



KINDERGARTEN VISION OF THE LITERATE LEARNER

GLOBAL COMPETENCIES KEY:
Creativity – **CY**, **C**ritical Thinking – **CT**, **C**ollaboration – **CL**,
Communication, **CM**, **C**onnection to Self-**CS**, **C**itizenship – **CZ**

- Purpose:**
- The purpose of this document is to provide a clear picture of the foundational student literacy behaviours that are observable **daily** in early years classroom

VISION OF A LITERATE LEARNER OBSERVABLES As a OIT Team, collaboratively rate where your students are for each of the Vision of a Literate Learner observable in column 1		OUR VISION FOR OUR STUDENTS What we will see students DOING and DEMONSTRATING in the class	OUR VISION FOR OUR EDUCATORS What we will see teachers DOING and DEMONSTRATING in the class	OUR VISION FOR OUR TASKS IN THE CLASSROOM:	Teacher Resources	OUR VISION FOR OUR ASSESSMENTS IN THE CLASSROOM
ORAL LANGUAGE CONNECTIONS	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	OLC-S1- Student shares thoughts and ideas of personal interest or connections through speaking opportunities. CY, CL, CM, CS OLC-S1b- Students uses new vocabulary correctly and appropriately when speaking, sharing relevant ideas, and asking relevant questions during classroom discussions and conversations. CY, CM	OLC – E2 - Educator models and guides students on ways to share personal information and present items/information related to a topic	OLC T2		OLC – A2
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	OLC-S2– Student uses <u>phonological awareness skills</u> to hear, identify, produce, and manipulate oral language sound properties (rhyming, sentences, syllables, onset/rime, and phonemes) to <u>orally</u> make new and/or change words. CY, CM	OLC-E3 – Educator provides students with explicit instruction on the key elements of phonological awareness continuum (Listening and Oral Language Skill Development) including listening, rhyming, alliteration, sentences, syllables, onset-rime, phonemes)	OLC T3	Phonological Awareness Resources	OCL-A3
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	OLC-S3 – Student uses phonemic awareness skills to manipulate, isolate, blend, segment, delete, add, and substitute individual sounds (phonemes) in words. CY, CM	OLC-E4- Educator provides students with explicit instruction on phonemic awareness, including how to say sounds (phonemes) correctly/precisely from simple to complex which includes isolation, blending, segmentation and manipulation (addition, deletion, and substitution)	OLC T4	Phoneme Awareness Resources	OCL- A4
READING DECODING Print to Speech	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-D-S1 – Student identify some letter symbol names and some letter sounds (in random order). CM	R-D-E1 – Educator names, writes, or shows students letter symbols and precisely pronounces their corresponding sound. Example – letter/sound wall	R-D-T1		R-D-A1
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-D-S2 – Student starts to use initial sound at unknown words. CM	R-D-E2 – Educator demonstrates how to match individual letters with their sounds to read unknown or unfamiliar words. (Phoneme-grapheme relationship)	R-D-T2		R-D-A2
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-D-S3- Student can 1-1 match and return sweep when reading. CM	R-D-E3- Educator provides students with explicit instruction on and modeling of 1-1 match, return sweep, and learning the connection between the sound/symbol connection (phonics – letter symbol connections)	R-D-T3	Phonics Resources	R-D-A3
READING COMPREHENSION	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-C-S1 - Student shares understanding of the books they hear and view by: - retelling a story using manipulatives - inferring what a character is feeling or thinking and where a story takes place by using clues located in a book's illustrations - orally identifying characters, settings, and problem/solution and describing a story in sequential order - orally sharing information, interests, and ideas about books they hear and view. - sharing (orally or pictorially) a connection they make from a text CY, CL, CM, CS	R-C-E1- Educator provides students with explicit instruction on and demonstrates how to - use manipulatives when retelling stories - use language such as, beginning, middle, end; first, then, next, last/finally with prompts. - share information about books they hear and/or view - make personal connections to text	R-C-T1	Reading Comp Resources	R-C-A1
WRITING ENCODING: TRANSCRIPTION SKILLS Speech to Print	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-E-S1- Student attempts to record letter symbols that represent that sound (example: label pictures they have drawn). CY, CM	W-E-E1- Educator models and explicitly teaches how to record the sounds that represent a word	W-E-T1	Encoding Resources	W-E-A1
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-E-S2- Student can correctly form letters using a variety of materials (examples: pencil, markers, paint, playdough, and Lego). CY, CM	W-E-E2- Educator models and describes correct letter formation.	W-E-T2		W-E-A2
WRITING: COMPOSITION SKILLS	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-CI -V-S1 - Student writes using topics they have chosen that are related to their own interests, enjoyment, and experiences in and outside of the classroom. writing contains both words and pictures (* words will appear as a progression over time including scribbles, letters, words etc.), CY, CM, CS	W-CI -V-E1 (Volume) - Educator provides opportunities for daily writing using structures such as the Writing Workshop approach (Example: Mini Lessons, Writing/Conferring Time, Sharing Time) Educator teaches, supports and motivates students by sharing and showing how different authors create texts (published texts, teacher-made texts, student-made texts) that contain words and illustrations/diagrams using their own generated topics and idea	W-CI-T1 Create books (contain pictures and words)	Writing Resources	W-CI A1

