Appendices

Appendix A:
Supporting Development of Interactive Processes

The expectation in the ELA Framework is that supportive interactions between teachers and learners and between learners and their peers throughout each year will lead to independent student performance of outcomes by the end of each grade.

Student performance in interactive experiences is influenced by factors such as the nature of the task and the support available. The structure or support that teachers provide for an activity determines, in part, whether students demonstrate the knowledge, skills and strategies, and attitudes required for competence. To create the learning contexts needed to help students develop competence in interactive processes, teachers plan instruction that gradually leads students to structure both the tasks and the processes themselves. Students engage in tasks that involve increasingly abstract materials at the same time that the level of support is reduced. Students' independence gradually increases.

This growth from dependence to independence may be described as a progression through the following stages:

1. **Guided Stage**
    *   *Task*—concrete and highly structured
    *   *Support*—activity highly directed and closely monitored by the teacher
    *   *Students*—limited opportunities for choice

2. **Structured Stage**
    *   *Task*—concrete, with outcome specified
    *   *Support*—highly directed in initial stages and monitored by the teacher during the process
    *   *Students*—some choices about how to use time and resources

3. **Applied Stage**
    *   *Task*—typically concrete, with outcome specified and a specific project expected
    *   *Support*—teacher highly involved in initial planning with students but provides minimal support and monitoring during the remainder of the task
    *   *Students*—control how they work together and how they use time and resources
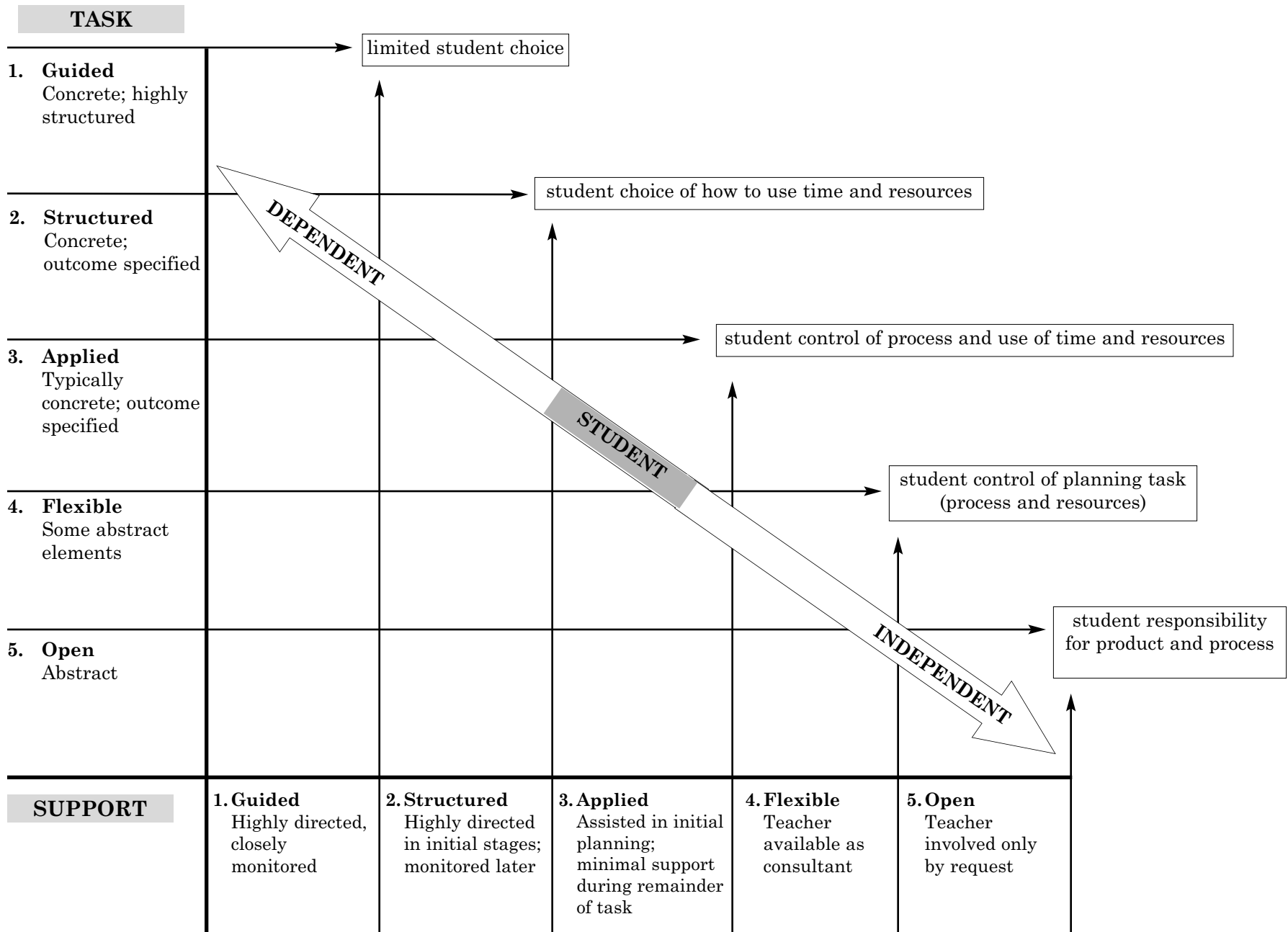
4. **Flexible Stage**
    *   *Task*—some abstract elements and students contribute to shaping of task
    *   *Support*—teacher serves as consultant to students
    *   *Students*—contribute to planning of task and use of resources and time

