Nova Scotia Assessment: Literacy in Grade 3 ***Lessons Learned***

Understanding as you're reading helps you to engage with the text, read accurately, read with fluency, understand what the author is saying, and think beyond the text. In essence, comprehension is everything.

– Jennifer Serravallo, 2018 p. 7

Reading and writing are two different ways of learning about the same thing – the written code used to record oral language. The knowledge you have about writing can be used during reading, and vice versa. Children give us hints about the common ground they notice between reading and writing. The reciprocity of reading and writing is grossly undervalued.

– Marie Clay, 2016, p. 77

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Purpose of this document

Lessons Learned documents are developed based on an analysis of item description reports prepared after each administration of a Nova Scotia Assessment (NSA). The Literacy in Grade 3 (L3) assessment had its first administration in May 2019. This document is intended to support classroom teachers (P-3) and administrators at the school, regional, and provincial levels, in using the information gained from the Literacy in Grade 3 assessment to inform next steps for literacy instruction.

After the results for each assessment become available, an item description report is developed in which each item/question of the reading assessment is described in relation to the curriculum outcomes and cognitive processes involved with comprehending the text and answering the question correctly. The percentage of learners across the province who answered each question correctly is also included in the item description report. Item description reports for reading are made available to regions for distribution to schools, and they include provincial, regional, and school data. Schools and regions should examine their own data in relation to the provincial data for continued discussions, explorations, and support for reading focus at the classroom, school, regional, and provincial levels.

This document specifically addresses areas that learners across the province found challenging based on provincial assessment evidence. It is essential that teachers consider assessment evidence from a variety of sources to inform the next steps most appropriate for their learners. Effective classroom instruction and assessment strategies are responsive to the individual learners within a classroom. As well, it is recognized that learners need opportunities to engage and interact with a range of texts in the classroom in both reading and writing (see Stages of Reading and Writing Development Appendix for a description of characteristics associated with emergent, early, and transitional stages of reading and writing).

The Nova Scotia Assessment: Literacy in Grade 3 generates information that is useful in guiding classroom-based instruction and assessment in reading and writing. This document provides an overview of the reading and writing tasks included in the assessment, results from the 2018-2019 Literacy in Grade 3 assessment, and a series of lessons learned for reading and writing. Suggested next steps for classroom instruction and assessment in the form of mini lessons are included for each lesson learned. Many of the lessons learned have more than one mini lesson; it is not intended that teachers necessarily use all of these lessons, but rather they may select whichever mini lessons are best suited for their learners' needs. The mini lessons can be used as they are written, or the teacher may use them as a springboard for their own lesson. Suggested mentor texts are included for each reading mini lesson but they can certainly be substituted for other texts the teacher feels would work for the lesson. It is also important to note that within each lesson, text in italics is a proposed script the teacher can use to guide to lesson if they wish.

Each lesson learned in reading identifies skills that learners generally found more challenging across a variety of curriculum outcomes, cognitive levels, and text genres. Each lesson learned in writing is based on one of four areas of writing: Ideas, Organization, Language Use, or Conventions. It is important to remember that reading and writing instruction should always take place in a contextualized manner and be culturally responsive, relevant, and meaningful to learners' lives. A chart is provided on page 6 which lists all of the reading mini lessons and contains some links to writing mini lessons.

What Distinguishes Nova Scotia Assessments from Standardized Assessments?

Nova Scotia Assessments are large-scale assessments that provide reliable data about how well learners in the province are progressing in reading, writing and mathematics curricula at designated grade levels. They are different from many standardized tests in that all questions are written by Nova Scotia teachers to align with the Nova Scotia provincial curriculum outcomes and the results provide information about how well learners are achieving these outcomes at a certain point in time. Another unique feature is that the writing components are scored by Nova Scotia teachers using a provincial rubric that was developed with teachers; the rubric can be used when scoring classroom assessments as well. Scoring sessions follow rigorous industry standard procedures that ensure reliability of results. These results can be counted on to provide a good picture of how well learners are progressing in achieving curriculum outcomes within schools, regions and across the province as a whole. Furthermore, individual student results can be used in conjunction with other classroom assessment evidence to help classroom teachers understand what their learners have under control and to identify next steps for instruction.

What Do Learners Need to Know Before Writing the Literacy in Grade 3 Assessment?

There is little extra preparation needed before learners write the Literacy in Grade 3 assessment. The assessment is based on selected reading and writing curriculum outcomes at the end of Grade 3 so what learners have been taught in school has been preparing them for the assessment. Learners should be engaging in a wide range of daily opportunities for reading and writing in the classroom; this will build their independence throughout the various stages of the reading and writing processes.

The following are helpful tips that should be shared with learners to support them in responding to reading comprehension questions using a selected response format.

- Carefully read the text before answering questions.
- Carefully read the question to understand what is being asked.
- Re-read the text or questions, if needed.
- Provide an answer for every question.
- Check your work.
- Make sure only one answer is selected for each question.

Overview of the Nova Scotia Assessment: Literacy in Grade 3

The Literacy in Grade 3 assessment provides information about reading and writing performance for each learner and complements assessment evidence collected in the classroom. This assessment is administered in the spring of Grade 3. It is designed to provide detailed information for learners in the province regarding their progress in achieving a selection of reading (comprehension) and writing (composition) curriculum outcomes at the end of Grade 3. The complete list of outcomes and indicators for Grade 3 can be found in the *Updated 3-6 Outcomes and Indicators* document, which is available on the curriculum website.

Information from this assessment can be used by teachers to inform instruction for the following outcomes:

Strand A: Foundations of Language

- A2: Learners will apply understanding of foundational language knowledge and skills when reading and writing.
- A3: Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing.

Strand B: Comprehension

- B1: Learners will apply knowledge of text forms, and organizational structures to comprehend texts.
- B2: Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.
- B3: Learners will analyze a variety of texts that represent individuals with diverse identities, perspectives, cultures and experiences.

Strand C: Composition

- C1: Learners will apply pre-writing skills and strategies to create various texts for a range of authentic audiences and purposes.
- C2: Learners will apply knowledge and understanding of text forms to write a variety of texts.

The design of this assessment includes the following:

- reading and writing tasks that reflect the end of grade 3 curriculum outcome expectations
- reading passages in the narrative, information, poetry/song, and visual text genres
- reading comprehension questions in selected response format
- reading comprehension questions that are designed to provide a broad range of challenge, thereby providing information about a wide range of individual student performance
- one information writing task and one narrative writing task
- an opportunity for discussion about the writing prompt before beginning independent writing
- an optional planning space for learners to use as they plan their writing

Literacy in Grade 3 Lessons Learned

Lessons Learned in Reading

1) Learners need to be able to make use of text features while reading. By using pictorial, typographical, and organizational text features, learners locate and interpret information within a text.

2) Learners need to be able to interpret and connect explicit and implicit details from within a text. By interpreting and connecting details, learners determine the meaning of words, phrases, and a text as a whole.

3) Learners need to be able to connect literal and non-literal information from within and across a text. By doing this, learners make inferences, determine the main idea, and draw conclusions from a text.

Lessons Learned in Writing

1) **Ideas:** Learners need to write a clear main idea and develop that main idea through relevant details which support the main idea.

2) **Organization:** Learners need to organize their writing, ensuring they have a beginning, a logical sequence, and an ending, making use of a variety of transitional devices.

3) **Language Use:** Learners need to use voice, style, word choice, and varied syntax to contribute to clear and fluid written communication.

4) **Conventions:** Learners need to use a variety of conventions (punctuation, capitalization, sentence structure, noun-pronoun agreement, verb tense, subject-verb agreement, spelling of frequently used words) appropriately to contribute to effective written communication.

Key Messages

The following key messages should be considered when using this document to inform classroom instruction and assessment.

- The workshop framework is one of the most effective approaches for classroom literacy instruction. It involves intentional planning of literacy lessons so there is opportunity for explicit instruction, guided practice, feedback, time to use the feedback, time for independent practice, and time for reflection and sharing. This framework supports balanced and developmentally appropriate instruction, the gradual release of responsibility, and the gathering of evidence of learning.
- To support learners in deepening their reading comprehension, they need exposure to a variety of thought-provoking texts and multiple opportunities to engage in discussion. During this discussion, learners must be encouraged to ask and respond to deeper level questions about the text they are reading. Explicit instruction on comprehension strategies is most effective when it is embedded within the context of such discussions.
- Reading and writing are reciprocal processes. Reading and writing instruction is strengthened when teachers make explicit connections between the two and when learners have time to read and write independently daily.
- Ongoing assessment for learning practices are embedded in intentional planning for learning. Assessment for learning practices include: identifying the learning intentions (I can statements), co-constructing the criteria for success, providing feedback in relation to the criteria for success, providing time for learners to respond to feedback, multiple opportunities to demonstrate learning, providing exemplars of success (learner work samples). Gathering evidence of learning happens every day as part of classroom instruction. Teachers use the evidence gathered to monitor how learning is progressing during instruction, to identify learner strengths and areas for improvement as well as to identify next steps for instruction.
- Evaluation involves the process of interpreting the evidence of learning gathered for the purpose of summarizing learning at a given point in time and making judgments about the quality of learning in relation to established criteria. The information gathered may be used to communicate the learner's achievement to the learners, their parents, and others. It occurs at or near the end of a learning cycle.
- One of the most effective ways to gather information about a learner's reading comprehension is to engage learners in a conversation about what they are reading during individual student conferences. Questioning to Prompt Conversation and Assess Comprehension Appendix can provide valuable insight into a learners' achievement in reading.
- The mini lessons are aligned with suggestions for instruction and assessment. These suggestions were designed with the workshop framework in mind and with the intent that specific areas of literacy instruction are identified using current assessment evidence. Common understandings inherent in each teaching suggestion include:
  - The essence and central purpose of reading is comprehension and of writing is communication; all other aspects of reading and writing contribute to and are in support of these aims.
  - Learning is strengthened when there are opportunities to talk with peers in a collaborative work environment, but there also needs to be opportunities for individual and independent demonstration of reading and writing competence.
  - All strategies and skills are enhanced when learners are aware of their own thinking processes and are able to articulate their learning.
  - Learners require explicit instruction and teacher demonstration in addition to timely feedback that provides specific support and guidance during the process of reading and writing.

Literacy in Grade 3 Lessons Learned Reading and Writing Connections

If you notice learners have challenges with …	Try this Reading Mini lesson	Linked Writing Mini lesson
Using text features to locate explicit details in a text	Learning Target: I can use pictures/other text features to help me understand texts I read.	Learning Target: I can include text features in my writing to organize and teach the reader about my topic.
Locating explicit details	Learning Target: I can find the important details in a text.	Learning Target: I can add important details to my writing.
Using details to determine the meaning of a word in a text	Learning Target: I can figure out the meaning of a word in a text by using the context and illustrations.	Learning Target: I can choose specific nouns and adjectives to make my writing more detailed and interesting.
Interpreting and combining information to determine the main idea of a phrase or paragraph	Learning Target: I can figure out the main idea of a phrase or paragraph by using information from the text.	
Connecting details to determine how the title reflects the main idea of a text	Learning Target: I can determine how the title reflects the main idea of a text.	
Interpreting and combining information, including text features, to draw a conclusion	Learning Target: I can combine/interpret information, including text features to draw conclusions.	Learning Target: I can use similes in my writing to describe my character(s) and other elements.
Locating explicit and implicit information from across the text to draw a conclusion	Learning Target: I can find the clues in a text to draw conclusions.	Learning Target: I can choose precise verbs and adverbs to make my writing come alive.
Locating and connecting explicit details to draw conclusions	Learning Target: I can find important information in a text and use it to help me understand what is happening.	Learning Target: I can use transition words to help organize my writing.

Overview of the Reading Components in the Nova Scotia Assessment: Literacy in Grade 3

The Literacy in Grade 3 assessment includes 8 reading passages (2 of each genre) with a set of selected response questions for each passage. Learners complete the reading section over two mornings of administration.

Provincial L3 Advisory Groups made up of grade 3 teachers are involved in every step of the development of the assessment, including in establishing the expectations for the assessment. Their professional input is essential in ensuring that the assessment reflects what learners are required to know and be able to do at the end of Grade 3 in reading.

The reading questions on this assessment reflect three cognitive levels:

- *Literal comprehension* questions are designed to elicit responses that indicate the learner has comprehended explicit information in the text.
- *Non-literal comprehension* questions are designed to elicit responses that indicate the learner has comprehended implicit information in the text such as inferences, connotative meaning, idioms, and figurative language (e.g., simile and metaphor).
- *Analysis* questions are designed to elicit responses that indicate the learner has thought critically about texts by analyzing, synthesizing, or evaluating the explicit and/or implicit information in the text.

Each text genre (narrative, information, poetry/song, visual text) represents 20-30% of the assessment, and each cognitive level (literal, non-literal, and analysis) represents between 30-40% of the assessment. These percentages and the assessment's table of specifications were developed and vetted by a provincial L3 Advisory Group made up of grade 3 teachers to reflect classroom practice at that grade. When planning instruction and assessment, teachers must be aware of the cognitive levels of questions and provide opportunities for learners to interact with a range of texts/genres across all cognitive levels. The different cognitive levels of questions require learners to engage in different types of strategic thinking to fully understand and respond to the text. It is important to note that each cognitive level does not automatically correspond to a particular difficulty level. For example, not all literal questions are necessarily easy and not all analysis questions are difficult. Learners should have opportunities to engage in a wide range of challenge levels within each cognitive level area (literal, non-literal, and analysis).

Assessment Results for Reading

Nova Scotia Assessment results are reported across four levels of performance. The expectation for the assessment is performance level 3 and above. A description of the Reading Performance Levels is provided below:

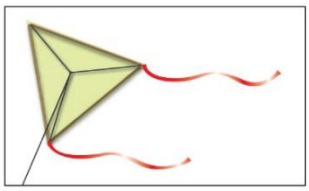
- Level 1: Students reading grade level text at performance Level 1 can find information that is clearly stated in the text. They can also infer information that is not directly stated but is clearly suggested in the text.
- Level 2: Students reading grade level text at performance Level 2 can use information from the text to form a conclusion. They can use some text features like pictures and titles to help them understand the text. They can also make sense of some abstract language in the text; for example, they may understand that a person who feels "blue" is sad.
- Level 3: Students reading grade level text at performance Level 3 can understand how different parts of the text fit together. They can make connections among information in different parts of the text and use the connections to form their own conclusions.
- Level 4: Students reading grade level text at performance Level 4 can analyze and evaluate information from the text. They can also make complex connections among parts of the text to form their own conclusions.

The provincial reading results for Literacy in Grade 3 can be viewed by visiting www.plans.ednet.ns.ca/results. As this was a new assessment in 2018-2019, administered at the end of the grade 3 school year, the results cannot be compared to the previous grade 3 literacy assessment (Reading and Writing in Grade 3) which was administered at the beginning of the grade 3 school year. The Nova Scotia Assessment: Reading and Writing in Grade 3 was based on end of grade 2 outcomes due to its placement in the school year.

Sample Reading Passage

The following text *Luke's Kite* and related questions illustrate and provide context for each of the lessons learned in reading.

Luke's Kite

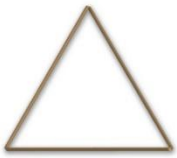
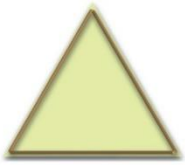
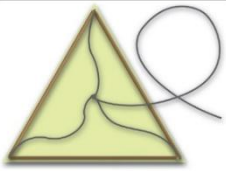


One day Luke saw Tina flying her kite. She was smiling as the wind blew her hair all around. The kite was really high in the sky and holding steady in the wind. Luke wanted to figure out how to make a kite for himself.

First, Luke looked at Tina's kite. Then he made a picture list of what he needed.

 Tissue Paper	 Scissors	 String
 Glue	 3 thin sticks	 2 pieces of ribbon

Here's how Luke put his kite together.

 Step 1	 Step 2	 Step 3

Step 1 and step 2 were easy, but he needed Tina's help to put on the anchor strings. (The anchor strings attach the longest string to the kite.)

When the kite was finished, Luke held it up high and started to run. The kite went up, but then it started to spin and it came falling down. Luke knew he had a problem. He looked at Tina's kite again and noticed something right away.

Luke glued the ribbons on his kite. This time, the kite went up and up and up . . . and it flew high and steady in the sky. As he watched his kite stay high up in the air, Luke realized that the ribbons have an important job. Their job is to help balance the kite when it is flying high in the sky.

Reading Lesson Learned 1

Making Use of Text Features to Locate and Interpret Information

Learners need to be able to make use of text features while reading. By using pictorial, typographical, and organizational text features, learners can locate and interpret information within a text.

In the text box below is a question which would require a learner to make use of text features to locate and interpret the information in the text. The question is connected to the reading passage *Luke's Kite* found on page 9.

> Which part of making the kite was difficult for Luke?
> - ○ Step 1
> - ○ Step 2
> - ○ Step 3

This is a *Literal* question. Questions at this cognitive level are designed to elicit responses that indicate the learner has comprehended explicit information in the text.

This type of question requires that learners are able to locate and make use of text features to interpret details. Learners must use this knowledge to make connections between literally stated pieces of information in the text to accurately understand the text's meaning.

To select the correct answer (the third option – Step 3), learners need to read carefully the text box that has the three steps labelled and illustrated and then connect that information to the sentence located below this text box.

> *Step 1 and step 2 were easy, but he needed Tina's help to put on the anchor strings.*

Learners need to understand that they need to read text feature information as part of the complete text. They need to understand that information and illustrations included in the text box are connected to the rest of the written text on the page. Information found by using text features and the written text should be used together in order to understand the meaning of the text as a whole.

Text Features can be found under three categories:

Pictorial	**Typographical**	**Organizational**
• charts • diagrams • drawings • enlarged photos • labelled drawings • maps • photographs • timelines	• bold print • bullets • colour • font (type, size) • italics • underline	• captions • glossary • headings • index • labels • page numbers • table of contents • text boxes • titles

If you notice learners have challenges with …	**Try this …**
using pictorial, typographical, and organizational text features to locate details in a text	Learning Target: I can use pictures/other text features to help me understand texts I read.

