

ELA Definitions – Provincial Report Card Categories



Communication

Communication is the process by which an individual relates experiences, ideas, knowledge and feelings. Students can communicate by speaking, writing and representing (such as drawing, sculpting, painting, drama...).

Sources:

Terminology of Communication Disorders: Speech-Language-Hearing, Third Edition. Nicolosi, Harryman, Krescheck. Baltimore: Williams and Wilkins, 1989.

Manitoba Education: *ELA Curriculum Framework of Outcomes and Standards, 1995.*

Comprehension

Comprehension is the thinking process that occurs while reading, listening and viewing. The goal of comprehension is making meaning from oral (listening), literary (reading), and media (viewing) text.

The process of constructing meaning is a dynamic interaction among readers' existing knowledge, the information suggested by the text, and the context of the reading situation. Readers interact with text to create meaning using a variety of skills and strategies. As readers interact with text, they use three language cueing systems as sources of information: semantic, syntactic and graphophonic systems. The way these three systems work together within their socio-cultural context is called the pragmatic system (Goodman, Watson, and Burke 25-29).

- **semantic cues** – overall meaning of the text, as well as with the meaning of specific words
- **syntactic cues** – patterns of structures of word order in sentences, clauses and phrases, and their corresponding punctuation
- **graphophonic cues** – involve written letters and their corresponding spoken sounds
- **pragmatic cues** – refers to the conventions of language in a particular context. Shopping lists, cartoons, textbooks, picture books, and novels are organized differently, using different print and language styles, and readers respond differently depending on which format they are reading. (Goodman, Watson, and Burke 28).

The language cueing systems and reading strategies interconnect constantly as reading occurs. (Goodman, Watson, and Burke 33).

Readers use specific reading strategies to construct meaning from text. These comprehension strategies can be placed on a continuum that begins with retelling and answering literal questions, and moves into higher level thinking processes like: making connections, questioning, inferring, determining importance, visualizing, synthesizing and monitoring for meaning (Pearson et al.; Zimmerman and Keene; Miller; Harvey and Goudvis; Routman 118). Proficient readers use reading strategies effectively and automatically before, during and after reading to decode and comprehend text.

(Comprehension cont'd)

Comprehension is “the inner conversation that we have with text – the voice in our heads that speaks to us. When we are confused, it’s the voice that says, *Huh? I don’t get this part.* When we learn something new, it’s the voice that says, *Wow! I never knew that before.* The voice that says, *If anything happens to this character, I will never get out of bed again.* That’s comprehension – how our thinking evolves and changes while we read – not being able to answer a list of literal questions afterward.” (Harvey and Daniels 29)

Sources:

Manitoba Education: *Gr. 3 Assessment in Reading Support Document*

Harvey, S. & Daniels, H.: *Comprehension Collaboration*, Heinemann Publishing, Portsmouth, NH

Critical Thinking

Critical thinking is the process of constructing deeper understanding. It is the ability to plan and question, gather, evaluate and interpret information, formulate opinions and make deductions in order to form new ways of thinking to extend learning, e.g. Inquiry Model

When students are thinking critically, they are using criteria and evidence to:

- reflect on and assess the worth/accuracy of information
- make and support judgments.
E.g. distinguishing fact from fiction, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions, cause and effect.

Critical thinking increases in complexity as students move across the levels of Bloom’s Taxonomy.

Source:

Manitoba Education: *Literacy with ICT Across the Curriculum*

Essential Learning Terminology

Enduring understanding

“Enduring understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand....as a result of studying a particular content area. Moreover, they articulate what students should “revisit” over the course of their lifetimes in relationship to the content area.”

Key performance skills

Key performance skills draw on a variety of skills. Performance skills develop within the individual and grow in sophistication over time. Some examples of key performance skills include problem solving, critical thinking and inquiry, design process etc.

Values/attitudes/dispositions

Students need to develop the values and attitudes that assist them in understanding each discipline with some depth, then knowing how to communicate their understanding while seeing the relationship between each discipline.