5. **Open Stage**
    *   *Task*—abstract
    *   *Support*—teacher involved only at student request
    *   *Students*—control both product and process

Reference: British Columbia Ministry of Education. *Evaluating Group Communication Skills across Curriculum*. Victoria, BC: British Columbia Ministry of Education, 1995.

Supporting Development of Interactive Processes

TASK

1. **Guided**
   Concrete; highly structured

   → limited student choice

2. **Structured**
   Concrete; outcome specified

   → student choice of how to use time and resources

3. **Applied**
   Typically concrete; outcome specified

   → student control of process and use of time and resources

4. **Flexible**
   Some abstract elements

   → student control of planning task (process and resources)

5. **Open**
   Abstract

   → student responsibility for product and process

DEPENDENT STUDENT INDEPENDENT

SUPPORT

1. **Guided**	2. **Structured**	3. **Applied**	4. **Flexible**	5. **Open**
Highly directed, closely monitored	Highly directed in initial stages; monitored later	Assisted in initial planning; minimal support during remainder of task	Teacher available as consultant	Teacher involved only by request

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Interactive Processes

Successful interactive processes depend upon students' use of various overlapping communication skills and strategies. These skills and strategies are grouped as follows: active listening, discussion, group participation, group facilitation, integration, reflection, and goal setting.

Active Listening Skills and Strategies
- demonstrating attentiveness
  — looking at the speaker
  — thinking about and trying to understand what the presenter is saying; comprehending ideas
  — controlling personal activity level
  — encouraging the presenter with non-verbal cues such as leaning forward or smiling
- appreciating others' ideas
- recalling relevant information
- clarifying ideas
- providing feedback
- asking relevant questions

Discussion Skills and Strategies
- engaging in active listening
- taking turns
- maintaining focus on a topic
- contributing ideas
- describing concepts
- including everyone
- checking understanding
- paraphrasing
- elaborating
- criticizing ideas, not people
- disagreeing politely
- expressing support

Group Participation Skills and Strategies
- engaging in active listening
- taking turns
- using quiet voice (adjusting volume of voice according to context)
- moving to groups quietly but purposefully
- sharing and managing space and materials
- showing self-control
- staying with the group until the task is complete
- showing courtesy (using names, saying please and thank-you)
- including everyone
- encouraging others
- disagreeing politely

