Comprehensive Literacy
Moving Forward

September 2013

Overview

This monograph helps teachers understand the essential elements of comprehensive literacy and what it might look like in a classroom regardless of the student’s age or the content area.

Comprehensive literacy instruction begins with assessment for learning to determine students’ strengths and needs, and informs the level of support required within the gradual release of responsibility. In this responsive practice, the instructional decisions are based on descriptive evidence of learning that guides the teacher in differentiating instruction.

Literacy is defined as …

“The ability to use language and images in rich and varied forms to read, write, listen, speak, view, represent, and think critically about ideas. It enables us to share information, to interact with others, and to make meaning. Literacy is a complex process that involves building on prior knowledge, culture, and experiences in order to develop new knowledge and deeper understanding. It connects individuals and communities, and is an essential tool for personal growth and active participation in a democratic society.”


“… it is about how we communicate in society. It is about social practices and relationships, about knowledge, language and culture. Literacy … finds its place in our lives alongside other ways of communicating. Indeed, literacy itself takes many forms: on paper, on the computer screen, on TV, on posters and signs. Those who use literacy take it for granted – but those who cannot use it are excluded from much communication in today’s world. Indeed, it is the excluded who can best appreciate the notion of “literacy as freedom”.


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Being literate in the digital age requires students to integrate a repertoire of literacy skills to become critical and creative thinkers, thoughtful meaning makers, and effective communicators.

**Key Messages**

**Comprehensive Literacy is:**

- complex in that learners construct and communicate meaning through listening, reading, viewing, speaking, writing, representing – used alone and in combination
- differentiated and inclusive
- engaging and relevant to students’ lives, in a climate of inquiry
- cross-curricular and integrated with other subject areas
- “iterative: involves increasing the depth and level of sophistication of the key overall expectations over time” *Ontario Curriculum, Language.* (2006). Page 8

**Effective literacy instruction involves:**

- texts, “in the broadest sense, as a means of communication that uses words, graphics, sounds, and/or images in print, oral, visual, or electronic form, that present information and ideas to an audience” *Ontario Curriculum, Language and English.* Page 4
- assessment for learning using the triangulation of evidence to set learning goals, construct success criteria, provide descriptive feedback, adjust instruction
- explicit, purposeful instruction leading to gradual release of responsibility to students
- teaching students to be literate in the real world (i.e., the Four Roles of the Literate Learner)
- the use of assistive technology and electronic texts
- communication, collaboration, critical thinking and creativity
- higher order thinking and critical literacy
- teaching students metacognitive skills: the ability to monitor one’s own learning
- large groups, small groups, and independent practice
- collaboration and accountable talk
Effective literacy teachers know that they must begin their instruction where their students are, rather than where they should be. They realize that all students learn at different rates, bring different skills and background knowledge to the classroom, have different strengths and interests, and learn in different ways. Effective literacy teachers create opportunities for all students to learn, and set high yet attainable targets for them, working “diligently to ensure that struggling, advanced and in-between students work harder than they meant to; achieve more than they thought they could; and come to believe that learning involves effort, risk, and personal triumph” (Tomlinson, 1999)


Triangulation of Evidence
Collected over time from different sources

- Observations
- Conversations
- Products

- Group work
- Interpersonal communication skills
- Reading/viewing skills
- Skills of written expression
- Listening/speaking skills
- Documentation (e.g., anecdotal notes, photos, checklists, rubrics, videos)

- Peer feedback
- Group work
- Interpersonal communication skills
- Reading/viewing skills
- Skills of written expression
- Listening/speaking skills
- Documentation (e.g., anecdotal notes, photos, checklists, rubrics, videos)

- Reader response journal
- List of books read
- Writing portfolio, e-portfolio
- Drawings, graphics
- Graphic organizers
- Artifacts
- Documentation (e.g., photos, video recordings, checklists, rubrics)

Selecting the Focus for Literacy Instruction

“The use of assessment for the purpose of improving learning and helping students become independent learners requires a culture in which student and teacher learn together in a collaborative relationship, each playing an active role in setting learning goals, developing success criteria, giving and receiving feedback, monitoring progress, and adjusting learning strategies. The teacher acts as a “lead learner”, providing support while gradually releasing more and more responsibility to the student, as the student develops the knowledge and skills needed to become an independent learner.”