Reading Lesson 1.0

What is the learning target for the lesson?
***I Can statement*:** I can use pictures/other text features to help me understand texts I read.

Rationale
Pictures and words help us better understand what we read. Everything on the page has a purpose and when you are reading, paying attention to these text features supports your understanding of the author's intended message.

How will learners demonstrate what they are learning?
Assessment: [ ] observation [ ] conference [ ] product [ ] video/digital

Planning for the lesson
- Suggested mentor text: Life Cycles: Worms (Nelson 2009), or culturally diverse texts, such as *Well-Being* text set, Hybrid Texts
- List of Text Features (found in Appendix)
- enlarged page of text
- sticky notes

Mini Lesson (10 minutes) Things I might say ● *Yesterday we talked about …* ● *Today I will teach you …* ● *Watch me as I …* ● *I want you to notice how I …* ● *Writers/readers use this strategy to …*	Activate prior knowledge *Yesterday we were working on … locating all the different types of text features found in texts.* *Today I am going to teach you how to use text features to better understand the text.* *One way to do this is when you are reading a text, look at the pictures and read the words next to it.* Demonstrate the teaching point as if you were working independently, thinking out loud. *Let me show you how I read the speech bubble in the text.* *For example, "Worms can eat leaves even bigger than their bodies".* **Worms Eat Plants**  *I'm thinking as I'm reading … what in the picture is the same as what's in the speech bubble? I put the meaning of the words and the picture together to help me understand the text. To double check, I look again at the picture and think … I see how the worm has really eaten a lot of the leaf, even more than the size of its body!*

	Did you see how I read the speech bubble and looked at the picture? Both the picture and speech bubble help me understand the information the author wanted me to know.
Guided Practice/Active Engagement (2-5 minutes) How will learners participate and practice what they have just learned?	Listen in and keep clipboard close to assess during this time. *Now it's your turn to try … Look carefully at this page* (post an enlarged copy of the page from text), *notice the picture and bulleted list.*  *For the next minute, I am going to ask you to **Turn and Talk** with your partner about the following questions*: ● *What did you learn from the bulleted list?* ● *What did you learn from the picture?* ● *How do the text features work together to help you understand?*
Independent Work Time (30 minutes) Revisit the **I Can …** statement (learning target) from the explicit teaching. Learners try it independently. Lead small group instruction, guided reading groups or confer during this time.	Review target: **I can use pictures/other text features to help me understand texts I read.** Provide learners with a variety of texts either online through "National Geographic Kids", "Time for Kids" or books from the classroom. Have learners select 2-3 books, locate, identify pictures/other text features and have them practise what was just taught. Use sticky notes to mark thinking. Teacher will rotate around the room and confer, ask clarifying questions, provide descriptive feedback, and make anecdotal notes for next steps. Discussion questions could include: ● *What do the words say? Look at the picture, tell me more.* ● *What did you learn from the picture that was not in the words?* ● *What did you learn from the words that were not in the picture?* ● *Tell me how the text features helped you understand what the author wanted you to know?* ● *Do you think it is easier to understand an idea if you use the text features together? Why do you think this?* ● *What goal can you set for the next time that you are reading? How can you, as an author, include text features into your writing pieces?*

Share (5-10 minutes) ● mini lesson reinforcement ● problem solving opportunity ● opportunity for descriptive feedback Things I might say ● *Today we learned …* ● *Today (Name) discovered …* ● *One thing I'd like you to talk with your partner about is what you learned from each text feature and how they work together.* ● *While you are sharing, I will be looking to see how you used the text features to help you understand the text.*	Bring learners back together to review and link to the learning target. *Today we learned to use pictures and other text features to better understand the text we were reading.* ● Have 2-3 learners share their work with the whole group and discuss how the text features were used to help them better understand the author's intended message. ● Use the above discussion questions to seek learners' understanding and show learner success. For further information regarding Teacher/Student feedback see Providing Descriptive Feedback Elementary P-6.

Assessment and Next Steps

- What did you notice your learners doing well? In what areas do they need additional support?
- What are some possible areas where you can support more in-depth learning?
- Provide opportunities for learners to include text features in their writing.

Feedback from teachers:

- Oral feedback (conferring, individual calls, comments during a Google Meet)
- Written comments in a Google document or sent in an email voice comments or an audio file with teacher comments sent to learners (Flipgrid, Class Dojo, etc.)

Feedback from learners:

- Exit passes (these can be made by teachers in Google Forms)
- Self-reflection in relation to the criteria for success (i.e. I used to and now I …)
- Peer feedback opportunities through various platforms

Reading Lesson Learned 2
Interpreting and Connecting Details to Determine Meaning

Learners need to be able to interpret and connect explicit and implicit details from within a text. By interpreting and connecting details, learners can determine the meaning of words, phrases, or a text as a whole.

In the text box below is a question which would require a learner to interpret and connect details to determine meaning. The question is connected to the reading passage *Luke's Kite* found on page 9.

Think about Luke's picture list. The sticks need to be thin

- ○ so the glue will last.
- ○ so the kite will be light.
- ○ so there will be more room.

This is an *Analysis* question. Questions at this cognitive level are designed to elicit responses that indicate the learner has thought critically about the text by analyzing, synthesizing, or evaluating the explicit and/or implicit information in the text.

This type of question requires that learners read the entire text carefully in order to find, evaluate, and analyze evidence to support their answer. This type of question can assess deeper understanding of a text's main idea.

To select the correct answer (the second option), learners need to find evidence in the text that shows that Luke's kite will be light as a result of the thin sticks. Based on the picture list, all of the materials are light in terms of weight so if Luke had used thick sticks instead of thin, it is likely his kite would have been too heavy to fly. The text does not explicitly say why the sticks need to be thin, the reader is forced to interpret and connect details in order to arrive at this answer.

If you notice learners have challenges with …	**Try this …**
locating explicit details in a text	Learning Target: I can find the important details in a text.
using details to determine the meaning of a word in a text	Learning Target: I can figure out the meaning of a word in a text by using the context and illustrations.
interpreting and combining information to determine the main idea of a phrase or paragraph	Learning Target: I can figure out the main idea of a phrase or paragraph by using information from the text.
connecting details to determine how the title reflects the main idea of a text	Learning Target: I can determine how the title reflects the main idea of a text.

Reading Lesson 2.0

What is the learning target for the lesson?
***I Can* statement:** I can find the important details in a text.

Rationale
Readers gain deeper comprehension by using the relevant information.

How will learners demonstrate what they are learning?
Assessment: [ ] observation [ ] conference [ ] product [ ] video/digital

Planning for the lesson
- suggested mentor text: Stolen Words, by Melanie Florence, or other culturally diverse texts, such as Well-Being text set, Hybrid Texts
- enlarged copy of a page or passage
- student copy of passage
- sticky notes
- Reader's notebook

Mini Lesson (10 minutes)

Things I might say
- *Yesterday we talked about …*
- *Today I will teach you …*
- *Watch me as I …*
- *I want you to notice how I …*
- *Writers/readers use this strategy to …*

Activate prior knowledge

Yesterday we talked about how readers think about the details that are important …

Today I am going to teach you how to find and pick out relevant details from the text we read.

As readers, we are always thinking about the information we are reading. This helps us better understand the text.

Let me show you … as I read Stolen Words, by Melanie Florence (or another mentor text) *how I locate and take note of important details.* Think aloud as you read Stolen Words, by Melanie Florence.

As I read, I will be thinking about finding relevant details:
- *the mood of the text*
- *pictures and other text features*
- *clue words and phrases that are used repeatedly*
- *the main character's implicit/explicit language and actions*
- *the plot*
- *lesson learned by the main character (how the character(s) changed)*

Make a chart of the details (an example is provided below):

Finding Relevant Details	
Detail	*Examples*
mood	beginning - sad and sombre middle - hopeful end - healing and pride
pictures	black and white picture shows the children losing their language

	Did you see how I thought about some of the relevant details in the text that I thought were most important, but I didn't select everything? *As we read, we are always thinking about which details are the most important and help us understand the author's intended message.*
Guided Practice/Active Engagement (2-5 minutes) How will learners participate and practice what they have just learned?	*With a partner, read this passage* (select a passage from Stolen Words or other text) *and discuss and highlight the details that you feel are most important. Explain your thinking.* Add to the list.
Independent Work Time (30 minutes) Revisit the I Can … statement (learning target) from the explicit teaching. Learners try it independently. Lead small group instruction, guided reading groups or confer during this time.	Review target: **I can find the important details in a text.** *Today we learned ways to locate important information in a text so we can better understand what we're reading.* *Today, as you read, create a table* (like the one above) *in your Reader's notebook and fill in the relevant details. Be prepared to explain how these details support your understanding of the text.*
Share (5-10 minutes) ● mini lesson reinforcement ● problem solving opportunity ● opportunity for descriptive feedback Things I might say ● *While you* are *sharing at your tables, I will be looking for …*	Bring learners back together to review and link to the learning target: **I can find the important details in a text.** Learners share their Reader's notebook entries with others. For further information regarding Teacher/Student feedback see Providing Descriptive Feedback Elementary P-6.

Assessment and Next Steps

- What did you notice your learners doing well? In what areas do they need additional support?
- What are some possible areas where you can support more in-depth learning?
- Provide opportunities for learners to revisit their writing and add relevant details that support mood, character development, effective use of illustrations (colour, texture …), text features, etc.

Feedback from teachers:

- Oral feedback (conferring, individual calls, comments during a Google Meet)
- Written comments in a Google document or sent in an email Voice comments or an audio file with teacher comments sent to learners (Flipgrid, Class Dojo, etc.)

Feedback from learners:

- Exit passes (these can be made by teachers in Google Forms)
- Self-reflection in relation to the criteria for success (i.e., I used to and now I …)
- Peer feedback opportunities through various platforms

Reading Lesson 2.1

<table>
<tr><td colspan="2">What is the learning target for the lesson?
I Can statement: I can figure out the meaning of a word in my text by using the context and illustrations.</td></tr>
<tr><td colspan="2">Rationale: Readers search illustrations or use sentence and text content (context clues) to problem solve the meaning of words within text.</td></tr>
<tr><td colspan="2">How will learners demonstrate what they are learning?
Assessment: [ ] observation [ ] conference [ ] product [ ] video/digital</td></tr>
<tr><td colspan="2">Planning for the lesson
● chart paper
● suggested mentor texts: I Am Human, by Susan Verde, Twig, by Aura Parker, Those Shoes, by Maribeth Bolts, Well-Being text set, Hybrid Texts, or any other familiar, culturally diverse text with rich vocabulary
● enlarged copy of one page mentor text
● sticky notes</td></tr>
<tr><td>Mini Lesson (10 minutes)

Things I might say
● Yesterday we talked about …
● Today I will teach you …
● Watch me as I …
● I want you to notice how I …
● Writers/readers use this strategy to …</td><td>Activate prior knowledge

Yesterday we talked about the importance of re-reading to make sure we understand what is happening or what we are learning about in our text. I noticed that when you were reading, you paused at some of the unfamiliar words (meaning broke down) and then kept on reading.

Today we will look at some ways to figure out the meaning of new words in a text. It is important to stop and question when we come across new words because our understanding of what is going on can break down if we skip and read on.

Show an enlarged copy of a text that contains an unfamiliar word.

I can ask myself:
● What am I learning about or what has been happening in my text that helps me understand?
● What words in the sentence help me understand?
● What do I see in the illustrations (pictures, drawings, photos) that help me understand?
● What do I think that word means? How do I know that?

Construct an anchor chart with visuals for this strategy with the learners.</td></tr>
<tr><td>Guided Practice/Active Engagement
(2-5 minutes)

How will learners participate and practice what they have just learned?</td><td>Now it's your turn to try. Listen for new words as I continue to read my text. When you hear a word you are not sure of, say, "Stop right there!" and together we will use our strategy of asking about the context and illustrations to help understand the new word.</td></tr>
</table>

	Turn and talk: *Tell your partner what you think the meaning of the new word is and why. Use the context and illustrations to help you understand the meaning of the word.* Add to the anchor chart above.
Independent Work Time (30 minutes) Revisit the **I Can …** statement (learning target) from the explicit teaching. Learners try it independently.	Review target: **I can figure out the meaning of a word in my text by using the context and illustrations.** *Today you learned that when you aren't sure of a word, the illustrations, information from the sentences around the word or the story can help you think about what that word means.* During independent reading put a sticky note by a word you had to figure out using the strategies we practiced. Bring your book to share time.
Share (5-10 minutes) ● mini lesson reinforcement ● problem solving opportunity ● opportunity for descriptive feedback Things I might say ● *Today we learned …* ● *Today (Name) discovered …* ● *One thing I'd like you to talk with your partner about while you share …* ● *While you are sharing at your tables, I will be looking for …*	Bring learners back together to review and link to the learning target. *Today we learned how to figure out the meaning of a new word using the context and illustrations.* *I see many of you used sticky notes to mark a new word!* *Who would like to share a word you didn't understand when reading today? What did you do to solve it?* Add word and strategy to the anchor chart.

Assessment and Next Steps

- What did you notice your learners doing well? In what areas do they need additional support?
- What are some possible areas where you can support more in-depth learning?
- Provide opportunities for learners to include new vocabulary words in their writing going forward and to revisit some earlier writing.
- Try to use some of the new vocabulary words that you have learned when talking with others.

Feedback from teachers:

- Oral feedback (conferencing, individual calls, comments during a Google Meet)
- Written comments in a Google document or sent in an email Voice comments or an audio file with teacher comments sent to learners (Flipgrid, Class Dojo, etc.)

Feedback from learners:

- Exit passes (these can be made by teachers in Google Forms)
- Self-reflection in relation to the criteria for success (i.e., I used to and now I …)
- Peer feedback opportunities through various platforms

Reading Lesson 2.2

What is the learning target for the lesson?
***I Can* statement:** I can figure out the main idea of a phrase or a paragraph by using information from the text.

Rationale
Readers combine information to develop a deeper understanding.

How will learners demonstrate what they are learning?
Assessment: [ ] observation [ ] conference [ ] product [ ] video/digital

Planning for the lesson
- suggested mentor texts: Every Little Thing, by Cedella Marley, Inky's Amazing Escape, by Sy Montgomery, or other culturally diverse texts such as Well-Being text set, hybrid text
- sticky notes

Mini Lesson (10 minutes) Things I might say … ● *Yesterday we talked about …* ● *Today I will teach you …* ● *Watch me as I …* ● *I want you to notice how I …* ● *Writers/readers use this strategy to …*	Activate prior knowledge *Yesterday we learned that authors use the title to give their readers clues about what their books are about.* *Today I am going to teach you how readers can figure out the main idea in a phrase. Readers think about how the facts and details go together and point to the main idea in the text. This helps them notice and remember information about the topic.* *Let's look at the book we read called, Every Little Thing by Cedella Marley* (or another mentor text). *Think aloud as you revisit certain pages such as page 3 of Every Little Thing:* *Three little birds pitch by my doorstep,* *singing sweet songs of melodies pure and true.* *Saying this is my message to you …* *As I read, I will be thinking about some of these details:* ● *what event(s) happened in the text before I read this phrase* ● *the mood of the text* ● *pictures and other text features* ● *clue words and phrases that are used repeatedly* ● *the main character's implicit/explicit language and actions* ● *the plot* ● *lesson learned by the main character (how the character(s) changed)* After the reading*: This phrase is about … I know this because …* *Did you see how I determined the main idea of this phrase by using the details that the author gave me?* Show learners how to jot the main idea and supporting details in a graphic organizer. Co-create an anchor chart to hold thinking.

Guided Practice/Active Engagement (2-5 minutes) How will learners participate and practice what they have just learned?	*Read one of the phrases or a paragraph from a text we read earlier, such as, Inky's Amazing Escape. Turn and tell your partner what you think the main idea is of the text that you have chosen.* Suggested talking stems: ● The information in the phrase is all about … ● The main idea of the phrase is …
Independent Work Time (30 minutes) Name the skill/strategy from the explicit teaching. Learners try it independently. Lead small group instruction. Guided reading groups or confer during this time.	Review target*:* **I can figure out the main idea of a phrase or a paragraph by using information from the text.** *Try this as you are reading your texts today. Choose one phrase or paragraph where you used the details to go deeper in your understanding, mark it with a sticky note, and keep on reading.* *Be ready to bring it to share time after independent reading time.*
Share (5-10 minutes) ● mini lesson reinforcement ● problem solving opportunity ● opportunity for descriptive feedback Things I might say … ● *Today we learned …* ● *While you are sharing, I will be looking for …*	Bring learners back together to review and link to the learning target. *Today we learned how to figure out the main idea of a phrase or paragraph by using the information from the text.* *I noticed that many of you marked a page where you identified a phrase or paragraph that helped you understand the text.* *Share your phrase or paragraph with your partner and tell them what you think the main idea is and why you think so.* Teacher listens in and records observations.

Assessment and Next Steps

- What did you notice your learners doing well? In what areas do they need additional support?
- What are some possible areas where you can support more in-depth learning?
- Provide opportunities for learners to revisit a piece of writing to vary the word choice in a phrase that would engage the reader in combining information to comprehend the main idea.

Feedback from teachers:

- Oral feedback (conferring, individual calls, comments during a Google Meet)
- Written comments in a Google document or sent in an email voice comments or an audio file with teacher comments sent to learners (Flipgrid, Class Dojo, etc.)

Feedback from learners:

- Exit passes (these can be made by teachers in Google Forms)
- Self-reflection in relation to the criteria for success (i.e., I used to and now I …)
- Peer feedback opportunities through various platforms

Reading Lesson 2.3

What is the learning target for the lesson?
I Can statement: I can determine how the title reflects the main idea of a text.

Rationale
Authors use the title to give their readers clues about what the text is about and to pique the reader's interest.