Group Facilitation Skills and Strategies
- demonstrating effective group participation skills and strategies
- pacing group work
- resolving conflicts and negotiating
- facilitating interaction
- reaching agreement or consensus
- energizing the group
- being assertive in acceptable ways
- following through

Integration Skills and Strategies
- engaging in active listening
- appreciating others' ideas
- analyzing and evaluating different points of view and additional information
- comparing own ideas with those of others
- sharing perspectives and conclusions
- extending different points of view and adding information
- correcting misconceptions, adjusting perceptions, and assimilating new information
- probing and asking in-depth questions

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Reflection Skills and Strategies
- understanding the language and processes of reflection (revisiting by recalling, reviewing, and rethinking)
- asking questions
- clarifying new information and viewpoints
- analyzing new viewpoints for logic, appropriateness, relevance, and credibility
- recognizing gaps in knowledge

Goal-Setting Skills and Strategies
- reflecting upon language learning processes
- identifying strengths and areas for growth
- celebrating successes
- being specific about areas for improvement
- following through

Assessment of Interactive Processes

In their day-to-day work, teachers may observe and assess students' interactive processes. However, prior to the assessment of students' proficiency in using interactive processes, students require instruction. Direct teaching, modelling, and guided practice in the use of interactive processes provide students with knowledge, skills, and strategies, as well as performance expectations.

Appendix B:
The Dynamic Relationship Between Learning Skills and Strategies

Different learning tasks require learners to use particular combinations of skills and strategies. Students who understand their own mental processes as well as the nature, purpose, and context of learning tasks select and apply appropriate skills and strategies. Awareness and knowledge of their own mental processes enable learners to monitor, regulate, and direct these processes to achieve particular learning goals.

Skills and strategies are the tools of thought; both are essential to effective learning. The relationship between skills and strategies is dynamic and dependent upon the context and demands of particular learning tasks.

- **Skills** are automatic, unconscious mental processes that learners use in accomplishing learning tasks. They involve continual changes in performance according to various criteria (e.g., speed, accuracy, and complexity) and may be assessed against a standard (e.g., appropriate punctuation use for
Senior 1).

- **Strategies** are the thoughts and behaviours that influence how learners process information. They are systematic plans, actions, and thoughts that learners consciously use and adapt during learning. Strategies are means of selecting, combining, and redesigning cognitive patterns and are often described as "knowing what to do, how to do it, when to do it, and why it is useful," and using this knowledge to complete the learning task. Strategies influence motivation and the acquisition, retention, and transfer of knowledge. For effective learning, students must have both the "will" and "skill" to develop and use strategies.

Strategies have two categories: cognitive and metacognitive.

- **Cognitive strategies** assist learners in making meaning or making progress in achieving a cognitive goal.

- **Metacognitive strategies**, such as self-questioning, maintaining awareness of comprehension loss, planning, and evaluating strategies, assist learners in monitoring progress toward achieving a goal.

Initially, a strategy may involve a deliberate, conscious plan to follow a modelled behaviour as a means of acquiring a particular skill. With practice and time, the particular skill or behaviour becomes an automatic and unconscious mental process. Strategies also involve the conscious selection of skills. For example, when encountering difficulty in working with complex material or under stress, the learner consciously selects and uses skills or processes to solve problems.

A strategy may consist of a single action, such as rereading a sentence focusing on context to unlock an unfamiliar word, or it may consist of a series of actions that are useful for specific learning tasks. Strategies are usually most beneficial during the initial acquisition of new skills and as a resource when encountering unexpected difficulties.

To be effective lifelong learners, students acquire skills and strategies that facilitate the processing of knowledge and apply them flexibly.

Appendix C: Forms and Genres

Students are expected to be familiar with a variety of communication forms. Their knowledge and use of these forms and genres vary from one learning task to another. Students are required to know and use certain forms both to make meaning in listening, reading, and viewing and to create or compose in speaking, writing, and representing.