Growing Success Monograph Series: Assessment for Learning, K-12
“In effective literacy instruction, the teacher provides scaffolded support to help each student grow beyond his or her current level of achievement, while gradually releasing responsibility to the student to help foster independent learning (Pearson & Gallagher, 1983; Tardif, 1998). Teachers model and scaffold learning that is just beyond ... what Vygotsky calls the zone of proximal development – to stretch each student towards a new or the next level of actual development. Teachers [might] begin by demonstrating, through modelling and/or thinking aloud, effective strategies for reading, writing, talking, listening and thinking, and then move to coaching or guiding, and eventually arrive at a point where the student practises the skill or strategy independently.”


### Gradual Release of Responsibility

<table>
<thead>
<tr>
<th>Zone of Actual Development</th>
<th>Zone of Development</th>
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<tbody>
<tr>
<td><strong>STUDENT</strong></td>
<td><strong>TEACHER</strong></td>
<td><strong>COLLABORATIVE</strong></td>
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<tr>
<td>What the student can already do independently</td>
<td>Demonstration by teacher</td>
<td>Assistance from teacher, peer, or environment. We do it together. We think together.</td>
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#### Instructional Approaches

<table>
<thead>
<tr>
<th>Independent</th>
<th>Modelled</th>
<th>Shared</th>
<th>Guided</th>
<th>Independent</th>
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#### Examples

- KWL
- anticipation guides
- brainstorming
- reading and writing aloud
- direct explanation with example
- shared reading and writing
- shared media experience
- guided reading and writing
- literature circles with coaching
- inquiry circles
- reciprocal teaching
- jigsaw
- independent application of skill
- informal conferences
- exit tickets

Adapted from A Guide to Effective Literacy Instruction, Grades 4 to 6, Volume One. (2006). Page 89

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**Important to Note:**

“Teachers do not necessarily use the key instructional approaches in a linear fashion, always starting with modelling; rather, they select the approach that matches the students’ learning needs for the specific lesson or task. During any of these approaches, the teacher might interrupt the reading or writing activity to offer explicit instruction or a mini-lesson on an important concept.”


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**Literacy and Numeracy Secretariat Webcast:** The Gradual Release of Responsibility Model by Jeffrey Wilhelm Quality Teaching It’s Intentional (3:30 minutes)


**Literacy Gains:** The Gradual Release of Responsibility in Secondary Science (15 minutes)

### Instructional Approach

#### Modelled Practice

**I do. You think.**

*Demonstration by Teacher*

<table>
<thead>
<tr>
<th>RECEPTIVE: <em>Understanding Texts</em></th>
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<tr>
<td><strong>LISTENING, READING, VIEWING</strong></td>
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#### Teachers

**Assess**
- students’ strengths, needs and interests to determine next steps for explicit instruction

**Select Mentor Texts***
- appropriate for the instructional purposes; consider students’ interests, identities, cultures and life experiences
- with vocabulary beyond the students’ independent abilities (e.g., general academic; subject-specific; specialized, technical or literary; figurative language)
- with content and/or structures beyond the students’ independent abilities

**Use Instructional Strategies**
- briefly set the stage for understanding a text
- explicitly state the learning goal
- activate prior knowledge and/or build schema
- model behaviours and provide explicit instruction (e.g., comprehension strategies, routines, fluency)
- purposefully use strategies (e.g., think-alouds, deconstructing the text, discussion, think-pair-share, accountable talk)
- explicitly connect receptive and expressive language (e.g., “Note how the author used alliteration.” “Note how this text includes diagrams and captions.”)
- keep a record of modelled strategies (e.g., anchor chart)
- model the strategy repeatedly with different text: print, oral, visual and/or media