How will learners demonstrate what they are learning?
Assessment: [ ] observation [ ] conference [ ] product [ ] video/digital

Planning for the lesson
- suggested mentor text: Say Something, by Peter H. Reynolds, or other culturally diverse texts, such as Well-Being text set, Hybrid Texts
- sticky notes

Mini Lesson (10 minutes) Things I might say ● *Yesterday we talked about …* ● *Today I will teach you …* ● *Watch me as I …* ● *I want you to notice how I …* ● *Writers/readers use this strategy to …*	Activate prior knowledge *Yesterday we were working on …* *Today I am going to teach you how to determine how the title reflects the main idea of a text.* *One way to do this is to look at the title of your text and make a prediction about what you think is going to happen. We do this because authors use the titles of their texts to give their readers clues about the main idea.* *The title of this text is _____. That gives me a clue about what this text might be about.* *As I read, I will be thinking about some of these details:* ● *what the text is about (main idea)* ● *pictures and other text features* ● *clue words and phrases that are used repeatedly* ● *the main character's implicit/explicit language and actions* ● *the plot* ● *lesson learned by the main character (how the character(s) changed)* Note: Sometimes the main idea is stated in the first or last sentence, which could be shared with the learners in order for them to confirm their thinking. After the reading: *This text is about … and that's the message that the author is sending through the title. I know this because …* *Did you see how I determined the main idea of this story and how it connects to the title, by using the details that the author gave me?*

Guided Practice/Active Engagement (2-5 minutes) How will learners participate and practice what they have just learned?	Have learners turn and talk about a shared mentor text's title and how it reflects the main idea. ● *Do you think the title is a good fit for the text? Why or why not?*
Independent Work Time (30 minutes) Revisit the **I Can …** statement (learning target) from the explicit teaching. Learners try it independently. Lead small group instruction, guided reading groups or confer during this time.	Review target: **I can determine how the title reflects the main idea of a text.** *Think about the title of your text and determine how it connects to the main idea.* Provide each learner with a sticky note and have them provide an example of how the title of their text connected to the main idea of their story. Rotate around the room and confer with learners while providing descriptive feedback. *Today and everyday when you are reading, you can think about the title and use the details that the author gives you to connect the title to the main idea in the text.*
Share (5-10 minutes) ● mini lesson reinforcement ● problem solving opportunity ● opportunity for descriptive feedback Things I might say ● *Today we learned …* ● *While you are sharing at your tables, I will be looking for …*	Bring learners back together to review and link to the learning target: **I can determine how the title reflects the main idea of a text.** Have learners share their examples that they marked with the sticky note at their table and then decide which one they will share with the whole class and why they chose the example. Use the above bulleted list to seek student understanding and show student success. For further information regarding Teacher/Student feedback see Providing Descriptive Feedback Elementary P-6.

Assessment and Next Steps

- What did you notice your learners doing well? In what areas do they need additional support?
- What are some possible areas where you can support more in-depth learning?
- Provide opportunities for learners to include meaningful titles in their writing going forward and to revisit some earlier writing and create or change titles.

Feedback from teachers:

- Oral feedback (conferring, individual calls, comments during a Google Meet)
- Written comments in a Google document or sent in an email Voice comments or an audio file with teacher comments sent to learners (Flipgrid, Class Dojo, etc.)

Feedback from learners:

- Exit passes (these can be made by teachers in Google Forms)
- Self-reflection in relation to the criteria for success (i.e., I used to and now I …)
- Peer feedback opportunities through various platforms

Reading Lesson Learned 3

Connecting Information to Determine Main Idea and Draw Conclusions

Learners need to be able to connect literal and non-literal information from within and across a text. By doing this, learners can make inferences, determine the main idea, and draw conclusions from a text.

In the text box below is a question which would require a learner to connect information from the text to draw a conclusion. The question is connected to the reading passage *Luke's Kite* found on page 9.

What is the important job the ribbons have?

- ○ They help the kite get up high in the air.
- ○ They keep the kite nice and steady in the sky.
- ○ They make the kite look bright and colourful.

This is a *Non-literal* question. Questions at this cognitive level are designed to elicit responses that indicate the learner has comprehended implicit information in the text such as inferences, connotative meaning, idioms, or figurative language (e.g., simile and metaphor).

This type of question asks learners to connect details to make inferences about what they are reading. It is important that these inferences be suggested by the text. For example, learners who chose the last option may have inferred that the purpose of the ribbons was purely for looks, but this inference is not suggested by the text. This type of question assesses deep understanding of texts and their meanings.

To select the correct answer (the second option), learners need to combine the following pieces of information from the text: Luke built his kite the first time without the ribbons and it came falling down, but when Luke added the ribbons to his kite, the kite stayed up high in the air, hence the kite was steady. There is no explicit or implicit information in the text that supports that the purpose of the ribbons was to get the kite up in the air because even without the ribbons, Luke's kite had gone up in the air. The same could be said about the last option not being supported by the text.

If you notice learners have challenges with …	**Try this …**
interpreting and combining information, including text features, to draw a conclusion in a text	Learning Target: I can combine/interpret information, including text features to draw conclusions.
locating explicit and implicit information from across a text to draw a conclusion	Learning Target: I can find the clues in a text to draw conclusions.
locating and connecting explicit details to draw a conclusion in a text	Learning Target: I can find important information in a text and use it to help me understand what is happening.

Reading Lesson 3.0

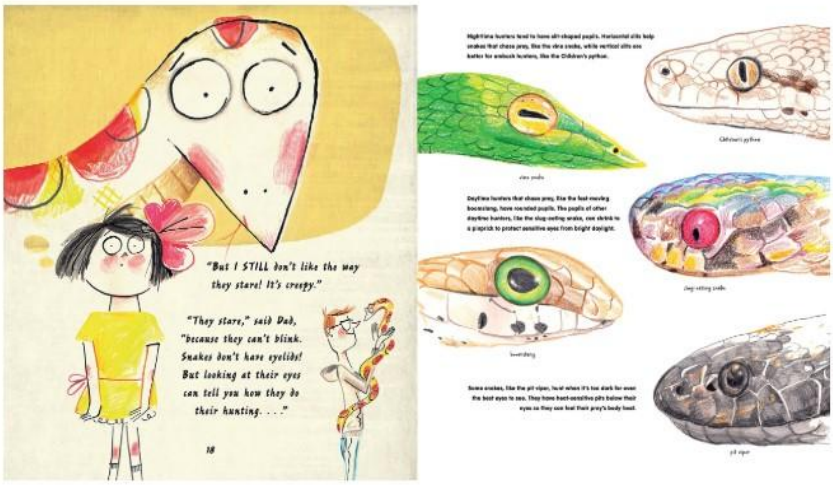
What is the learning target for the lesson?
***I Can* statement:** I can combine/interpret information, including text features to draw conclusions.

Rationale
Readers pay attention to text features along with the running text to understand and draw conclusions.

How will learners demonstrate what they are learning?
Assessment: [ ] observation [ ] conference [ ] product [ ] video/digital

Planning for the lesson
- suggested mentor texts: I ~~Don't~~ Like Snakes, by Nicola Davies, 2-3 familiar nonfiction and hybrid texts that contain text features; Well-Being text set, Hybrid Texts
- anchor chart including thinking stem
- nonfiction & hybrid books for learners to read

Mini Lesson (10 minutes) Things I might say ● *Yesterday we talked about …* ● *Today I will teach you …* ● *Watch me as I …* ● *I want you to notice how I …* ● *Writers/readers use this strategy to …*	Activate prior knowledge *Yesterday we were learning about …* *Today I am going to teach you how to combine information from text features with information from running text (sentences, paragraphs) to fully understand a text and make conclusions as you go.* *Watch me as I combine the text features with the running text as I go along:* ● *I scan the text to see what's included on the page. What text features do I see? I'll look left to right, then top to bottom on the page.* ● *I carefully read and think about all the information (text features and running text), but I'm going to stop a lot and think about how the information in both is supportive of each other. I do this for nonfiction and hybrid texts because hybrid texts have text features just like nonfiction texts do.* ● *After combining the two types of information I can make conclusions about the text.* ***Thinking Stems to Make a Conclusion*** ***Combining Text Features + Full Text Events = Conclusion*** *I think _____(conclusion)* *because I noticed _____ (text feature information)* *and _____ (full text events)* *happened in the text.* *Did you see how I scanned the whole page to start, then read all the text features along with the running text? Did you notice how I paused when I was in the middle of reading the running text to go back and connect to the supporting text feature? This helped me understand that part better and make a conclusion. So, I'll do this for the whole page as I go, linking the information in the running text with the text features. This helps readers better understand the text they are reading.*

Guided Practice/Active Engagement (2-5 minutes) *How will learners participate and practice what they have just learned?*	Use an anchor text and thinking stem with a partner. Talk about the information you get from both the text features and the running text and combine them together. An example of I ~~Don't~~ Like Snakes, by Nicola Davies is provided on the next page.  I think _____ (conclusion) because I noticed _____ (text feature information) and _____ (text events) happened in the text.
Independent Work Time (30 minutes) Revisit the **I Can …** statement (learning target) from the explicit teaching. Learners try it independently. Lead small group instruction, guided reading groups or confer during this time.	Review target: **I can combine/interpret information, including text features to draw conclusions.** While reading from nonfiction or hybrid text, learners use the thinking stems. *Reflect and respond in your Reader's notebook. Record your understanding about today's strategy of combining text features and the full text to make conclusions.*

Share Time (5-10 minutes) ● mini lesson reinforcement ● problem solving opportunity ● opportunity for descriptive feedback ● Share Options: Turn & Talk in assigned pairs, inside/outside/circle, walk & mingle, teacher selected share, go around the circle share, whole class or a combination of two ways Things I might say ● *Today we learned …* ● *One thing I'd like you to talk with your partner about while you share …* ● *While you are sharing at your tables, I will be looking for …*	Bring learners back together to review and link to the learning target: **I can combine/interpret information, including text features to draw conclusions.** ● *Turn and Talk with your learning partner and share how you used this strategy.* ● *How did it go?* ● *What did you learn from combining the text features and running text?* ● *What conclusions did you make?* Use the above discussion questions to seek learners' understanding and show learner success. For further information regarding Teacher/Student feedback see Providing Descriptive Feedback Elementary P-6. *So today and everyday when you are reading, you can use this strategy to* (Rename strategy to reinforce it) *combine information from text features with running text as you read along to better understand information and make a conclusion.*

Assessment and Next Steps

- What did you notice your learners doing well? In what areas do they need additional support?
- What are some possible areas where you can support more in-depth learning?
- Provide opportunities for learners to write their own nonfiction and hybrid texts.

Feedback from teachers:

- Oral feedback (conferring, individual calls, comments during a Google Meet)
- Written comments in a Google document or sent in an email voice comments or an audio file with teacher comments sent to learners (Flipgrid, Class Dojo, etc.)

Feedback from learners:

- Exit passes (these can be made by teachers in Google Forms)
- Self-reflection in relation to the criteria for success (i.e., I used to and now I …)
- Peer feedback opportunities through various platforms

Reading Lesson 3.1

<table>
<tr><td colspan="2">What is the learning target for the lesson?
I Can statement: I can find the clues in a text to draw conclusions.</td></tr>
<tr><td colspan="2">Rationale
Readers pay attention to clues the author provides to infer and gain deeper understanding of concepts, such as characters and their relationships.</td></tr>
<tr><td colspan="2">How will learners demonstrate what they are learning?
Assessment: [ ] observation [ ] conference [ ] product [ ] video/digital</td></tr>
<tr><td colspan="2">Planning for the lesson
● Read aloud or listen to Oprah Winfrey read The Hula-Hoopin' Queen, by Thelma Godin (Storyline Online), or other culturally diverse texts such as, Well-Being text set, hybrid text
● Graphic organizer or chart
● Reader's notebook</td></tr>
<tr><td>Mini Lesson (10 minutes)

Things I might say
● Yesterday we talked about …
● Today I will teach you …
● Watch me as I …
● I want you to notice how I …
● Writers/readers use this strategy to …</td><td>Activate prior knowledge

Yesterday we talked about how readers think about the details that are important …

Today I am going to teach you how to find relevant details from the text to draw conclusions about characters' relationships with one another.

As readers, we are always thinking about the information we are reading. Sometimes, the author never directly tells how the characters feel about each other; however, they provide the readers with clues and expect them to infer, or figure things out. By looking for the clues, readers have a better understanding of the text.

Let me show you … as you listen to Oprah Winfrey read The Hula-Hoopin' Queen, by Thelma Godin I want you to watch how I stop, think and record information about the characters' relationships.

As we listen, I will be:
● questioning what the characters' actions with each other tell me about them.
● stopping when I notice conflict in a scene to ask: What's happening between characters here?
● noticing if my ideas change and I start to ask: What's really happening between these characters?
● noticing their actions and reactions: Do the characters act differently with other characters?

To help me organize while I listen, I will use a graphic organizer or chart as I gather my thoughts. See below for an example.</td></tr>
</table>

<table>
<tr><td></td><td>
<table>
<tr><th colspan="3">Character Relationships</th></tr>
<tr><th></th><th>Kameeka</th><th>Jamara</th></tr>
<tr><td>Clue/Evidence</td><td>She complains to her mother that she cannot help with the birthday party prep because … “Today’s the day …”</td><td></td></tr>
<tr><td>What I’m thinking</td><td>Kameeka is in competition with Jamara. She thinks she is the hula hooping queen.</td><td></td></tr>
</table>

Do you see how I thought about some of the clues the author provided to help me understand the characters’ relationship?

As we read, we are always thinking about clues that help us infer and understand the author’s intended message.
</td></tr>
<tr><td>Guided Practice/Active Engagement (2-5 minutes)

How will learners participate and practice what they have just learned?</td><td>Listen to the text again and work in pairs to jot the clues the author has provided about the relationship between two other characters in the text. Explain your thinking.</td></tr>
<tr><td>Independent Work Time (30 minutes)

Revisit the I Can … statement (learning target) from the explicit teaching.

Learners try it independently.

Lead small group instruction, guided reading groups or confer during this time.</td><td>Review target: I can find the clues in a text to draw conclusions.

Today we learned ways to locate the clues in a text so we can better understand what we’re reading.

As you read, create a table (like the one above) in your Reader’s notebook to compare the relationship between at least two characters. Be prepared to explain how these details support your understanding of their relationship.</td></tr>
<tr><td>Share (5-10 minutes)

● mini lesson reinforcement
● problem solving opportunity
● opportunity for descriptive feedback

Things I might say …
● While you are sharing at your tables, I will be looking for evidence of your inferring.</td><td>Bring learners back together to review and link to the learning target: I can find the clues in a text to draw conclusions.

Learners share their Reader’s notebook entries with others.</td></tr>
</table>

Assessment and Next Steps

- What did you notice your learners doing well? In what areas do they need additional support?
- What are some possible areas where we can take the learners further?
- Provide opportunities for learners to revisit their writing and add relevant details that support mood, character development, effective use of illustrations (colour, texture …), text features, etc.

Feedback from teachers:

- Oral feedback (conferring, individual calls, comments during a Google Meet)
- Written comments in a Google document or sent in an email Voice comments or an audio file with teacher comments sent to learners (Flipgrid, Class Dojo, etc.)

Feedback from learners:

- Exit passes (these can be made by teachers in Google Forms)
- Self-reflection in relation to the criteria for success (i.e., I used to and now I …)
- Peer feedback opportunities through various platforms

Reading Lesson 3.2

What is the learning target for the lesson?
***I Can* statement:** I can find important information in a text and use it to help me understand what is happening.

Rationale
Readers use the explicit details from the text to draw conclusions and develop an overall understanding of the text.

How will learners demonstrate what they are learning?
Assessment: [ ] observation [ ] conference [ ] product [ ] video/digital

Planning for the lesson
- Reading Lesson 2.3
- suggested mentor texts: Stolen Words, by Melanie Florence, Fly Away Home, by Eve Bunting; or other culturally diverse texts, such as Well-Being text set, Hybrid Texts
- Reader's notebooks
- chart paper

Mini Lesson (10 minutes) Things I might say … ● *Yesterday we talked about …* ● *Today I will teach you …* ● *Watch me as I …* ● *I want you to notice how I …* ● *Writers/readers use this strategy to …*	Activate prior knowledge In Reading Lesson 2.3, *we talked about finding important details in our texts. We discussed how to select the details that were relevant such as characters, setting, etc. and recognize that all details are not necessary in developing our understanding of the text.* *Today I will show you how to use the information we know to find the important details in the text and put those details together to develop new ideas the author might not say directly in the text.* *Watch as I model for you* (use an example from Stolen Words to model the above statement) *how I think about the important details as I am reading and use those details to draw conclusions.* *Think aloud as you are reading:* ● *describe why you are highlighting explicit details (characters/setting/facts)* ● *discuss what new information/thinking this gives you* ● *discuss what the author is trying to tell you* ● *discuss if there is something the author wants you to know but hasn't told you* Use a stem, such as the one below, to draw a conclusion: I think _____ because I noticed _____ and _____ happened in the text.

Guided Practice/Active Engagement (2-5 minutes) *How will learners participate and practice what they have just learned?*	*I will give you and a partner a passage from a text and I would like you to find important information and draw conclusions based on the information you find.*
Independent Work Time (30 minutes) Revisit the I Can … statement (learning target) from the explicit teaching. Learners try it independently. Lead small group instruction, guided reading groups or confer during this time.	Review target: **I can find important information in a text and use it to help me understand what is happening.** *Today as you are reading your own text you are going to be looking for important details to help you draw a conclusion.* *As you are reading, jot down your thinking in your Reader's notebook. Be prepared to share your new thinking.* I think _____ because I noticed _____ and _____ happened in the text.
Share (5-10 minutes) ● mini lesson reinforcement ● problem solving opportunity ● opportunity for descriptive feedback Things I might say … ● *Today we learned …* ● *Share your thinking stem from today's reading with a partner.* ● *While you are working together, I will be looking for …*	Bring learners back together to review and link to the learning target. **I can find important information in a text and use it to help me understand what is happening.** Invite learners to pair/share their thinking as the teacher listens in to gather observations and select one/two groups to share their thinking with the class.

Assessment and Next Steps

- What did you notice your learners doing well? In what areas do they need additional support?
- What are some possible areas where you can support more in-depth learning?
- Provide opportunities for learners to add explicit details to their writing.

Feedback from teachers:

- Oral feedback (conferring, individual calls, comments during a Google Meet)
- Written comments in a Google document or sent in an email voice comments or an audio file with teacher comments sent to learners (Flipgrid, Class Dojo, etc.)