Communicating Ideas	Consistently ☐ Usually ☐ Sometimes ☐ Rarely ☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely ☐	W-CI-C-S1a-- Student selects their own writing topic, using ideas from books they hear or read, personal experiences, and topics they know well and enjoy W-CI-C-S1b- Student elaborates on their writing topic/ideas through conversations with their teacher. W-CI-C-S1c-- Student selects topic, genre or form they are writing OR select the topic of their choice that they are interested in, during a teacher selected genre study CY, CM, CS	W-CI-C-E1a (Choice) -Educator demonstrates how to <u>make a book (in part or whole)</u> from an idea based on interests, events and experiences - Educator teaches students strategies through mini-lessons or while conferring, how authors generate their own writing idea by showing examples of books that contain ideas where authors (published books, teacher-made books, or student-made books) created books where the idea was generated by writing about but not limited to: - Things the author did once or things they do often - Thing the author liked or did not like - Things the author could do well or knew a lot about - Memories that come to mind when you look at pictures, words, titles, charts etc. that are in books made by other authors (Texts of Inspiration) that inspire the generation and selection of writing topics and ideas. NOTE: student' own idea does not have to match the ideas or topic from a specific book, as individuals can be inspired by words, events, and/or illustrations from a text, in unique and in different ways - Educator sets up writing experiences to facilitate each student writing on their own topic of interest - Educator teaches students how to create writing, that stems from an original and unique idea by showing them what they have created or what other students have created.	W-CI-T2		W-CI-A2
	Consistently ☐ Usually ☐ Sometimes ☐ Rarely ☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W – CI – M-S1a – Student revises their writing to make it better (example: add a sun to their picture or a label if relevant) W – CI –M- S1b -Student chooses and uses authors’ craft moves ideas they have seen and learned about, to make their writing and illustrations better (Example: Adding “big eyes” for expression on characters they have drawn in their books) CY, CL, CM,	W – CI – M-E1a(Modelling) - Educator selects portions of their own writing and demonstrates how to make it better (example: adding details or labels to pictures) - Educator models how to: - point at specific parts of an illustration when reading their writing - communicate and describe changes (adding or deleting) that they make to an illustration, to make their writing better W – CI – M-E1b - Educators use a variety of text (including published texts, student-made texts, and teacher-made texts) to explicitly teach, model and demonstrate a variety of writing and illustrating techniques - Educator models/demonstrates how to: - add details to a drawing, to better represent their ideas - describe decisions that were made in the revision process - label illustrations and other drawings (examples: diagrams) - Educators provide students time to “Turn and Talk” to a peer, to share how they have or may use new learning in their own writing	W-CI-T3	Turn and Talk Sharing Time	W-CI-A3
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely ☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-CI-F- S1a – Student reads and shares their writing with peers and their teacher Student share thoughts and wonderings when looking at and listening to a peer sharing writing they created W-CI-F- S1b – Student shares their progress and ask questions about their writing when talking to their teacher. CY, CL, CM, CS, CZ	W-CI-F- S1a(Feedback) - Educator explicitly models how to provide thoughts and wonderings, about another person’s writing, in a helpful and supportive way, by using “I notice” and “I enjoyed” statements, and “I wonder” questioning techniques - Educator provides students with time to engage in “sharing” conversations (I wonder, I notice, I enjoyed) W-CI-F- E1b Educators conducts brief ‘shoulder to shoulder’ conversations (conferencing) with a small number of students everyday using such prompts that support students’ thinking and decision-making skills such as: - What are your plans for the day? - What type of book are you making? (Genre) - What would you like to share with me today? What are you doing well? - How might I help you?	W-CI-T4	Turn and Talk Sharing Time	W-CI-A4 Shoulder-to Shoulder Quick Check Conferences
CRITICAL THINKING	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	CT-S1-In response to a critical thinking question, student: states a position uses <i>critical thinking question criteria</i> to anchor thinking assesses the degree their unique thinking has shifted when presented with new information develops a <i>sound</i> judgment CY, CT, CL, CM, CS, CZ	CT-E1- Educator incorporates critical thinking into classroom instructional practices which include: - Educator designs <u>critical thinking questions</u> containing clear criteria to guide student investigation and decision making - Educator designs critical thinking tasks that connect to <u>real-world context</u> that reflect students’ interests - Educator uses <u>thinking scales</u> to get their students to show their <i>degree of thinking</i> (Example: Strongly agree, somewhat agree, somewhat disagree, strongly disagree) - Educator asks students <u>probing questions</u> and/or <u>statements of direction</u> to facilitate and guide student thinking, while investigating a sound judgment, such as: - How does looking at more than one voice/perspective influence your decision? - Where does your thinking presently fall on the thinking scale? Explain your reasons why your thinking is presently on that part of the scale. - Educator encourages and provides opportunities for students to express their sound thinking using a variety of modes (orally, visually, or in writing) - Educator focuses on supporting students’ understanding of a sound plausible answer rather than a <u>right</u> answer - Educator focuses on supporting students’ understanding of a sound plausible answer versus a weak answer			