The Standards rubrics or indicators, and the Notes to the Standards, identify specific forms and genres that students are required to create or compose in Grade 3, Grade 6, and Senior 1. Knowledge and use of forms and genres, whether for making meaning or for composing, are cumulative across all grades.

Many forms and genres in the lists that follow are particularly appropriate for and favourites for use in Kindergarten to Grade 4, Grades 5 to 8, or Senior 1. Many forms and genres are included as information. These lists are not exhaustive and teachers may want to add others.

Kindergarten to Grade 4

- acrostics
- artwork
- autobiographies
- CD-ROMs
- Canadian texts
- chapter books
- children's magazines
- choral reading
- compositions
- concept books
- conversations
- directions and instructions
- drum dances
- expository texts
- fairy tales
- folktales
- graphs and charts
- interviews
- invitations
- jingles
- jokes
- journals
- junior dictionary
- labels
- the land
- learning logs
- letters
- lists
- messages
- murals
- narrative stories
- news reports
- newspapers
- non-fiction
- notes
- novels
- nursery rhymes
- outlines
- personal songs
- picture books
- plays
- poetry
- postcards
- posters
- readers' theatre
- recipes
- recurring language pattern books
- reports
- short stories
- signs
- songs
- storytelling
- tableaux
- tall tales
- texts about Canada
- texts by Canadian authors/presenters
- video presentations
- wordless picture books

Grades 5 to 8

- advertisements
- almanacs
- artwork
- atlases
- audiovisual and artistic representations
- banners
- billboards
- biographies
- book and movie reviews
- book jackets
- booklets
- bulletin boards
- Canadian texts
- cartoons
- CD-ROMs
- choral reading
- cinquains
- codes
- collages
- comics
- compositions
- conversations
- debates
- definitions
- demonstrations
- diaries
- dictionaries
- documentaries
- dramatizations
- drawings
- essays
- expository texts
- fables
- films/filmstrips
- folktales
- greeting cards
- grids
- historical fiction
- inquiry or research projects
- interactive dialogue
- Internet
- logs
- magazines
- maps
- media broadcasts
- meetings
- memoirs
- models
- movies
- murals
- myths
- narrative texts
- notes
- novels
- panel discussions
- personal anecdotes
- personal letters
- picture books
- plays
- poetry
- posters
- presentations
- prints
- projects
- puns
- puppetry
- readers' theatre
- recipes
- reports
- reviews
- sayings
- schedules
- short stories
- speeches
- storytelling
- summaries
- surveys
- telegrams
- texts about Canada
- thesauri
- timelines
- travelogues
- video presentations

Senior 1

- advertisements
- advice columns
- almanacs
- anthologies
- articles (narrative, descriptive)
- audio, audiovisual, and artistic representations
- autobiographies
- ballads
- banners
- billboards
- biographies
- book jackets
- booklets
- books
- brochures
- bulletin boards
- CD-ROMs
- Canadian texts
- cartoons
- charts, tables, and graphs
- choral readings
- comics
- commercials
- compositions
- conversations
- crossword puzzles
- debates
- definitions
- demonstrations
- diagrams
- diaries
- dictionaries
- documentaries
- drama
- dramatizations
- electronic databases
- essays
- expository texts
- fables
- films and filmstrips
- folksongs
- folktales
- improvisations
- inquiry or research
- instructions
- interactive dialogue
- Internet
- interviews
- journals
- legends
- letters (personal, business)
- logs
- lyrics
- magazines
- maps
- media broadcasts
- meetings
- memoirs
- mimes
- models
- monologues
- movies
- multimedia presentations
- murals
- music
- mystery texts
- myths
- narrative texts
- news articles/ newscasts
- notes
- novellas
- novels
- obituaries
- on-line catalogues
- oral presentations
- outlines
- pamphlets
- panel discussions
- parables
- periodicals
- personal anecdotes
- picture books
- plays (including one-act)
- poetry
- portfolios
- posters
- presentations
- prints
- profiles
- projects (inquiry/research)
- propaganda
- prose
- puns
- puppetry
- readers' theatre
- recipes
- reports
- résumés
- reviews
- romantic literature
- sayings
- schedules
- science fiction
- scrapbooks
- scripts (play, radio, television)
- short stories
- skits
- speeches
- sportscasts
- storytelling
- summaries
- surveys
- texts about Canada
- thesauri
- timelines
- video presentations
- video scripts

