

# TERM 1 2021-2022: SAMPLE LONG RANGE PLAN (ENGLISH LITERACY)

		SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
<b>O</b>	<p><b>Oral Communication</b></p> <p><b>OV 1.</b> <u>Listen in order to understand</u> and respond appropriately in a variety of situations for a variety of purposes;</p> <p><b>OV 3.</b> <u>Reflect on and identify their strengths</u> as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</p>	<ul style="list-style-type: none"> <li>Establish listening behaviours (What does good listening look like? Sounds like?)</li> <li>Identify purposes for active listening in a variety of situations (e.g. listening for understanding, social interactions, extended discussion)</li> <li><b>Listen for Meaning</b> (Listen to a variety of texts)</li> </ul>	<ul style="list-style-type: none"> <li>Develop and demonstrate listening behaviours in a variety of situations (What does active listening look like? Sounds like?)</li> <li>Demonstrate <b>BEFORE</b> listening strategies. (What do active listeners do before they begin listening?) establish <b>DURING</b> listening strategies (What do active listeners do while they are listening?)</li> <li><b>Listen for Meaning</b> and demonstrate understanding of oral communication (Listen to a variety of texts)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate and reflect on <b>listening behaviours</b> (What do good listeners do? What is working? What needs to change?)</li> <li>Demonstrate and reflect <b>BEFORE</b> listening strategies. (What do active listeners do before they begin listening?) establish <b>DURING</b> listening strategies (What listening strategies work for me?)</li> <li><b>Listen for Meaning</b> and demonstrate understanding of oral communication using comprehension strategies (Listen to a variety of texts)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate and reflect on <b>listening behaviours</b> (What do good listeners do? What is working? What needs to change?)</li> <li>Demonstrate and reflect <b>BEFORE</b> listening strategies. (What do active listeners do before they begin listening?) establish <b>DURING</b> listening strategies (What are my strengths as a listener? What do I need to improve on as a listener?)</li> <li>Establish and demonstrate <b>AFTER listening strategies</b> (What strategies are most helpful when listening to others?)</li> <li><b>Listen for Meaning</b> and demonstrate understanding of oral communication using comprehension strategies (Listen to a variety of texts)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate and reflect on <b>listening behaviours</b> (What do good listeners do? What is working? What needs to change?)</li> <li>Demonstrate and reflect <b>BEFORE, DURING, and AFTER listening strategies</b> (What do active listeners do before, during, and after listening? (What are my strengths as a listener? What do I need to improve on as a listener?)</li> <li><b>Listen for Meaning</b> and extend understanding of oral communication using comprehension strategies (Listen to a variety of texts)</li> </ul>