Feedback from learners:

- Exit passes (these can be made by teachers in Google Forms)
- Self-reflection in relation to the criteria for success (i.e., I used to and now I …)
- Peer feedback opportunities through various platforms

Overview of the Writing Components in the Nova Scotia Assessment: Literacy in Grade 3

The Literacy in Grade 3 assessment includes two writing prompts, a narrative writing task and an information writing task. An *Administration Guide* includes a teacher directed activity that provides learners with time to talk about and plan their responses to each writing prompt before beginning independent writing.

Provincial L3 Advisory Groups made up of grade 3 teachers are involved in every step of the development of the assessment, including establishing the expectations for the assessment. Teachers are also invited to express interest to attend provincial scoring sessions where writing is scored. Their professional input is essential in ensuring that the assessment reflects what learners are required to know and be able to do at the end of Grade 3 in writing.

Students have an opportunity to briefly discuss in partners and/or as a whole class (3–5 minutes) the writing prompt prior to planning their writing during the assessment. Space is given for students to plan their writing before beginning. The planning page is not scored, but it is available for students to use as they wish as part of their writing process. A specific type of concept map is not provided on the assessment because not all students across the province have had experience using the same type of planning approach. An open planning space allows students to use whatever planning approach they prefer to use. Students may access a dictionary or thesaurus at any time during the writing task on the assessment. Student writing is scored as on-demand, first draft writing at the provincial scoring session.

Assessment Results for Writing

Student writing is scored by Nova Scotia teachers during a scoring session using an analytic writing rubric and scoring guide that establishes the provincial expectations for this assessment. The rubric includes four components, each with four levels of performance: Ideas, Organization, Language Use, and Conventions. The scoring guide shows samples of end of grade 3 writing at each level (1, 2, 3, 4); it is consulted in combination with the analytic writing rubric. Each piece of writing is scored independently by at least two different teachers and individual student writing results reflect the student's writing performance across both writing tasks. Writing results are reported by performance level across both tasks within each component. Like the reading portion of this assessment, the expectation for the writing assessment is performance level 3 and above.

The provincial writing results for Literacy in Grade 3 can be viewed by visiting www.plans.ednet.ns.ca/results. As this was a new assessment in 2018-2019, administered at the end of the school year, the results cannot be compared to the previous grade 3 literacy assessment (Reading and Writing in Grade 3) which was administered at the beginning of the grade 3 school year.

Writing Lesson Learned 1

Ideas: Learners need to write a clear main idea and develop that main idea through relevant details which support the main idea.

Ideas deals with topic/main idea, details, and clarity. More specifically, learners are focused on finding the right topic/main idea, selecting interesting and relevant details, and making the content clear. The student writing from past scoring sessions shows us that learners struggle with using a range of relevant examples and details in writing to develop their topic/main idea. Providing explicit instruction, feedback, and ongoing opportunities to extend ideas through relevant and supporting details to develop the writing is beneficial for all learners.

By the end of grade 3, learners should:

- Write about specific topics with elaboration

If you notice learners have challenges with …	Try this …
developing a main idea	Learning Target: I can choose a topic or idea and jot down relevant details to plan my writing
supporting a main idea with details	Learning Target: I can add important details to my writing.

Writing Lesson 1.0

<table>
<tr><td colspan="2">What is the learning target for the lesson?
I Can statement: I can choose a topic or idea and jot down relevant details to plan my writing.</td></tr>
<tr><td colspan="2">Rationale
When writers plan their writing, they are better able to deliver their intended message.</td></tr>
<tr><td colspan="2">How will learners demonstrate what they are learning?
Assessment: [ ] observation [ ] conference [ ] product [ ] video/digital</td></tr>
<tr><td colspan="2">Planning for the lesson
● teacher created writing idea brainstorm (heart map or other list of topics)
● learner created writing idea brainstorm (heart map or other list of topics)</td></tr>
<tr><td>Mini Lesson (10 minutes)

Things I might say
● Yesterday we talked about …
● Today I will teach you …
● Watch me as I …
● I want you to notice how I …
● Writers/readers use this strategy to …</td><td>Activate prior knowledge

Yesterday we each created … (a heart map of topics that are important or interesting or a learner generated list of writing topics they know a lot about/can teach their audience).

Today I will show you how to choose a topic and brainstorm the important details or facts about the topic that my audience needs to know.

Watch me as I look through my list of topics. Think aloud to choose the best one for today’s writing. (Choose a common topic that learners can relate to.)

To activate knowledge and collect details, brainstorm details like the facts known or past experiences about the topic.

Create your own graphic organizer to jot facts or details that are linked to the topic or idea. This brainstorm is a great tool to hold your thinking to get ready to write.</td></tr>
<tr><td>Guided Practice/Active Engagement
(2-5 minutes)

How will learners participate and practice what they have just learned?</td><td>Pick an idea (from your heart map or other generated list of ideas) and turn and talk about what you will work on as writers today.
● What genre will you be writing in?
● What organizer will you use to jot down your thoughts?
● What details might you include?

Think about … if I am writing a narrative the graphic organizer could be centered around the topic of “The day I hit a home run” instead of a general topic such as “baseball”.</td></tr>
</table>

Independent Work Time (30 minutes) Revisit the **I Can …** statement (learning target) from the explicit teaching. Learners try it independently. Lead small group instruction, guided writing groups or confer during this time.	*Now that you talked about your topic and the kind of piece you will write, make a quick plan, like I showed you. Keep in mind the details the reader needs to know about your topic and how you will organize your story or facts. Gather your writing materials and begin to write.*
Share (5-10 minutes) ● mini lesson reinforcement ● problem solving opportunity ● opportunity for descriptive feedback Things I might say ● *Today we learned …* ● *(Name) tried a new graphic organizer to gather their thinking …* ● *Ask your partner clarifying questions as you listen.*	Bring learners back to review and link to the learning target: **I can choose a topic or idea and jot down relevant details to plan my writing.** Share your planning with a new partner. Partners listen carefully, ask questions, and make suggestions. The writer will decide which suggestions they will add to or revise in their planning.

Assessment and Next Steps

- What did you notice your learners doing well? In what areas do they need additional support?
- What are some possible areas where you can support more in-depth learning?
- Use the planning to complete the piece of writing during the writer's workshop in the genre of choice (bring through the writing process).
- Provide opportunities for learners to revisit a previous piece of writing and develop an idea further with more supporting details.
- Provide opportunities for learners to identify an idea and supporting details while reading.

Feedback from teachers:

- Oral feedback (conferring, individual calls, comments during a Google Meet)
- Written comments in a Google document or sent in an email voice comments or an audio file with teacher comments sent to learners (Flipgrid, Class Dojo, etc.)

Feedback from learners:

- Exit passes (these can be made by teachers in Google Forms)
- Self-reflection in relation to the criteria for success (i.e., I used to and now I …)
- Peer feedback opportunities through various platforms

Writing Lesson 1.1

<table>
<tr><td colspan="2">What is the learning target for the lesson?
I Can statement: I can add important details to my writing.</td></tr>
<tr><td colspan="2">Rationale
Writers add relevant details so readers can better understand the intended message.</td></tr>
<tr><td colspan="2">How will learners demonstrate what they are learning?
Assessment: [ ] observation [ ] conference [ ] product [ ] video/digital</td></tr>
<tr><td colspan="2">Planning for the lesson
● suggested mentor text: teacher created writing
● enlarged copy (digital/chart paper) of teacher or class story
● feedback questions posted (What are you wondering about my writing? Are there any important details that I may have missed? Are there details that are not needed?)</td></tr>
<tr><td>Mini Lesson (10 minutes)

Things I might say
● Yesterday we talked about …
● Today I will teach you …
● Watch me as I …
● I want you to notice how I …
● Writers/readers use this strategy to …</td><td>Activate prior knowledge

Yesterday we worked on …

Today I will teach you how to add important details to your writing.

Form a fishbowl (learners sit in a large circle; you and your partner sit in the middle of the circle).

I am going to read my writing to a partner and ask for feedback. We do this because, sometimes when we're writing we assume that readers know things that they may not.

Read your writing sample aloud to a partner and ask partner for feedback on the following (*note: have these questions posted for learner reference):
● What are you wondering about my writing?
● Are there any important details that I may have missed?
● Are there details that are not needed?

The writing sample should be on chart paper or an LCD so that all learners can view it. Your sample should leave out a couple of obvious details such as, "When I arrived <u>there</u>" or "<u>She</u> disappeared into the darkness". If it hasn't been stated explicitly where "there" is or who "she" is the reader doesn't know.

When the partner offers suggestions, respond, and make some of the suggested revisions.</td></tr>
<tr><td>Guided Practice/Active Engagement
(2-5 minutes)

How will learners participate and practice what they have just learned?</td><td>Turn and talk about what else you are wondering about what I have written? Are there any more details that I have missed or that you think that I could add or delete to make my writing clearer?

Learners share a few of their suggestions.</td></tr>
</table>

Independent Work Time (30 minutes) Revisit the **I Can …** statement (learning target) from the explicit teaching. Learners try it independently. Lead small group instruction, guided writing groups or confer during this time.	Review target: **I can add important details to my writing.** Working in partners or small groups, learners will read a piece of their writing to their partner(s). The learner will then ask partner(s) for feedback. Refer to the visual/chart of questions from the mini lesson. The writer will decide which suggestion to use to revise their writing.
Share (5-10 minutes) ● mini lesson reinforcement ● problem solving opportunity ● opportunity for descriptive feedback Things I might say ● *Today we learned that adding details to our writing makes it clear for our readers.* ● *Today (Name) discovered …* ● *While you are sharing at your tables, I will be looking for …*	Bring learners back together to review and link to the learning target: **I can add important details to my writing.** Select learners to share important details that they added to their writing. Possible prompts: ● *Do you think that adding that detail will help your reader to better understand your message?* ● *Why do you think it was important to add/delete that detail?* ● *Was there something that you assumed the reader already knew?* ● *Are there any other important details you might add?* *Today and everyday when you are writing, you can share your writing with a partner and ask them for feedback to clarify your writing.*

Assessment and Next Steps

- What did you notice your learners doing well? In what areas do they need additional support?
- What are some possible areas where you can support more in-depth learning?
- Provide opportunities for learners to complete the piece of writing during the writer's workshop in the genre of choice (bring through the writing process).
- Provide opportunities for learners to locate important details in a text as they are reading.

Feedback from teachers:

- Oral feedback (conferring, individual calls, comments during a Google Meet)
- Written comments in a Google document or sent in an email voice comments or an audio file with teacher comments sent to learners (Flipgrid, Class Dojo, etc.)

Feedback from learners:

- Exit passes (these can be made by teachers in Google Forms)
- Self-reflection in relation to the criteria for success (i.e., I used to and now I …)
- Peer feedback opportunities through various platforms

Writing Lesson Learned 2

Organization: Learners need to organize their writing, ensuring they have a beginning, a logical sequence, and an ending, making use of a variety of transitional devices.

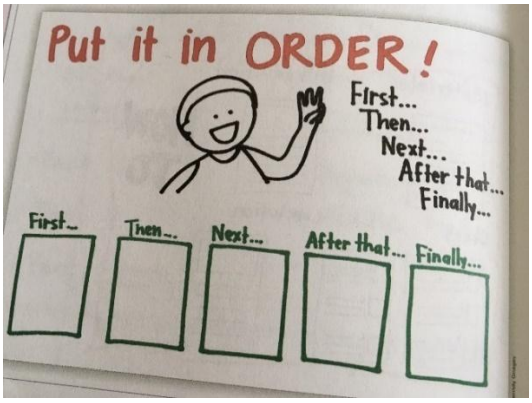
Organization deals with the sequence of the writing so that it makes sense to the reader. One way of organizing a piece of writing is by using text features, remembering that every mark an author places on the page should be intentional. The analytic rubric used to score the writing for Literacy in Grade 3 does not include the use of text features; however, some learners may wish to use text features as one of their organizational strategies. The assessment recognizes a wide range of organizational strategies such as circular storytelling, use of text features, etc. The student writing from past scoring sessions shows us that learners struggle with presenting ideas in a logical sequence throughout their writing, using a variety of structures and transitional language. Using mentor texts to explore various organizational structures and transitional language and techniques is beneficial to help learners incorporate organization into their writing.

By the end of grade 3, learners should:

- Write an organized text with a beginning, logical sequence, and end
- Use a variety of leads in a story or nonfiction piece
- Develop a sense of flow throughout a piece
- Develop the effective use of transitional words and phrases (in the morning, later that day etc.)
- Develop effective conclusions

If you notice learners have challenges with …	Try this …
developing a sense of flow (beginning, logical sequence, end) and using transitions in their writing	Learning Target: I can use transition words to help organize my writing.
including text features in their writing	Learning Target: I can include text features in my writing to organize and teach the reader about my topic.

Writing Lesson 2.0

What is the learning target for the lesson? ***I Can* statement:** I can use transition words to help organize my writing.	
Rationale: Transition words help the reader make connections from one idea to the next throughout the piece of writing.	
How will learners demonstrate what they are learning? Assessment: [ ] observation [ ] conference [ ] product [ ] video/digital	
Planning for the lesson: ● suggested mentor texts that demonstrate clear transition words: The Garden of Abdul Gasazi, by Chris Van Allsburg, Wilma Unlimited, by Kathleen Krul, Kaia and the Bees, by Maribeth Boelts, Owl Moon, by Jane Yolen, Those Shoes, by Maribeth Boelts, The Relatives Came, by Cynthia Rylant, or other culturally diverse texts, such as Well-Being text set, hybrid text ● List of Transitions used in Writing (found in Appendix) ● anchor chart of transition words	
Mini Lesson (10 minutes) Things I might say ● *Yesterday we talked about …* ● *Today I will teach you …* ● *Watch me as I …* ● *I want you to notice how I …* ● *Writers/readers use this strategy to …*	Activate prior knowledge *We've been noticing transition words in our Read Alouds …* Direct attention to the anchor chart. *Today I will show you how writers can use transition words to organize their writing to move from the beginning to the end in a logical sequence to create a sense of flow.*  *Let's take a look at how,* (author's name) *uses transition words to connect one event to the next to show the passing of time.* *I'm going to try this as I plan my story.* *Watch me as I think about my topic …* (e.g. My Cat's Adventure) *and tell my story in sequence using some transitional words.* Model by thinking aloud … *I'm going to start with what happens first. Then … happens, Next …, After that …, Finally …*

	*Note: In subsequent lessons, ensure to model a variety of transitional words, such as, *furthermore, when suddenly, in addition, as soon as* …). Jot or sketch ideas to show your plan in order.
Guided Practice/Active Engagement (2-5 minutes) *How will learners participate and practice what they have just learned? (coach and assess learners during this time)*	*Choose one of your writing ideas. What are some effective transition words that you will use to show the passing of time? Discuss with a partner.*
Independent Work Time (30 minutes) Revisit the **I Can…** statement (learning target) from the explicit teaching. Learners try it independently. Lead small group instruction, guided writing groups or confer during this time.	Review target: **I can use transition words to help organize my writing.** *Take your idea that you have discussed with your partner and form a plan.* *Be ready to share.*
Share (5-10 minutes) ● mini lesson reinforcement ● problem solving opportunity ● opportunity for descriptive feedback Things I might say ● *Today we learned …* ● *Today as you share, I would like you to provide feedback about your partners use of transitional words.*	Bring learners back together to review and link to the learning target: **I can use transition words to help organize my writing.** *Share your writing with your table partners and discuss your use of transition words and why you chose those specific ones. Give feedback to each other.*

Assessment and Next Steps

- What did you notice your learners doing well? In what areas do they need additional support?
- What are some possible areas where you can support more in-depth learning?
- Provide opportunities for learners to identify transition words as they are reading.

Feedback from teachers:

- Oral feedback (conferring, individual calls, comments during a Google Meet)
- Written comments in a Google document or sent in an email voice comments or an audio file with teacher comments sent to learners (Flipgrid, Class Dojo, etc.)

Feedback from learners:

- Exit passes (these can be made by teachers in Google Forms)
- Self-reflection in relation to the criteria for success (i.e., I used to and now I …)
- Peer feedback opportunities through various platforms

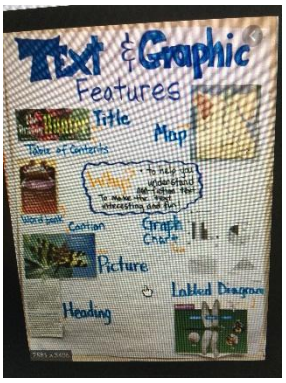
Writing Lesson 2.1

What is the learning target for the lesson?
***I Can* statement:** I can include text features in my writing to organize and teach the reader about my topic.

Rationale
Writers have a purpose for everything they place on a page and make use of text features to provide additional information to support the reader.

How will learners demonstrate what they are learning?
Assessment: [ ] observation [ ] conference [ ] product [ ] video/digital

Planning for the lesson:
- Suggested hybrid mentor text to show text features: Surprising Sharks, by Nicola Davies
- co-created anchor chart showing a variety of text features
- teacher's own writing enlarged on doc camera or chart paper
- List of Text features (found in Appendix)

Mini Lesson (10 minutes) Things I might say ● *Yesterday we talked about …* ● *Today I will teach you …* ● *Watch me as I …* ● *I want you to notice how I …* ● *Writers/readers use this strategy to …*	Activate prior knowledge *We have been exploring text features like diagrams, charts, maps, graphs and tables in the texts we have been reading. We have noticed that these text features help the reader understand more about the topic.* Refer to a co-created anchor chart. Example:  Show a familiar mentor text that has a diagram (i.e., Surprising Sharks, by N. Davies). *Today I will teach you how to include text features like these in your own writing.* *Listen as I reread my writing* (teacher created story example) *about the ants I watched carrying cookie crumbs back to their colony*. *I'm thinking … What are the important parts I want my reader to know? I already drew a picture of the ant on the side and to make it a diagram I'm going to add information about how ants work in colonies. As a writer I would think, my reader might not know the meaning of a colony so I would add a glossary of terms*.