#### Teachers

**Assess**
- students’ strengths, needs and interests, to determine next steps for explicit instruction

**Select Mentor Texts***
- to model explicit teaching points (e.g., word choice, text form)

**Use Instructional Strategies**
- briefly set the stage for creating a text by considering purpose, audience, topic
- model behaviours and provide explicit instruction (e.g., text structure, word choice, relevant ideas, language structures)
- purposefully use strategies (e.g., think-alouds, labelling, discussing, deconstructing the text, think-pair-share)
- explicitly connect receptive and expressive language (e.g., “Notice how I have used alliteration in my poem.” “I think I will include a caption under this picture.”)
- model the strategy repeatedly with different text: print, oral, visual and/or media

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*Mentor Texts*

Texts that are chosen and used intentionally/explicitly by the teacher to illustrate specific teaching points.

## Instructional Approach

### Modelled Practice

**I do. You think.**

*Demonstration by Teacher*

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**Students**

- make predictions about the content based on the title, topic, visuals and background knowledge
- predict and/or discuss content-specific vocabulary
- engage in active listening and viewing throughout the modelled lesson
- ask questions
- monitor their understanding during the modelled lesson
- engage in comprehension activities when prompted by the teacher (e.g., think-pair-share, four corners, jigsaw, value line) [See Appendix GELP p. 115](#)
- articulate understanding of the modelled strategy
- may keep an ongoing record of strategies that have been modelled

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### What does a modelled lesson look and sound like?

**Modelled Writing - A Focused Study: Report Writing**

*Guide to Effective Literacy Instruction – Volume Six – Writing*  
p. 122-126.

## Instructional Approach

### Shared Practice  
**I do. You help.**

**Collaborative**

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### Teachers

**Assess**
- determine the focus for the shared lesson based on assessment for learning during the modelled lesson (e.g., Jeffrey Wilhelm’s symbolism lesson)

**Select Texts**
- select appropriate literary or informational texts to suit the purpose of the lesson

**Use Instructional Strategies**
- briefly set the stage for learning
- activate prior knowledge and/or build schema
- engage students in an interactive experience (e.g., deconstruct a website; students join in or share the reading of a big book; teacher scaffolds a listening or viewing experience)
- teach concepts of how texts work (e.g., text organization; the use of logos)
- demonstrate how to use strategies to make meaning (e.g., media, listening, reading)
- focus on targeted teaching points that support instruction in context
- teach vocabulary in context
- explicitly connect receptive and expressive language
- provide repeated experiences with the same text to support the instruction of a new skill or strategy
- provide scaffolding to apply a newly-taught skill with a different text

**Create Texts**
- co-create a text for a specific purpose and audience (e.g., teacher and students jointly compose the text)

**Use Instructional Strategies**
- foster development of problem solving skills as they apply to creating texts (e.g., word choice, ideas/content, organization, voice, sentence fluency, conventions, concepts about print and how words work in context)
- share the application of proof-reading, editing, and revising of the draft (e.g., sufficiency and relevancy of ideas)
- explicitly connect receptive and expressive language
- provide opportunities over time for students to share in the creation of a broad range of print, oral, visual and/or media texts

### Students

- actively participate in the lesson when prompted to do so
- engage in active listening and viewing throughout the modelled lesson
- ask questions
- engage in accountable talk strategies
- articulate understanding of the strategy
- practise the strategy again with different text: print, oral, visual and/or media
**Guided Practice** *You do it with peers. I help.*

**Collaborative**

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**Teachers**

*Assess*  
- determine the focus for the guided lesson based on assessment for learning during shared or modelled lesson

*Select Texts*  
- that provide appropriate challenge and support for intentional instruction