Essential questions

Questions that are not answerable with finality in a brief sentence...their aim is to stimulate thought, provoke inquiry and spark more questions. *Wiggins/McTighe 2005*

Concepts

The broad concept provides a frame through which students filter information (*Erickson*). When a concept is truly understood it can be explained and is transferrable, or applied to problem-solving. *Wiggins/McTighe 2005*

Essential vocabulary

Vocabulary is introduced when needed to clarify experiences and ideas rather than in a list of new terms that start the unit. Essential vocabulary consists of figurative language, nuances in word meaning, roots, affixes, context clues, dictionary, thesaurus, pronunciation, parts of speech. *Wiggins/McTighe 2005*

Unit/Theme	Grade 3 Writing Workshop						
	Critical Thinking		Communication				
Enduring Understandings	Students will understand that they have a personal responsibility to continually grow in language learning.	Students will understand that managing information, experiences and ideas help to better understand our world.	Students will understand that there are a variety of ways to engage their audience when composing.	Students will understand that sharing/ appraising own & others' work give new ideas to revise content & enhance presentation of content.	Students will understand that effective use of language conventions/ rules helps the audience understand the text/ author's intention/ message.	Students will understand that there are a variety of ways to communicate and to receive information that enhance and improve the experience.	Most consistent level on task
Outcomes	1.1.2 1.1.4 1.1.5 5.2.4	1.2.1 1.2.2 1.2.3 1.2.4	4.1.1 4.1.2 4.1.3 2.3.5	4.2.1 4.2.2 4.2.3 4.2.4 1.1.3 4.2.5	4.3.1 4.3.2 4.3.3	4.4.1 4.4.2 4.4.3 5.1.4	
Date Assignment							
Date Assignment							
Date Assignment							
Date Assignment							
Date Assignment							
Date Assignment							
Date Assignment							
Most Consistent Level for Enduring Understanding (Outcomes)							
Most Consistent Level for Unit							

Adapted from Damian Cooper, *Talk About Assessment*, Nelson Publishers, 2007

ELA Enduring Understandings Process

Steps	Example: Gr. 7
<p>1. Select a cluster of outcomes</p>	<p><u>Outcome Cluster/Topics</u> 5.2.1 Cooperate with others 5.2.2 Work in Groups 5.2.3 Use Language to show respect</p>
<p>2. Create a word bank:</p> <ul style="list-style-type: none"> • Select and list important nouns and adjectives from each outcome to capture the knowledge students are required to learn. • Select and list important verbs from each outcome to capture the skills students are expected to demonstrate 	<p><u>Nouns (Knowledge)</u> Consensus, conclusions, findings, diverse ideas, traditions, contributions</p> <p><u>Verbs (Skills)</u> Contribute, reach, present, respect, recognize</p>
<p>3. Summarize to uncover the knowledge concepts:</p> <ul style="list-style-type: none"> • Orally synthesize the knowledge and topic words to determine the underlying concepts. What does this cluster mean? What are the concepts? 	<p><u>Concepts:</u></p> <ul style="list-style-type: none"> • contribute to group process • strive for consensus, conclusions
<p>4. Create the Enduring Understanding:</p> <ul style="list-style-type: none"> • the core concept, principles, theories and processes that should serve as the focal point of curricula, instruction and assessment. • reflects expert understanding and anchors the discourse, inquiries, discoveries and arguments in a field of study. What is the big idea to be uncovered, discovered, constructed or inferred by the learners, with the aid of the teacher and well-designed learning experiences? • is inherently abstract - leads to genuine insight - understanding must be earned 	<p><u>Enduring Understanding</u> Students will understand that to accomplish a task, each group member must contribute and respect the contributions of others.</p>
<p>5. Essential questions</p> <ul style="list-style-type: none"> • What big questions will focus our goals, stimulate conversations and guide our actions? The content of the study will answer the questions. 	<p><u>Essential questions...</u> Why is group work important? How can I be an effective group member? How do I show respect to others' ideas?</p>

Sources:

Erickson, H. Lynn, Concept-Based Curriculum and Instruction, Corwin Press, 2002

McTighe, J and Wiggins, G, Understanding By Design Professional Development Workbook, ASCD 2004