<b>R</b>	<p><b>Reading</b></p> <p><b>OV 1:</b> Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</p> <p><b>OV 3:</b> use knowledge of words and cueing systems to read fluently</p> <p><b>OV 4:</b> reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading</p>	<ul style="list-style-type: none"> <li><b>Diagnostic Assessment:</b> Benchmark Assessment, CASI (Primary, Junior and Intermediate)</li> <li>Establish reading behaviours using the <a href="#">First 20 Days of Reading and Writing</a> or Fountas and Pinnell First 20 Days of Reading (What do good readers do?)</li> <li>Use <b>READING INTEREST</b> surveys determine students' interests for <b>INDEPENDENT READING</b></li> <li>Work towards sustained <b>INDEPENDENT READING</b> time (Increase time gradually for independent reading)</li> <li>Establish <b>BEFORE</b> reading behaviours (What do readers do <b>BEFORE</b> reading?)</li> </ul>	<ul style="list-style-type: none"> <li><b>INTERACTIVE READ ALOUDS</b> and <b>SHARED READING</b> to focus on decoding and comprehension strategies to construct meaning</li> <li>Use reading assessments to establish initial <b>GUIDED READING</b> groups</li> <li>Develop class conditions for <b>GUIDED READING</b> (When the teacher is doing Guided reading, what are the other students doing?)</li> <li>Continue to develop sustained <b>INDEPENDENT READING</b></li> <li>Build a <b>WORD WALL</b> and use engaging activities to support the development of high- frequency words, familiar words and unfamiliar words</li> <li>Demonstrate <b>BEFORE</b> reading behaviours (What do readers do while reading?)</li> </ul>	<ul style="list-style-type: none"> <li><b>INTERACTIVE READ ALOUDS</b> and <b>SHARED READING</b> to focus on decoding and comprehension strategies to construct meaning</li> <li><b>GUIDED READING</b> to focus on reading fluency, comprehension strategies (Use running records to determine <b>GUIDED READING</b> groups)</li> <li><b>INDEPENDENT READING</b> with a focus on what was shared in <b>INTERACTIVE READ ALOUDS</b> and <b>SHARED READING</b></li> <li>Build the <b>WORD WALL</b> and use engaging activities to support the development of high- frequency words, familiar words and unfamiliar words</li> <li>Demonstrate and reflect <b>BEFORE</b> reading behaviours (What do readers do <b>BEFORE</b> reading?) Establish <b>DURING</b> reading behaviours (What do readers do <b>DURING</b> reading?)</li> </ul>	<ul style="list-style-type: none"> <li><b>INTERACTIVE READ ALOUDS</b> and <b>SHARED READING</b> to focus on decoding and comprehension strategies to construct meaning</li> <li><b>GUIDED READING</b> to focus on reading fluency, comprehension strategies (Use running records to determine <b>GUIDED READING</b> groups)</li> <li><b>INDEPENDENT READING</b> with a focus on what was shared in <b>INTERACTIVE READ ALOUDS</b> and <b>SHARED READING</b></li> <li>Build the <b>WORD WALL</b> and use engaging activities to support the development of high- frequency words, familiar words and unfamiliar words</li> <li>Demonstrate and reflect <b>BEFORE</b> and <b>DURING</b> reading behaviours (What do readers do <b>BEFORE</b> and <b>DURING</b> reading?) Establish <b>AFTER</b> reading behaviours (What do readers do <b>AFTER</b> reading?)</li> </ul>	<ul style="list-style-type: none"> <li><b>INTERACTIVE READ ALOUDS</b> and <b>SHARED READING</b> to focus on decoding and comprehension strategies to construct meaning</li> <li><b>GUIDED READING</b> to focus on reading fluency, comprehension strategies</li> <li><b>INDEPENDENT READING</b> with a focus on what was shared in <b>INTERACTIVE READ ALOUDS</b> and <b>SHARED READING</b></li> <li>Build the <b>WORD WALL</b> and use engaging activities to support the development of high- frequency words, familiar words and unfamiliar words</li> <li>Demonstrate and reflect <b>BEFORE, DURING</b> and <b>AFTER</b> reading behaviours (What do readers do <b>BEFORE, DURING</b> and <b>AFTER</b> reading?)</li> </ul>

