THEM WITH YOUR TABLE GROUP.
DO YOU THINK YOUR EARLIER PREDICTIONS WERE CORRECT? WHAT IN THE SELECTION MAKES YOU THINK THAT? WHAT DO YOU THINK WILL HAPPEN NOW?
DURING READING
WOW, I WAS TOTALLY WRONG! THE GUY I THOUGHT WAS GOING TO BE IMPORTANT NEVER EVEN GOT MENTIONED AGAIN.
I THOUGHT I WAS RIGHT....KNEW IT!
I'D MUCH RATHER BE READING A COMIC.
Diary of Anne Frank
YEAH SHE WASN'T AT THE START. HE MUST MEET HER LATER ON.
I'M WONDERING WHEN HE'LL MEET THE GIRL ON THE COVER OF THE BOOK. SHE MUST BE IMPORTANT.
I WAS THINKING THIS WOULD BE COMPLETELY DIFFERENT.
NOW THAT I LOOK BACK AT THE CHAPTER TITLE, I PROBABLY SHOULD HAVE.
MAKE SURE TO ADD THAT TO YOUR MAP.
I'LL PUT IT ON THE CLASS CHART.
DID YOU THINK HE'D LEAVE?
THE CLASS IS REALLY STARTING TO UNDERSTAND THINKING AS READERS, BUT SOME ARE STILL ONLY THINKING AT A SUPERFICIAL LEVEL.
I MIGHT WANT TO DO A MINI-LESSON ON PREDICTING.
SCOTT'S NOT USING THE CLUES IN THE BOOK TO BRING TOGETHER HIS PREDICTIONS.
HE'S SKIPPING OVER IMPORTANT TITLES AND ISN'T RECOGNIZING IMPORTANT WORDS.
WHEN I GET THEM INTO NOTE-MAKING, I HOPE THAT WILL HELP HIM GATHER IMPORTANT INFORMATION.
MAYBE SQ3R? NEXT WEEK, I'LL HAVE A BETTER UNDERSTANDING OF THEIR STRENGTHS AND AREAS TO DEVELOP AS WE GET TO THE "AFTER READING" STRATEGIES.

NOW THAT WE'RE FINISHED THE READING, LOOK BACK AT OUR PREDICTIONS. HOW MANY DID WE HAVE TO CHANGE AS WE READ FURTHER? WHY DID WE HAVE TO DISREGARD SOME ALL TOGETHER?
LET'S REVISE OUR BDA MAP. DID YOU ENJOY THE STORY? WHAT WAS YOUR FAVOURITE PART? WOULD YOU HAVE ACTED DIFFERENTLY? WOULD YOU HAVE DONE SOMETHING DIFFERENTLY IF YOU HAD WRITTEN THE STORY? WHAT CONNECTIONS TO YOUR EXPERIENCES CAN YOU MAKE?
WORD MAP
AFTER READING
sept Week 3
BDA
WHO WHEN WHERE
TITLE AUTHOR
LET'S GET TOGETHER AND HAVE A BOOK TALK IN OUR DISCUSSION GROUPS. TALK ABOUT YOUR PERSONAL CONNECTIONS. DOES THE BOOK REMIND YOU OF OTHER BOOKS YOU'VE READ?
I'D LIKE YOU TO WRITE A QUICK ENTRY IN YOUR READER'S JOURNAL, AFTER YOUR BDA MAP. WRITE ABOUT THE STRATEGIES YOU USED TO MAKE YOUR PREDICTIONS BEFORE READING. ARE THERE ANY STRATEGIES YOU MIGHT USE NEXT TIME THAT YOU DIDN'T THIS TIME? AND WHAT CONNECTIONS DO YOU HAVE AFTER READING?
fiction
poetry
HEY, YAH! THAT'S JUST LIKE...
OH, NOW I GET IT, JUST LIKE MY...
I NOTICED THAT YOUR PREDICTIONS WERE A BIT OFF AT FIRST, BUT YOU REALLY CAME UP WITH SOME GOOD POINTS LATER ON. WHAT CHANGED?
CRITERIA:
MAKING CONNECTIONS
M NY
PERSONAL CONNECTIONS
OTHER TEXTS
THE WORLD
IT STARTED TO REMIND ME OF A STORY I READ BEFORE. I KEPT THINKING BACK TO IT, AND IT GAVE ME SOME IDEAS.
Biography
Comics/magazines


BDA
WHO WHEN WHERE
TITLE AUTHOR
PROBLEM
NOW THAT THEY ARE FAMILIAR WITH A BDA STRATEGY, I'D LIKE THEM TO HAVE SOME CHOICE IN WHAT THEY READ. SOME OF THE STUDENTS WERE A LITTLE UNMOTIVATED BY MY SELECTION. MAYBE SOME TEXT SETS WOULD HELP. WE SHOULD BRAINSTORM THEIR INTERESTS.
THE STUDENTS CAN HELP COLLECT BOOKS, ARTICLES, AND POSTERS FOR THE TEXT SETS.
I'M GLAD IT'S OVER! GIVE ME SOMETHING FUNNY!
THE ILLUSTRATIONS AT THE START OF THE CHAPTERS TOTALLY GAVE AWAY THE STORY.
I HAVE TO REMEMBER TO LOOK HARDER AT THE PICTURES.
SCOTT JUST SEEMS TO BE DOING THE MINIMUM WHEN IT COMES TO HIS PREDICTIONS, BUT HIS SKETCHES ARE VERY DETAILED. MAYBE A STORYBOARDING STRATEGY WILL SHOW HIS UNDERSTANDING.
MAYBE I SHOULD CONFERENCE WITH THIS GROUP ABOUT HIGHLIGHTING KEY WORDS...MAYBE JOT NOTES.
reference and Computer
Sci-fi
fantasy
SEPT 21ST
I'M HAPPY WITH THIS FIRST LEARNING SEQUENCE. I'VE HEARD A LOT OF GOOD THINKING, AND I CAN SEE THAT MOST OF THE CLASS IS MOTIVATED. STEPHANIE AND A COUPLE OF OTHERS WERE BORED WITH THE SELECTION OF MATERIAL. BUT WITH SOME CHOICE IN THEIR READING, I THINK THEY'LL SHOW ME THINKING ABOUT MATT AND SCOTT HAVE ME THINKING ABOUT STARTING A WORD SPLASH NEXT TIME. IT MIGHT GET SCOTT THINKING ABOUT LOOKING FOR IMPORTANT WORDS, AND MAYBE HE COULD DRAW SOME SKETCHES TO HELP HIM PREDICT. MAYBE HE COULD STORYBOARD THEM, OR MAYBE USE THEM FOR AN AUTHORING PROJECT LATER ON.
BDA
WHO WHEN WHERE
TITLE AUTHOR
PROBLEM SOLUTION

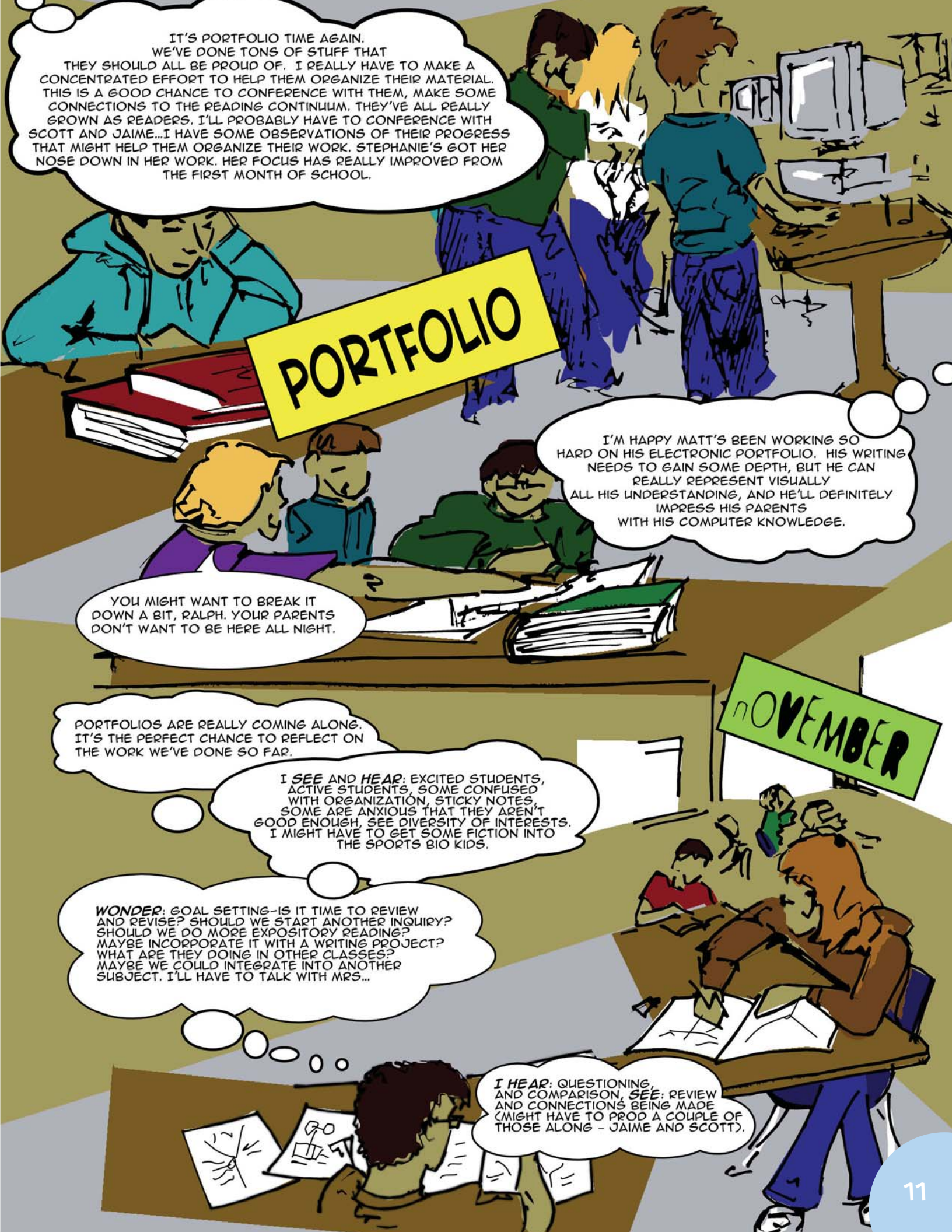
sept week
PLEASE REMEMBER TO TAKE JOT NOTES AS I READ ALOUD.
HEY, HE WROTE SOMETHING. WHAT WAS IT? I'LL REMEMBER....OOPS, WHAT DID HE SAY?
DURING READING
WRITE DOWN WORDS OR SKETCH THINGS YOU THINK ARE IMPORTANT OR THAT YOU WANT TO LOOK UP LATER.
I THINK THAT WAS IMPORTANT.
I'LL STOP ONCE IN A WHILE TO CHECK WITH THE CLASS, AND WE CAN WRITE DOWN OUR QUESTIONS.
THESE TWO ARE VERY DIFFERENT. JOHNNY'S GOT A HANDLE ON IMPORTANT WORDS... HE'S GOT HIS PAGE BROKEN UP INTO COLUMNS, AND I CAN TELL HE'S BEEN MAPPING AS HE GOES TO MAKE CONNECTIONS. SCOTT SEEMS TO SPEND TOO MUCH TIME STARTING TO WRITE FULL SENTENCES AND TRAILS OFF. IT'S THROWING OFF HIS ATTENTION, AND I CAN TELL HE GOT LOST HALFWAY THROUGH THE STORY.
STRATEGIC INSTRUCTION - TEXT SETS FOR DIFFERENTIATION
FINALLY, THE TEXT SETS ARE READY! I'M GLAD I HAD THE STUDENTS HELP ME ORGANIZE THEM. I NOTICED THAT SOME REALLY GRAVITATED TO THE FICTION SECTION, BUT THE SPORTS BIOGRAPHIES REALLY HAD A FEW TALKING AS THEY FLIPPED THROUGH THEM.
WHEW, THAT'S A LOT OF BOOKS!
Fantasy
poetry
information
THE HOBBIT
Hitchhiker's Guide to the Galaxy
MECHANICS FOR KIDS
Aboriginal Legends
Discover Canada
Fiction
biography
non-Fiction
I'M GLAD WE GOT TO DO A FREE READ AFTER THE TEXT SETS WERE FINISHED. I REALLY WANTED TO CHECK THIS ONE OUT. OH, THAT'S A NEW WORD, I'LL HIGHLIGHT IT AND LOOK IT UP WHEN I FINISH THE PARAGRAPH. IF IT'S IMPORTANT I MAY HAVE TO READ IT AGAIN, SO I DON'T WANT TO GO TOO FAR.