*Instructional Strategies*  
- briefly set the stage for learning  
- activate prior knowledge and/or build schema  
- form groups that are flexible and dynamic, based on similar instructional needs (i.e., students do not stay in the same group for an extended period of time)  
- support students as they talk, think and question their way through a text  
- give students the responsibility for negotiating meaning from the text (i.e., “We do it together.”)  
- provide additional modelling, coaching and prompting as needed (e.g., previously taught strategies and skills)  
- observe and assess students’ progress  
- give students descriptive feedback

**Teachers**

*Assess*  
- determine the focus for the guided lesson based on assessment for learning during shared or modelled lesson

*Create Texts*  
- collaborate in selecting a specific purpose and audience

*Instructional Strategies*  
- briefly set the stage for learning  
- activate prior knowledge and/or build schema  
- create purposeful, temporary small groups for student interaction  
- form groups that are flexible and dynamic, based on similar instructional needs (i.e., students do not stay in the same group for an extended period of time)  
- scaffold the development of problem solving skills as students actively apply them to creating texts (e.g., purpose, audience, form)  
- provide additional modelling, coaching and prompting as needed (e.g., previously taught strategies and skills)  
- observe and assess students’ progress  
- give students immediate feedback by providing a praise point and a teaching point

**Students**  
- access prior knowledge as they prepare for the learning  
- make predictions, raise questions  
- understand the purpose of the lesson  
- build on the explicit teaching of skills and strategies taught during modelled and shared instruction (e.g., critical thinking)  
- interact with the text (oral, visual, print)  
- engage in conversation with peers and teacher to clarify, verify, and extend understanding, using evidence to support their thinking  
- revisit the text at specific points to problem-solve  
- reflect on own learning  
- collaboratively set goals to be practised during independent work time build stamina and confidence

**Students**  
- access prior knowledge as they prepare for the learning  
- understand the purpose of the lesson  
- build on the explicit teaching of skills and strategies taught during modelled and shared instruction (e.g., sufficiency and relevance of ideas)  
- apply newly learned skills and strategies with teacher and/or peer support to create texts e.g., purpose, audience, form)  
- use teacher and peer feedback to improve the work (e.g., develop ideas for a draft, proof-read, edit and revise a draft)  
- reflect on own learning  
- collaboratively set goals to be practised during independent work time  
- build stamina and confidence
During Guided Reading, the teacher

- forms groups that are flexible and dynamic, based on similar instructional needs
- selects texts that provide appropriate challenge and support for intentional instruction
- briefly sets the purpose for the guided reading lesson
- listens in as students read the whole text or a unified part to themselves
- interacts with individuals to assist with problem solving and meaning making
- engages students in discussion about the content of the text, the reading strategies and understandings
- observes reading behaviours and documents students’ strategy selection and use (e.g., reading/running records, miscue analysis, audio and/or video recording)
- teaches strategies for *sustaining reading* ♦ (e.g., concepts of print, word solving, monitoring and correcting, information gathering, predicting, phrasing and fluency, and adjusting)
- teaches strategies that *expand for meaning* ♦ (e.g., connecting, inferring, summarizing, synthesizing, analyzing, critiquing)

♦Strategies for Sustaining Reading and Expanding for Meaning, Guiding Readers and Writers Grades 3-6 – Teaching Comprehension, Genre and Content Literacy. Fountas and Pinnell. (2000). Chapter 18

Learn More About Guided Practice...