<b>W DI</b>	<p><b>Writing</b></p> <p><b>OV1.</b> <u>generate, gather, and organize ideas and information</u> to write for an intended purpose and audience</p> <p><b>OV 2.</b> <u>draft, and revise their writing,</u> using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.</p> <p><b>OV 4.</b> <u>Reflect on and identify their strengths as writers, areas for improvement,</u> and the strategies they found most helpful at different stages in the writing process</p>	<b>SEPTEMBER</b>	<b>OCTOBER</b>	<b>NOVEMBER</b>	<b>DECEMBER</b>	<b>JANUARY</b>
		<ul style="list-style-type: none"> <li>● <b>DIAGNOSTIC ASSESSMENT:</b> Writing sample <a href="#">First 20 Days of Reading and Writing</a> (Primary, Junior and Intermediate)</li> <li>● <b>MODELLED WRITING and SHARED WRITING</b> to demonstrate writing skills and writing process.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>MODELLED WRITING and SHARED WRITING</b> to demonstrate writing skills and writing process.</li> <li>● <b>WRITER'S WORKSHOP</b> Introduction - focus on pre-writing, and draft writing (connect to other areas of the curriculum e.g. science, social studies)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>MODELLED WRITING and SHARED WRITING</b> to demonstrate writing skills and writing process.</li> <li>● <b>INDEPENDENT WRITING -</b> Writer's Workshop Introduction- Writing Process (<i>focus on revising and editing and continue to practice brainstorming and drafting</i>)</li> <li>● <b>GUIDED GROUPS</b> (work with smaller groups to target a specific focus in writing)</li> <li>● REFLECT on writing skills. IDENTIFY areas of strength and areas of improvement. (What do I like about my writing? What is an area that I need to improve on in my writing?)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>MODELLED WRITING and SHARED WRITING</b> to demonstrate writing skills and writing process.</li> <li>● <b>INDEPENDENT WRITING-</b> Writer's Workshop Introduction- Writing Process (<i>focus on publishing and continue to practice brainstorming, drafting, revising and editing</i>)</li> <li>● <b>GUIDED GROUPS</b> (work with smaller groups to target a specific focus in writing)</li> <li>● REFLECT on writing skills. IDENTIFY areas of strength and areas of improvement. (What do I like about my writing? What is an area that I need to improve on in my writing?)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>MODELLED WRITING and SHARED WRITING</b> to demonstrate writing skills and writing process.</li> <li>● <b>INDEPENDENT WRITING -</b> Writer's Workshop (focus on completing the writing process)</li> <li>● <b>GUIDED GROUPS</b> (work with smaller groups to target a specific focus in writing)</li> <li>● REFLECT on writing skills. IDENTIFY areas of strength and areas of improvement. (What do I like about my writing? What is an area that I need to improve on in my writing?)</li> </ul>
<b>M E</b>	<p><b>Media (English)</b></p> <p><b>OV 1.</b> Demonstrate an understanding of a variety of media texts</p> <p><b>OV 2.</b> Identify some media forms and explain how the conventions and techniques associated with them used to create meaning</p> <p><b>OV 4.</b> Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts</p>	<b>SEPTEMBER</b>	<b>OCTOBER</b>	<b>NOVEMBER</b>	<b>DECEMBER</b>	<b>JANUARY</b>
		<ul style="list-style-type: none"> <li>● <b>DIAGNOSTIC ASSESSMENT:</b> Media Literacy (Guide to Effective Instruction Gr. 4 to 6 Vol 7) Determine students media literacy skills.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>INTERACTIVE READ ALOUDS and SHARED READING</b> to demonstrate understanding of media text. (What is the message that is being conveyed in this media text?) Identify and explain how conventions and techniques create the meaning. (How did the creator use media forms, symbols and techniques to convey this message?)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>INTERACTIVE READ ALOUDS and SHARED READING</b> with media texts to demonstrate understanding of media text. (<i>What is the message that is being conveyed in this media text?</i>) Identify and explain how conventions and techniques create the meaning. (<i>How did the creator use media forms, symbols and techniques to convey this message?</i>)</li> <li>● <b>GUIDED READING</b> with media texts to demonstrate understanding of media text. (<i>What is the message that is being conveyed in this media text?</i>) Identify and explain how conventions and techniques create the meaning. (<i>How did the creator use media forms, symbols and techniques to convey this message?</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>INTERACTIVE READ ALOUDS and SHARED READING</b> with media texts to demonstrate understanding of media text. (<i>What is the message that is being conveyed in this media text?</i>) Identify and explain how conventions and techniques create the meaning. (<i>How did the creator use media forms, symbols and techniques to convey this message?</i>)</li> <li>● <b>GUIDED READING</b> with media texts to demonstrate understanding of media text. (<i>What is the message that is being conveyed in this media text?</i>) Identify and explain how conventions and techniques create the meaning. (<i>How did the creator use media forms, symbols and techniques to convey this message?</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>INTERACTIVE READ ALOUDS and SHARED READING</b> with media texts to reflect on and identify their strengths as media interpreters and areas of improvement (<i>What skills did we use to understand the text and the message being conveyed?</i>)</li> <li>● <b>GUIDED READING</b> with media texts to reflect on and identify their strengths as media interpreters and areas of improvement (<i>What skills did we use to understand the text and the message being conveyed?</i>)</li> </ul>