Sept 4th week
HMMMM, JAIME'S USING MORE OF THE BEFORE AND DURING READING STRATEGIES WITH UNFAMILIAR TEXTS, BUT HIS CHOICE OF BOOKS SEEMS TO BE A BIT BENEATH HIS ABILITY. IT'S A GOOD START THOUGH.
I THINK IT'S TIME TO BRAINSTORM. MAYBE WE CAN TRY OUR MINDS AT SOME PICTURE BOOKS OR POEMS? MAYBE A MAGAZINE ARTICLE COULD GET SCOTT LOOKING AT KEY WORDS AND HEADINGS.
HMMM, MAYBE A MYTHOLOGY STUDY? IT WOULD HAVE A BIT MORE SUBSTANCE, BUT I THINK JOHNNY WOULD GET INTO IT WITH HIS IMAGINATION.
MATT'S GOOD TO HAVE AROUND SCOTT. HE STAYS ON TOPIC AND LIKES TO TALK OUT HIS IDEAS. IT REALLY SEEMS TO HELP ROB BRING HIS QUESTIONS OUT. HE'S REALLY PICKED UP ON LOOKING AT THE FEATURES AROUND THE BOOK, BUT IS HE SEEING ANY SIMILARITIES TO OTHER THINGS HE'S READ?
WHAT DID YOU ENJOY ABOUT THE BOOK YOU PICKED?
I LIKE SUPERHEROES. I'D LOVE TO HAVE SUPERPOWERS SOME DAY.
Focused Observation BLM 5
CRITERIA:
CHOOSES A VARIETY OF TEXTS
USES TEXT FEATURES TO PREDICT AND QUESTION
USES SQ3R TO UNDERSTAND IDEAS/ INFORMATION
Observation date assessments
Student name
1st Week BDA Before
2nd Week BDA during
3rd Week BDA after
4th Week Text sets
Jaime
good imagination sketches fr headings...
sketches by notes of each event
need to get him storyboarding
sci-fi fan ...science article?
Stephanie
genre=bored good questions
reworked questions shows infererencing
"happy it's over" find challenge
teen romance article on health and beauty
SCOTT
good genre not much substance simple questions ...not reading carefully
went back and reviewed... got a couple more... matt good influence
starting to use strategies work on jot notes
Sci - fi fan hitchhikers guide to galaxy
jack
Lots of predictions good notes many features used
good talk aloud really questioning
good imagination sketches fr headings...
History... JA Macdonald
Matt
A lot of notes used strategies
nice review, jot notes and ideas
Mechanical Book Motorcycles
show notemaking strategies
JAIME NEEDS TO BE A BIT MORE CHALLENGED IN HIS SELECTIONS.
SCOTT'S STARTING TO GRASP A FEW STRATEGIES FOR READING, BUT NEEDS HELP RELATING MATERIAL TO HIS OWN UNDERSTANDING.
MAYBE NEXT WEEK I'LL INTRODUCE THEM TO A FEW SHORT ADVENTURE STORIES, AND WE CAN USE TEXT SETS TO DO A COMPARE AND CONTRAST CHART IN CLASS.
MAYBE WE'LL Y-CHART EACH ONE QUICKLY TO BRING TOGETHER OUR IDEAS.
OR SHOULD THEY BE MAGAZINE ARTICLES, SO WE CAN LOOK CLOSELY AT THE TEXT FEATURES?

OK, EVERYBODY,
WE'RE GOING TO DO A WORD SPLASH. IT'S A STRATEGY
TO EXPLORE THE SPECIALIZED VOCABULARY THAT THE AUTHOR USES.
TAKE A LOOK AT THE ITALICIZED WORDS IN THE ARTICLE.
WHAT DO THEY SAY TO YOU?
START WITH JOT NOTES, OR SKETCH THE IDEAS YOU GET FROM THE WORDS.
TRY TO PREDICT WHAT THE ARTICLE MIGHT BE ABOUT.
FEEL FREE TO CONFERENCE TOGETHER,
THEN WE'LL SHARE OUR PREDICTIONS AND QUESTIONS.
WHAT DO GOOD READERS LOOK/SOUND LIKE?
USE STRATEGIES BEFORE READING
LOOK FOR NEW WORDS BEFORE AND DURING READING
PAUSE AND THINK DURING READING
TALK ABOUT WHAT STRUCK THEM AFTER READING
READING CONTINUUM
I CAN...
October
STRATEGIC INSTRUCTION
VOCABULARY
SO STEPHANIE, WHAT DO YOU NOTICE ABOUT THE SPECIALIZED VOCABULARY IN THIS ARTICLE?
WELL, THERE WERE SOME DESCRIPTIVE WORDS, AND IT MENTIONED A LOT OF ANIMAL SPECIES, SO WE THINK THAT ...
TOTALLY LOOKS BORING. SCIENCE IS HARD. I DON'T EVEN KNOW WHAT MOST OF THESE WORDS ARE...
I THINK THAT...
NO, JUST LOOK, THERE'S _____AND ____. THOSE ARE POWERFUL WORDS... AND I RECOGNIZE THIS FROM ANOTHER STORY I READ. IT'LL BE GOOD. I LOOKED UP A FEW WORDS AND ___IS JUST A SCIENTIFIC WORD FOR ___.
DOING THE WORD SPLASH IN GROUPS REALLY HELPED A FEW OF THE STUDENTS WHO HAVE LESS VOCABULARY. QUINN REALLY HELPED JAIME FROM BEING INTIMIDATED BY SOME OF THE SPECIALIZED WORDS.
I THINK THIS IS A GREAT EXERCISE TO PREP THEM FOR READING MAGAZINE ARTICLES.
GROUP FOR A WORD MAPPING STRATEGY TO MAKE MEANING OF THE VOCABULARY.

FOR THIS ARTICLE I'D LIKE YOU TO USE THIS SQ3R STRATEGY TO PREVIEW, PREDICT, AND ASK QUESTIONS BEFORE READING. THIS WILL HELP YOU ORGANIZE YOUR THINKING AS YOU READ WITH A PARTNER.
SKIM FOR IMPORTANT WORDS AND, AS YOU READ. ADD MORE TO THE CLASS LIST. USE THE HEADINGS TO MAKE UP YOUR QUESTIONS, AND ANSWER THEM BEFORE YOU MOVE ON TO THE NEXT SECTION.
STRATEGIC INSTRUCTION SQ3R
SURVEY QUESTION READ RECITE REVIEW
sq3r
survey
title
heading
important words
QUESTION
read
recite
review
october
THE IMPORTANT WORDS ARE EASY. THEY'RE ALL ITALICIZED. THE HEADINGS ARE CLEAR. IT SHOULD BE EASY TO MAKE UP A FEW QUESTIONS FOR EACH.
BEFORE READING
WHAT DO YOU THINK A STORY WITH THIS TITLE MIGHT BE ABOUT?
WHO ARE THE CHARACTERS IN THE STORY?
WHEN DOES THE STORY TAKE PLACE?
WHAT IS THE PROBLEM IN THE STORY?
BDA
WHO WHEN WHERE
TITLE AUTHOR
See
Hear/Read
Feel/Wonder
OH, THERE'S A GRAPH!
WHAT ARE WE DOING?
IS THERE SUCH THING AS A STUPID QUESTION?
WHO IS.....?
WHAT IS.....?
WHERE IS.....?
WHY IS.....?
HOW'S THAT?
I DIDN'T SAY ANYTHING.
WE HAVE TO TRY TO FIGURE OUT THE IMPORTANT QUESTIONS IN THE ARTICLE, AND ANSWER THEM.
IT WAS A SIMPLE QUESTION, BUT THE ANSWER'S HUGE! I SHOULD HAVE BROKEN DOWN THE QUESTION INTO SMALLER ONES. NEXT TIME...
WHERE
TITLE AUTHOR
BDA
SOLUTION
WHEN I FIRST STARTED, IT WAS HARD TO ASK QUESTIONS, BUT I FOUND SO MANY OTHER INTERESTING THINGS AND IMPORTANT WORDS. SO I WENT BACK AND MADE MORE QUESTIONS LATER.
SQ3R HAS THEM VERY ANIMATED BUT THEY HAVE TO LEARN A BIT MORE ABOUT ASKING QUESTIONS. JAIME LOOKS LIKE HE'S FIGURED THAT OUT. MATT'S DOING GREAT AT THINKING OUT LOUD, BUT HE'S STILL NOT WRITING DOWN IMPORTANT WORDS TO HELP HIM. MAYBE SUGGEST HIGHLIGHTING?