mRLC 2012/kdavid

1.1 Discover and Explore

Grade 3		Grade 7
<p><u>Outcome Cluster/Topics</u></p> <p>1.1.2 Consider Others' Ideas 1.1.4 Express Preferences 1.1.5 Set Goals</p> <p>5.2.4 Evaluate Group Process</p>		<p><u>Outcomes Cluster/Topics</u></p> <p>1.1.1 Express Ideas 1.1.2 Consider Others' Ideas 1.1.4 Express Preferences 1.1.5 Set Goals 4.2.1 Appraise Own & Others' Work 5.2.4 Evaluate Group Process</p>
<p><u>Word bank</u></p> <p><u>Nouns (Knowledge)</u> Ideas, personal observations, texts, personal goals, personal understanding</p> <p><u>Verbs (Skills)...</u> Consider, collect, set, discover, explore, discuss</p>		<p><u>Word bank</u></p> <p><u>Nouns (Knowledge)</u> Exploratory language, predictions, opinions, conclusions, insights, viewpoints, recommendations, terminology, language abilities</p> <p><u>Verbs (Skills)</u> Discuss, use, record, compare, explore, developing</p>
<p>Summarize: Orally synthesize the knowledge and topic words to determine the underlying concepts: what does this cluster mean - what are the concepts?</p>		
<p><u>Concepts:</u></p> <ul style="list-style-type: none"> reflect on language learning express ideas and listen to others 		<p><u>Concepts:</u></p> <ul style="list-style-type: none"> take risks to engage and participate in language learning
<p><u>Enduring Understanding</u></p> <p>Students will understand that they have a personal responsibility to continually grow in language learning.</p>		<p><u>Enduring Understanding</u></p> <p>Students will understand that they have a responsibility to participate and collaborate to become effective meaning makers and communicators.</p>
<p><u>Essential questions...</u> How does listening to others help me understand? How can I get better at making meaning? How can I get better at communicating my ideas?</p>		<p><u>Essential questions...</u> Why are others' ideas important? How can I become a more effective meaning maker? How can I become a more effective communicator?</p>

1.2 Clarify and Extend

Grade 3		Grade 7
<p>Outcome Cluster/Topics 1.2.1 Develop Understanding 1.2.2 Explain Opinions 1.2.3 Combine Ideas 1.2.4 Extend Understanding</p>		
<p><u>Word bank</u></p> <p><u>Nouns (Knowledge)</u> experiences, ideas & information, new concepts & opinions, questions, new understanding</p> <p><u>Verbs (Skills)</u> Develop, examine, explain, arrange, label, clarify, ask, connect</p>		<p><u>Word bank</u></p> <p><u>Nouns (Knowledge)</u> New & prior knowledge, experiences, understandings, personal viewpoints, questions, dialogue, ideas</p> <p><u>Verbs (Skills)</u> shape, extend, summarize, represent, identify, invent, organize, clarify, extend, engage, ask, elaborate, clarify</p>
<p><u>Summarize:</u> Orally synthesize the knowledge and topic words to determine the underlying concepts: what does this cluster mean - what are the concepts?</p>		
<p><u>Concepts:</u></p> <ul style="list-style-type: none"> • using experiences and new information to understand self and others. • managing information and ideas helps understanding 		<p><u>Concepts:</u></p> <ul style="list-style-type: none"> • new knowledge is built on prior knowledge • organize ideas for clarity • delve deeper with questioning
<p><u>Enduring Understanding</u></p> <p>Students will understand that managing information, experiences and ideas help to better understand our world.</p>		<p><u>Enduring Understanding</u></p> <p>Students will understand that new ideas are synthesized with prior knowledge to arrive at new understandings.</p>
<p><u>Essential questions...</u> How do my experiences help me understand new ideas? Why should I listen to others? Why should I organize my thoughts? Why should I ask questions?</p>		<p><u>Essential questions...</u> How can I organize information and ideas effectively? How has my viewpoint changed? Have I summarized my viewpoint clearly?</p>