**Video Clip-EduGAINS**

Differentiated Instruction

Guided Practice

Secondary Examples

*Guided Practice in*

- History (4:10 minutes)
- Geography (3:47 minutes)

http://www.edugains.ca/new site/dl2/secondarydvdvideo.html

**Webcast: Literacy and Numeracy Secretariat**

Guided Reading - Primary Example *Reading the World in a Grade 3 Classroom*

- Guided Practice: Reading Informational Text  (9:18 minutes)
- Guided Practice: Reading Digital Text  (8:08 minutes)

http://www.curriculum.org/content/30/reading-the-world-in-a-grade-3-classroom

**Webcast: Literacy and Numeracy Secretariat**

Guided Reading Primary Example *Precision Teaching in the Primary Classroom*

- Guided Reading (13:34 minutes)

http://resources.curriculum.org/secretariat/precision/reading.shtml
### Instructional Approach

#### Independent Practice

**You do. I assess learning.**

**Student Works Independently**

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**Teachers**
- assess students’ ability to independently apply the previously taught strategies and processes
- briefly set the stage for learning
- observe and assess students’ progress
- give students feedback by providing a praise point and a teaching point
- provide additional modelling, coaching and prompting as needed (e.g., previously taught strategies and skills)
- provide opportunities for students to create texts across the curriculum

**Students**
- build on the explicit teaching of skills and strategies and processes taught during modelled, shared, and/or guided instruction (e.g., critical thinking)
- select appropriate oral, visual, print texts (e.g., “just right” texts at independent reading level)
- build stamina and confidence
- problem solve independently
- set goals during student-teacher conference

**Students**
- apply newly learned skills and strategies to create texts for authentic purposes and audiences (e.g., elements of writing: ideas/content; organization; voice; sentence fluency; word choice; conventions; presentation)
- generate and organize ideas, create a draft, revise, edit, produce finished works
- use accountable talk strategies

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**During An Independent Reading Conference the teacher might:**

- review previously set reading goals
- listen to the student read a passage
- ask questions to promote deeper thinking about the text
- assist student with problem solving strategies (e.g., processing strategies such as word solving, monitoring and correcting, clarifying and clearing up misunderstandings, gathering information, predicting, phrasing and fluency, and adjusting)
- reinforce on-going construction of meaning (e.g., extending understanding, inferring, questioning, visualizing, summarizing, synthesizing, analyzing, evaluating)
- highlight newly learned strategies (e.g., use of text features)
- discuss the suitability of the student’s reading selection
- discuss reading responses (i.e., oral, written and/or visual)
- observe reading behaviours and document the individual reader’s strategy use (e.g., reading/running records, miscue analysis, audio and/or video recording) collaboratively set new goals with the student
The Four Roles of the Literate Learner

The Four Roles of the Literate Learner

- addresses many of the literacy expectations in the curriculum documents
- can be used to inform teaching and learning of listening, reading, viewing, speaking, writing, and representing
- helps teachers cluster curriculum expectations across and within Language/English strands (see example on next page)
- places the learner at the active centre of the model
- is neither sequential nor hierarchical
- is a lens to inform focused instruction of the curriculum expectations, with the ultimate intent being that students use the roles in an integrated manner to make meaning

Meaning Maker
Uses prior knowledge and personal and/or world experiences to construct and communicate meaning when reading, writing, speaking, listening, viewing and representing. The literate learner is a ‘text participant’ forming and communicating their own interpretation in light of their own knowledge and point of view.

Code User
Recognizes and uses the features and structures of written, visual, and multimodal texts, including the alphabet, sounds in words, phonemic awareness, phonics, spelling, conventions, sentence structure, text organization, and graphics, as well as other visual and non-visual cues to break the “code” of texts.

Text User
Understands that purpose and audience help to determine the way text is constructed: form, format, medium, structure, tone, the degree of formality, and sequence of components. The literate learner uses this knowledge and a variety of thinking processes to read, listen, and view, as well as to write, speak and represent ideas.

Text Analyzer
Understands that texts are not neutral; that they represent particular views, beliefs, values and perspectives to serve different interests; that other views and perspectives may be missing; that the design and messages of texts can be interpreted, critiqued, challenged and alternatives considered. The literate learner decides what to think now, considers possibilities and when to take action.