REMEMBER THE SQ3R WE DID EARLIER? MAKE YOUR PREDICTIONS FROM THE TEXT FEATURES OF THE ARTICLE AND WRITE ANY IMPORTANT WORDS AS YOU SKIM. MAKE UP SOME QUICK QUESTIONS, AND WRITE MORE AS YOU ANSWER THEM OR SEE SOMETHING YOU THINK IS IMPORTANT.
STRATEGIC INSTRUCTION NOTE MAKING
October
I THINK THESE NOTES WOULD FORM A GOOD BASE FOR A REPORT-- MAYBE A POWERPOINT PRESENTATION. IF ANYONE SKETCHES, MAYBE WE CAN SCAN IT IN?
MUST BE ABOUT MAGIC.
LOOK AT THE COVER... THERE'S A SNOWBOARDER.
fiction
WHERE DOES IT SAY THAT?
SEE, HERE IT SAYS ONE OF THE WORST NEW SPORTS.
I LOVE SPORTS
SEE, IT'S ITALICIZED.
THE SQ3R WAS A GOOD INTRO FOR NOTE MAKING. THE STUDENTS ARE STARTING TO MAKE STRIDES AS READERS. SCOTT'S REALLY TRYING, AND HE'S USING A LOT MORE STRATEGIES THAN WHEN HE STARTED. WE'RE GOING TO HAVE TO DO...
SOME WRITING EXPERIENCES TO HELP HIM USE THESE STRATEGIES IN A CREATIVE WAY MIGHT HELP. MAYBE A MINI-REVIEW/REPORT OF A MAGAZINE ARTICLE? THAT WAY WHEN WE ARE WORKING ON THEIR PORTFOLIOS, THEY'LL BE ABLE TO MAKE SOME BACK-AND-FORTH CONNECTIONS.


IT'S PORTFOLIO TIME AGAIN. WE'VE DONE TONS OF STUFF THAT THEY SHOULD ALL BE PROUD OF. I REALLY HAVE TO MAKE A CONCENTRATED EFFORT TO HELP THEM ORGANIZE THEIR MATERIAL. THIS IS A GOOD CHANCE TO CONFERENCE WITH THEM, MAKE SOME CONNECTIONS TO THE READING CONTINUUM. THEY'VE ALL REALLY GROWN AS READERS. I'LL PROBABLY HAVE TO CONFERENCE WITH SCOTT AND JAIME...I HAVE SOME OBSERVATIONS OF THEIR PROGRESS THAT MIGHT HELP THEM ORGANIZE THEIR WORK. STEPHANIE'S GOT HER NOSE DOWN IN HER WORK. HER FOCUS HAS REALLY IMPROVED FROM THE FIRST MONTH OF SCHOOL.
PORTFOLIO
I'M HAPPY MATT'S BEEN WORKING SO HARD ON HIS ELECTRONIC PORTFOLIO. HIS WRITING NEEDS TO GAIN SOME DEPTH, BUT HE CAN REALLY REPRESENT VISUALLY ALL HIS UNDERSTANDING, AND HE'LL DEFINITELY IMPRESS HIS PARENTS WITH HIS COMPUTER KNOWLEDGE.
YOU MIGHT WANT TO BREAK IT DOWN A BIT, RALPH. YOUR PARENTS DON'T WANT TO BE HERE ALL NIGHT.
nOVEMBER
PORTFOLIOS ARE REALLY COMING ALONG. IT'S THE PERFECT CHANCE TO REFLECT ON THE WORK WE'VE DONE SO FAR.
I SEE AND HEAR: EXCITED STUDENTS, ACTIVE STUDENTS, SOME CONFUSED WITH ORGANIZATION, STICKY NOTES, SOME ARE ANXIOUS THAT THEY AREN'T GOOD ENOUGH, SEE DIVERSITY OF INTERESTS. I MIGHT HAVE TO GET SOME FICTION INTO THE SPORTS BIO KIDS.
WONDER: GOAL SETTING-IS IT TIME TO REVIEW AND REVISE? SHOULD WE START ANOTHER INQUIRY? SHOULD WE DO MORE EXPOSITORY READING? MAYBE INCORPORATE IT WITH A WRITING PROJECT? WHAT ARE THEY DOING IN OTHER CLASSES? MAYBE WE COULD INTEGRATE INTO ANOTHER SUBJECT. I'LL HAVE TO TALK WITH MRS...
I HEAR: QUESTIONING, AND COMPARISON, SEE: REVIEW AND CONNECTIONS BEING MADE (MIGHT HAVE TO PROD A COUPLE OF THOSE ALONG - JAIME AND SCOTT).

Dec - Jan
REFLECTIVE
THINKING
I HOPE JOHNNY CAN SEE THAT HE'S GOT A KNACK FOR UNDERSTANDING NARRATIVE WRITING. BUT I'D LIKE HIM TO TRY READING MORE EXPOSITORY TEXTS. HIS NOTE MAKING IS STILL SUPERFICIAL, BUT HIS SKETCHES ARE EXTRAORDINARY. MAYBE WE'LL DO AN INQUIRY PROJECT NEXT TERM WHERE WE CAN EXPLORE IT.
NOW THAT WE'VE PUT THE MAJORITY OF OUR PORTFOLIOS TOGETHER, CAN YOU SEE WHERE YOU'VE DEVELOPED SOME STRENGTHS? WHERE DO YOU THINK YOU STILL HAVE TO IMPROVE? HAVE YOU BEEN PICKING THE SAME TYPES OF BOOKS OR ARTICLES? WOULD YOU LIKE TO TRY SOMETHING ELSE? WHAT IS YOUR FAVOURITE STRATEGY FOR READING? TRY TO MAKE SOME NOTES, OR A Y-CHART, AND THEN MAKE UP A FEW NEW GOALS TO WORK ON.
Prescribed Learning Outcomes
General Outcome 1
Students will listen, speak, read, write, view, and represent to explore thoughts, feelings, and experiences.
1.2 Clarify and Extend
1.2.2 Explain Opinions
▶ Articulate, represent, and explain personal viewpoints clearly.
Connections to Consider:
2.2 Respond to Texts
4.4 Present and Share
5.1 Develop and Celebrate Community
5.2 Encourage, Support, and Work Together
Suggestions for Instruction
Suggestions for Assessment
Suggested Learning Resources
Teacher Resources
REFER TO GRADES 5 TO 8 ENGLISH LANGUAGE ARTS: A FOUNDATION FOR IMPLEMENTATION, PAGES 44 TO 47.
JAN 07
THESE GOAL-SETTING SESSIONS WILL MAKE IT EASIER TO WRITE MY REPORTS. I'VE GOT ENOUGH STUDENT OBSERVATIONS THAT IT WON'T BE HARD TO CREATE A GOOD SOLID REPORT THAT WILL BE ABLE TO HIGHLIGHT AREAS FOR GROWTH, STRENGTHS, PROGRESS OF EACH STUDENT, AND STRATEGIES TO FOCUS ON NEXT TERM. SIDE NOTE: THE GROUPS ARE REALLY GETTING TO FORM LITTLE COMMUNITIES, BUT IT MIGHT BE TIME TO MIX UP THE SEATING AND DO A FEW MORE WHOLE CLASS INQUIRIES.
...I SHOULD GO BACK TO THE OUTCOMES TO REVIEW AND REFLECT ON THE YEAR SO FAR.

MAYBE A WEEK OF ENTRANCE AND EXIT SLIPS WOULD START TO GIVE ME A CLEARER IDEA OF WHAT THEY ARE UNDERSTANDING. IT WILL HELP DETERMINE WHERE I CAN HELP THEM FIND A STRATEGY TO WORK FOR THEM.
Dec – Jan
REPORTS ARE COMING SOON AND I STILL NOTICE SOME INCONSISTENCIES. MAYBE I CAN SCHEDULE SOME MINI-CONFERENCES WITH SOME OF THE GROUPS. WHERE TO BEGIN?
AWW MAN, I CAN'T REMEMBER ANYTHING WE LEARNED LAST CLASS, AND MY NOTES SUCK!
THAT'S COOL. YOU CAN USE MY NOTES. HE SAID GROUPS COULD WORK TOGETHER.
STUDENT CONFERENCING
SUMMARIZING AND SYNTHESIZING
JOHNNY, I CAN TOTALLY UNDERSTAND THESE SKETCHES. YOU'VE MADE ONES FOR MOST OF THE IMPORTANT IDEAS. BUT YOU'RE RIGHT, YOUR NOTES REALLY DIDN'T POINT TO THE IMPORTANT STUFF. WHY DON'T YOU WRITE MY NOTES BY YOUR SKETCHES?
NICE! SCOTT CAN SHOW OFF HIS NOTE-MAKING SKILLS.
CAN I PHOTOCOPY YOUR NOTES?
SOMEDAYS I FEEL SO CLUELESS. WHAT DID WE LEARN TODAY?
HMMM...SCOTT AND MATT ARE PERFECT TOGETHER. I SHOULD HAVE A MINI-CONFERENCE WITH SCOTT ABOUT NOTE MAKING. MAYBE I'LL HAVE HIM WRITE A QUICK EXPLANATION WHENEVER HE DOES A DRAWING SO IT'S FRESH IN HIS MIND. STEPHANIE DOESN'T PARTICIPATE MUCH, DOES SHE? MAYBE A GROUP JIGSAW STRATEGY OR TWO WILL GET HER MORE ACTIVE AND CHALLENGED IN A GROUP SETTING.