Appendix D:
A Continuum for English Language Arts Outcomes, Kindergarten to Senior 1

Purpose

The following pages provide A Continuum for English Language Arts Outcomes, Kindergarten to Senior 1, based on the outcomes presented in the ELA Framework. The continuum assists teachers in understanding the cumulative and interrelated nature of student learning outcomes. It indicates that instruction is continuous and suggests appropriate stages for introducing, teaching, and maintaining skills and strategies.

Legend

- indicates beginning stage with extensive teacher modelling and direction for students; initial teaching occurs but the skill or strategy described is not expected as an independent student learning outcome

- indicates direct instruction of increasingly sophisticated nature or with increasingly sophisticated materials

- indicates that the skill or strategy is at maintenance level for students and is automatic with consistent practice; minimal direct instruction is required for maintenance

Reference: Saskatchewan Education. "A Developmental Continuum of Learning Objectives for Kindergarten to Grade 5." In *English Language Arts: A Curriculum Guide for the Elementary Level*. Regina, SK: Saskatchewan Education, 1992. 22-36.

General Outcome 1 Explore thoughts, ideas, feelings, and experiences	K	1	2	3	4	5	6	7	8	S1
1. use language to develop and clarify thoughts and feelings										
2. respond sensitively to the ideas, opinions, and interpretations of others										
3. use others' viewpoints and ideas to extend own learning										
4. express and support own ideas and opinions in increasingly formal situations [such as interviews, meetings, reports…]										
5. express ideas and feelings with increasing clarity and fluency										
6. develop preferences for specific forms of expression and genres										
7. reflect on personal language use to set language learning goals										
8. use prior knowledge and make connections to new experiences										
9. ask extending questions										
10. tell and retell personal experiences and story events										
11. describe, share, and discuss responses to resources, media, experiences, events, and issues										

General Outcome 2
Comprehend and respond personally and critically to oral, literary, and media texts

	K	1	2	3	4	5	6	7	8	S1
1. use prior knowledge to make connections with texts										
2. confirm or reject predictions, inferences, and conclusion through flexible use of various strategies including										
• setting purpose										
• asking questions										
• relating previous experiences and knowledge to knowledge obtained from texts										
• predicting content, events, and outcomes										
• making comparisons, providing detail and supporting information										
• recognizing cause and effect relationships										
• making inferences										
• drawing conclusions										
• forming sensory images										
• paraphrasing and summarizing content										

General Outcome 2 (continued)	K	1	2	3	4	5	6	7	8	S1
• adjusting reading strategies when meaning is not clear	■	■	■	■	■	■	■	■	■	■
3. use semantic, syntactic, graphophonic, and textual cues flexibly to predict and confirm meaning when reading by										
• attending to print when being read to	■	■	■	■	■	■	■	■	■	■
• understanding the directionality of print [such as top to bottom, left to right…]	■	■	■	■	■	■	■	■	■	■
• understanding how illustrations can clarify and extend texts	■	■	■	■	■	■	■	■	■	■
• understanding the use of titles, table of contents, index, and glossary	■	■	■	■	■	■	■	■	■	■
• using titles, headings, and illustrations to predict content	■	■	■	■	■	■	■	■	■	■
• associating words and letters with sounds in meaningful contexts	■	■	■	■	■	■	■	■	■	■
• discriminating visual similarities and differences between words and symbols	■	■	■	■	■	■	■	■	■	■
• distinguishing similarities and differences between words and sounds	■	■	■	■	■	■	■	■	■	■
• reading familiar texts [such as personal writing, experience charts, labels, environmental print…]	■	■	■	■	■	■	■	■	■	■