Guided Practice/Active Engagement (2-5 minutes) *How will learners participate and practice what they have just learned?*	Listen in and keep clipboard close to assess learners during this time. *Are there any other text features I could add to my writing to help the reader understand what I'm telling them? Take a look at our anchor chart for ideas.* *Turn and talk to your partner. What text features would you add and why?* (labeled diagram of an ant, map of ants' path, fun facts …) *Share ideas with the whole group.*
Independent Work Time (30 minutes) Revisit the **I Can …** statement (learning target) from the explicit teaching. Learners try it independently. Lead small group instruction, guided writing groups or confer during this time.	Review target: **I can include text features in my writing to organize and teach the reader about my topic.** *Reread what you have written so far. What additional text features will you add to your piece that would help your reader understand?* *Be prepared to share your changes during share time and explain how it helps the reader.*
Share (5-10 minutes) ● mini lesson reinforcement ● problem solving opportunity ● opportunity for descriptive feedback Things I might say ● *Today we learned …* ● *Today (Name) will share the timeline they added to their writing to help the reader better understand …* ● *While you are sharing, I will be looking to see how you used text features to help the reader understand your topic.* ● *Ask learners to share what went well or not so well in their writing today.*	Bring learners back together to review and link to the learning target. *Today we learned to use text features in our writing to organize and teach the reader about our topic.* ● Have 2-*3 learners share their work with the whole group and discuss the text features they used to help the reader understand their topic.* ● *Talk to your partner about the text features you added to your writing and why.* ● *What's your plan as a writer tomorrow?*

Assessment and Next Steps:

- What did you notice your learners doing well? In what areas do they need additional support?
- What are some possible areas where you can support more in-depth learning?
- Provide opportunities for learners to revisit a previous piece of writing and to add in text features.
- Provide opportunities for learners to read more texts that include text features.

Feedback from teachers:

- Oral feedback (conferring, individual calls, comments during a Google Meet)
- Written comments in a Google document or sent in an email Voice comments or an audio file with teacher comments sent to learners (Flipgrid, Class Dojo, etc.)

Feedback from learners:

- Exit passes (these can be made by teachers in Google Forms)
- Self-reflection in relation to the criteria for success (i.e., I used to and now I …)
- Peer feedback opportunities through various platforms

Writing Lesson Learned 3

Language Use: Learners need to use voice, style, word choice, and varied syntax to contribute to clear and fluid written communication.

Language Use deals with the student's ability to communicate their thoughts in a clear and fluid way by using voice, style, word choice, and syntax. The student writing from past scoring sessions shows us that learners struggle with using varied and engaging word choice and sentence styles to contribute to clear and fluid writing, appropriate for audience and purpose. Using mentor texts to explore writer's craft, voice, sentence fluency, word choice, literary devices, and writing styles is beneficial when learners are working to incorporate elements of Language Use into their writing.

By the end of grade 3, learners should:

- Use a variety of sentence beginnings
- Use a variety of simple and compound sentences
- Use concrete nouns
- Use precise verbs
- Use adjectives
- Use adverbs
- Use multi-sensory details
- Use comparison words
- Begin to demonstrate a unique, energetic voice in writing
- Demonstrate through writing a connection to audience

If you notice learners have challenges with …	Try this …
using voice in their writing	Learning Target: I can use different writing techniques to develop a strong writing voice.
varying word choice in their writing	Learning Target: I can choose specific nouns and adjectives to make my writing more detailed and interesting.
	Learning Target: I can choose precise verbs and adverbs to make my writing come alive.
	Learning Target: I can use similes in my writing to describe my character(s) and other elements.

Writing Lesson 3.0

<table>
<tr><td colspan="2">What is the learning target for the lesson?
I Can statement: I can use different writing techniques to develop a strong writing voice.</td></tr>
<tr><td colspan="2">Rationale
Writers with strong voice care about their topic and capture the reader's attention with liveliness and energy.</td></tr>
<tr><td colspan="2">How will learners demonstrate what they are learning?
Assessment: [ ] observation [ ] conference [ ] product [ ] video/digital</td></tr>
<tr><td colspan="2">Planning for the lesson:
● suggested mentor text: Thelma the Unicorn by Aaron Blabey from the Well-Being text set or, other culturally diverse texts, such as hybrid text</td></tr>
<tr><td>Mini Lesson (10 minutes)

Things I might say
● Yesterday we talked about …
● Today I will teach you …
● Watch me as I …
● I want you to notice how I …
● Writers/readers use this strategy to …</td><td>Activate prior knowledge

We have been learning how writers make intentional decisions to make their writing clearer for their readers.

Today we will look at another way writers make their writing clearer. They notice that when they use particular voice techniques readers listen and enjoy their writing. When writers engage personally with the topic, they add a personal tone and flavour to the piece that shows their personality. And it is that individual something that we call Voice.

As a writer I always think about how when I write, I show my readers what I am thinking and feeling by using one or more of the following techniques:
● describe the action that took place
● use dialogue
● use the five senses
● ask questions
● use interesting and descriptive words (juicy, creepy)
● use humour
● mix short and long sentences together
● stretch out an event by using repetition: He walked quietly, quietly down the dark, dark hall
● thinking about how I will place the words on the page.

In addition to those in the list above, there are other techniques that enhance communication for the reader by using a variety of conventions such as:
● italics, bold or make words larger to give them importance
● using punctuation such as ! … - , . to get the reader to slow down or speed up
● use underline for emphasis
● use a different colour to make a word stand out</td></tr>
</table>

	Today, I want you to listen as I read Thelma the Unicorn by Aaron Blabey. In the book Aaron Blabey uses many of the techniques we have listed such as repetition and capitalization to help us learn about him and his point of view. Here is an example. Turn to several pages and read phrases to make the point. *Do you see how Arron Blabey used repetition to develop his voice?*
Guided Practice/Active Engagement (2-5 minutes) *How will learners participate and practice what they have just learned?*	*Now that we have read, Thelma the Unicorn together, jot down other examples of techniques the author used to develop his voice. With a partner discuss one of the techniques you recorded and if it was effective.*
Independent Work Time (30 minutes) Revisit the **I Can …** statement (learning target) from the explicit teaching. Learners try it independently. Lead small group instruction, guided writing groups or confer during this time.	Review target: **I can use different writing techniques to develop a strong writing voice.** Learners will review the writing they have been working on and add at least one technique to their writing.
Share (5-10 minutes) ● mini lesson reinforcement ● problem solving opportunity ● opportunity for descriptive feedback Things I might say ● *Today we learned …* ● *Today as you share I would like you to provide feedback to your partner …*	Bring learners back together to review and link to the learning target: **I can use different writing techniques to develop a strong writing voice.** *In a writing circle share with your partners the technique(s) you used. Do you and your partners feel the additions to your draft helped your writing engage the readers?* *By using the technique(s) is your writing clearer and more interesting?*

Assessment and Next Steps

- What did you notice your learners doing well? In what areas do they need additional support?
- What are some possible areas where we can take the learners further?
- Provide opportunities for learners to edit work previously written to apply what they know about voice.
- Encourage learners to look for these techniques, when reading, to help them develop voice in their writing.

Feedback from teachers:

- Oral feedback (conferring, individual calls, comments during a Google Meet)
- Written comments in a Google document or sent in an email voice comments or an audio file with teacher comments sent to learners (Flipgrid, Class Dojo, etc.)

Feedback from learners:

- Exit passes (these can be made by teachers in Google Forms)
- Self-reflection in relation to the criteria for success (i.e., I used to and now I …)
- Peer feedback opportunities through various platforms

Writing Lesson 3.1

What is the learning target for the lesson?
***I Can statement*:** I can choose specific nouns and adjectives to make my writing more detailed and interesting.

Rationale
Using descriptive language helps the reader get a clear picture in their mind.

How will learners demonstrate what they are learning?
Assessment: [ ] observation [ ] conference [ ] product [ ] video/digital

Planning for the lesson:
- suggested mentor texts to show specific detail: Read Aloud from the previous day, or any familiar culturally diverse text, such as Kaia and the Bees, by Maribeth Boelts, Owl Moon, by Jane Yolen, Those Shoes, by Maribeth Boelts, The Relatives Came, by Cynthia Rylant, Well-Being text set, hybrid text
- chart paper
- highlighters
- sticky notes

Mini Lesson (10 minutes) Things I might say ● *Yesterday we talked about …* ● *Today I will teach you …* ● *Watch me as I …* ● *I want you to notice how I …* ● *Writers/readers use this strategy to …*	Activate prior knowledge *We have been learning that writers choose certain words to help the reader to get a better understanding of the text.* Read a familiar passage from a favourite author as an example. *One way writers do this is by choosing specific nouns rather than vague ones.* Note: You may need to remind learners what a noun is. *I have made a list of words.* (See anchor chart example below, but leave second and third column blank.) *These are perfectly fine words, but in a piece of writing they don't give the reader enough detail to have a clear visual in their mind.*  *I might write …* **I had fun playing with my *dog*.** *But when you close your eyes it's hard to picture what my dog looks like.* *But if I write …* **I had fun playing with my *beagle*.** *It gives you a clearer picture because I used a specific noun - beagle, instead of dog.*

	But if I write … **I had fun playing with my energetic beagle.** *It gives you a much clearer picture because I used an adjective and a specific noun – energetic beagle, instead of dog.* Complete *BE PRECISE* anchor chart with class. Add other vague nouns (restaurant, clothes, bug, fish, store, flower, shoes, etc.)
Guided Practice /Active Engagement (2-5 minutes) *How will learners participate and practice what they have just learned?*	Show a sentence with a vague noun. Example: **My cousin and I played *games* all afternoon.** *It's hard to picture what games the writer played.* *With your shoulder partner talk about what word you could write instead of* ***games*** *to be more specific and what adjectives you could use to describe the game.* Add the word **game** to the co-created anchor chart.
Independent Work Time (30 minutes) Revisit the **I Can …** statement (learning target) from the explicit teaching. Learners try it independently. Lead small group instruction, guided writing groups or confer during this time.	Review target: **I can choose specific nouns and adjectives to make my writing more detailed and interesting.** *Reread what you have written so far. Highlight the nouns that you could change and write a more specific noun just above it as well as an adjective that compliments it.* *Choose your favourite noun/adjective to share and record it on a sticky note.* *As you continue writing, be sure to include specific nouns and adjectives to help your readers get a clear picture in their mind.*
Share (5-10 minutes) ● mini lesson reinforcement ● problem solving opportunity ● opportunity for descriptive feedback Things I might say … ● *Today we learned …* ● *(Name) tried this strategy today, will you share … (specific part of text or writing)*	Bring learners back together to review and link to the learning target. Learners bring a piece of writing and their sticky note to share. *Today we learned to use specific nouns and adjectives to make our writing more detailed and interesting to the reader.* *Talk about how your changes made your writing more interesting.*

Assessment and Next Steps

- What did you notice your learners doing well? In what areas do they need additional support?
- What are some possible areas where you can support more in-depth learning?
- Provide opportunities for learners to identify specific nouns and adjectives in their reading which make the text more interesting

Feedback from teachers:

- Oral feedback (conferring, individual calls, comments during a Google Meet)
- Written comments in a Google document or sent in an email Voice comments or an audio file with teacher comments sent to learners (Flipgrid, Class Dojo, etc.)

Feedback from learners:

- Exit passes (these can be made by teachers in Google Forms)
- Self-reflection in relation to the criteria for success (i.e., I used to and now I …)
- Peer feedback opportunities through various platforms

Writing Lesson 3.2

What is the learning target for the lesson?
***I Can* statement:** I can choose precise verbs and adverbs to make my writing come alive.

Rationale
Writers choose precise verbs and adverbs because it helps the reader get a clear picture in their mind.

How will learners demonstrate what they are learning?
Assessment: [ ] observation [ ] conference [ ] product [ ] video/digital

Planning for the lesson
- suggested mentor texts to show specific detail: read aloud from the previous day, The Hula-Hoopin' Queen, by Thelma Godin (Storyline Online), Kaia and the Bees, by Maribeth Boelts, Owl Moon, by Jane Yolen, Those Shoes, by Maribeth Boelts, The Relatives Came, by Cynthia Rylant, or any familiar culturally diverse text Well-Being text set, hybrid text
- chart paper

Mini Lesson (10 minutes)

Things I might say
- *Yesterday we talked about …*
- *Today I will teach you …*
- *Watch me as I …*
- *I want you to notice how I …*
- *Writers/readers use this strategy to …*

We have been learning that writers make decisions about using certain words, like specific nouns and adjectives, to help the reader get a clear picture in their mind and better understand the text.

Read a familiar passage from a favourite author as an example.

Another way writers do this is by choosing precise verbs and adverbs. (Remind learners what a verb is). *Precise verbs give energy and make your writing come alive in your reader's mind.*

I have made a list of words:

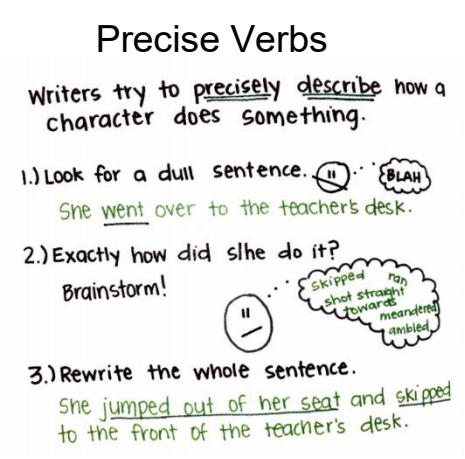
Vague Verbs	*Precise Verbs*	*Adverb*
went *go* *goes*	*hurried* *skip* *stomps*	*barely* *swiftly* *loudly*
said	*screamed* *mumbled* *whispered*	*wildly* *quietly* *softly*
looked	*glanced*	*slyly*

Vague verbs do not give the reader much of a picture in their mind.

Let me show you what I mean. I might write … **I went upstairs to get ready for bed, but** *when you close your eyes, it's hard to picture* **how** *I moved. Was I mad, tired, happy?*

Instead, if I write … **I hurried upstairs to get ready for bed,** *it gives the reader a much clearer picture because I used a precise verb,* **hurried***, instead of* **went***.*

*Even better is if I write …***I barely hurried upstairs to get ready for bed***, it gives the reader a better picture of the character not wanting to go to bed.*

	Co-create a PRECISE VERB anchor chart. Add other vague verbs to change to strong verbs. 
Guided Practice/Active Engagement (2-5minutes) *How will learners participate and practice what they have just learned?*	Show an example of a sentence that contains vague verbs. **Example: *I took an apple and ran out the door to catch the bus.*** *This does not create a very clear picture in the reader's mind. Talk with a partner about how you could revise this sentence using precise verbs and adverbs.* Add words to the anchor chart.
Independent Work Time (30 minutes) Revisit the **I Can …** statement (learning target) from the explicit teaching. Learners try it independently. Lead small group instruction, guided writing groups or confer during this time.	Review target: **I can choose precise verbs and adverbs to make my writing come alive**. *Revisit a current writing piece. Look for and replace vague verbs with more precise verbs and add an adverb to each. Be prepared to share your changes during share time.* *As you continue writing be sure to include precise verbs and adverbs to help your readers get a clearer picture in their mind and make your writing come alive.*
Share (5-10 minutes) ● mini lesson reinforcement ● problem solving opportunity ● opportunity for descriptive feedback Things I might say ● *Today we learned …* ● *One thing I'd like you to talk with your partner about while you share …*	Bring learners back together to review and link to the learning target: **I can choose precise verbs and adverbs to make my writing come alive**. *Turn and talk to a partner about the precise verbs and adverbs you included in your writing today.* *Ask your partner for feedback to ensure your choices make your writing clear.* Invite learners to continue to add ideas to your class anchor chart.

Assessment and Next Steps

- What did you notice your learners doing well? In what areas do they need additional support?
- What are some possible areas where you can support more in-depth learning?
- Provide opportunities for learners to identify precise verbs and adverbs as they are reading.
- Provide opportunities for learners to include precise verbs and adverbs in their daily writing.

Feedback from teachers:

- Oral feedback (conferring, individual calls, comments during a Google Meet)
- Written comments in a Google document or sent in an email voice comments or an audio file with teacher comments sent to learners (Flipgrid, Class Dojo, etc.)

Feedback from learners:

- Exit passes (these can be made by teachers in Google Forms)
- Self-reflection in relation to the criteria for success (i.e., I used to and now I …)
- Peer feedback opportunities through various platforms

Writing Lesson 3.3

<table>
<tr><td colspan="2">What is the learning target for the lesson?
I Can statement: I can use similes in my writing to describe my character(s) and other elements.</td></tr>
<tr><td colspan="2">Rationale
Writers use similes to make their writing more interesting and descriptive.</td></tr>
<tr><td colspan="2">How will learners demonstrate what they are learning?
Assessment: [ ] observation [ ] conference [ ] product [ ] video/digital</td></tr>
<tr><td colspan="2">Planning for the lesson
● suggested mentor texts: Stolen Words, by Melanie Florence, Black is a Rainbow Color, by Angela Joy, Owl Moon, by Jane Yolen, Quick as a Cricket, by Audrey Wood, Love, by Matt de La Pena, The Whole Wide World and Me, by Toni Yuly
● chart paper</td></tr>
<tr><td>Mini Lesson (10 minutes)

Things I might say
● Yesterday we talked about …
● Today I will teach you …
● Watch me as I …
● I want you to notice how I …
● Writers/readers use this strategy to …</td><td>Activate prior knowledge

Yesterday we were working on …

Today I am going to teach you how to use similes in your writing to describe a character.

Writers use similes to make their writing more interesting and descriptive.

One way to do this is to think about an aspect of a character in your writing and then compare that aspect to something else using the words like or as. Let's take a look at how Melanie Florence in Stolen Words used a simile to compare the character's braids to a raven.

Her glossy braids danced against her shoulders.
Swaying with her. Black as a raven's wing.