# TERM 1 2021-2022: SAMPLE LONG RANGE PLAN (FSL LITERACY)

		SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
<p><b>FSL Listening</b></p> <p>A1. <u>Listening to Understand:</u> Determine meaning in a variety of oral French texts, using appropriate listening strategies;</p> <p>A2. <u>Listening to Interact:</u> Interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;</p>		<ul style="list-style-type: none"> <li>Establish <b>FSL listening behaviours</b> (<i>What do good FSL listeners do when listening? How can I show I am listening?</i>)</li> <li>Establish and demonstrate <b>BEFORE listening strategies</b> (<i>What do FSL listeners do before listening?</i>)</li> <li><b>Listen for Meaning</b> (<i>Listen to a variety of French oral text, French songs and/or French poems</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Developing and demonstrating <b>FSL listening behaviours</b> (<i>What do good listeners do when listening? How can I show I am listening?</i>)</li> <li>Demonstrate <b>BEFORE listening strategies</b> and establish <b>DURING listening strategies</b> (<i>What do FSL listeners do while they are listening?</i>)</li> <li><b>Listen for Meaning</b> (<i>Listen to a variety of French oral text, French songs and/or French poems</i>)</li> <li><b>Listen to Interact</b> (<i>Interactive listening opportunities</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate and reflect on <b>FSL listening behaviours</b> (<i>What do good listeners do when listening? What am I doing that is working? What do I need to try? How can I show I am listening?</i>)</li> <li>Demonstrate and reflect on <b>BEFORE and DURING listening strategies</b> (<i>What do FSL listeners do while they are listening? What strategies work for me? How do I know?</i>)</li> <li><b>Listen for Meaning</b> (<i>Listen to a variety of French oral text, French songs and/or French poems</i>)</li> <li><b>Listen to Interact</b> (<i>Interactive listening opportunities</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate and reflect on <b>FSL listening behaviours</b> (<i>What do good listeners do when listening? What am I doing that is working? What should I try?</i>)</li> <li>Demonstrate and reflect on <b>BEFORE and DURING listening strategies</b> (<i>What do FSL listeners do before and while they are listening? What strategies work for me?</i>)</li> <li>Establish and demonstrate <b>AFTER listening strategies</b> (<i>What do FSL listeners do after listening?</i>)</li> <li><b>Listen for Meaning</b> (<i>Listen to a variety of French oral text, French songs, French poems</i>)</li> <li><b>Listen to Interact</b> (<i>Interactive listening opportunities</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate and reflect on <b>FSL listening behaviours</b> (<i>What do good listeners do when listening? What am I doing that is working? What do I need to try?</i>)</li> <li>Demonstrate and reflect on <b>BEFORE, DURING and AFTER listening strategies</b> (<i>What do FSL listeners do before, during and after listening? What strategies work for me?</i>)</li> <li><b>Listen for Meaning</b> (<i>Listen to a variety of French oral text, French songs and/or French poems</i>)</li> <li><b>Listen to Interact</b> (<i>Interactive listening opportunities</i>)</li> </ul>
		<ul style="list-style-type: none"> <li>Establish <b>speaking behaviours and strategies</b> (<i>What do FSL speakers do when they are communicating or interacting?</i>)</li> <li>Establish and practice saying <b>familiar French words</b> for a specific purpose (<i>Communicating about a familiar topic or respond to a familiar question</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate <b>speaking behaviours and strategies</b> (<i>What do FSL speakers do when they are communicating or interacting?</i>)</li> <li>Establish and practice saying <b>familiar French words</b> for a specific purpose (<i>Communicating about a familiar topic or respond to a familiar question</i>)</li> <li>Establish and practice saying <b>familiar French phrases</b> for a specific purpose</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate and reflect on <b>speaking behaviours and strategies</b> (<i>What behaviours/strategies am I demonstrating?</i>)</li> <li>Establish and practice saying <b>familiar French words</b> for a specific purpose (<i>Communicating about a familiar topic or respond to a familiar question</i>)</li> <li>Establish and practice saying <b>familiar French phrases</b> for a specific purpose</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate and reflect on <b>speaking behaviours and strategies</b> (<i>What behaviours/strategies am I demonstrating?</i>)</li> <li>Establish and practice saying <b>familiar French words</b> for a specific purpose (<i>Communicating about a familiar topic or respond to a familiar question</i>)</li> <li>Establish and practice saying <b>familiar French phrases</b> for a specific purpose (interacting)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate and reflect on <b>speaking behaviours and strategies</b> (<i>What behaviours/strategies am I using and why?</i>)</li> <li>Practice saying <b>familiar French words</b> for a specific purpose (<i>Communicating about a familiar topic or respond to a familiar question</i>)</li> <li>Practice saying <b>familiar French phrases</b> for a specific purpose (interacting)</li> </ul>
<p><b>FSL Speaking</b></p> <p>B1. <u>Speaking to Communicate:</u> Communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;</p> <p>B2. <u>Speaking to Interact:</u> Participate in spoken interactions in French for a variety of purposes with diverse audiences;</p>						

		SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
<b>R</b> <b>L</b>	<p><b>FSL Reading</b></p> <p><u>C1. Reading Comprehension:</u> determine meaning in a variety of French texts, using a few reading comprehension strategies;</p> <p><u>C2.3 Metacognition:</u> (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills</p>	<ul style="list-style-type: none"> <li>Focus on FSL LISTENING and FSL SPEAKING strands with a variety of French text</li> <li>Use READ ALOUDS and SHARED READING to practice listening and speaking expectations</li> <li>Establish a FSL WORD WALL and engage in interactive games with the word wall (familiar and high frequency French words)</li> </ul>	<ul style="list-style-type: none"> <li>Use READ ALOUDS and SHARED READING to practice listening and speaking expectations</li> <li>Continue to build the FSL WORD WALL and engage in interactive activities with the word wall (familiar and high frequency French words)</li> <li><b>Diagnostic Assessment</b> (Familiar French word list and/or levelled text reading assessment to determine guided groups)</li> <li>Establish FSL reading behaviours (What do good FSL readers do?) - Adapt <a href="#">First 20 Days of Reading and Writing</a> for the FSL classroom</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate reading behaviours (What do good FSL readers do?)</li> <li>Continue to build the WORD WALL and engage in interactive activities with the FSL word wall (familiar and high frequency French words)</li> <li>READ ALOUDS and SHARED READING to model decoding and reading comprehension strategies</li> <li>GUIDED READING to practice decoding and build fluency with French text</li> <li>INDEPENDENT READING to practice decoding and build fluency</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate and reflect on reading behaviours (What behaviours am I demonstrating when reading?)</li> <li>Continue to build the FSL WORD WALL and engage in interactive activities with the word wall (familiar and high frequency French words)</li> <li>READ ALOUDS and SHARED READING to model decoding and reading comprehension strategies</li> <li>GUIDED READING to practice decoding and build fluency with French text</li> <li>INDEPENDENT READING to practice decoding and build fluency</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate and reflect on reading behaviours (What behaviours am I demonstrating when reading?)</li> <li>Continue to build the FSL WORD WALL and engage in activities with the word wall (familiar and high frequency French words)</li> <li>READ ALOUDS and SHARED READING to model decoding and reading comprehension strategies</li> <li>GUIDED READING to practice decoding and build fluency with French text</li> <li>INDEPENDENT READING to practice decoding and build fluency</li> </ul>
	<b>W</b> <b>D</b>	<p><b>FSL Writing</b></p> <p><u>D2. The Writing Process:</u> Use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively</p>	<ul style="list-style-type: none"> <li>Focus on FSL LISTENING and FSL SPEAKING expectations</li> <li>MODELLED WRITING and SHARED WRITING to support the speaking to communicate expectations</li> <li><b>Diagnostic Assessment</b> (Gather writing samples if students are writing in French)</li> </ul>	<ul style="list-style-type: none"> <li>MODELLED WRITING and SHARED WRITING to demonstrate writing skills and writing process (connected to other content/subject areas where applicable)</li> <li>INDEPENDENT WRITING - WRITER'S WORKSHOP Introduction - <i>focus on Pre-Writing and Drafting writing (connected to other content/subject areas if applicable)</i></li> </ul>	<ul style="list-style-type: none"> <li>MODELLED WRITING, INTERACTIVE WRITING and SHARED WRITING to demonstrate writing skills and writing process (e.g. brainstorming &amp; drafting)</li> <li>GUIDED WRITING (select small group of students to teach and further develop writing skills in French)</li> <li>INDEPENDENT WRITING - WRITER'S WORKSHOP - <i>focus on revising and editing and continue to practice brainstorming and drafting</i></li> <li>Engage in METACOGNITION- reflect on writing skills (What do I like about my writing? What do I need to focus more on to improve my writing?)</li> </ul>	<ul style="list-style-type: none"> <li>MODELLED WRITING, INTERACTIVE WRITING and SHARED WRITING to demonstrate writing skills and writing process (e.g.: editing and revising)</li> <li>GUIDED WRITING (select small group of students to teach and further develop writing skills in French)</li> <li>INDEPENDENT WRITING and WRITER'S WORKSHOP - <i>focus on publishing and continue to practice brainstorming, drafting, revising &amp; editing</i></li> <li>Engage in METACOGNITION- reflect on writing skills (What do I like about my writing? What do I need to focus more on to improve my writing?)</li> </ul>

		SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
<b>M L</b>	<b>FSL Media</b> A1.4 <u>Responding to and Evaluating Media Texts</u> : Express in verbal and non-verbal ways their personal thoughts, feelings, and opinions about the messages and the ways they are presented in brief oral media texts about familiar, everyday topics, with teacher support and guidance as appropriate	<ul style="list-style-type: none"> <li>Focus on FSL LISTENING and FSL SPEAKING expectations when reading, looking at or listening to French media (text, visuals, audio and video)</li> </ul>	<ul style="list-style-type: none"> <li>Focus on FSL LISTENING and FSL SPEAKING expectations when reading French media text or looking at/listening to French media (visuals, audio and video)</li> <li>Respond to French Media (text, visuals, audio or video) in a variety of ways (orally, visually, in writing (if applicable))</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate French media text and visuals into SHARED READING and GUIDED READING</li> <li>Respond to French Media (text, visuals, audio or video) in a variety of ways</li> <li>Demonstrate comprehension of media text</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate French media text and visuals into SHARED READING and GUIDED READING</li> <li>Respond to French Media (text, visuals, audio or video) in a variety of ways</li> <li>Demonstrate comprehension of media text</li> </ul>	<ul style="list-style-type: none"> <li>Focus on FSL LISTENING and FSL SPEAKING expectations when responding to and reading French media text or looking at/listening to French media (visuals, audio and video)</li> </ul>
	C1.5 <u>Responding to and Evaluating Media Texts</u> : express personal thoughts, feelings, and opinions about the messages and the ways they are presented in media texts about familiar, everyday topics, with teacher support as appropriate					

# GLOSSARY OF KEY TERMS

## READ ALOUD

Section 4.3 [Guide to Effective Instruction in Reading](#) (K)

→ Teacher selects a book that is beyond what students can read on their own and reads it aloud to the class

→ Goals of read aloud is to:

- ◆ promote a love of reading
- ◆ improve students' level of comprehension,
- ◆ build students' knowledge of vocabulary and language structures,
- ◆ expose students to correct pronunciation
- ◆ demonstrate reading strategies

→ Use a variety of texts that cover a range of subjects.

→ Model both the "how" and the "why" of reading.

## **SHARED READING**

Section GL.6 - [Guide to Effective Instruction in Reading \(K-3\)](#):

- Teacher reads from large books or other texts that all students can see and follow (e.g., slides/transparencies projected onto a screen/wall, commercially published and class-made big books, pocket and other types of charts, posters, murals).
- The text is read several times, first by the teacher, and then with students, who join in the reading when they feel comfortable doing so, at key instructional points, or when the text is repeated.

## **GUIDED READING**

Section GL6 - [Guide to Effective Instruction in Reading \(K-3\)](#):

- Teacher works with a small group of students who have comparable reading skills.
- Teacher selects an appropriate text (one that students can read with 90–95 percent accuracy)
- The composition of a guided reading group changes as a result of the teacher's observation and assessment of individuals in it.

## **INDEPENDENT READING**

Section GL6 - [Guide to Effective Instruction in Reading \(K-3\)](#):

- Students read just-right texts that they have selected themselves with the teacher's guidance.
- Teacher observes and records individual students' reading choices and, as much as possible, their reading behaviours, then uses this information to guide future instruction.
- Independent reading may be preceded by a minilesson and followed by students' reflection on and discussion of their reading.

## **MODELLED WRITING**

Section 2.3 - [Guide to Effective Instruction in Writing \(K-3\)](#):

- The teacher demonstrates a specific aspect of writing to the whole class: for example, a new writing skill, text form, genre, or format.
- Teacher models think alouds
- The text produced during the lesson is usually based on a situation or experience with which students are familiar so that they can relate to the content of the writing.