2.1 Use Strategies and Cues

Grade 3		Grade 7
<p align="center"><u>Outcome Cluster/Topics</u> 2.1.1 Prior knowledge 2.1.2 Comprehension strategies 2.1.3 Textual Clues 2.1.4 Cueing Systems 3.2.5 Make sense of information</p>		
<p><u>Word bank</u></p> <p><u>Nouns (Knowledge)</u> Connections, purpose, prior knowledge, experiences, predictions & conclusions, inferences, meaning; syntactic, semantic & graphophonic cues, text cues</p> <p><u>Verbs (Skills)</u> Confirm, construct, check, set, connect</p>		<p><u>Word bank</u></p> <p><u>Nouns (Knowledge)</u> Connections, experiences, prior knowledge, strategies, meaning, text type, purpose, ideas, textual cues, cueing systems, structural analysis, vocabulary</p> <p><u>Verbs (Skills)</u> Explain, reflecting, assessing; skim, scan, close reading, identifying, relating, remember, construct, confirm, interpret</p>
<p><u>Summarize:</u> Orally synthesize the knowledge and topic words to determine the underlying concepts: what does this cluster mean - what are the concepts?</p>		
<p><u>Concepts:</u></p> <ul style="list-style-type: none"> using strategies and cues to construct meaning 		<p><u>Concepts:</u></p> <ul style="list-style-type: none"> using strategies to make meaning recognizing patterns in text help to make meaning
<p><u>Enduring Understanding</u></p> <p>Students will understand that using cueing systems and comprehension strategies construct and confirm meaning</p>		<p><u>Enduring Understanding</u></p> <p>Students will understand that all texts have patterns and we use many strategies to construct meaning.</p>
<p><u>Essential questions...</u> Which strategies should I use when reading? Why should I consciously think about which strategies I'm using to make meaning? What is an inner conversation?</p>		<p><u>Essential questions...</u> What patterns are found in texts? Do all strategies work to understand text? How do I select which strategies to use to understand? Why use strategies when listening and viewing?</p>

2.2 Respond to Texts

Grade 3		Grade 7
<p>Outcome Cluster/Topics 2.2.1 Experience various texts 2.2.2 Connect self, texts and culture 2.2.3 Appreciate the artistry of texts</p>		
<p>Word bank</p> <p><u>Nouns (Knowledge)</u> Forms, genres, cultural traditions, texts, similarities, mental images, mood</p> <p><u>Verbs (Skills)</u> Choose, connect, discuss, encounter, identify, appreciate</p>		<p>Word bank</p> <p><u>Nouns (Knowledge)</u> Forms, genres, cultural traditions, likes, dislikes, values, language, visual images, mood, emotion</p> <p><u>Verbs (Skills)</u> Experience, discuss, compare, identify</p>
<p>Summarize: Orally synthesize the knowledge and topic words to determine the underlying concepts: what does this cluster mean - what are the concepts?</p>		
<p>Concepts:</p> <ul style="list-style-type: none"> • experiencing and connecting to a variety of texts • shaping view 		<p>Concepts:</p> <ul style="list-style-type: none"> • experience diverse texts • comparing own/others values • texts evoke emotion
<p>Enduring Understanding</p> <p>Students will understand that their view is shaped by the connections they make to a variety of texts.</p>		<p>Enduring Understanding</p> <p>Students will understand that by experiencing diverse texts, they will enhance their ability to compare their own view with that of others.</p>
<p>Essential questions... What can texts teach me? What can texts offer us? How are other lives and places like mine?</p>		<p>Essential questions... What emotion is created by this text? How is emotion evoked by text? How does my world view compare to the text's view? Why should I read a variety of forms and genres?</p>

2.3 Understand Forms and Techniques

Grade 3		Grade 7
<p align="center">Outcome Cluster/Topics 2.3.1 Forms and Genres 2.3.2 Techniques and elements 2.3.3 Vocabulary 2.3.4 Experiment with language 2.3.4 Create original texts</p>		
<p>Word bank</p> <p><u>Nouns (Knowledge)</u> genres, events, roles, main characters, word patterns, sound, poetic effects, humour, forms, techniques, features</p> <p><u>Verbs (Skills)</u> recognize, identify, apply, extend, contribute, respond, create, communicate, demonstrate</p>		<p>Word bank</p> <p><u>Nouns (Knowledge)</u> Forms & genres preferences, techniques, plot development (narratives, conflict, resolution & surprise endings), persuasion (testimonials, emotional appeases, bandwagon effects), slang, colloquialism, jargon, playful language, figures of speech, original texts (cartoons, dialogue, short stories, letters, video)</p> <p><u>Verbs (Skills)</u> Explain, examine, recognize, identify, create, communicate, demonstrate</p>
<p>Summarize: Orally synthesize the knowledge and topic words to determine the underlying concepts: what does this cluster mean - what are the concepts?</p>		
<p>Concepts:</p> <ul style="list-style-type: none"> texts have patterns authors use techniques to engage their audience 		<p>Concepts:</p> <ul style="list-style-type: none"> authors use techniques to engage their audience language and techniques affect meaning
<p>Enduring Understanding Students will understand that recognizing text structures and author techniques contribute to constructing meaning and engagement.</p>		<p>Enduring Understanding Students will understand that authors' use of techniques and structures build meaning and engagement.</p>
<p>Essential questions... Why should I experiment with words? How do authors interest us in their stories? How do I find patterns in texts? How does knowing a text pattern help me understand?</p>		<p>Essential questions... What techniques and structures do authors use? What is unique about different forms and genres? How is language used to convey meaning?</p>