THINKING ABOUT REPORTS

SUMMATIVE ASSESSMENT

SCOTT IS MOSTLY IN THE FIRST COLUMN OF THE REPORT, AS HE CONTINUES TO NEED GUIDED PRACTICE WITH BEFORE-READING STRATEGIES. HE HAS COLLECTED JOURNAL ENTRIES (DRAWINGS FOR THE MOST PART), SOME WEBS, AND A WORD SPLASH FOR HIS PORTFOLIO. WITH HIS LOG OF READING (BLM-69) NOW IN HIS PORTFOLIO, HE IS PRACTISING TALKING ABOUT HIS READING GOAL AND THE EVIDENCE OF HIS LEARNING WITH HIS COOPERATIVE GROUP MEMBERS. I THINK HE WILL BE ABLE TO SHARE THESE WORK SAMPLES AND TALK ABOUT HIS LEARNING TO HIS PARENTS AT HIS STUDENT-LED CONFERENCE NEXT WEEK. THE FORMATIVE ASSESSMENT PROCESS AND THE INFORMATION GATHERED ABOUT LEARNING HAS MADE THE SUMMATIVE ASSESSMENT VERY STRAIGHTFORWARD.

NEXT STEPS:

WITH THIS SUMMATIVE REPORT, I CAN CLEARLY SEE THAT I WILL BE GOING BACK INTO THE FOUNDATION DOCUMENT TO SEARCH FOR A DIFFERENT STRATEGY TO MODEL AND GUIDE SCOTT'S SKILLS IN PREDICTING AND QUESTIONING. HE ALSO NEEDS MORE OPPORTUNITY TO USE SPECIALIZED VOCABULARY. I WONDER IF A THREE-POINT APPROACH MIGHT BE WORTH TRYING TO BUILD ON HIS DRAWING STRENGTHS. HIS JOURNAL ENTRIES SHOW DETAILED SKETCHES OF CHARACTERS FROM HIS INDEPENDENT READING, AND MAPS FROM OUR SOCIAL STUDIES TEXT SET. I WILL GROUP STEPHANIE, DALE, TERRY, JAIME, AND SCOTT TO MODEL AND GUIDE A THREE-POINT APPROACH WHILE THE OTHER GROUPS WORK AT THEIR WORD CYCLES AND THEIR MATH VOCABULARY. THE GRADE 8 ASSESSMENT PROCESS HAS NOT ONLY HELPED ME REFLECT MORE CLOSELY ON STUDENT LEARNING. I ALSO SEE MY STUDENTS ENGAGED IN REFLECTING UPON THEIR GOALS TO BECOME CRITICAL READERS OF A WIDER VARIETY OF TEXTS.

GOOD READERS

THINK ABOUT WHAT THEY ALREADY KNOW

ASK QUESTIONS BEFORE, DURING, AND AFTER READING

MAKE INFERENCES DURING AND AFTER READING

SOLVE PROBLEMS DURING READING

REMEMBER IDEAS DURING READING

SUMMARIZE IDEAS DURING AND AFTER READING

MAKE CONNECTIONS TO SELF, TEXTS, AND THE WORLD

PART 2

EXPOSITORY WRITING: WRITING TO LEARN-WRITING TO COMMUNICATE

WELL, ANOTHER SCHOOL YEAR... NEW STUDENTS AND NEW GOALS. MY GOAL THIS YEAR IS TO SUPPORT A COMMUNITY OF WRITERS, AND I NEED TO PUT MORE EMPHASIS ON TEACHING EXPOSITORY WRITING AND FORMATIVE ASSESSMENT. I WONDER WHAT MY STUDENTS' WRITING GOALS WILL BE.

WHAT DOES QUALITY JOURNAL WRITING LOOK/ SOUND LIKE?

GOAL STATEMENT:_____

I SEE/NOTICE

I HEAR

I THINK/ I WONDER

TALK ABOUT HOW YOU FEEL ABOUT YOURSELF AS A WRITER. BEFORE I READ, IN GROUPS, BRAINSTORM OR WEB YOUR IDEAS. WHILE I READ ALOUD, YOU CAN SKETCH OR MAKE JOT NOTES ABOUT HOW THE AUTHOR IS FEELING.

HMMMM...I SHOULD HAVE THEM WRITE A LETTER TO SOMEONE...MAYBE KEEP A JOURNAL THAT WE CAN KEEP UP THROUGHOUT THE YEAR?

JOURNAL WRITING IS A GOOD STARTING POINT. THE AUDIENCE IS CLEAR – THE STUDENTS AND MYSELF. THE PURPOSE TOO IS EVIDENT – WRITING TO LEARN, AND IT'S A GREAT ASSESSMENT STRATEGY TOO. THE TEXT SET ON JOURNALS WILL BE USEFUL – THERE ARE SO MANY GREAT READ-ALOUDS. LET'S START WITH "AUTHOR: A TRUE STORY" BY HELEN LESTER.

I ONLY WRITE EMAILS...I LIKE TO BLOG. DOES THAT COUNT?

WRITE A LETTER TO ME SHARING YOUR FEELINGS AND THOUGHTS ABOUT YOU AS A WRITER. WHAT DO YOU THINK I SHOULD KNOW ABOUT YOU? TELL ME ABOUT YOUR WRITER'S NOTEBOOK.

I MOSTLY SKETCH IN MY JOURNAL, BUT I WRITE LITTLE NOTES BESIDE MY SKETCHES.

I KEEP A DIARY, BUT I ALWAYS FORGET TO WRITE DOWN THE DATE. WHEN I LOOK BACK, I CAN'T REMEMBER WHEN THINGS HAPPENED.

IT HAS TO HOOK ME RIGHT AWAY, OR I LOSE INTEREST

I NEVER THOUGHT ABOUT...

WRITER'S NOTEBOOK FOR JOTTING DURING READ-ALOUD, GALLERY WALK...

I CAN'T GET STARTED. THERE ARE SO MANY IDEAS. HOW DO I KNOW WHAT'S IMPORTANT?

THE LETTERS I HAD THE STUDENTS WRITE REALLY GAVE ME A GOOD OVERVIEW OF THEM AS WRITERS. THIS IS VALUABLE ASSESSMENT INFORMATION. WE SHOULD DISCUSS NEXT WEEK WHAT GOOD WRITERS DO. I SHOULD GET SOME DIVERSE SAMPLES OF WRITING TO SHOW THEM. MAYBE WE SHOULD HAVE A GALLERY WALK OF THEIR FAVOURITE SCIENCE BOOKS. THEN WE CAN DO SOME GOAL SETTING FOR THE START OF THE YEAR. IT'S GOING TO BE A BUSY YEAR! I AM GOING TO HAVE THEM CONTINUE WITH THEIR WRITER'S NOTEBOOKS, TOO.

Teacher Planner – September

Goal/purpose – to learn about my student's expository writing skills, strategies, and attitudes through a variety of learning teaching experiences while introducing content curricula. [Teaching/Instructional Focus: Criteria for Journal Writing.]

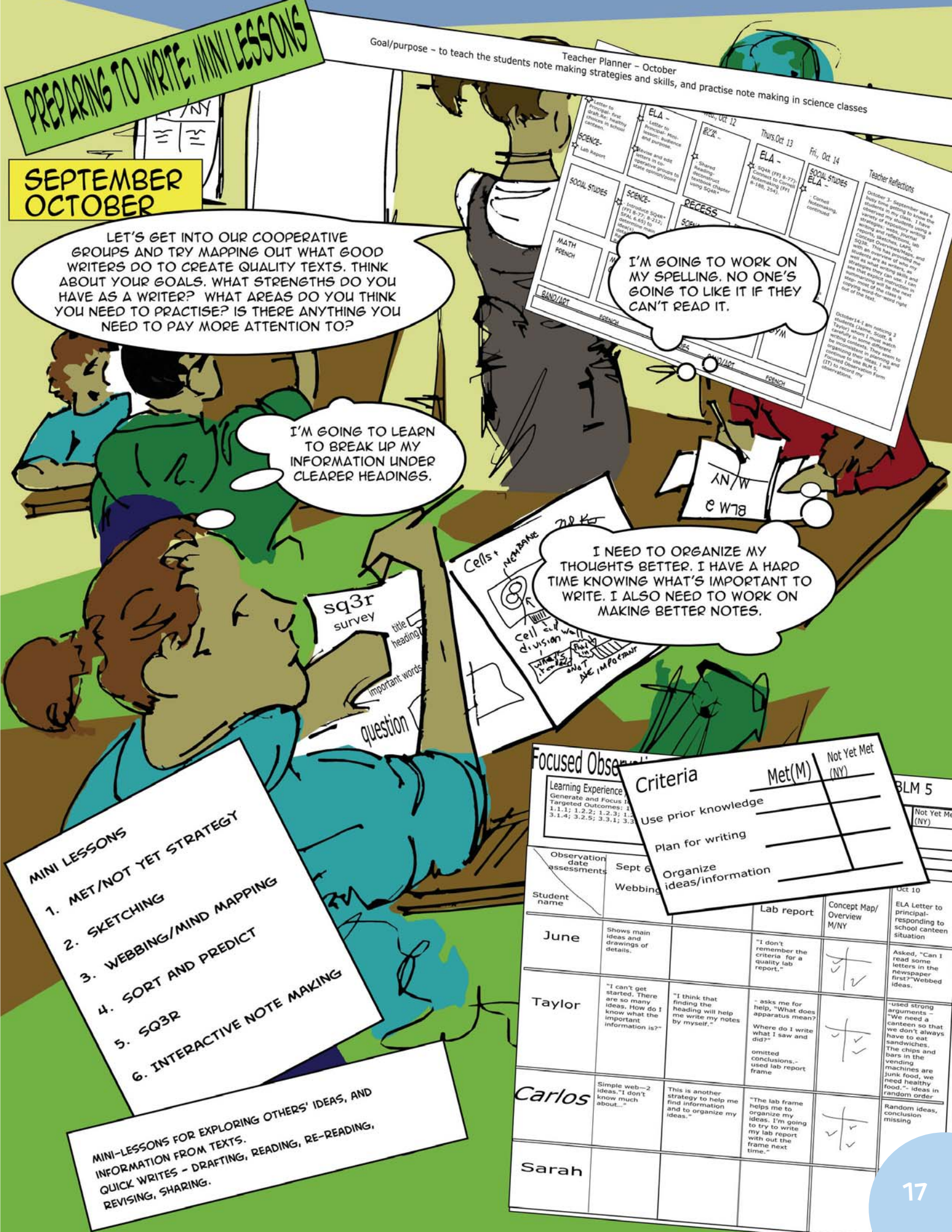
WRITING TO LEARN
- BRAINSTORMING WEBS
- DRAWING/SKETCHING
- SORT AND PREDICT
- CONCEPT MAPS
- LEARNING LOGS/ JOURNALS
- NOTE MAKING
- GOALS AND ACTION PLAN
- LAPS
- SQ3R/SQ4R