“Literacy in the twenty-first century involves not a single skill but a complex combination of skills and resources that the literate learner draws upon to make meaning from texts of many types. One approach to understanding this complex process is offered by Peter Freebody and Allan Luke in their ‘Four Resources Model’ (1990). The four resources are also referred to as ‘four roles’ or ‘four families of practice’.”


To become literate, students must learn to: (1) make meaning from texts, (2) break the code of texts, (3) use texts to acquire knowledge/information and perform tasks and (4) analyze and critique texts. One family of practices [role] does not stand alone as more important than any of the others; students integrate all four simultaneously when they read, write, listen and speak. Freebody notes that “any program of instruction in literacy, whether it be in kindergarten, in adult classes, in university courses, or any points in between, needs to confront these roles systematically, explicitly, and at all developmental points.”


Adapted from Literacy for Learning: The report of the Expert Panel on Literacy in Grades 4-6 in Ontario. (2004). Page 9

**Linking the Four Roles to Curriculum Expectations – An Example**

<table>
<thead>
<tr>
<th>The Student as ...</th>
<th>MEDIA &amp; ORAL [LISTENING/SPEAKING]</th>
<th>MEDIA &amp; READING [VIEWING]</th>
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<tr>
<td><strong>Meaning Maker</strong></td>
<td>LISTENING TO UNDERSTAND</td>
<td>READING FOR MEANING</td>
<td>DEVELOPING &amp; ORGANIZING CONTENT</td>
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<td>Uses prior knowledge and personal and/or world experiences to construct and communicate meaning when reading, writing, speaking, listening, viewing and representing. The literate learner is a ‘text participant’ forming and communicating their own interpretation in light of their own knowledge and point of view.</td>
<td>• Comprehension Strategies</td>
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<td>• Generating and Developing Ideas</td>
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<td>• Demonstrating Understanding of Content</td>
<td>• Making Inferences/Interpreting Texts</td>
<td>• Research</td>
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<td>• Making Inferences/Interpreting Texts</td>
<td>• Extending Understanding</td>
<td>• Classifying Ideas</td>
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<td><strong>Text Analyzer</strong></td>
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<td>DEVELOPING &amp; ORGANIZING CONTENT</td>
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<td>Understands that texts are not neutral; that they represent particular views, beliefs, values and perspectives to serve different interests; that other views and perspectives may be missing; that the design and messages of texts can be interpreted, critiqued, challenged and alternatives considered. The literate learner decides what to think now, considers possibilities and when to take action.</td>
<td>• Analyzing Texts</td>
<td>• Analyzing Texts, Responding to and Evaluating Texts</td>
<td>• Review</td>
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<td>• Point of View/Critical Literacy</td>
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<td>• Production Perspectives</td>
<td>UNDERSTANDING MEDIA FORMS, CONVENTIONS AND TECHNIQUES</td>
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<td>• Form, Conventions and Techniques</td>
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<td><strong>Code User</strong></td>
<td>LISTENING TO UNDERSTAND</td>
<td>UNDERSTANDING FORM AND STYLE</td>
<td>APPLYING KNOWLEDGE</td>
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<td>Recognizes and uses the features and structures of written, visual, and multi-modal texts, including the alphabet, sounds in words, phonemic awareness, phonics, spelling, conventions, sentence structure, text organization, and graphics, as well as other visual and non-visual cues to break the “code” of texts.</td>
<td>• Active Listening Strategies</td>
<td>• Text Features</td>
<td>• Spelling Familiar Words</td>
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<td>SPEAKING TO COMMUNICATE</td>
<td>• Elements of Style</td>
<td>• Spelling Unfamiliar Words</td>
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<td>• Vocal Skills and Strategies</td>
<td>READING WITH FLUENCY</td>
<td>• Punctuation</td>
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<td>• Non-Verbal Cues</td>
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<td>Understands that purpose and audience help to determine the way text is constructed: form, format, medium, structure, tone, the degree of formality, and sequence of components. The literate learner uses this knowledge and a variety of thinking processes to read, listen, and view, as well as to write, speak and represent ideas.</td>
<td>• Purpose</td>
<td>• Analyzing Texts, Responding to and Evaluating Texts</td>
<td>• Topic, Purpose and Audience</td>
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<td></td>
<td>• Analyzing Texts</td>
<td>UNDERSTANDING FORM AND STYLE</td>
<td>• Using Knowledge of Form and Style in Writing</td>
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<td></td>
<td>• Interactive Strategies/Interpersonal Strategies</td>
<td>• Text Forms</td>
<td>• Form</td>
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<td>• Clarity and Coherence</td>
<td>• Text Patterns</td>
<td>• Voice</td>
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<td>• Appropriate Language/Diction and Devices</td>
<td>UNDERSTANDING MEDIA TEXTS</td>
<td>• Word Choice/Diction</td>
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<td>UNDERSTANDING MEDIA TEXTS</td>
<td>• Purpose and Audience</td>
<td>CREATING MEDIA TEXTS</td>
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<td>• Purpose and Audience</td>
<td>• Audience Responses</td>
<td>• Purpose and Audience</td>
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<td>• Audience Responses</td>
<td>UNDERSTANDING MEDIA TEXTS</td>
<td>• Form</td>
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<td>UNDERSTANDING MEDIA TEXTS</td>
<td>• Purpose and Audience</td>
<td>• Conventions and Techniques</td>
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<td>• Purpose and Audience</td>
<td>UNDERSTANDING MEDIA TEXTS</td>
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<td><strong>Metacognition and Interconnected Skills might be linked to any one of the Roles of the Literate Learner, in any strand.</strong></td>
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An Example of Receptive Language across the Curriculum