3.1 Plan and Focus

Grade 3		Grade 7
<p>Outcome Cluster/Topics</p> <p>3.1.1 Use personal knowledge 3.1.2 Ask questions 3.1.3 Contribute to group inquiry 3.1.4 Create and follow a plan</p>		
<p>Word bank</p> <p><u>Nouns (Knowledge)</u> Self-questioning, personal knowledge, topic, information needs, discussion, sequential plan</p> <p><u>Verbs (Skills)</u> determine, identify, ask, contribute, recall, follow, accessing, gathering</p>		<p>Word bank</p> <p><u>Nouns (Knowledge)</u> Knowledge, experiences, relevant questions, topic, purpose, information, ideas, plan, inquiry, research focuses, variety of sources</p> <p><u>Verbs (Skills)</u> Examine, determine, formulate, establish, contribute, prepare and use, access</p>
<p>Summarize: Orally synthesize the knowledge and topic words to determine the underlying concepts: what does this cluster mean - what are the concepts?</p>		
<p>Concepts:</p> <ul style="list-style-type: none"> • ask questions • formulate a plan 		<p>Concepts:</p> <ul style="list-style-type: none"> • formulate questions to extend thinking • create a plan to answer/validate questions
<p>Enduring Understanding Students will understand that asking questions and formulating plans help determine information needs.</p>		<p>Enduring Understanding Students will understand that a variety of sources is needed to answer and verify information.</p>
<p>Essential questions... How do I make a plan to find out what I need to know? How do I ask "big" questions?</p>		<p>Essential questions... Why do I need to access a variety of sources? How do I effectively organize information? Why dig for more information? How do I know when I have enough information?</p>

3.2 Select and Process

ELA Category: Critical Thinking

Grade 3		Grade 7
<p><u>Outcome Cluster/Topics</u> 3.2.1 Identify personal and peer knowledge 3.2.2 Identify sources 3.2.3 Assess sources 3.2.4 Access information</p>		
<p><u>Word bank</u></p> <p><u>Nouns (Knowledge)</u> Personal knowledge, inquiry questions, variety of sources, usefulness, pre-established criteria, visual and auditory cues, organizational devices, information, ideas</p> <p><u>Verbs (Skills)</u> Record, share, answer, review, determine, using, locate, gather</p>		<p><u>Word bank</u></p> <p><u>Nouns (Knowledge)</u> Knowledge, information base, inquiry question, reliability/usefulness/currency of sources, ideas, variety of sources</p> <p><u>Verbs (Skills)</u> Select, organize, establish, extend, evaluate, answer, use, expand, access</p>
<p><u>Summarize:</u> Orally synthesize the knowledge and topic words to determine the underlying concepts: what does this cluster mean - what are the concepts?</p>		
<p><u>Concepts:</u></p> <ul style="list-style-type: none"> • recognizing and identifying useful information • managing information 		<p><u>Concepts:</u></p> <ul style="list-style-type: none"> • gathering information in a variety of ways • determining the worth of information
<p><u>Enduring Understanding</u> Students will understand that identifying useful information helps to manage and make sense of information.</p>		<p><u>Enduring Understanding</u> Students will understand that there are many ways to gather required information and they must determine its usefulness.</p>
<p><u>Essential questions...</u> How do I assess my sources? Does this information make sense? Why do I need to find a variety of sources?</p>		<p><u>Essential questions...</u> Where do I find information? How do I know my information is useful? Where do I find answers to my inquiry questions? Is all information reliable?</p>