General Outcome 2 (continued)	K	1	2	3	4	5	6	7	8	S1
• using a variety of strategies for comprehending unfamiliar words including										
— reading on										
— rereading and using context to predict										
— using pictures as cues										
— using structural and phonetic cues										
— using sources [such as word banks, word lists, dictionaries...]										
— adjusting reading rate appropriate to purpose and materials										
— skimming, scanning, and close reading to locate information										
4. share personal thoughts, feelings, and images evoked by texts										
5. communicate personal interpretations of texts through drama and illustrations										
6. state preferences for specific texts, writers, or creators										
7. state preferences for various topics and genres										

General Outcome 2 (continued)	K	1	2	3	4	5	6	7	8	S1
8. relate story events, characters, ideas, and illustrations in oral, literary, and media texts to personal experiences, previous reading, and other experiences	░	▓	▓	▓	▓	▓	▓	▓	▓	▓
9. recognize that story settings, characters, and events are interrelated	░	░	░	▓	▓	▓	▓	▓	▓	▓
10. recognize and appreciate, through interactions with texts, similarities and differences among cultures, lifestyles, and experiences	░	░	░	▓	▓	▓	▓	▓	▓	▓
11. understand how creators use language to create atmosphere, mood, setting, events, and characters	░	░	░	▓	▓	▓	▓	▓	▓	▓
12. sense the rhythm in texts, and the feeling, and mood evoked	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
13. recognize a variety of genres and understand that they differ in structure and language		░	░	░	▓	▓	▓	▓	▓	▓
14. retell shared texts in own words	░	▓	▓	▓	▓	█	█	█	█	█
15. use story sense or structure of article to organize, recall, and make inferences about events	░	░	░	▓	▓	▓	▓	▓	█	█
16. identify and describe literary elements [such as character, plot, setting, problem, climax…]		░	░	░	▓	▓	▓	█	█	█
17. locate and recall relevant information in texts		░	░	░	▓	▓	▓	▓	▓	▓
18. sequence significant events and details from texts	░	▓	▓	▓	▓	▓	▓	▓	▓	▓

General Outcome 2 (continued)	K	1	2	3	4	5	6	7	8	S1
19. interpret traits of main characters by analyzing actions, feelings, and dialogue			▒	▒	▒	▓	▓	▓	▓	▓
20. evaluate motives and actions of characters			▒	▒	▒	▓	▓	▓	▓	▓
21. interpret figurative language [such as similes, metaphors, personification…]			▒	▒	▒	▓	▓	▓	▓	▓
22. identify and describe literary and media techniques [such as foreshadowing, flashback, point of view…]				▒	▒	▓	▓	▓	▓	▓
23. use textual and organizational patterns [such as problem and solution, comparison and contrast, main idea and detail, cause and effect, sequence, description, explanation…] to predict and confirm meaning		▒	▒	▒	▒	▓	▓	▓	▓	▓
24. understand how persuasive language can influence views and actions			▒	▓	▓	▓	▓	▓	▓	▓
25. interpret information conveyed by pictures, graphs, charts, maps, signs, and symbols			▒	▓	▓	▓	▓	▓	▓	▓