<table>
<thead>
<tr>
<th>Language &amp; English</th>
<th>Mathematics</th>
<th>Science &amp; Technology</th>
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</thead>
<tbody>
<tr>
<td>Inferring</td>
<td>Problem solving with emphasis on critical thinking skills: estimating, evaluating, hypothesizing</td>
<td>Assessing, analyzing and evaluating the impact of something on society / environment</td>
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<tr>
<td>Interpreting</td>
<td>Offering opinions about texts with reasons</td>
<td>Assessing fairness in the presentation of facts</td>
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<tr>
<td>Extending</td>
<td>Justifying, reasoning and proving</td>
<td>Analyzing information to detect bias</td>
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<tr>
<td>understanding</td>
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<td>Analyzing texts</td>
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<td>Evaluating texts</td>
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<tr>
<td>Identifying point of view</td>
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<td>Critical literacy</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Social Studies &amp; Canadian World Studies</th>
<th>The Arts</th>
<th>Health &amp; Physical Education</th>
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</thead>
<tbody>
<tr>
<td>Asking questions of a text</td>
<td>Analyzing art works to identify possible meanings</td>
<td>Analyzing and interpreting product information (e.g., food labels)</td>
</tr>
<tr>
<td>Planning investigations to extend understanding</td>
<td>Analyzing how content of art was created</td>
<td>Critiquing media messages (e.g., gender stereotyping, body image)</td>
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<td>Critically assessing primary and secondary historical resources for bias</td>
<td>Determining bias and inferring why it exists</td>
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<td></td>
<td>Synthesizing and producing a personal interpretation of an issue</td>
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</table>

To access the curriculum documents please [click here](http://example.com).

“All subjects, including science and technology, can be related to the language [English] curriculum... In science and technology, students use a range of language skills: they build subject-specific vocabulary, interpret diagrams and charts, and read instructions relating to investigations and procedures. Moreover, they communicate what they have learned - orally, graphically, and in writing.”

What will students need to know?

- structural components of various informational text forms and formats
  - text and language features
  - graphic devices (e.g., logos, illustrations, graphs, maps)
- all texts are written for a particular audience and purpose
- authors make intentional decisions about content, text form/format and language
- patterns in distribution and use of natural resources
- how technology has affected the use of natural resources
- concept of renewable and non-renewable resources
- concept of sustainable development

What will students need to do and demonstrate?