3.3 Organize, Record, and Assess

Grade 3		Grade 7
<p align="center">Outcome Cluster/Topics 3.3.1 Organize information 3.3.2 Record information 3.3.3 Evaluate information 3.3.4 Develop new understanding</p>		
<p>Word bank</p> <p><u>Nouns (Knowledge)</u> Information, ideas, facts, variety of strategies, authors, titles, sources, purpose, inquiry process, research experiences and skills, new understanding</p> <p><u>Verbs (Skills)</u> Organize, explain, record, list, determine, assess</p>		<p>Word bank</p> <p><u>Nouns (Knowledge)</u> Information, ideas, categories, topic, purpose, forms, audience, prior knowledge, inquiry process, notes, headings, sub-headings, graphic organizers, sources, appropriateness/amount, quality of information, information gaps, prior knowledge, impact of new information</p> <p><u>Verbs (Skills)</u> Organize, selecting, developing, reference, assess, collect, recognize, address, connect, reflect</p>
<p>Summarize: Orally synthesize the knowledge and topic words to determine the underlying concepts: what does this cluster mean - what are the concepts?</p>		
<p>Concepts:</p> <ul style="list-style-type: none"> • managing information • evaluating information • developing new understandings 		<p>Concepts:</p> <ul style="list-style-type: none"> • gathering information for a purpose • managing information • assessing validity/worth of information
<p>Enduring Understanding Students will understand that information is managed around a purpose and to develop new understandings.</p>		<p>Enduring Understanding Students will understand that new learning/solutions result from managing and assessing information around a purpose.</p>
<p>Essential questions... Why should I organize information? How do I learn new ideas?</p>		<p>Essential questions... Is all information relevant? Is all information true? Why is purpose critical to information gathering?</p>

4.1 Generate and Focus

Grade 3		Grade 7
<p><u>Outcome Cluster/Topics</u> 4.1.1 Generate and Focus 4.1.2 Choose Forms 4.1.3 Organize Ideas 2.3.5 Create Original Text</p>		
<p><u>Word bank</u></p> <p><u>Nouns (Knowledge)</u> Ideas, topics, texts, strategies, forms, audiences, purposes, ideas, organizers</p> <p><u>Verbs (Skills)</u> Generate, contribute, use, develop, arrange</p>		<p><u>Word bank</u></p> <p><u>Nouns (Knowledge)</u> Forms (character sketches, legends, scripts, posters..), audiences, purposes, organizational patterns, texts</p> <p><u>Verbs (Skills)</u> Consider, generating, focusing, select, compose, identify and use</p>
<p><u>Summarize:</u> Orally synthesize the knowledge and topic words to determine the underlying concepts: what does this cluster mean - what are the concepts?</p>		
<p><u>Concepts:</u></p> <ul style="list-style-type: none"> • organizing ideas around a topic • selecting a form for audience and purpose • composing 		<p><u>Concepts:</u></p> <ul style="list-style-type: none"> • generating ideas • composing texts • choosing forms • tailoring to specific audiences •
<p><u>Enduring Understanding</u></p> <p>Students will understand that there are a variety of ways to engage their audience when composing.</p>		<p><u>Enduring Understanding</u></p> <p>Students will understand that they must consider the audience when selection a form and composing text.</p>
<p><u>Essential questions...</u> How do I choose which form to use? What is the pattern of the form I choose? How do different forms/genres work? How do I focus my ideas?</p>		<p><u>Essential questions...</u> How are forms organized? How do I select which form to use? How should my ideas be presented?</p>

4.2 Enhance and Improve

Grade 3		Grade 7
<p><u>Outcome Cluster/Topics</u> 4.2.1 Appraise own and others' work 4.2.2 Revise Content 4.2.3 Enhance Legibility 4.2.4 Enhance Artistry 4.2.5 Enhance Presentation 1.1.3 Experiment with Language and Form</p>		
<p><u>Word bank</u></p> <p><u>Nouns (Knowledge)</u> Own and others' writing/creations, strengths, areas for enhancement, pre-established criteria, new ideas and information, personal style, word choices, simple and complex sentences, organized compositions/reports/charts, , feelings, memorable experiences/events</p> <p><u>Verbs (Skills)</u> Share, identify, revise, print/write, developing, format, space consistently, select, communicate, prepare, engage, experiment, express</p>		<p><u>Word bank</u></p> <p><u>Nouns (Knowledge)</u> Revisions, presentations, criteria, strategies (peer editing, checklists...), effective sentences, content, interest, handwriting/word processing, print and visuals, figures of speech, appropriate words, sentence patterns, clarity and artistry, compositions/reports/inquiry projects, variety of organizers, self-expression, forms</p> <p><u>Verbs (Skills)</u> Appraise and suggest, revise, convey, generate, determine, composing, formatting, revising, combine, publishing, experiment, selecting, enhance, prepare, expand</p>
<p><u>Summarize:</u> Orally synthesize the knowledge and topic words to determine the underlying concepts: what does this cluster mean - what are the concepts?</p>		
<p><u>Concepts:</u></p> <ul style="list-style-type: none"> • sharing and revising own and others' work • using criteria • enhance language 		<p><u>Concepts:</u></p> <ul style="list-style-type: none"> • use criteria to assess own and others' work • use strategies and techniques to improve
<p><u>Enduring Understanding</u></p> <p>Students will understand that sharing/appraising own and others' work give new ideas to revise content and enhance presentation of content.</p>		<p><u>Enduring Understanding</u></p> <p>Students will understand that to improve their communication, they have to critically analyze and enhance their work.</p>