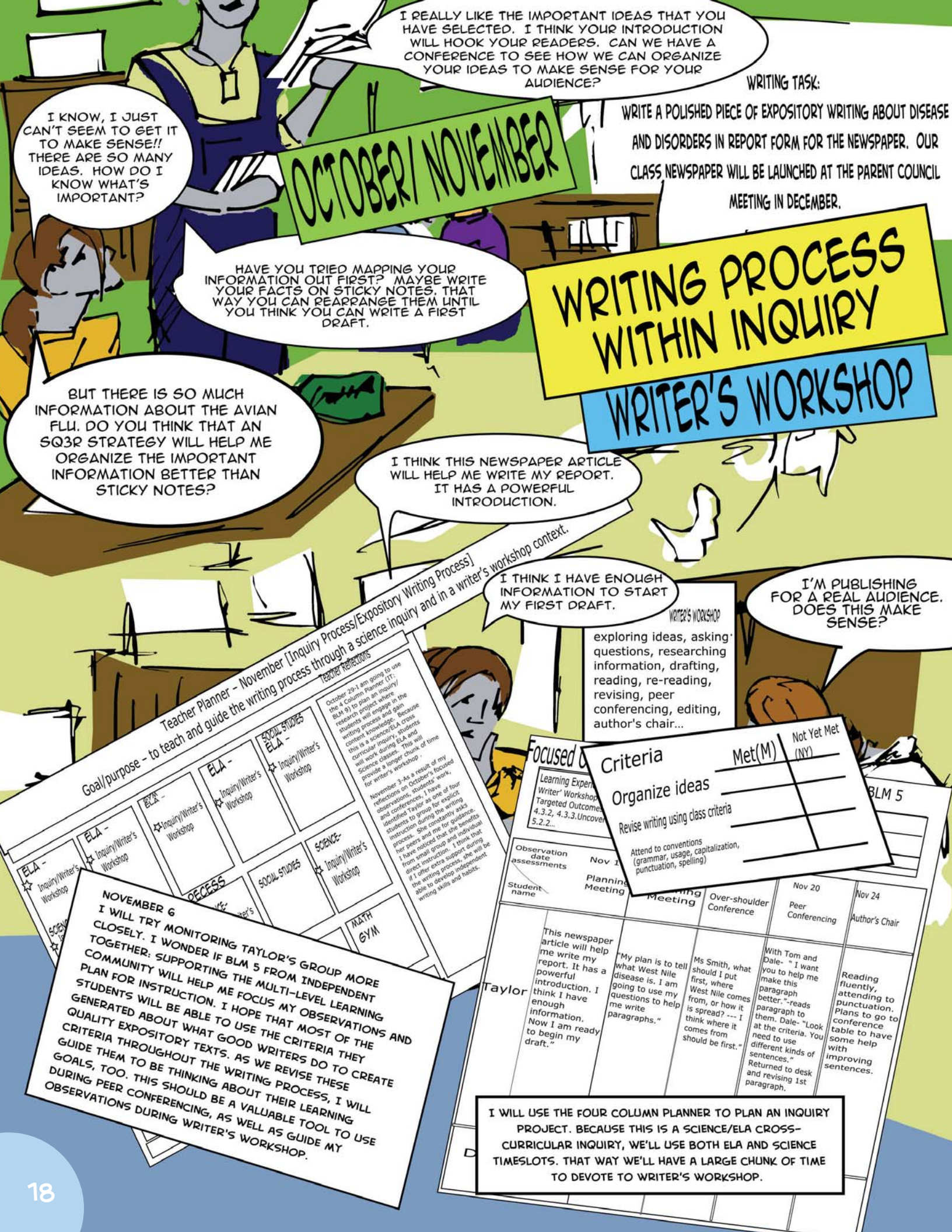
WRITING TO COMMUNICATE
- LAB REPORTS
- LETTERS
- DIARY
- TIMELINE
- BIOGRAPHY
- POWERPOINT PRESENTATION
- POSTER
- NEWSPAPER REPORT
- JOURNALS
- SCIENCE, SOCIAL STUDIES, OR ENGLISH LANGUAGE ARTS INQUIRY PROJECTS