- identify the text forms and their structures
- identify text patterns and organization (e.g., sequence, enumerative, compare/contrast, cause/effect and problem/solution, description, and question/answer)
- identify text features and their purpose and function (e.g., font, italics, bold print, captions, images, charts, diagrams)
- determine how language (e.g., words, phrases, sentences) can be purposefully selected to convey a desired message
- explain how the elements above support the author’s purpose for an intended audience
- explain how the elements above contribute to the author’s message about sustainability and health of the environment

Learning Goals for One Lesson in this Integrated Inquiry Unit

Students will learn to:

- identify text features in an informational text
- explain their function and how they contribute to the overall meaning
- explain how the elements contribute to the author’s message about sustainability and health of the environment
## Three Part Lesson

### Activate Student Thinking
- Connect to prior learning and/or experience
- Set context for learning

Students engage in an interactive pre-reading activity called “Tea Party”. The teacher prepares a set of cards. Some cards have the name and a visual representation of a text feature. The other cards have corresponding written information (e.g., definition or function).

Review the directions for the activity with the students:
- Distribute one card to each student.
- Students circulate and pair up so that one student has a card with a text feature name and visual, and the other student has a card with the definition or function of the feature.
- Individuals read their cards aloud and listen carefully to each other.
- Partners discuss if these cards are related or not and explain why.
- Students switch partners, until they find a matching card.

- Collaboratively debrief the text features and their functions orally and generate a written list.

### Develop Student Thinking
- Students work together to problem solve and discover learning
- Provide opportunities for application
- Introduce new learning to uncover literacy skills from the curriculum
- Extend and deepen understandings

The teacher purposefully pre-selects a variety of informational texts that include a range of text features and different perspectives on the topic of sustainability.

The teacher shares the learning goal of the lesson with the students.

Students work in small groups.

Their task is to:
- Preview the text provided, focusing on text features.
- Discuss predictions, questions, and connections based on the text features and how these relate to the author’s message.
- Read the text, including the text features.
- In groups, discuss these guiding questions:
  - Why you think the author chose to use these text features for this specific text?
  - How do these text features help you understand the author’s message about sustainability and health of the environment?
- Groups may create their own graphic organizer on which to record their thinking.

### Consolidate and Extend Student Thinking
- Provide opportunities for students to share/justify thinking (reflection).
- Question students to help consolidate their learning.
- Debrief lesson and emphasize teaching points that emerge from evidence of student learning (Part 2 of lesson—Develop Student Thinking).
- Reflect on the learning to inform next steps.

- Students are invited to share their thinking (graphic organizers).
- Students are encouraged to ask questions of each other for clarification.
- Teacher asks guiding questions that invite students to justify their thinking about the role of text features in supporting the author’s message.

Based on the evidence of student learning, the teacher may choose to:
- Select a piece of student work to deconstruct, using such strategies as paraphrasing, re-voicing, or restating, to explicitly demonstrate how the selected text features contribute to and support the message in the text.
- Model, through a think aloud, how a specific text feature is more appropriate within one type of text than another.
- Teacher determines a “teaching emphasis” — teaching point or area of focus based on evidence of student work during this lesson to inform next steps for instruction and learning (e.g., One group of students may need further support on how text features are used to support the author’s message.)
- Teacher and students revisit the learning goal and summarize the learning from the lesson.
- Students reflect on their learning and complete an “exit ticket”.

---

**Independent**
- You do your own thinking.
- I do assessment for learning.

**Collaborative/Shared**
- We do it together.

**Collaborative/Guided**
- You do it with peers. I help.

**Modelled Practice**
- I do. You think.

**Independent**
- You do your own thinking.
- I do assessment for learning.
Works Cited


- *Growing Success Monograph Series: Assessment for Learning, K-12*.