4.2 Enhance and Improve (cont'd)

<p><u>Essential questions...</u> How does sharing my work with others improve my (writing, speaking, representing)? Why should I revise? How can I become a great communicator?</p>		<p><u>Essential questions...</u> How can I become a better communicator? Why do I have to (write, speak, represent) better? How do I know my (writing, speaking, representing) is good enough?</p>
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4.3 Attend to Conventions

Grade 3		Grade 7
<p><u>Outcome Cluster/Topics</u> 4.3.1 Grammar and usage 4.3.2 Spelling 4.3.3 Punctuation and capitalization</p>		
<p><u>Word bank</u></p> <p><u>Nouns (Knowledge)</u> Complete sentences, conventional spelling patterns, variety of strategies, resources, punctuation conventions</p> <p><u>Verbs (Skills)</u> Edit, know and apply, proofread, know and apply</p>		<p><u>Word bank</u></p> <p><u>Nouns (Knowledge)</u> Consistent verb tense, unnecessary repetition, spelling conventions, resources, capitalization, punctuation, simple/compound/complex sentences</p> <p><u>Verbs (Skills)</u> Edit, eliminate, know and apply, proofread</p>
<p><u>Summarize:</u> Orally synthesize the knowledge and topic words to determine the underlying concepts: what does this cluster mean - what are the concepts?</p>		
<p><u>Concepts:</u></p> <ul style="list-style-type: none"> patterns/conventions of the English language 		<p><u>Concepts:</u></p> <ul style="list-style-type: none"> conventions or rules of language
<p><u>Enduring Understanding</u></p> <p>The student understands that effective use of language conventions/rules helps the audience understand the text/author's intention/message....</p>		<p><u>Enduring Understanding</u></p> <p>Students will understand that effective use of language conventions/rules helps the audience understand the text/author's message</p>
<p><u>Essential questions...</u> Why does editing matter? Why does spelling matter? Does my message sound right?</p>		<p><u>Essential questions...</u> Why does editing matter? Does the message sound right? Does the message look right? Does the message make sense? Why does spelling matter?</p>

4.4 Present and Share

Grade 3		Grade 7
<p>Outcome Cluster/Topics</p> <p>4.4.1 Share Ideas and information 4.4.2 Effective oral communication 4.4.3 Attentive listening and viewing 5.1.4 Celebrate special occasions</p>		
<p><u>Word bank</u></p> <p><u>Nouns (Knowledge)</u> Oral communication, volume, expression, non-verbal cues, physical stance, gestures, audience behaviour, individual and class achievements</p> <p><u>Verbs (Skills)</u> Share, present, engage, select, monitor, use, demonstrate, acknowledge, celebrate</p>		<p><u>Word bank</u></p> <p><u>Nouns (Knowledge)</u> Activities and sessions, information, active learning strategies (role-plays, simulations...), oral presentations, verbal and non-verbal cues, audience, emotion, point of view, listening and viewing strategies, respect, audience behaviours, language form and style, events, accomplishments</p> <p><u>Verbs (Skills)</u> Facilitate, share, deliver, focus, project, demonstrate, show, select and use, celebrate</p>
<p>Summarize: Orally synthesize the knowledge and topic words to determine the underlying concepts: what does this cluster mean - what are the concepts?</p>		
<p><u>Concepts:</u></p> <ul style="list-style-type: none"> • sharing through oral communication • attentive presentation and audience behaviours 		<p><u>Concepts:</u></p> <ul style="list-style-type: none"> • effectively sharing ideas and information in a variety of ways • engaging audience in a variety of ways • audience shows respect through their behaviour
<p><u>Enduring Understanding</u> Students understand that there are a variety of ways to communicate and receive information that enhance the experience.</p>		<p><u>Enduring Understanding</u> Students will understand that there are many ways to effectively share and participate in the sharing of information and ideas.</p>
<p><u>Essential questions...</u> Why should I pay attention? Why do I make presentations to my class? How can I make my audience sit up and pay attention?</p>		<p><u>Essential questions...</u> What are ways to share information and ideas? How do I decide how to share information? What's my role as an audience member?</p>