Did you see how Melanie Florence used a simile in her writing to describe her character's braid? Why do you think using similes will help your writing?</td></tr>
<tr><td>Guided Practice/Active Engagement
(2- 5 minutes)

How will learners participate and practice what they have just learned?</td><td>Think of one of your characters that you have been developing in your writing. Brainstorm some words you might use to describe a character trait (mood, looks, personality). List some objects that you could compare the trait with. Remember to either use the word like or as. Give learners a minute or two and then write down their suggestions on an anchor chart titled: I can use similes in my writing to describe a character.</td></tr>
</table>

Independent Work Time (30 minutes) Revisit the **I Can …** statement (learning target) from the explicit teaching. Learners try it independently. Lead small group instruction, guided writing groups or confer during this time.	Restate target: **I can use similes in my writing to describe my character(s) and other elements.** *As you write today, include similes where they will make your writing more interesting and descriptive. Experiment with using similes in other story elements, such as setting, time, events …*
Share (5-10 minutes) ● mini lesson reinforcement ● problem solving opportunity ● opportunity for descriptive feedback Things I might say ● *Today we learned …* ● *Notice how (Name) used a simile to compare their character's ____ to ____.* ● *Notice how (Name) used a simile to describe the _____ in their writing.*	Bring learners back together to review and link to the learning target: **I can use similes in my writing to describe my character(s) and other elements.** Possible prompts for sharing: ● In what other area of your writing did you use a simile? ● Share a simile that you used in your writing today. *Today and everyday when you are writing, you can use comparisons like similes to make your writing more interesting and descriptive.*

Assessment and Next Steps

- What did you notice your learners doing well? In what areas do they need additional support?
- What are some possible areas where you can support more in-depth learning?
- Provide opportunities for learners to identify similes as they are reading.
- Provide opportunities for learners to experiment with metaphors in their writing.

Feedback from teachers:

- Oral feedback (conferring, individual calls, comments during a Google Meet)
- Written comments in a Google document or sent in an email voice comments or an audio file with teacher comments sent to learners (Flipgrid, Class Dojo, etc.)

Feedback from learners:

- Exit passes (these can be made by teachers in Google Forms)
- Self-reflection in relation to the criteria for success (i.e., I used to and now I …)
- Peer feedback opportunities through various platforms

Writing Lesson Learned 4

Conventions: Learners need to use a variety of conventions (punctuation, capitalization, sentence structure, noun-pronoun agreement, verb tense, subject-verb agreement, spelling of frequently used words) appropriately to contribute to effective written communication.

Conventions deals with the student's ability to communicate their ideas in a way that can be understood by the reader through the use of appropriate spelling, punctuation, capitalization, sentence structure, noun-pronoun agreement, and subject-verb agreement. Young writers show increasing control of conventions as they become aware of the need based on the audience and the purpose for their writing. Often, conventions in writing takes place largely within the editing and proofreading stages of the writing process.

The student writing from past scoring sessions shows us that learners struggle with using correct grammar and conventions to clearly communicate their message. Learners need to be provided with explicit instruction around how using specific conventions (punctuation, spelling, grammar, and usage) within the context of their writing can support their communication of meaning.

By end of grade 3, learners should:

- Use lower-case letters within words
- Use capitals for proper nouns (names or places and days/months) with guidance
- Use a comma in a date and series
- Edit for end punctuation and capitals
- Use compound sentences (two simple sentences combined with a comma and conjunction)
- Demonstrate an awareness of when to use quotation marks
- Begin to use apostrophes for singular possessives and contractions
- Use verb tense correctly

If you notice learners have challenges with …	Try this …
spelling frequently used words correctly	Writing Lesson 4.0
using punctuation correctly within or at the end of a sentence	Writing Lesson 4.1

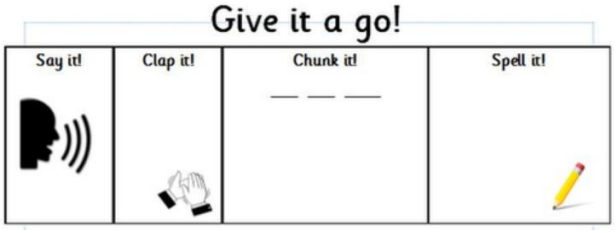
Writing Lesson 4.0

What is the learning target for the lesson?
***I Can* statement:** I can use strategies appropriately to correct the spelling in my writing in an attempt to make my writing clearer.

Rationale
When writers use correct conventions, their readers are better able to understand the intended message.

How will learners demonstrate what they are learning?
Assessment: [ ] observation [ ] conference [ ] product [ ] video/digital

Planning for the lesson
- suggested mentor text: It was a buttifull day … Grade 3 Writing Sample
- Developmental Writing Continuum P-3 (NS DEECD)
- Anchor Samples to Support the Use of the Developmental Writing Continuum (NS DEECD)
- co-constructed anchor chart for frequent conventions used in daily writing
- "Give it a Go!" strategy organizer

Mini Lesson (10 minutes) Things I might say ● *Yesterday we talked about …* ● *Today I will teach you …* ● *Watch me as I …* ● *I want you to notice how I …* ● *Writers/readers use this strategy to …*	Activate prior knowledge *We have been learning how writers make intentional decisions to make their writing clearer for their readers.* *Today we will look at another way writers make their writing clearer. They notice and question spelling errors by circling words that may not look right and use reference tools to make another attempt. Writers who use conventions appropriately make it easier for their readers to follow the flow of the message.* Project the grade 3 writing sample. Model for the learners how you re-read looking for spelling words that you are unsure if spelled correctly. Circle a number of them. *As a writer, I am thinking about all of the tools I have that could assist me:* ● *"Give it a go!" strategy* ● *Word wall* ● *Dictionary* ● *Chrome book or other online tools*  *Today we are going to practice using the "Give it a go" strategy. We are questioning the spelling of a few words and have circled them. Let's take the word "except" from the sentence,* My sister copied us (as usually) **Expet** she triped (from grade 3 writing sample)*. I will highlight the part I want to really think about. Listen*

	as I say the word slowly, clap it and chunk it. What else do we hear and expect to see in the word? Do you see how when I say the word and listen to the parts I can spell the word more accurately?
Guided Practice/Active Engagement (2-5 minutes) *How will learners participate and practice what they have just learned?*	*With a partner choose another word from the grade 3 writing sample and use the strategy. Talk about how this strategy helps you as a writer spell your words more accurately.*
Independent Work Time (30 minutes) Revisit the **I Can …** statement (learning target) from the explicit teaching. Learners try it independently. Lead small group instruction, guided writing groups or confer during this time.	Review target: **I can use a variety of conventions appropriately in my writing to make my writing clearer.** *Select a piece of writing you have been working on and circle at least 3 words you are questioning the correct spelling of. Choose one of these words and use the "Give it a go" strategy. Be ready to share with your classmates after.*
Share (5-10 minutes) ● mini lesson reinforcement ● problem solving opportunity ● opportunity for descriptive feedback Things I might say … ● *Today we learned …* ● *Today as you share I would like you to provide feedback to your partner … did the spelling edits make their writing easily read.*	Bring learners back together to review and link to the learning target: **I can use a variety of conventions appropriately in my writing to make my writing easily read by others.** *Talk about how using the strategy helps you solve words that you have been questioning? Do you feel you are more able to take risks in adding more interesting and longer words in your writing?* *By editing your spelling words, did you make your writing more easily read by others?*

Assessment and Next Steps

- *What did you notice your learners doing well? In what areas do they need additional support?*
- *What are some possible areas where you can support more in-depth learning?*
- *Provide opportunities for learners to edit work previously written to apply what they know about conventions*.
- Connect to Writing Lesson 3.1 {Read Aloud of The Hula-Hoopin' Queen, by Thelma Godin (Storyline Online) to *show how the correct use of conventions allows for the flow of the reading.}*
- *Encourage learners* to apply the "Give it a go" strategy, when reading, to help them solve words.

Feedback from teachers:

- *Oral feedback (conferring, individual calls, comments during a Google Meet)*
- *Written comments in a Google document or sent in an email voice comments or an audio file with teac*her comments sent to learners (Flipgrid, Class Dojo, etc.)

Feedback from learners:

- Exit *passes (these can be made by teachers in Google Forms)*
- *Self-reflection in relation to the criteria for success (i.e., I used to and now I …)*
- *Peer feedback* opportunities through various platforms

Writing Lesson 4.1

What is the learning target for the lesson? ***I Can* statement:** I can use punctuation to develop a strong writing voice.	
Rationale Writers with strong voice care about their topic and capture the reader's attention with liveliness and energy.	
How will learners demonstrate what they are learning? Assessment: [ ] observation [ ] conference [ ] product [ ] video/digital	
Planning for the lesson ● suggested mentor text: Excerpts from student writing.	
Mini Lesson (10 minutes) Things I might say ● *Yesterday we talked about …* ● *Today I will teach you …* ● *Watch me as I …* ● *I want you to notice how I …* ● *Writers/readers use this strategy to …*	Activate prior knowledge. *We have been learning how writers make intentional decisions to make their writing clearer for their readers.* *Today we will look at another way writers make their writing clearer. They notice that when they use particular voice techniques readers listen and enjoy their writing. When writers engage personally with the topic, they add a personal tone and flavour to the piece that shows their personality – that's what we call voice.* *As a writer I always think about how when I write, I show my readers what I am thinking and feeling by using one or more of the techniques on our anchor chart:* ● *using punctuation such as ! … - , . to get the reader to slow down or speed up* ● *using italics, bold or making words larger to give them importance* ● *using an <u>underline</u> for emphasis* ● *using a different colour to make a word stand out* ● *describing the action that took place* ● *using dialogue* ● *describing what you could see, smell, taste or feel* ● *asking questions* ● *using interesting words (juicy, creepy)* ● *using humour* ● *mixing short and long sentences together* ● *stretching out an event by using repetition: He walked quietly, quietly down the dark, dark hall* ● *thinking about how I will place the words on the page.* *Today, I want to look at how punctuation changes your voice. We can sound more excitable. Or authoritative. Or caring. We can build suspense. Make readers stop, or get them to rush ahead to the next paragraph …*

	Review the purpose of each punctuation mark. *As a result, different punctuation for the same phrase would give two different feelings for the story.* *It was a dark, dark night and suddenly …* *It was a dark, dark night and suddenly it began to rain.* *The first sentence gives a feeling of anticipation as you wonder what will happen next. The second sentence gives the feeling of a storm.*
Guided Practice/Active Engagement (2-5 minutes) *How will learners participate and practice what they have just learned?*	Provide the learners with a number of sentences and have them work in teams of 2 or 3 to decide which punctuation to use and why. What other punctuation could you use? Did it change the feeling of the sentence(s)?
Independent Work Time (30 minutes) Revisit the **I Can …** statement (learning target) from the explicit teaching. Learners try it independently. Lead small group instruction, guided writing groups or confer during this time.	Review target: **I can use punctuation to help develop a strong writing voice.** Learners will reflect on their writing and the feeling they are wanting to provide the reader. As they reread their writing, they will select the punctuation that best helps to achieve that feeling.
Share (5-10 minutes) ● mini lesson reinforcement ● problem solving opportunity ● opportunity for descriptive feedback Things I might say ● *Today we learned …* ● *Today as you share, I would like you to provide feedback to your partner …*	Bring learners back together to review and link to the learning target: **I can use punctuation to develop a strong writing voice.** In a writing circle have student share how they used punctuation to communicate the feeling they wanted. *Do you and your partners feel the additions to your draft helped make your writing cleared? By making careful decisions about punctuation, is your writing clear and more interesting?*

Assessment and Next Steps

- What did you notice your learners doing well? In what areas do they need additional support?
- What are some possible areas where we can take the learners further?
- Provide opportunities for learners to edit work previously written to apply what they know about the use of punctuation to affect voice.
- When reading, encourage learners to look for a variety of ways favourite authors use punctuation to develop voice and experiment with these in their writing.

Feedback from teachers:

- Oral feedback (conferring, individual calls, comments during a Google Meet)
- Written comments in a Google document or sent in an email voice comments or an audio file with teacher comments sent to learners (Flipgrid, Class Dojo, etc.)

Feedback from learners:

- Exit passes (these can be made by teachers in Google Forms)
- Self-reflection in relation to the criteria for success (i.e., I used to and now I …)
- Peer feedback opportunities through various platforms

Teacher Resources to Support Classroom Literacy Instruction and Assessment

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Appendix A: Stages of Reading and Writing Development

Emergent Readers	Early Readers	Transitional Readers
• reread and revisit favourite stories and other texts • know that text as well as illustrations convey the message • understand the concepts about print (i.e. directionality, difference between a letter and a word, one to one matching) • locate the author, illustrator and title of text • identify some high frequency words in a variety of contexts • reread to search for information and will make meaningful substitutions • when solving will cross check two sources of information, checking one against the other (meaning and/or structure and/or visual) • begin to use first and last letters and pictures to solve unknown words • adjust tone when reading bold print • adjust meaning based on events in a story • recall the relevant information to understand the story or main idea • begin to infer where the story took place • can discuss what is happening in a story and predict what might happen next • make links to their own experiences	• reread and revisit favourite stories and other texts • control all concepts about print • read 45+ high frequency words with automaticity • reread to search for information • self-monitor using all sources of information (meaning, structure, visual information) • self-correct at the word or phrase level • use multiple ways to solve unknown word (take words apart in syllables, inflectional ending, segmenting and blending) • adjust thinking based on the results of their predictions and new information from text • use features of text to determine content, locate topics, and obtain information (titles, illustrations, table of contents, index, glossary) • recall the relevant information to understand the story, main idea, plot, problem solution and characters • predict content using information from text along with personal knowledge and experiences • use knowledge of genre to ask questions and make connections to text • read orally and silently • infer character traits and feelings • draw inferences based on elements of the story • reflect upon and discuss the authors use of text features • understand the perspective from which the story is told and discuss why the author selected it	• read familiar texts of interest including series • alter and/or confirm predictions over time as they read • use knowledge of genre to make connections between previous events and what is happening at another point in the text • infer theme based on elements in the text • recognize authors' use of text features in different genre • use features of text to determine content, locate topics, and obtain information (pictorial, typographical, and organizational) • reread when comprehension is lost • self-correct with automaticity • use multiple ways to solve unknown word (inflectional endings, segment and blend multisyllabic words, infer meaning of new words by knowledge of word parts) • read silently with comprehension • recall and organize information within a variety of genre • use graphics to summarize important sections of text • combine information from a variety of sources to think differently about a topic • recognize and discuss a variety of perspectives from diverse cultures • construct meaning from text by reasoning about known facts and evidence that may be implied

Emergent Writers	Early Writers	Transitional Writers
• engage in choice drawing and writing daily • understand the concepts about print • generate and expand on ideas in response to provocations that support curiosity and storytelling • orally tell stories from beginning to end and begin to identify audience • realize that pictures and words on a page support and extend each other • write about a single idea • write routinely throughout the day for a purpose and audience • place titles and headings in the appropriate place on a page • use known oral language in writing even if unsure how to spell some words • write unfamiliar words by recording prominent sounds • write high frequency words accurately • include details in the drawings or writing that the audience needs to know • reread writing each day for meaning or before adding to a piece of writing • understand that writers can change their writing in response to feedback • edit for spacing, notice letters/words that do not look right and make another attempt, letter formation or orientation and periods, capital letters (beginning of sentence, names and "I") • when finished a piece of writing talk about or read it aloud to others	• engage in choice writing daily • control the concepts about print • plan for writing based on purpose and audience orally and then in writing (i.e. simple graphic organizers, webs, lists) • expand writing using supportive details and examples, using simple and compound sentences • use illustrations and text features (diagrams, scaled drawings, headings, page numbers) to guide the reader • apply a wider range of spelling strategies resulting in more conventional spelling of increasingly complex words • vary word choice so that high frequency words are not overused, transition words connect ideas, and multi-sensory language describes how something looks, smells, tastes, feels, or sounds • understand the importance of the lead in a story or a nonfiction piece and experiment within writing • make decisions about where to place text features such as photographs with legends, side bars and graphics • write routinely throughout the day for a range of purposes and audiences, including content areas • write a story that has a beginning, a series of events and an ending • confer with peers or teachers to ensure that writing can be read by others • use an editing and proofreading checklist to edit for capitals, commas, end punctuation and sentence	• engage in choice writing and illustrating daily • plan for writing based on purpose and audience by choosing and creating graphic organizers for a specific form of writing • apply a wider range of spelling strategies to spell increasingly complex words, monitor own spelling by noticing when words do not look right • vary word choice to include a variety of simple and complex sentences, a variety of connectives (although, therefore, unless, whenever …), a range of descriptive words to enhance meaning, precise verbs and nouns, poetic language and sensory images • understand the importance of the lead in a story or a nonfiction piece • make decisions about where to place text features such as photographs with legends, inserts, side bars and graphics • write routinely throughout the day for a range of content areas, purposes, and audiences • write stories that have a beginning, a series of events and an ending • confer with peers or teachers to improve the writing • use an editing and proofreading checklist to edit for capitals, punctuation and sentence structure, paragraph breaks, spelling of known and unknown words • in anticipation of an audience, add book and text features (cover page, citing sources of information …) to the text during the publishing process • use a variety of ways to publish and share pieces after each

	structure, spelling of known and unknown words • in anticipation of an audience, add book and text features to the text during the publishing process • publish self-selected pieces of writing that demonstrate traits and conventions and present to an audience	unit of study such as websites, blogs, plays, video, books, magazines, info-graphics etc.

Nova Scotia Department of Education and Early Childhood Development (2019). *Reading and Writing Continuum*. Halifax, NS: Province of Nova Scotia.

Appendix B: Providing Descriptive Feedback Elementary P-6

Descriptive Feedback P-6

"For feedback to be effective, students must act on it. We have to engage our students' willingness to act on our feedback" (Hammond, 2015, p. 104)

In order to provide quality feedback, teachers begin with the curriculum and determine what learners need to know, articulate, do and understand. Planning learning intentions that are clearly communicated to learners and parents and/or guardians provide the basis for descriptive feedback. These learning intentions can be provided through checklists, rubrics or anchor charts.

Descriptive feedback is the teacher's response to student work with the intention of further learning**.** Using their professional judgement teachers provide feedback that is based on the criteria from specific learning goals, descriptive of where the student's work is and suggestive of ways to improve or learn more. It can be provided in the form of written comments or verbal conversations, which help the learner understand what they need to do in order to improve learning. When educators use descriptive feedback, they become allies to learners in stretching and empowering their own learning.