- The teacher is the scribe and provides full support by thinking aloud and modelling what a proficient writer does, thus demonstrating the process of putting thoughts and feelings into written form.

## SHARED WRITING

Section 3.3 [Guide to Effective Instruction in Writing 3\(K\)](#)

- Shared writing allows students and teachers to work together on a piece of writing.
- Teacher selects the purpose and the form of writing.
- The teacher is the scribe, and the students and the teacher collaborate to create the text.
- Shared writing can be taught in large- or small-group settings.

## INTERACTIVE WRITING

Section 4.3 [Guide to Effective Instruction in Writing 3\(K\)](#)

- Teacher, with or without students, decides on a purpose for writing.
- Teacher and students share the task of scribing the message.
- Guides and encourages students to become independent writers.

## WRITING WORKSHOP

Glossary Section [Guide to Effective Instruction in Writing 3\(K\)](#)

- A structured block of time where all students engage in independent, paired and/or guided writing
- An organizational strategy for practicing writing
- Students write independently, confer with other students or the teacher, and present their work to the class
- During the sustained writing time, students write and respond to reading while the teacher provides precise writing instruction and feedback to individuals and small groups (Pg. 18 - [Guide to Effective Instruction in Writing Grades 4-6 v.6](#))

## GUIDED WRITING

Section 5.3 [Guide to Effective Instruction in Writing \(K-3\)](#):

- Guided writing is a strategy that gives students the opportunity to review a recently taught writing skill in a small-group setting
- Teacher determines that a group of students could benefit from further teacher support to develop a particular writing skill
- The guided writing group comes together for the purpose of learning or practising this writing skill.

## INDEPENDENT WRITING

Section GL.4 & 6 [Guide to Effective Instruction in Writing \(K\)](#):

- Gives students opportunities to explore writing independently,
- Students use self-selected or assigned topics, genres, and forms.
- apply their knowledge and skills to write independently
- develop skills related to each stage of the writing process.

## WORD WALL

Glossary Section [Guide to Effective Instruction in Writing \(K\)](#)

- A list of words, grouped alphabetically
- Prominently displayed in the classroom, that teachers use to help students become familiar with high-frequency words
- Made up of high-frequency, familiar and content-connected words students will use when reading and writing
- Words can be accompanied with visuals

## METACOGNITION

Glossary Section (Pg. 156) [Ontario Language Curriculum Document Grade 18](#):

- The process of thinking about one's own thought processes.
- Metacognitive skills include the ability to monitor one's own learning.

## LISTENING STRATEGIES

Glossary Section (Pg. 315 FSL, Pg. 155 Language) - [Ontario FSL Curriculum Document](#) and [Ontario Language Curriculum Document](#) - Grade 1-8:

→ A variety of techniques that students can use before, during, and after listening.

→ Examples include:

- ◆ determining the purpose of listening
- ◆ following directions and instructions;
- ◆ recalling ideas accurately
- ◆ focusing attention on listening and avoiding distractions;
- ◆ making connections to what is already known about the topic;
- ◆ considering the speaker's point of view;
- ◆ responding appropriately to thoughts expressed
- ◆ using non-verbal cues from the speaker;
- ◆ avoiding interrupting the speaker;
- ◆ using body language to show interest (e.g., leaning towards the speaker)

## SPEAKING STRATEGIES

Glossary Section (Pg. 316, Pg. 155 Language) - [Ontario FSL Curriculum Document](#) and [Ontario Language Curriculum Document](#) - Grade 1-8:

→ A variety of techniques that students can use to help them communicate orally.

→ Examples include:

- ◆ judging when it is appropriate to speak or ask questions;
- ◆ using body language (e.g., gestures, facial expressions, eye contact);
- ◆ recalling ideas accurately
- ◆ speaking clearly and coherently;

- ◆ adjusting pace, volume, and intonation;
- ◆ practising or rehearsing messages with a peer;
- ◆ consulting anchor charts and word lists for new vocabulary and expressions;
- ◆ recording their speaking and listening to the recording to improve their delivery;
- ◆ asking questions or rephrasing ideas to clarify meaning;
- ◆ responding with consideration for others' feelings;
- ◆ using speaking notes for a presentation or debate