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General Outcome 3 Manage ideas and information	K	1	2	3	4	5	6	7	8	S1
1. recall, categorize, and summarize personal knowledge of a topic	░	█	█	█	█	█	█	█	█	█
2. pose relevant questions	░	░	█	█	█	█	█	█	█	█
3. identify purpose and audience for research or inquiry		░	░	█	█	█	█	█	█	█
4. identify and sequence the processes for a research or inquiry task		░	░	█	█	█	█	█	█	█
5. create a plan for a research or inquiry task			░	█	█	█	█	█	█	█
6. recognize a variety of information sources	░	░	░	░	█	█	█	█	█	█
7. access a variety of sources through flexible use of reading, listening, and viewing strategies		░	░	░	░	█	█	█	█	█
8. locate materials specific to a topic		░	█	█	█	█	█	█	█	█
9. develop strategies for reviewing materials to										
• determine content	░	░	█	█	█	█	█	█	█	█
• determine main ideas	░	░	█	█	█	█	█	█	█	█
• determine opinions and biases			░	░	░	█	█	█	█	█
• locate facts and details		░	░	░	█	█	█	█	█	█

General Outcome 3 (continued)	K	1	2	3	4	5	6	7	8	S1
10. interpret information in pictures, diagrams, charts, maps, and tables	░	░	░	░	▓	▓	▓	▓	▓	▓
11. select an appropriate medium of expression for projects and reports		░	░	▓	▓	▓	▓	▓	▓	▓
12. use and understand the purposes of various parts of a resource [such as title, chapter headings, glossary, table of contents…]		░	░	░	▓	▓	▓	▓	▓	▓
13. use card or electronic catalogues		░	▓	▓	▓	▓	▓	▓	▓	▓
14. listen, read, and view with a purpose and recognize main ideas and sequence	░	▓	▓	▓	▓	▓	▓	▓	▓	▓
15. use dictionaries, thesauri, and glossaries to obtain information about terminology, meaning, spelling, and pronunciation		░	▓	▓	▓	▓	▓	▓	▓	▓
16. record main ideas and supporting details relevant to the topic, using note-making strategies and forms [such as pictures, charts, graphic organizers, writing…]	░	▓	▓	▓	▓	▓	▓	▓	▓	▓
17. use various organizational patterns and tools to collect and summarize information		░	░	░	░	░	▓	▓	▓	▓
18. list sources of information used in an inquiry or research project		░	░	▓	▓	▓	▓	▓	▓	▓
19. evaluate information for its usefulness in an inquiry or research project		░	▓	▓	▓	▓	▓	▓	▓	▓
20. access information from a variety of sources and review information gathered		░	░	▓	▓	▓	▓	▓	▓	▓
21. use own language to paraphrase and summarize information from a variety of sources		░	░	▓	▓	▓	▓	▓	▓	▓
22. integrate information from more than one source		░	░	▓	▓	▓	▓	▓	▓	▓

General Outcome 4
Enhance the clarity and artistry of communication

	K	1	2	3	4	5	6	7	8	S1
1. focus a topic for oral, written, and visual texts										
2. dictate stories, sentences, and phrases for others to transcribe										
3. express ideas with increasing clarity, fluency, and sentence variation										
4. create stories about pictures and drawings										
5. recognize that ideas can be expressed in groups of words that form sentences										
6. recognize that a paragraph conveys one main idea										
7. select forms for specific audiences and purposes										
8. adapt models from reading, viewing, and listening experiences in creating texts										
9. ask for and provide peer feedback when composing and revising										
10. revise drafts for clarity by										
• reordering ideas										
• adding details										
• reviewing content										
• reviewing relevance of information										
• examining word choice and language usage for effect										

General Outcome 4 (continued)	K	1	2	3	4	5	6	7	8	S1
11. edit writing by										
• checking capitalization and punctuation	▓	▓	▓	▓	█	█	█	█	█	█
• checking spelling		▓	▓	▓	▓	█	█	█	█	█
• examining language usage for accuracy		▓	▓	▓	▓	▓	▓	▓	▓	▓
12. review presentation for										
• legibility	▓	▓	▓	▓	▓	█	█	█	█	█
• formatting	▓	▓	▓	▓	▓	▓	▓	▓	█	█
13. share completed products using appropriate vocabulary and manner of oral expression for particular purposes and audiences	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
14. use group facilitation skills and strategies to share completed presentations				▓	▓	▓	▓	▓	▓	▓
15. use active listening skills and strategies	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
16. understand that meaning is influenced by verbal and non-verbal cues when presenting orally	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
17. vary verbal and non-verbal cues in presentations to influence meaning	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
18. use audience response skills appropriate to the social context	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓