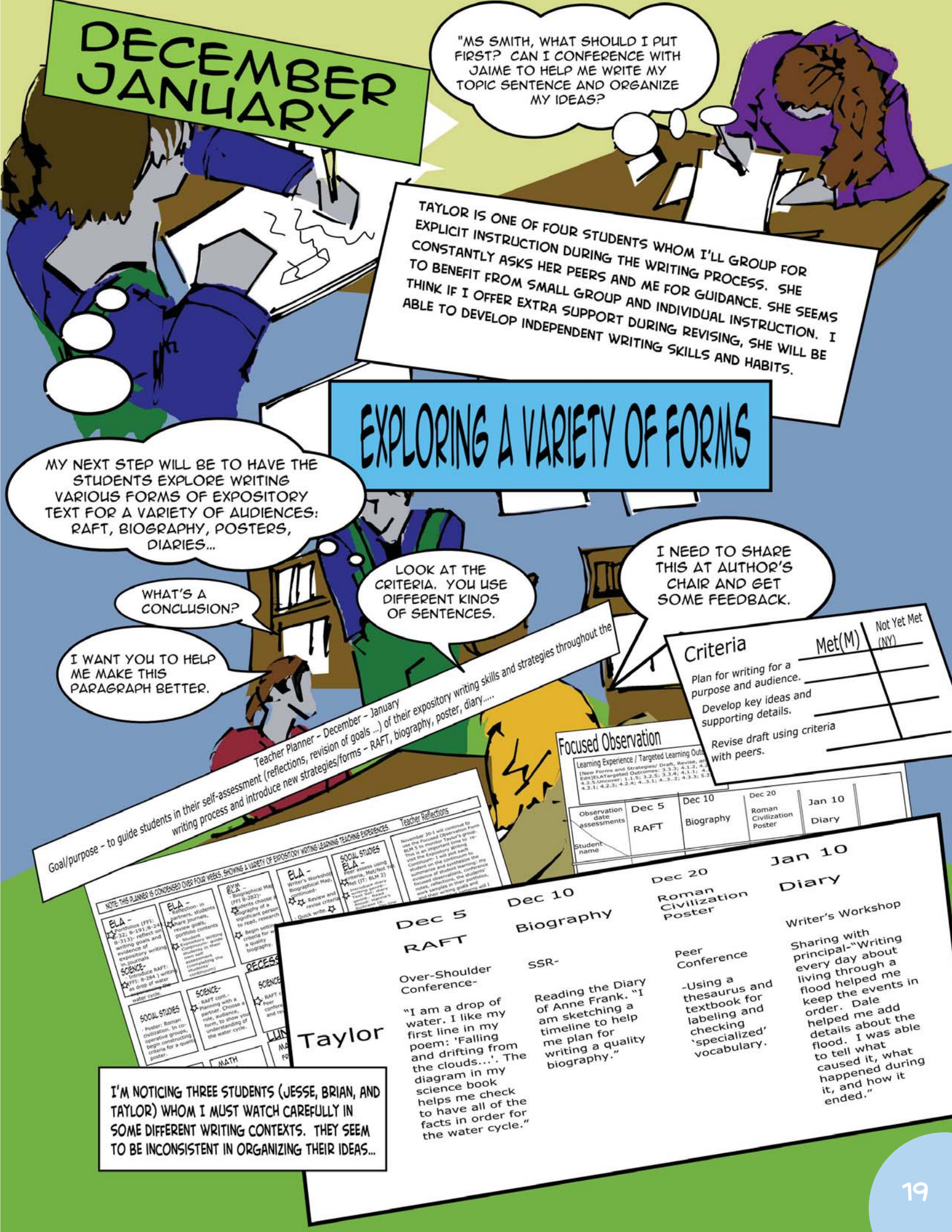
SEPT... WEEK 1

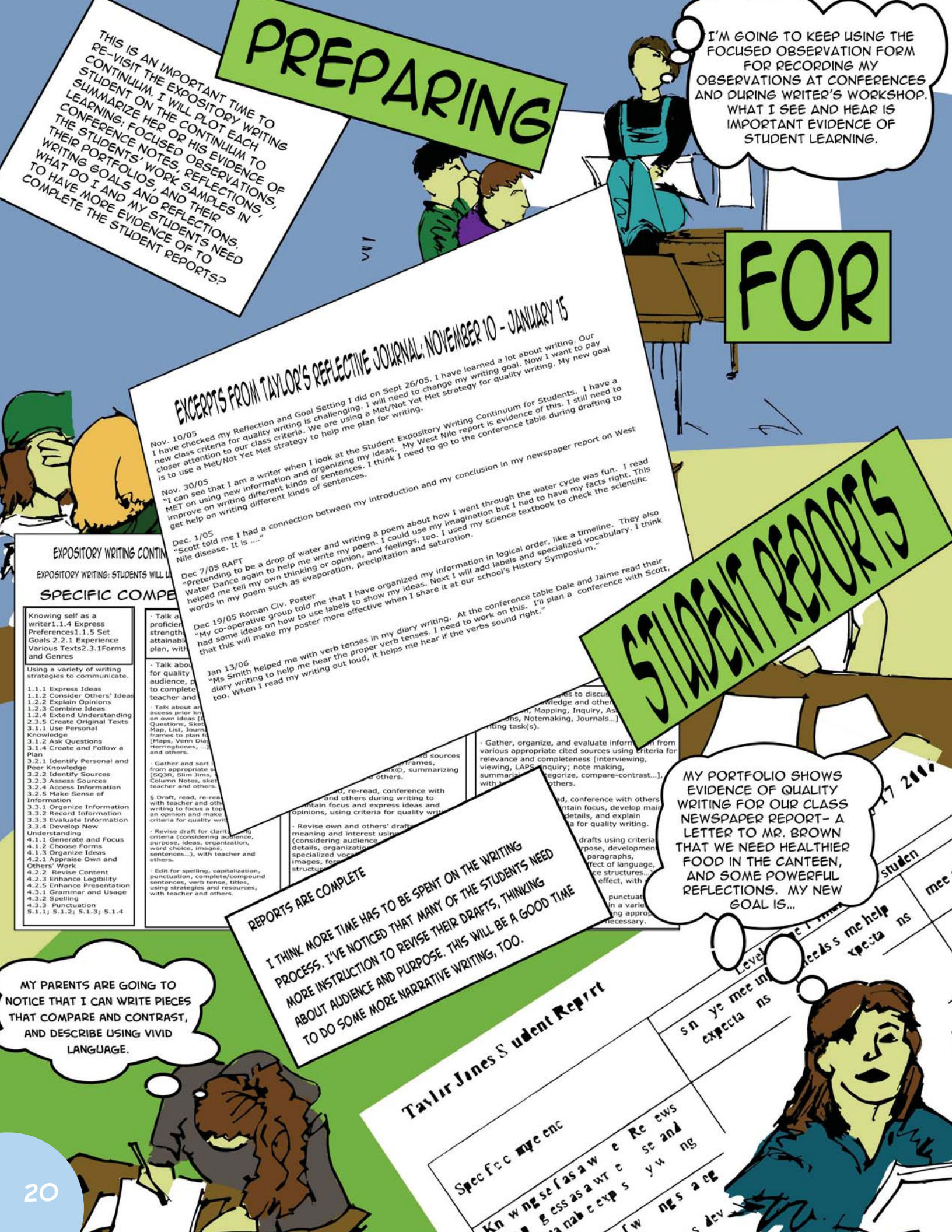
EXPLORING JOURNAL WRITING THROUGH LITERATURE

SEPT...WEEK 2 AND 3
CONSTRUCTING CRITERIA AND GOAL SETTING
TODAY, WE'RE GOING TO HAVE A GALLERY WALK OF THE SCIENCE TEXT SETS YOU'VE CREATED. PLEASE TAKE SOME TIME TO QUICKLY WRITE A STICKY NOTE BESIDE YOUR BOOK WITH SOME REASONS WHY YOU THINK THIS BOOK IS WRITTEN WELL. WHAT MAKES FOR GOOD WRITING?
Teacher Planner - September
Goal/purpose – to learn about my student's expository writing skills, strategies, and attitudes through a variety of learning teaching experiences while introducing content curricula. [Teaching/instructional focus: Author strategies/ characteristics of expository texts.]
Mon Sept 12
Tues., Sept. 13
Wed., Sept. 14
Thurs.Sept. 15
Fri., Sept. 16
Teacher Reflections
ELA – Students select favourite books from the library. · Organize book display for Gallery Walk
ELA – · Gallery Walk (FFI 8-12) of fiction & expository texts to examine & discuss what strategies authors use to create
GYM ELA – · Reflect on brainstorm list from previous day. · In co-operative groups, discuss "What strategies do
ELA – Co-operative groups – Brainstorm and chart characteristics of expository texts.
SOCIAL STUDIES ELA – · Sort & Predict (SFAL 6.100) to categorize brainstorm responses "What do good writers do to create "quality"
SCIENCE- · Shared Read Introduce S 8-68; 8-72
SOCIAL STUDIES
MATH FRENCH
GYM
RECESS
SOCIAL STUDIES
BAND/ART
FRENCH
WE'LL BRAINSTORM LATER AS A CLASS TO SEE IF YOU CAN COME UP WITH A LIST OF STRATEGIES AUTHORS USE TO CREATE QUALITY TEXTS.
THIS ONE'S GREAT! LOOK AT ALL THE PICTURES WITH CAPTIONS, AND THE HEADINGS ARE FUNNY. I LIKE HOW EACH CHAPTER HAS A NICE CONCLUSION.
THIS ONE'S TOO HARD. LOOK AT ALL THE HARD WORDS. I'D HAVE TO LOOK UP EVERY SECOND ONE!
COOOOOOOOOL, LOOK AT ALL THESE SCIENCE EXPERIMENTS. THE STEPS ARE REALLY EASY TO FOLLOW, AND IT GIVES A LIST OF MATERIALS. I HAVE THESE AT HOME!
I'M GOING TO USE MY WRITER'S NOTEBOOK TO GET IDEAS.
SOMEWHERE HERE I HAVE SKETCHES ABOUT....I SHOULD TRY USING THEM SOMEHOW.
WHAT DO AUTHORS DO:
-HOOK THE READER
-HAVE IMPORTANT INFORMATION AND SPECIALIZED VOCABULARY
-ORGANIZE WRITING IN INTERESTING WAYS
-OTHER: USE DIFFERENT KINDS OF SENTENCES, CORRECT SPELLING, USE CAPITALS CORRECTLY, USE PROPER GRAMMAR.
WHAT A GREAT IDEA TO HAVE THE STUDENTS SELECT THEIR FAVOURITE BOOKS AND MAGAZINES TO DISPLAY IN A GALLERY WALK! IT MADE THEM FEEL THAT THEY HAD A ROLE IN THE PLANNING. THE DISCUSSION IN THEIR COOPERATIVE GROUPS PROVIDED RICH "VERBATIM" OBSERVATIONS AND THE SORT AND PREDICT STRATEGY RESULTED IN A GREAT CHART FOR THE WALL THAT WE CAN ADD TO AS WE LEARN MORE ABOUT WRITING. I WONDER HOW I WILL BRING IN DRAFTING AND REVISING.
SEPTEMBER 23-DURING THE GOAL-SETTING DISCUSSIONS STUDENTS IDENTIFIED THAT THEY COULD USE THE CRITERIA THAT SHOW WHAT GOOD WRITERS DO TO SET THEIR OWN WRITING GOALS. STUDENTS WERE ABLE TO IDENTIFY THEIR WRITING STRENGTHS AND NEEDS. I NOTICED THAT SEVERAL STUDENTS MADE REVISIONS TO THEIR GOALS AND ARE PLANNING FOR FUTURE LEARNING ON THEIR OWN, SO I ONLY HAD TO CONFERENCE WITH THOSE NEEDING SOME SUPPORT. WOW!!! HOWEVER, THERE IS ANOTHER GROUP OF STUDENTS WHO ARE STRUGGLING WITH THEIR WRITING. THEY SEEM TO KNOW THE CRITERIA BUT ARE UNSURE HOW TO APPLY IT TO THEIR OWN WRITING. I WILL NEED TO GROUP THEM TOGETHER FOR EXPLICIT INSTRUCTION ON PRE-WRITING STRATEGIES.


PREPARING TO WRITE: MINI LESSONS
SEPTEMBER
OCTOBER
Goal/purpose – to teach the students note making strategies and skills, and practise note making in science classes
Teacher Planner – October
Teacher Reflections
LET'S GET INTO OUR COOPERATIVE GROUPS AND TRY MAPPING OUT WHAT GOOD WRITERS DO TO CREATE QUALITY TEXTS. THINK ABOUT YOUR GOALS. WHAT STRENGTHS DO YOU HAVE AS A WRITER? WHAT AREAS DO YOU THINK YOU NEED TO PRACTISE? IS THERE ANYTHING YOU NEED TO PAY MORE ATTENTION TO?
I'M GOING TO WORK ON MY SPELLING. NO ONE'S GOING TO LIKE IT IF THEY CAN'T READ IT.
I'M GOING TO LEARN TO BREAK UP MY INFORMATION UNDER CLEARER HEADINGS.
I NEED TO ORGANIZE MY THOUGHTS BETTER. I HAVE A HARD TIME KNOWING WHAT'S IMPORTANT TO WRITE. I ALSO NEED TO WORK ON MAKING BETTER NOTES.
sq3r
survey
title
heading
important words
question
Cells
Cell wall
cell division
MINI LESSONS
1. MET/NOT YET STRATEGY
2. SKETCHING
3. WEBBING/MIND MAPPING
4. SORT AND PREDICT
5. SQ3R
6. INTERACTIVE NOTE MAKING
MINI-LESSONS FOR EXPLORING OTHERS' IDEAS, AND INFORMATION FROM TEXTS.
QUICK WRITES – DRAFTING, READING, RE-READING, REVISING, SHARING.
Criteria
Met(M)
Not Yet Met (NY)
Use prior knowledge
Plan for writing
Organize ideas/information
Focused Obse
Learning Experience
Observation date assessments
Sept 6
Webbing
Student name
Lab report
Concept Map/ Overview M/NY
Oct 10
ELA Letter to principal- responding to school canteen situation
June
Shows main ideas and drawings of details.
"I don't remember the criteria for a quality lab report."
Asked, "Can I read some letters in the newspaper first?"-Webbed ideas.
Taylor
"I can't get started. There are so many ideas. How do I know what the important information is?"
"I think that finding the heading will help me write my notes by myself."
- asks me for help, "What does apparatus mean?
Where do I write what I saw and did?"
omitted conclusions.- used lab report frame
-used strong arguments – "We need a canteen so that we don't always have to eat sandwiches. The chips and bars in the vending machines are junk food, we need healthy food."- ideas in random order
Carlos
Simple web—2 ideas."I don't know much about..."
This is another strategy to help me find information and to organize my ideas."
"The lab frame helps me to organize my ideas. I'm going to try to write my lab report with out the frame next time."
Random ideas, conclusion missing
Sarah