Teachers can provide feedback and receive feedback from learners Suggested Reading: Inclusive Education Policy Feedback when learning at home Learning Continuity Plan Additional Information Assessment Q and A for Teachers	Providing effective feedback is one of the most powerful strategies teachers can use to move learners along in the learning process. "By engaging in frequent feedback cycles that lead to change, teachers deepen and strengthen their learning partnership with the student. The student recognizes the teacher's willingness to help them get better. This builds trust between them." (Hammond, 2015, p. 102) Learners benefit from opportunities (where possible) to receive feedback via: ● Oral feedback (conferencing, individual calls, comments during a Google Meet) ● Written comments in a google document or sent in an email ● Voice comments or an audio file with teacher comments sent to learners (Flipgrid, Class Dojo, etc.) Examples of how learners might provide feedback: ● Exit passes (these can be made by teachers in Google Forms) ● Self-reflection in relation to the criteria for success (i.e., I used to and now I …) ● Peer feedback opportunities through various platforms A learning partnership with parents and/or guardians can include conversations about: ● What is going well and what is challenging? ● How can I support your student to engage their learning? Continue to work with the Teaching Support Team to ensure that every student is continuing to learn and is supported to do so. Engage in reflection and feedback with the team to consider: ● What has worked and what has not worked? ● How can we engage learners?

	● How are we removing barriers and creating opportunities for learners in relation to achievement? Moving forward, consider how to engage all resources available to best support learners.
Characteristics of quality descriptive feedback Suggested Reading: Feedback when learning at home	When learning is meaningful and relevant, motivation and engagement is impacted. Seeing the relevance of the assessment supports a learner's understanding of where their work is now and what to do next. Feedback should be provided in a timely manner while learners are still engaged in the learning intention. It is important that learners are given sufficient time to implement what they have learned from the feedback. Learning is supported when each characteristic is included: ● **Instructive Feedback**: Focus feedback on adjusting some aspect of the learner's performance, some actionable steps that will help the student improve. *"I was wondering if you might add …"* ● **Specific Feedback:** It should focus on one or two points, to avoid overwhelming the learner and should include concrete steps for improving. *"It really impacted my thinking as a reader when you … try that here."* ● **Supportive Feedback:** It should be provided in a way that affirms the student's ability to learn, but is clear about where the student is in relation to the goal ex: what you did well, next steps. *"I noticed you were working on adding more ideas and organization to your writing. Tell me more about what your next steps will be?"* Include learners in the feedback process by providing multiple opportunities for them to self-reflect. Pose questions such as: ● How would you have done things differently? ● What might you add next time? ● What might I do differently for you and your learning?
Evidence to use when providing descriptive feedback Suggested Reading: Learning Continuity Assessment Follow up	To provide the basis of descriptive feedback, use evidence of learning from a variety of sources. Evidence of learning should be triangulated over time through conversations, observations and products. Keeping records of the evidence collected will support quality descriptive feedback. Learners benefit from choices in their opportunities to demonstrate evidence: ● Conferences: discussing their learning, the questions or challenges they are experiencing, and the insights they have (in class, email, phone/video conversations) ● Observations: demonstrating their learning by showing what they know or can do (independent practice, small group, phone/video conversations) ● Products: producing class work and assignments (learners or parents/guardians share photos, Google Apps for Education or other approved technology) The choice of learning opportunities should also be varied, allowing for learners to use their interests and strengths as they select from a variety of topics, genre and forms when providing evidence (choice board, etc.)

Appendix C: Questioning to Prompt Conversation and Assess Comprehension

Thinking *Within* the Text		
Skill	**Supports learners to**	**Sample Prompts**
Self-Monitoring and Self-Correcting: the reader notices when they are inaccurate or have lost comprehension and stop to problem solve.	• Notice when something doesn't make sense, or sound right or look right. • Reread to clarify meaning. • Stop at difficulty. • Try another attempt. • Ask questions to understand.	• Does that make sense in the whole text? • Check it. • Try that again and think what would make sense, sound right, and look right. • Talk about what you do when you do not understand something. • I would like you to focus on stopping periodically to check on your understanding.
Searching for and Using Information: the reader notices and uses the words, the images, the meaning, and the way the text is written to read and understand a text.	• Notice important information in text. • Find and use information in text features. • Reread to search for meaning, or language or notice information in illustrations or other text features.	• What is the genre and how do you know? • What text features does the text have? What have you learned from these features? • Try going back to find the information you need. • Can you show places where you saw___? • What did you/can you do to help yourself with that? • What else can you try? • Read the punctuation. • Read all the information on the page (headings, side bar etc.)
Solving Words: the reader uses strategies to understand the meaning of new words and uses problem-solving strategies to read words and find origins of words.	• Predict what a word may mean and check it in the sentence or the full text. • Use letter/sound relationships to take word apart. • Make multiple attempts to solve. • Read known words quickly.	• What new vocabulary have you noticed? • Think about what the word means in this text. • You solved words quickly and smoothly. • Do you see a part you know? • Where can you break the word? • You can look at the parts like this (show). • Do you know a word that starts (ends) like this?
Fluency: the reader reads the text with good momentum, phrasing, appropriate pausing, intonation, and stress.	• Notice and use meaningful phrase units. • Read punctuation. • Use voice to interpret the meaning. • Read orally and silently.	• Put these words together. • Make your voice show what the author means there. • Think about what you know about the character. How would they say that? • When two characters are talking, how do you know who is saying what?

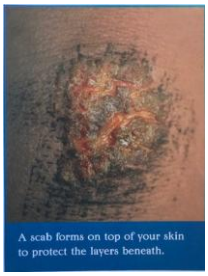
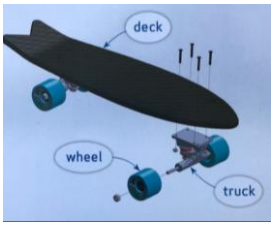
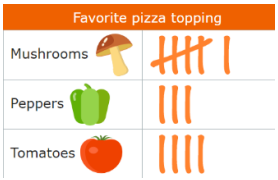
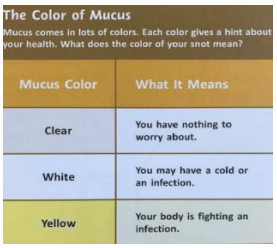
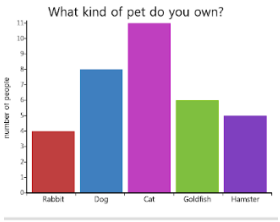
		• Listen to how your reading sounds. • Take a little pause when you see a comma. • Stop at the period and make your voice go down. • Try that again and make the word sound important.
Adjusting: the reader changes the style and pace of their reading according to the purpose for the reading.	• Have expectations for reading different genre. • Read differently according to what they know about genre and text features. • Slow down to problem solve and then regain momentum.	• You can slow down to problem solve and then move on. • Think about what you know about this genre as you read.
Summarizing: the reader gathers important information from the text and uses that information as they read for problem solving and understanding.	• Notice, and carry forward important information. • Provide an oral summary that is concise, logical, and informative. • Identify the big ideas in a text leaving out irrelevant details. • Know the difference between retelling and summarizing.	• Think about what you know so far. • What were the most important things the author had to say? • How would you describe ___?
Thinking *Beyond* the Text		
Skill	**Supports learners to**	**Sample Prompts**
Predicting: the reader uses information from a text (including titles, headings, pictures, and diagrams) and their own experiences to anticipate what could be.	• Set the expectation to use what they know about the topic, genre, and author before and during reading. • Use the information throughout the reading of the text to anticipate what the character may do, will happen next or how the problem will be solved. • Use the text features of heading, sub-headings, sidebars etc. to anticipate the kind of information presented. • Decide what argument the author may take based on the writers style.	• What clues do the title and illustrations provide? • What do you think will happen? • So now what are you thinking? • What information are you using to make your predictions? • What do you think …? • Predict how the main character will respond to the problem in the text. • What did this passage make you wonder about? Why did you wonder that?
Making Connections: the reader uses background and prior knowledge to understand.	• Think about how the text content relates to self. • Think about how the text content helps them understand the events happening in the world around them. • Think about how the text is like or different from other text (genre, plot, writing style). • Use what they know about a topic, author or genre during the reading. • Understand character feelings and the motivation behind their actions.	• What are the things you know about the topic/idea? • Have you had any experiences in your life that helped you better understand the story? • Did the story remind you of something? • How is this book compared to other books you have read in this genre? • What have you learned? How will you be able to use what you learned? • Have you read about other characters like this?

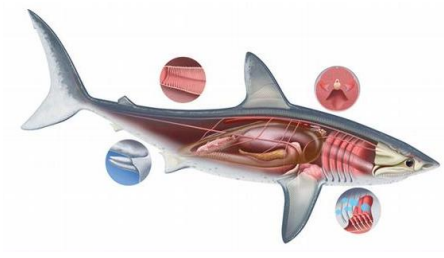
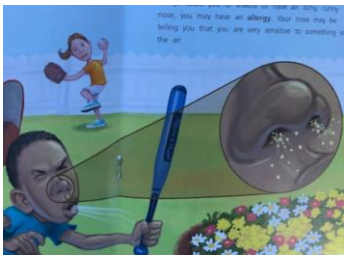
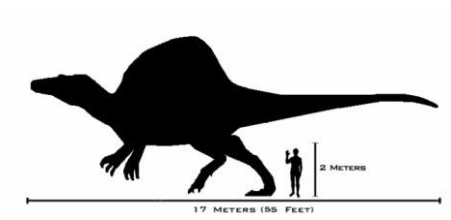
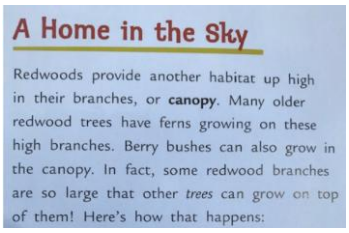
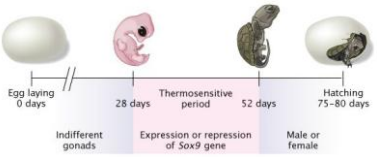
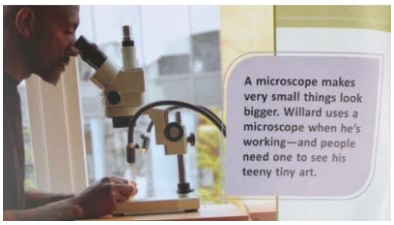
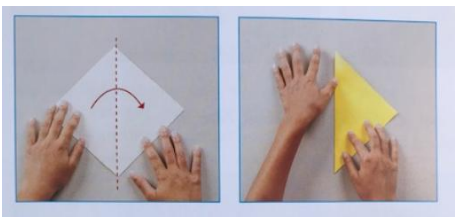
	• Know how other readers connect to the text.	• What do you think the author will teach you about ___?
Synthesizing: the reader combines information from many sources to make new meaning.	• Use the information from the text to create new understandings. • Compare previous understandings to new information. • Take on new perspectives.	• How has your thinking changed? • What did you learn that was new (interesting, surprising)? • What message is the author teaching you? • Why might learning this be important? • What new information did you gather from the text feature ___? • How is what you learned different from what you knew before? • Is there a perspective missing from the text? Discuss.
Inferring: the reader uses clues in the text to understand implied meanings.	• Think beyond the literal to what the author has implied. • Infer the big ideas/message in a text. • Identify what the author thinks is important. • Be alert to what the author is really saying. • Think about character feelings and motives. • Link what the authors are really saying and compare that with their own knowledge and thoughts.	• Describe the behaviour of one of the main characters. What kind of person are they? How do you know? • Why do you think (character) did (action)? • That's what the author wrote. What do you think it really means? • What is the author really trying to say? • What conclusion can you make about the characters relationships? • Do the characters act differently with other characters? • Why did the author choose to include this particular text feature?
Thinking *About* the Text		
Skill	**Supports learners to**	**Sample Prompts**
Analyzing: the reader examines the text by looking at the elements and how they fit together to understand the writers craft.	• Look at the characteristics of the text and how the author organized and crafted it. • Notice aspects of the writers craft such as the plot structure, and language use. • Notice the use of text structures. • Identify and appreciate humour. • Notice the function of headings and sub-heading. • Identify genre and its characteristics. • Notice and understand combined genres in text.	• What did you notice about how the author chose to write? • How do the illustrations and other text features enhance the message? (e.g., bold, italics, underlined, capitals, punctuation, use of different font) • How is this text structured? How does this structure support the author's purpose? (e.g., question and answer, cause and effect, descriptive, compare and contrast, language choice, categories, repeating patterns, beginning-middle-end) • What part of the text is probably fact, and what part is imagined? • What was the author's purpose in writing this text? • What kind of text is this?

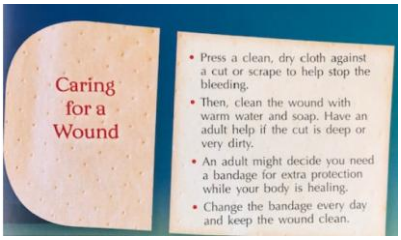
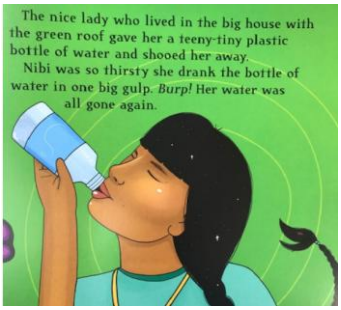
		• What did the author do to make the characters appear real? • I notice this language (read). What did the author mean by that? (Metaphor, idiom etc.) • Are there different points of view presented in the text? Discuss. • Whose voices are missing?
Critiquing: the reader carefully analyzes the text to determine what is said, how well the points are made, what assumptions underlie the argument, what issues are overlooked, and what implications are drawn from such observations. It is a systematic, yet personal response and evaluation of what you read.	• Provide evidence for comments made. • Agree or disagree with the ideas presented in a text. • Discuss whether the argument present is sound based on facts. • Evaluate the text features and whether they provide good information. • Explore social issues and perspectives.	• How did you feel after reading the text? • Is the text accurate and unbiased? • What do you think the author's purpose was in writing this? • Who do you think is the intended audience? • Whose point of view is in the text? How would the message change if told by another character? • How well did the author address a variety of viewpoints on the topic? • Are the facts accurate in the text? • What important information is missing? • How do the text features help support your understanding?

Appendix D: Text Features

Name of text feature	Purpose of text feature	Visual Example
Title	Name of a piece of work. Gives the reader an idea about what information they will learn.	
Table of contents	A list that shows the different chapters or section titles and where they are located.	
Index	Pages at the back of a text that tell where to go in the text to find specific information on a topic. It lists the page number the topic can be found.	
Glossary	An alphabetical list of relevant terms/vocabulary with the definitions for those terms. It usually appears at the end of a text.	
Headings	A line of text to identify the main ideas for that section of text.	
Subheadings	A secondary heading added underneath a heading. It is used to divide entries under the subject into more specific subcategories.	
Sidebars	Boxes of information to the side of the main text/column(s).	

Pictures/Photographs	A picture that emphasizes an important object or idea from the text.	
Labeled diagrams	A detailed picture of an object from the text with labels on lines pointing to various parts.	
Charts	A visual representation of data related to something in the main body of text.	
Table	A list of facts or numbers arranged in a special order, usually in rows and columns.	
Graphs	A visual representation showing how 2 or more sets relate to each other plotted with reference to a set of axes.	
Maps	Information presented in visual form to tell you where something is or where it happened. It helps to understand where places are located.	

Cutaways and cross sections	A picture of an object that enables readers to see inside something by dissolving part of a wall or to see all the layers of an object by bisecting it for viewing.	
Insert photos	A small photo, picture, or map inside or next to a larger picture; insets magnify a part of the larger picture.	
Scaled drawings	A drawing that shows a real object with accurate sizes reduced or enlarged by a certain amount (called the scale). The scale is shown as the length in the drawing, then a colon (":"), then the matching length on the real thing.	
Bold Print	Text that is heavier and darker than the rest of the text. It can be used to show which words can be found in the glossary.	
Timeline	A visual representation of events in history displayed in chronological order.	
Captions	Words underneath/ beside photographs, illustrations or charts explaining what it is.	
Diagram	A drawing/picture intended to explain how something works; a drawing showing the relation between the parts.	

Bullet Points	Points used to create a list and make it easier to read and understand.	
Italics	Words slanted to the right. It calls attention to important words or terms. It shows which words may be found in the glossary.	

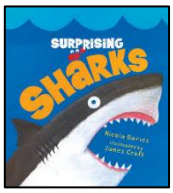
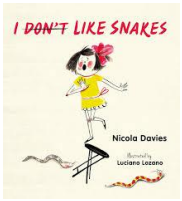
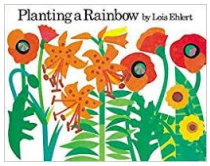
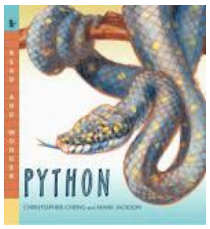
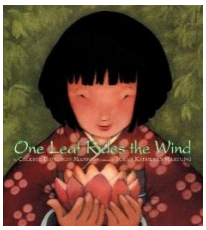
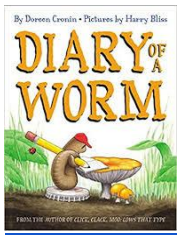
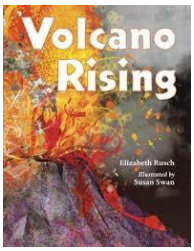
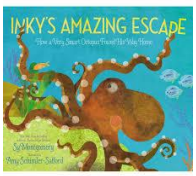
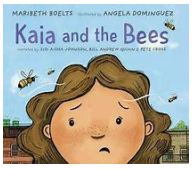
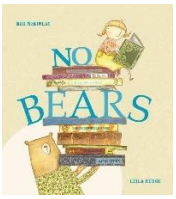
Examples compiled from the following resources: *National Geographic,* Fountas and Pinnell *Classroom Guided Reading Collection, Grade 3,* Well-Being Collection

Appendix E: Hybrid Texts

A **hybrid text** is a single **text** that creatively weaves together narrative and informational **text** using a variety of design elements such as marginalia (notes in the margin), **text** boxes, and miniature embedded illustrations.