General Outcome 5 Celebrate and build community	K	1	2	3	4	5	6	7	8	S1
1. participate in whole-class and small-group discussions and collaborative tasks										
2. acknowledge others' perspectives										
3. understand that language is used in different ways across cultures, genders, and age groups										
4. identify and use appropriate group participation skills and strategies										
5. share responsibilities as a member of a group										
6. evaluate personal contributions to a group and set goals										

Appendix E:
Skills, Strategies, and Tools for Instruction and Assessment

Students engage in language activities that require the use of various thinking skills, strategies, and tools. These are best observed during the processes of learning. Observations can be used for student-teacher feedback or for assessment. Thinking skills, strategies, and tools for observation are listed below. (These are not exhaustive or hierarchical lists.)

Focusing, Attending, and Remembering
- brainstorming
- accessing prior knowledge
- setting purpose
- attending to specific information
- recalling
- retelling
- organizing thoughts
- rehearsing
- engaging in active listening
- gathering information

Integrating Information
- predicting and confirming
- questioning
- making connections
- drawing conclusions
- forming opinions
- summarizing
- restructuring information

Analyzing and Organizing
- identifying attributes
- comparing
- classifying
- using textual references
- adjusting rates
- identifying main ideas

- identifying relationships
- ordering and reordering information
- identifying errors and gaps
- skimming
- managing time
- scanning
- outlining
- sequencing
- reviewing text

Elaborating, Evaluating, and Reflecting
- discussing
- explaining
- conferencing
- extending ideas
- paraphrasing
- inferring
- predicting
- describing
- justifying/judging
- verifying
- sorting essential and non-essential information
- summarizing
- establishing criteria
- self-questioning
- using and giving feedback

During learning, students and teachers use a variety of skills, strategies, and tools to organize and clarify material being studied. Some are suited to specific learning tasks or stages of learning; others encompass a series of learning steps for broader contexts. The use of skills, strategies, and tools in a variety of contexts may provide opportunities for teachers to observe student thinking and result in samples of student work to assist in student assessment and evaluation.

Some skills, strategies, and tools that students and teachers use include

· Anticipation Guides
· semantic maps (word, concept, character, and genre maps)
· mind maps
· lists and charts
· Venn diagrams
· journal entries
· response logs
· time planners
· story grammars
· graphic organizers
· response guides
· reading logs
· text frames for writing
· self-assessment profiles and checklists
· sources (dictionary, thesaurus, spelling sources)

Many pre-established strategies and tools also provide opportunities for learning and assessment. Pre-established strategies and tools that could be used include

· Anticipation Guides
· Discussion Web
· Frayer Model
· KWL Plus (Know, Want to know, Learned)
· LINK (List-Inquiry-Note-Know)
· Narrative Reading Strategy
· PReP (PreReading Plan)
· Pyramid Diagram
· QARs (Question-Answer Relationships)
· Semantic Feature Analysis
· SMART (Self-Monitoring Approach to Reading and Thinking)
· Structured Notetaking

Other strategies and tools for teachers to use in observation and assessment include

· anecdotal records
· IRIs (informal reading inventories)
· miscue analysis
· running records
· think-alouds
· strategy interviews
· strategy observations
· rubrics
· teacher checklists
· self-assessment checklists

References

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Structured Notetaking: Smith, P., and G. Tompkins. "Structured Notetaking: A New Strategy for Content Area Readers." *Journal of Reading* (Oct. 1988): 46–53.

For a more detailed list and description of skills, strategies, and tools used in Manitoba, refer to the following documents:

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