I REALLY LIKE THE IMPORTANT IDEAS THAT YOU HAVE SELECTED. I THINK YOUR INTRODUCTION WILL HOOK YOUR READERS. CAN WE HAVE A CONFERENCE TO SEE HOW WE CAN ORGANIZE YOUR IDEAS TO MAKE SENSE FOR YOUR AUDIENCE?
I KNOW, I JUST CAN'T SEEM TO GET IT TO MAKE SENSE!! THERE ARE SO MANY IDEAS. HOW DO I KNOW WHAT'S IMPORTANT?
OCTOBER/ NOVEMBER
WRITING TASK:
WRITE A POLISHED PIECE OF EXPOSITORY WRITING ABOUT DISEASE AND DISORDERS IN REPORT FORM FOR THE NEWSPAPER. OUR CLASS NEWSPAPER WILL BE LAUNCHED AT THE PARENT COUNCIL MEETING IN DECEMBER.
HAVE YOU TRIED MAPPING YOUR INFORMATION OUT FIRST? MAYBE WRITE YOUR FACTS ON STICKY NOTES. THAT WAY YOU CAN REARRANGE THEM UNTIL YOU THINK YOU CAN WRITE A FIRST DRAFT.
WRITING PROCESS WITHIN INQUIRY
WRITER'S WORKSHOP
BUT THERE IS SO MUCH INFORMATION ABOUT THE AVIAN FLU. DO YOU THINK THAT AN SQ3R STRATEGY WILL HELP ME ORGANIZE THE IMPORTANT INFORMATION BETTER THAN STICKY NOTES?
I THINK THIS NEWSPAPER ARTICLE WILL HELP ME WRITE MY REPORT. IT HAS A POWERFUL INTRODUCTION.
I THINK I HAVE ENOUGH INFORMATION TO START MY FIRST DRAFT.
I'M PUBLISHING FOR A REAL AUDIENCE. DOES THIS MAKE SENSE?
exploring ideas, asking questions, researching information, drafting, reading, re-reading, revising, peer conferencing, editing, author's chair...
Teacher Planner – November [Inquiry Process/Expository Writing Process]
Goal/purpose – to teach and guide the writing process through a science inquiry and in a writer's workshop context.
Teacher Reflections
October 29-1 am going to use the 4 Column Planner (IT: BLM 9) to plan an inquiry/ research project where students will engage in the writing process and gain content knowledge. Because this is a science/ELA cross curricular inquiry, students will work during ELA and Science classes. This will provide a longer chunk of time for writer's workshop .
November 3-As a result of my reflections on October's focused observations, students' work, and conferences, I have identified Taylor as one of four students to group for explicit instruction during the writing process. She constantly asks her peers and me for guidance. I have noticed that she benefits from small group and individual direct instruction. I think that if I offer extra support during the writing process, she will be able to develop independent writing skills and habits.
ELA – Inquiry/Writer's Workshop
SOCIAL STUDIES
SCIENCE
MATH
GYM
Criteria | Met(M) | Not Yet Met (NY)
Organize ideas
Revise writing using class criteria
Attend to conventions (grammar, usage, capitalization, punctuation, spelling)
BLM 5
Observation date assessments
Student name
Planning Meeting
Over-shoulder Conference
Nov 20
Peer Conferencing
Nov 24
Author's Chair
Taylor
This newspaper article will help me write my report. It has a powerful introduction. I think I have enough information. Now I am ready to begin my draft."
"My plan is to tell what West Nile disease is. I am going to use my questions to help me write paragraphs."
Ms Smith, what should I put first, where West Nile comes from, or how it is spread? --- I think where it comes from should be first."
With Tom and Dale- " I want you to help me make this paragraph better."-reads paragraph to them. Dale- "Look at the criteria. You need to use different kinds of sentences." Returned to desk and revising 1st paragraph.
Reading fluently, attending to punctuation. Plans to go to conference table to have some help with improving sentences.
NOVEMBER 6
I WILL TRY MONITORING TAYLOR'S GROUP MORE CLOSELY. I WONDER IF BLM 5 FROM INDEPENDENT TOGETHER: SUPPORTING THE MULTI-LEVEL LEARNING COMMUNITY WILL HELP ME FOCUS MY OBSERVATIONS AND PLAN FOR INSTRUCTION. I HOPE THAT MOST OF THE STUDENTS WILL BE ABLE TO USE THE CRITERIA THEY GENERATED ABOUT WHAT GOOD WRITERS DO TO CREATE QUALITY EXPOSITORY TEXTS. AS WE REVISE THESE CRITERIA THROUGHOUT THE WRITING PROCESS, I WILL GUIDE THEM TO BE THINKING ABOUT THEIR LEARNING GOALS, TOO. THIS SHOULD BE A VALUABLE TOOL TO USE DURING PEER CONFERENCING, AS WELL AS GUIDE MY OBSERVATIONS DURING WRITER'S WORKSHOP.
I WILL USE THE FOUR COLUMN PLANNER TO PLAN AN INQUIRY PROJECT. BECAUSE THIS IS A SCIENCE/ELA CROSS-CURRICULAR INQUIRY, WE'LL USE BOTH ELA AND SCIENCE TIMESLOTS. THAT WAY WE'LL HAVE A LARGE CHUNK OF TIME TO DEVOTE TO WRITER'S WORKSHOP.


DECEMBER
JANUARY
"MS SMITH, WHAT SHOULD I PUT FIRST? CAN I CONFERENCE WITH JAIME TO HELP ME WRITE MY TOPIC SENTENCE AND ORGANIZE MY IDEAS?
TAYLOR IS ONE OF FOUR STUDENTS WHOM I'LL GROUP FOR EXPLICIT INSTRUCTION DURING THE WRITING PROCESS. SHE CONSTANTLY ASKS HER PEERS AND ME FOR GUIDANCE. SHE SEEMS TO BENEFIT FROM SMALL GROUP AND INDIVIDUAL INSTRUCTION. I THINK IF I OFFER EXTRA SUPPORT DURING REVISING, SHE WILL BE ABLE TO DEVELOP INDEPENDENT WRITING SKILLS AND HABITS.
EXPLORING A VARIETY OF FORMS
MY NEXT STEP WILL BE TO HAVE THE STUDENTS EXPLORE WRITING VARIOUS FORMS OF EXPOSITORY TEXT FOR A VARIETY OF AUDIENCES: RAFT, BIOGRAPHY, POSTERS, DIARIES...
WHAT'S A CONCLUSION?
LOOK AT THE CRITERIA. YOU USE DIFFERENT KINDS OF SENTENCES.
I NEED TO SHARE THIS AT AUTHOR'S CHAIR AND GET SOME FEEDBACK.
I WANT YOU TO HELP ME MAKE THIS PARAGRAPH BETTER.
Goal/purpose – to guide students in their self-assessment (reflections, revision of goals ...) of their expository writing skills and strategies throughout the writing process and introduce new strategies/forms – RAFT, biography, poster, diary....
Teacher Planner – December – January
Criteria
Met(M)
Not Yet Met (NY)
Plan for writing for a purpose and audience.
Develop key ideas and supporting details.
Revise draft using criteria with peers.
Focused Observation
Observation date assessments
Student name
Dec 5
RAFT
Dec 10
Biography
Dec 20
Roman Civilization Poster
Jan 10
Diary
Taylor
Dec 5
RAFT
Over-Shoulder Conference-
"I am a drop of water. I like my first line in my poem: 'Falling and drifting from the clouds...'. The diagram in my science book helps me check to have all of the facts in order for the water cycle."
Dec 10
Biography
SSR-
Reading the Diary of Anne Frank. "I am sketching a timeline to help me plan for writing a quality biography."
Dec 20
Roman Civilization Poster
Peer Conference
-Using a thesaurus and textbook for labeling and checking 'specialized' vocabulary.
Jan 10
Diary
Writer's Workshop
Sharing with principal-"Writing every day about living through a flood helped me keep the events in order. Dale helped me add details about the flood. I was able to tell what caused it, what happened during it, and how it ended."
I'M NOTICING THREE STUDENTS (JESSE, BRIAN, AND TAYLOR) WHOM I MUST WATCH CAREFULLY IN SOME DIFFERENT WRITING CONTEXTS. THEY SEEM TO BE INCONSISTENT IN ORGANIZING THEIR IDEAS...