5.1 Develop and Celebrate Community

Grade 3		Grade 7
<p style="text-align: center;">ELA Category: Communication</p> <p style="text-align: center;">Outcome Cluster/Topics</p> <p style="text-align: center;">5.1.1 Compare Responses 5.1.2 Relate Texts to Culture 5.1.3 Appreciate diversity</p>		<p style="text-align: center;">ELA Category: Critical Thinking</p> <p style="text-align: center;">Outcome Cluster/Topics</p> <p style="text-align: center;">5.1.1 Compare responses 5.1.2 Relate Texts to Culture 5.1.3 Appreciate Diversity</p>
<p><u>Word bank</u></p> <p><u>Nouns (Knowledge)</u> ideas, experiences, ideas, stories, communities, portrayals of individuals, texts, personal participation and responsibility</p> <p><u>Verbs (Skills)</u> record, share, discuss, connect, talk</p>		<p><u>Word bank</u></p> <p><u>Nouns (Knowledge)</u> Thoughts, similar ideas, feelings, texts, choices and behaviours, individuals, communities (past, present, future)</p> <p><u>Verbs (Skills)</u> Demonstrate, expressing, sharing, compare, explore, discuss</p>
<p><u>Summarize:</u> Orally synthesize the knowledge and topic words to determine the underlying concepts: what does this cluster mean - what are the concepts?</p>		
<p><u>Concepts:</u></p> <ul style="list-style-type: none"> • recognizing and connecting to the similarities and differences of others in texts 		<p><u>Concepts:</u></p> <ul style="list-style-type: none"> • make comparisons of cultures to own through texts
<p><u>Enduring Understanding</u> Students will understand that we're all different but part of the same community.</p>		<p><u>Enduring Understanding</u> Students will understand that appreciation of community comes from exploring similarities and differences of all cultures.</p>
<p><u>Essential questions...</u> Are all people equal? How do my experiences shape me? How am I connected to others? What is a community?</p>		<p><u>Essential questions...</u> How are we the same and how are we different in this community? Why learn about other cultures? Why should I care about other cultures?</p>

5.2 Encourage, Support, and Work with Others

Grade 3		Grade 7
<p><u>Outcome Cluster/Topics</u> 5.2.1 Cooperate with others 5.2.2 Work in Groups 5.2.3 Use Language to show respect</p>		
<p><u>Word bank</u></p> <p><u>Nouns (Knowledge)</u> Small groups, interest, respect, contributions, abilities, language</p> <p><u>Verbs (Skills)</u> Cooperate, collaborate, ask, show, express</p>		<p><u>Word bank</u></p> <p><u>Nouns (Knowledge)</u> Consensus, conclusions, findings, diverse ideas, traditions, contributions</p> <p><u>Verbs (Skills)</u> Contribute, reach, present, respect, recognize</p>
<p><u>Summarize:</u> Orally synthesize the knowledge and topic words to determine the underlying concepts: what does this cluster mean - what are the concepts?</p>		
<p><u>Concepts:</u></p> <ul style="list-style-type: none"> • effective group processes 		<p><u>Concepts:</u></p> <ul style="list-style-type: none"> • contribute to group process • strive for consensus, conclusions
<p><u>Enduring Understanding</u> Students will understand that considering others' ideas and abilities enhances the group process.</p>		<p><u>Enduring Understanding</u> Students will understand that to accomplish a task, each group member must contribute and respect the contributions of others.</p>
<p><u>Essential questions...</u> How do I work cooperatively with others? What is respectful language? How can I get others to join in?</p>		<p><u>Essential questions...</u> Why is group work important? How can I be an effective group member? How do I show respect to others' ideas?</p>