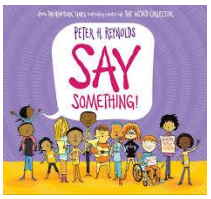
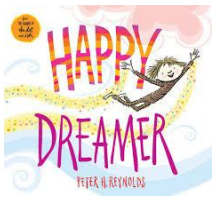
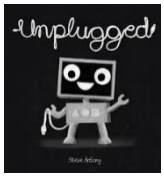
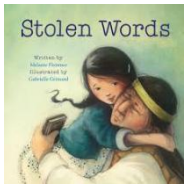
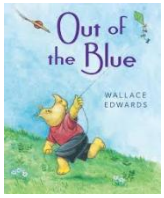
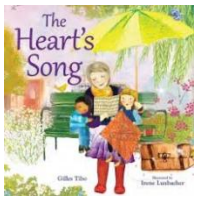
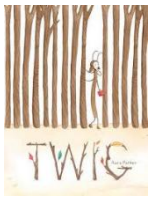
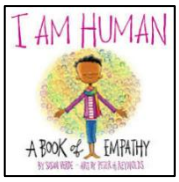
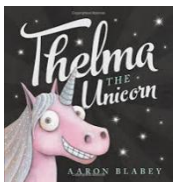
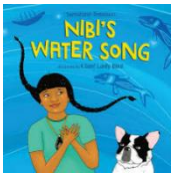
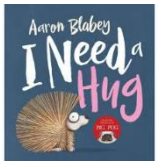
Hybrid books that blend a narrative fiction story with accompanying expository facts provide the comfort of a story while introducing learners to fascinating information. Nicola Davie's new book *I ~~Don't~~ Like Snakes* is a great example of a hybrid text.

For learners reading these texts, the challenge is to navigate among the different genres, understanding them individually as well as exploring the ways that they are connected and interrelated. There are many examples of hybrid texts, including these:

Elephants Can Paint Too! by Katya Arnold 	***Surprising Sharks*** by Nicola Davies 	***I ~~Don't~~ Like Snakes*** by Nicola Davies 	***Planting a Rainbow*** by Lois Ehlert 
Python by Christopher Cheng 	***One Leaf Rides the Wind*** by Celeste Mannis 	***Diary of a Worm*** by Doreen Cronin 	***Volcano Rising*** by Elizabeth Rusch 
Inky's Amazing Escape by Sy Montgomery 	***Kaia and the Bees*** by Maribeth Boelts 	***The Bumblebee Queen*** by April Pulley Sayre 	***No Bears*** by Meg McKinlay 

Appendix F: Well-Being Mentor Texts

Below are titles that were included in a school package from the Department of Education and Early Childhood Development (2020).

The Fabulous Friend Machine by Nick Bland 	***Say Something*** by Peter Reynolds 	***Happy Dreamer*** by Peter Reynolds 	***Unplugged*** by Steve Antony 
Stolen Words by Melanie Florence 	***Out of the Blue*** by Edward Wallace 	***The Heart's Song*** by Gilles Tibo 	***Twig*** by Aura Parker 
I Am Human by Susan Verde 	***Thelma the Unicorn*** by Aaron Blabey 	***Nibi's Water Song*** by Sunshine Tenasco 	***I Need a Hug*** by Aaron Blabey 

Appendix G: Editing Checklist and Symbols for Writers

Serravallo 2017, Writing Continuum P-3 2019

Editor's Checklist: Editing is a time to think about what I can do to make this text easier for a reader to read and understand.

Hints:

- Check for <u>one</u> thing at a time as you edit.
- Begin by reading your text aloud and listen to how it sounds.

Edit for:	Did I …
Capitalization	• begin each sentence with a capital letter? • capitalize proper nouns? • indent each of the paragraphs? • begin each sentence with a capital letter? • capitalize and underline the book title?
Punctuation	• end each sentence with a period, exclamation point, or question mark? • use quotation marks around the exact words the speaker says? • use ellipse to add suspense or draw out an idea? • Use bullets and italics appropriately? • place the punctuation for the dialogue within the quotation marks? • use a comma to separate a city or town from province? • use an apostrophe to show that a person or thing owns something? • indent or double space between each of the paragraphs?
Grammar	• use precise verbs? • use specific nouns? • use adjectives? • use plurals? • use homophones correctly? • Use transition words?
Spelling	• check for spelling by reading aloud • underline and correct misspelled Word Wall Words • circle and try to correct other words that look wrong. • spell past tense verbs with an *–ed* ending? • use the dictionary to correct misspellings of at least five words?

Editing Symbols for Writers:

Symbol	What it means	What it looks like
^	Put something in; need to add a letter word, or phrase	I am going to the store.
# ^	Put in spacing between words	We are going toplay on the swings today.
○	Add a period (or ? or ! or ,)	I love to climb.
≡	Make this a capital letter	we are from nova scotia.
/	Make this to a lower case letter	When will you go hOme
———	Underline this title	The Diary of a Worm book is fantastic!
¶	Start a new paragraph	"it's amazing," she exclaimed. "I know!" she answered.
⁀	Remove the space	We are going to day.
○ sp	Spell out the word	There are 3 new players on the team.
○	need an apostrophe ('s, etc.)	Youre my best friend.
" " ^ ^	need quotation marks	Dad said we are going on vacation.
—	Delete a word, phrase or punctuation	There is a big ~~huge~~ dog outside.
∽	Change the order of the letters or words	In the rush they left their coat.

Appendix H: Using the Nova Scotia Assessment: Analytic Writing Rubric

The rubric includes four criteria (Ideas, Organization, Language Use, and Conventions), and there are four levels of performance for each criterion. Level 3 and above is the expectation for writing assessments, so it's important to look at these levels first when reviewing the rubric. The following information is provided to teachers prior to scoring student writing at provincial scoring sessions.

It may also be helpful for teachers who wish to use this rubric with learners in their classrooms. Please keep in mind that the expectations for specific assessments are anchored in the writing samples in a scoring guide, as they are relative to specific grade levels (end of grades 3, 5, 8). The scoring guide provides two student writing samples that illustrate each performance level outlined in the rubric.

1) Read the rubric as a whole before looking at each criterion in more detail.

2) **Ideas:** Read the four levels of performance under Ideas. Ideas includes the presence and quality of a main idea, the extent to which the main idea is developed through details, and the quality of the details used to support the main idea.

3) Underline the elements that are same across all four levels in Ideas: *main idea*, *developed*, *details*

4) Circle key words that are unique to each level in Ideas:
    a. Level 3: *clear*, *relevant*
    b. Level 4: *distinct*, *vivid*, *relevant*
    c. Level 2: *evident*, *somewhat*, *may be irrelevant* (Even if details are relevant, a piece of writing can be a Level 2 if it's only somewhat developed.)
    d. Level 1: *not present*, *or*, *not developed*

5) **Organization:** Read the four levels of performance under Organization. Organization includes the way the writing is organized as a whole as well as how it is organized throughout (internal and external organization). There should be a beginning, middle, and end and a logical sequence between ideas. Transitions include transitional words or phrases, but also the way the writer transitions from one idea to the next.

6) Underline the elements that are same across all four levels in Organization: *writing*, *organized*/*organization*, *transitions*

7) Circle key words that are unique to each level in Organization:
    a. Level 3: *effective*, *varied*
    b. Level 4: *skillfully*, *skillful*, *varied*
    c. Level 2: *somewhat*, *vague*, and/or *mechanical* (Even if transitions are not vague or mechanical, a piece of writing can be a Level 2 if it's only somewhat organized.)
    d. Level 1: *lacking*, *little or no evidence*

8) **Language Use:** Read the four levels of performance under Language Use. Language Use includes voice, word choice, sentence style, syntax. Sentence structure is considered in terms of writing style in this criterion, not the grammatical correctness of sentence structure since correctness is assessed under the Conventions criterion.

9) Underline the elements that are same across all four levels in Language Use: *Language use*, *writing*

10) Circle key words that are unique to each level in Language Use:
    a. Level 3: *clear, fluid*
    b. Level 4: *vivid*, *skillful*
    c. Level 2: *vague*, and/or *mechanical*
    d. Level 1: *confusing*, *or*, *little evidence of language use*

11) **Conventions:** Read the four levels of performance under Conventions. Conventions includes spelling of commonly used words (including homonyms), punctuation, capitalization, sentence structure, verb tense agreement, noun/pronoun agreement – these are grounded in what's appropriate for a given grade level

12) Underline the elements that are same across all four levels in Conventions: *conventions*, *communication*

13) Circle key words that are unique to each level in Conventions:
    a. Level 3: *variety*, *generally correct*, *effective*
    b. Level 4: *variety*, *consistently correct*, *enhanced*
    c. Level 2: *errors, noticeable, coherent*
    d. Level 1: *errors*, *confusing, or, little evidence of conventions*

14) **Not Enough Evidence:** This designation would only be used in rare cases when there is not enough evidence to assess a student's writing (e.g., indecipherable, blank paper, response written in a language other than the language being assessed).

Once teachers have become familiar with the rubric, they may wish to use it in their classrooms to support student writing. Looking at the rubric with learners may facilitate useful conversations about Ideas, Organization, Language Use, and Conventions and how these elements work together in a piece of writing. Through these discussions, writing samples (either learners' own samples or scoring guide samples) could be used to illustrate the various writing components outlined in the rubric. When learners have an opportunity to engage in these conversations, they may begin to enhance their own writing processes.

Appendix I: Nova Scotia Assessment: Analytic Writing Rubric

Nova Scotia Assessments:
Analytic Rubric for Scoring Writing (LM3/RWM6/RWM8)

NOVA SCOTIA
NOUVELLE-ÉCOSSE

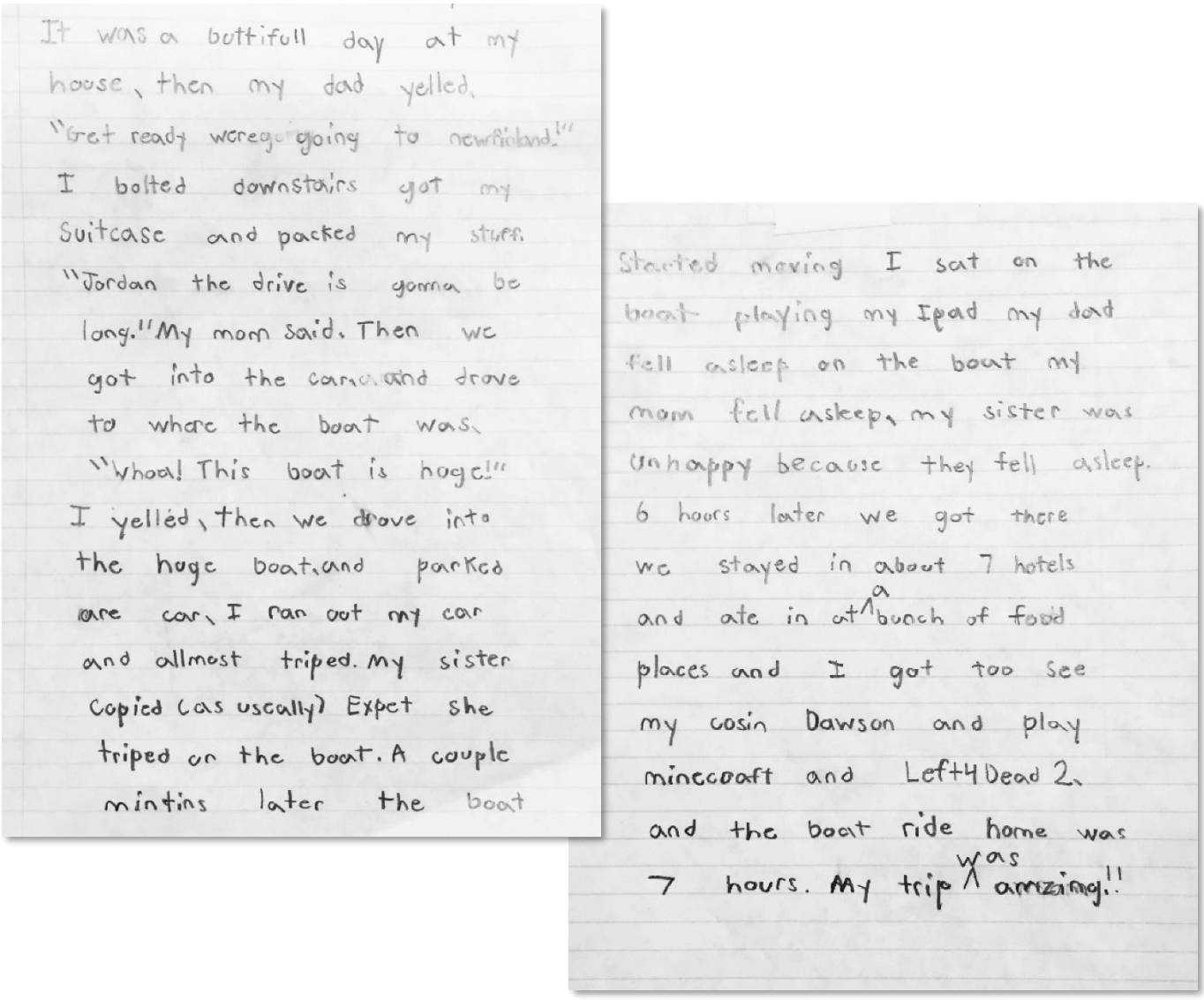
Ideas *The presence and quality of a main idea; the extent to which the main idea is developed through details; the quality of the details used to support the main idea.*	
4	A main idea is distinct and is developed through vivid and relevant details.
3	A main idea is clear and is developed through relevant details.
2	A main idea is evident and is somewhat developed through details, some of which may be irrelevant.
1	A main idea is not present, or a main idea is not developed with details.
Organization *The extent to which the writing is organized as a whole (externally); the extent to which the ideas are logically sequenced (internally) with a beginning, middle, and ending; the quality of transitional words/phrases.*	
4	The writing is skillfully organized with skillful use of varied transitions.
3	The writing is organized with effective use of varied transitions.
2	The writing is somewhat organized with vague or mechanical transitions.
1	The writing is lacking organization; there is little or no evidence of transitions.
Language Use *The quality of stylistic choices (voice, word choice, variety of sentence lengths and types/syntax) and their impact on the writing. Sentence structure is considered in terms of style, not grammatical correctness as that is assessed under Conventions.*	
4	Language use contributes to vivid and skillful writing.
3	Language use contributes to clear and fluid writing.
2	Language use contributes to vague or mechanical writing.
1	Language use contributes to confusing writing, or there is little evidence of language use.
Conventions *The extent to which the writing demonstrates control over expected grade-level conventions (spelling of commonly used words including homonyms, punctuation, capitalization, and grammatical correctness such as sentence structure, verb tense agreement, noun/pronoun agreement) and their impact on communication.*	
4	A variety of consistently correct conventions contribute to enhanced communication.
3	A variety of generally correct conventions contribute to effective communication.
2	Errors in conventions are noticeable, but communication is coherent.
1	Errors in conventions contribute to confusing communication, or there is little evidence of conventions.
Not Enough Evidence	
There is not enough evidence to assess the student's writing (e.g., indecipherable, blank paper, response written in a language other than the language being assessed).	

10-2022

Appendix J: Writing Samples

Scoring guides used at Provincial Scoring Sessions are released as a prompt is deemed to no longer be needed for an assessment. Where the Literacy in Grade 3 assessment has only been administered since 2018-2019, there is not a prompt and accompanying scoring guide to release. For current writing samples at the grade 3 level, visit the *P-3 Writing Exemplars Supplementary Resource* on the Online Resources section of the Grade 3 Curriculum website (https://curriculum.novascotia.ca/english-programs/course/english-language-arts-grade-3)

The writing sample below is from the Anchor Samples and is referenced in Writing Lesson 4.0.



It was a buttifull day at my house, then my dad yelled, "Get ready were going to newfiland!" I bolted downstairs got my Suitcase and packed my stuff. "Jordan the drive is gonna be long." My mom said. Then we got into the car and drove to where the boat was. "Whoa! This boat is huge!" I yelled, then we drove into the huge boat and parked are car, I ran out my car and allmost triped. my sister copied (as usually) Expet she triped on the boat. A couple mintins later the boat

Started moving I sat on the boat playing my Ipad my dad fell asleep on the boat my mom fell asleep, my sister was unhappy because they fell asleep. 6 hours later we got there we stayed in about 7 hotels and ate in at a bunch of food places and I got too see my cosin Dawson and play minecraft and Left4Dead 2. and the boat ride home was 7 hours. My trip was amzing!!

Appendix K: Transitions Used in Writing

The chart below includes examples of transitions found in writing from Nova Scotia Assessments at the grades 3 and 6 level. Though it includes only words and phrases, it is recognized that "transitions" also includes the way a piece of writing is organized and flows from one idea to the next.

Grade 3		Grade 6	
• After that • Also, I would be able to • And that's how • And that's why • And then, right after • As soon as • As you can see • At least I • But my • But there is • Does the exact same thing • First … then … finally • First … two … three • First you … you keep doing this • I also want to • I always get • I am going to • I can't wait • I hope I can be • I love that • I think • I will be • I will tell you • I would • If I don't • If it doesn't work • If there are • If you • If you keep • It is important too • Just to • Like this • Mostly because	• Oh! And I almost forgot • Or as I say • Others may not • People will see and • So… • So now I'm realizing • So that's my • Sometimes when • Suddenly, we felt • Take … then … next … now • That is everything you should know about • That is why • That's where we • The main point is • The thing is • Then when • They are my favourite • This is how • We also have • When I • When I finally • Whenever I • You can	• After I … then • After successfully • Also… • An hour later • And most of all • As we • As well as • Before we would • But of course • By now • By this time • Do you know why • Don't you think • Finally • First of all … second … lastly • Firstly, secondly, thirdly etc. • For one • He thought for a moment then • I also think • I have been … since • I have heard about • I think this because • I wouldn't want • If I … I would • If we don't … we won't • If we were to • If you are still • In conclusion • In the end • It all started when • It that's not enough • It's because • Just as	• Just to add • Next • Next • Once inside • Once they • One of the • She turned and • So what are we • Some ideas could be • That is why • That night • The first … then … so after • The first thing