PREPARING
FOR
STUDENT REPORTS
THIS IS AN IMPORTANT TIME TO RE-VISIT THE EXPOSITORY WRITING CONTINUUM. I WILL PLOT EACH STUDENT ON THE CONTINUUM TO SUMMARIZE HER OR HIS EVIDENCE OF LEARNING; FOCUSED OBSERVATIONS, CONFERENCE NOTES, REFLECTIONS, THE STUDENTS' WORK SAMPLES IN THEIR PORTFOLIOS, AND THEIR WRITING GOALS AND REFLECTIONS. WHAT DO I AND MY STUDENTS NEED TO HAVE MORE EVIDENCE OF TO COMPLETE THE STUDENT REPORTS?
I'M GOING TO KEEP USING THE FOCUSED OBSERVATION FORM FOR RECORDING MY OBSERVATIONS AT CONFERENCES AND DURING WRITER'S WORKSHOP. WHAT I SEE AND HEAR IS IMPORTANT EVIDENCE OF STUDENT LEARNING.
EXCERPTS FROM TAYLOR'S REFLECTIVE JOURNAL: NOVEMBER 10 - JANUARY 15
Nov. 10/05
I have checked my Reflection and Goal Setting I did on Sept 26/05. I have learned a lot about writing. Our new class criteria for quality writing is challenging. I will need to change my writing goal. Now I want to pay closer attention to our class criteria. We are using a Met/Not Yet Met strategy for quality writing. My new goal is to use a Met/Not Yet Met strategy to help me plan for writing.
Nov. 30/05
"I can see that I am a writer when I look at the Student Expository Writing Continuum for Students. I have a MET on using new information and organizing my ideas. My West Nile report is evidence of this. I still need to improve on writing different kinds of sentences. I think I need to go to the conference table during drafting to get help on writing different kinds of sentences.
Dec. 1/05
"Scott told me I had a connection between my introduction and my conclusion in my newspaper report on West Nile disease. It is ...."
Dec 7/05 RAFT
"Pretending to be a drop of water and writing a poem about how I went through the water cycle was fun. I read Water Dance again to help me write my poem. I could use my imagination but I had to have my facts right. This helped me tell my own thinking or opinion, and feelings, too. I used my science textbook to check the scientific words in my poem such as evaporation, precipitation and saturation.
Dec 19/05 Roman Civ. Poster
"My co-operative group told me that I have organized my information in logical order, like a timeline. They also had some ideas on how to use labels to show my ideas. Next I will add labels and specialized vocabulary. I think that this will make my poster more effective when I share it at our school's History Symposium."
Jan 13/06
"Ms Smith helped me with verb tenses in my diary writing. At the conference table Dale and Jaime read their diary writing to help me hear the proper verb tenses. I need to work on this. I'll plan a conference with Scott, too. When I read my writing out loud, it helps me hear if the verbs sound right."
EXPOSITORY WRITING CONTIN
EXPOSITORY WRITING: STUDENTS WILL
SPECIFIC COMPE
Knowing self as a writer1.1.4 Express Preferences1.1.5 Set Goals 2.2.1 Experience Various Texts2.3.1Forms and Genres
Using a variety of writing strategies to communicate.
1.1.1 Express Ideas
1.1.2 Consider Others' Ideas
1.2.2 Explain Opinions
1.2.3 Combine Ideas
1.2.4 Extend Understanding
2.3.5 Create Original Texts
3.1.1 Use Personal Knowledge
3.1.2 Ask Questions
3.1.4 Create and Follow a Plan
3.2.1 Identify Personal and Peer Knowledge
3.2.2 Identify Sources
3.2.3 Assess Sources
3.2.4 Access Information
3.2.5 Make Sense of Information
3.3.1 Organize Information
3.3.2 Record Information
3.3.3 Evaluate Information
3.3.4 Develop New Understanding
4.1.1 Generate and Focus
4.1.2 Choose Forms
4.1.3 Organize Ideas
4.2.1 Appraise Own and Others' Work
4.2.2 Revise Content
4.2.3 Enhance Legibility
4.2.5 Enhance Presentation
4.3.1 Grammar and Usage
4.3.2 Spelling
4.3.3 Punctuation
5.1.1; 5.1.2; 5.1.3; 5.1.4
REPORTS ARE COMPLETE
I THINK MORE TIME HAS TO BE SPENT ON THE WRITING PROCESS. I'VE NOTICED THAT MANY OF THE STUDENTS NEED MORE INSTRUCTION TO REVISE THEIR DRAFTS, THINKING ABOUT AUDIENCE AND PURPOSE. THIS WILL BE A GOOD TIME TO DO SOME MORE NARRATIVE WRITING, TOO.
MY PORTFOLIO SHOWS EVIDENCE OF QUALITY WRITING FOR OUR CLASS NEWSPAPER REPORT- A LETTER TO MR. BROWN THAT WE NEED HEALTHIER FOOD IN THE CANTEEN, AND SOME POWERFUL REFLECTIONS. MY NEW GOAL IS...
MY PARENTS ARE GOING TO NOTICE THAT I CAN WRITE PIECES THAT COMPARE AND CONTRAST, AND DESCRIBE USING VIVID LANGUAGE.
Taylor Jones Student Report

MID JAN-JUNE
NEXT STEPS WILL BE TO READ VARIOUS FICTIONAL TEXTS AROUND A HUMAN RIGHTS THEME. I THINK THAT THE ISSUES THAT SURFACE FROM THEIR READING WILL PROVIDE OPPORTUNITIES FOR MINI-LESSONS ON POINT OF VIEW AND NARRATIVE WRITING. MAYBE THEY CAN ...

Strategies, Contexts, and Tools for Facilitating Reading Comprehension and Expository Writing in the Grade 8 Classroom

This table is an index of strategies, learning teaching contexts, and sources to facilitate making meaning as a reader and writer. The curricular sources are the following Manitoba Education, Citizenship and Youth documents:

- FFI: *Grades 5 to 8 English Language Arts: A Foundation for Implementation* (1998)
- IT: *Independent Together: Supporting the Multilevel Learning Community* (2003)
- SFAL: *Success for All Learners: A Handbook on Differentiating Instruction* (1996)

Strategy/Context	Page in vignette	Curricular Source	Purpose
B-D-A See Making Sense of Information (Expository Texts), 8-224-226.	1,2,3,4, 5, 7	FFI: 8-10. 8-224, BLM 74.	Predict/think about the story, infer, develop opinions, conclusions, and new understandings to make meaning *before, during,* and *after* reading. Strategically read expository text through "think aloud" *before, during,* and *after* reading.
Book Talk/Clubs **Think-Pair-Share**	4 3	FFI: 8-10; 8-64; 8-104; 8-366; 8-394. FFI: 8-190; 8-368; 8-278; 8-368.	Discuss questions, learning, understanding, feelings, connections (self/texts/the world), opinions, and inquiry with others to clarify, extend, and integrate under-standings of bigger ideas.
Coding Texts in Reading/Highlighting/ Underlining	5, 6, 9	FFI: 8-228; 8-254.	Interact with texts *during* reading. Remember ideas and information *during* reading.
Continua	8, 11, 20	FFI: 8-305. IT: vii; 2.4; 3.9.	Monitor reading and writing processes over time. Set learning goals. Plan next steps. Report learning.
Goal Setting	2, 11, 12, 15, 16, 20	FFI: 8-32; 8-392; BLM 46: Personal Goal Setting; BLM 94: Goal Setting for Strategic Learning. IT: 2.8; BLM 3: My Learning Goal Log.	Set reading and writing goals, using student-generated criteria. Develop confidence and metacognitive skills as an independent reader/ writer.
Graphic Organizers Webs, maps. Also, **Concept Overview**	3, 4, 15, 16, 17 17	FFI: 8-6; 8-48; 8-68; 8-76; 8-146; 8-170; 8-188; 8-226; 8-238-240; 8-264; 8-278; 8-376. SFAL: 6.14; 6.24. FFI: 8-94; 8-226. SFAL: 6.67; 6.112.	Explore and construct meaning of ideas, information, concepts, and relationships through a visual form.

Inquiry See Guided Planning Model for Inquiry.	12, 18	FFI: 8-54; 8-156; 8-160; 8-166; 8-176; 8-206; 8-256; 8-278; 8-322; 8-370; 8-386; 8-400. IT: Chapter 6.	Explore, interact with new ideas/information/sources to solve problems, seek new understandings, and ask deeper questions.
Journals	4, 15, 20	FFI: 8-6; 8-14; 8-25; 8-29; 8-38; 8-46; 8-51; 8-52; 8-70; 8-88; 8-106; 8-110; 8-140; 8-144; 8-164/167; 8-251; 8-264; 8-366; 8-396. SFAL: 6.56.	Explore ideas, thoughts, feelings, questions, goals, reflections, next steps… through writing and sharing during reflective conversations (metacognitive thinking).
Note making: Structured; Interactive; Jots*	5*, 6*, 8*, 10, 15*, 16	FFI: 8-14; 8-76; 8-196; 8-248; 8-358. SFAL: 6.82.	Explore, remember, organize, record, summarize, reflect on, and communicate ideas and thinking.
Portfolios Dated work samples, which are first-draft, show what the learner knows and can do throughout the learning journey. When collected over time, a story of learning towards a destination or learning goal unfolds.	2, 10, 11, 12, 20	FFI: 8-25; 8-32; 8-113; 8-117; 8-145; 8-241; 8-281; 8-303; 8-399; BLM 90: Metacognitive Reading Inventory; BLM 94: Goal Setting for Strategic Learning. IT: BLM 3: My Learning Goal Log.	Engage students in producing "quality" work and collecting evidence of learning (in relation to students' goals, student-generated criteria, and learning outcomes).
Read Aloud / Think Aloud	1, 6, 15	FFI: 8-42; 8-72; 8-86.	Listen to/comprehend quality writing in performance. Model BDA strategies. Model strategies for writers. Engage readers and writers in the joy of reading.
Sketching/Imaging	5, 6, 8, 10, 15, 16	FFI: 8-19; 8-278; 8-116; 8-120; 8-218; 8-254; 8-278; 8-322; 8-352.	Explore and communicate ideas and thinking.
SQ3R	9, 10, 16, 17	FFI: 8-68; 8-72; 8-84; 8-212.	Develop an understanding of non-fiction text structures and features to support making meaning *before*, *during,* and *after* reading. Organize information and ideas for note making/writing.

Student-Generated Criteria Met/Not Yet Met	1, 2, 4, 7, 8, 14, 15, 16, 17, 18, 19	FFI: 8-31; 8-204; 8-325. IT: 2.5; BLM 2: Constructing Student-Generated Criteria for Quality Work.	Develop engaged and independent readers and writers who work to produce "quality" work.
Text Sets A variety of different expository and narrative texts (e.g., stories, picture books, poetry, magazines, images, multimedia) across a wide range of reading abilities to augment content/textbooks.	5, 6, 15, 16, 21	FFI: 8-108. IT: 4.6.	Differentiate reading instruction and offer all learners access to a wide variety of texts for enjoyment, learning, and models for writing.
Vocabulary/Word Study Word Splash, Three-Point Approach, Mapping	5, 8, 14	FFI: 8-94; 8-96-98; 8-141; 8-380. SFAL: 6.31.	Understand/problem-solve meaning of specialized and unfamiliar vocabulary to facilitate comprehension.
Writer's Notebook	15, 16	FFI: 8-144; 8-274; 8-318; 8-324.	Generate ideas for writing by collecting powerful language, interesting ideas, important information, images, memories, conversations, quotes…from personal experiences, reading, inquiry…to help create a variety of forms and genres.
Writer's/Reader's Workshop	Through-out each vignette	FFI: 8-16; 8-66; 8-144; 8-274; 8-304. IT: 4.8.	Develop a community of writers and readers. Create an authentic context for formative assessment (i.e., peer/student-teacher conferences, reflection…).
Y-Chart	1, 7, 11, 12, 15	FFI: 8-118. IT: BLM 1: Reflection-Metacognition.	Scaffold reflective conversations about learning, self-assessment, and goal setting.
BLMs for Teachers			
Focused Observation Credible classroom-based assessment information is a result of: targeting outcomes/ continua descriptors; "verbatim" notes; variety of authentic literacy-rich contexts; over time.	7, 14, 17, 18, 19	IT: 3.7; BLM 5: Focused Observation Form Some teachers may prefer BLM 11. FFI: Column 3, Focus for Assessment.	Monitor learning.

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