LITERATE LEARNER Observable Impact Plan

INSTRUCTIONS: Using the Vision of an EY Literate Learner document for your grade level, identify 1 -2 student observables, that you want to work on. This will be the focus of your upcoming Observable Impact (OI) Cycle. Place the selected student observables in the chart below AND then highlight the teacher observables that will be the focus of your CTT instructional work for this block. You will need to create your OBSERVABLE IMPACT STATEMENT (If.....THEN) statement and what observable your team will see for students, teachers, tasks, and evidence for this OI Cycle.

Grade level:		CTT Members:	
FOCUS OF OUR LEARNING:			
Student Observables		Teacher Observables	
OUR OBSERVABLE IMPACT STATEMENT			
IF WE		THEN WE WILL OBSERVE	
(insert actions/professional learning) ...			
STUDENTS	TEACHER	TASKS	EVIDENCE
1)	1)	1)	1)
2)	2)	2)	2)

PLANNING OUR ACTIONS						
START DATE OF IO CYCLE:			END DATE OF IO CYCLE:			
IN THE NEXT 72 HOURS WE WILL: 1. 2. 3.		IN THE NEXT 2 WEEKS WE WILL: • See calendar		IN THE NEXT 6 WEEKS WE WILL: • See calendar		
MONTH:						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MONTH:						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY



GRADE 1 VISION OF THE LITERATE LEARNER

GLOBAL COMPETENCIES KEY:

Creativity – CY, Critical Thinking – CT, Collaboration – CL, Communication, CM, Connection to Self-CS, Citizenship – CZ

- Purpose:**
- The purpose of this document is to provide a clear picture of the foundational student literacy behaviours that are observable **daily** in the early years classroom

VISION OF A LITERATE LEARNER OBSERVABLES As a OIT Team, collaboratively rate where your students are for each of the Vision of a Literate Learner observable in column 1		OUR VISION FOR OUR STUDENTS What we will see students DOING and DEMONSTRATING in the class	OUR VISION FOR OUR EDUCATORS What we will see teachers DOING and DEMONSTRATING in the class	OUR VISION FOR OUR TASKS IN THE CLASSROOM:	Teacher Resources	OUR VISION FOR OUR ASSESSMENTS IN THE CLASSROOM
ORAL LANGUAGE CONNECTIONS	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	OLC-S1a Student participates in partner and group discussions and listens to peer contributions by sharing relevant ideas and asking relevant questions. CY, CL, CM, CS	OLC – E1a Educator explicitly demonstrates and reinforces how to share, contribute, take risks, provided feedback, and listen during class discussions. Including how to ask and answer questions.	OLC T1a OLC T1b		OLC A1a OLC A1b
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	OLC-S1b- Students uses new vocabulary correctly and appropriately when speaking, sharing relevant ideas, and asking relevant questions during classroom discussions and conversations. CY, CM	OLC – E1b - Educator identifies new vocabulary including language found in read alouds and content related discussions and demonstrates how to use new vocabulary in context, both appropriately and correctly.			
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	OLC-S2 - Student uses their phonological awareness skills to identify and orally make changes to the parts (example: syllables, onset, or rime) and individual sounds in words. CY, CM	OLC-E2 – Educator provides instruction from the phonological awareness continuum of skills (See Literacy Portal for examples	OLC – T3	Phonological Awareness Resources	OLC A3
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	OLC-S3- Student uses <u>phonemic awareness skills</u> (hear, identify, produce, and manipulate sounds) to orally make new words. Student recognizes that words are made up of individual sounds CY, CM	OLC-E3 – Educator explicitly teaches and demonstrates how to use various phonemic awareness skills and provides students with opportunities for guided practice Phoneme (individual sounds) Skills: isolation, blending, segmentation, addition, deletion, substitution - Educator monitors students to ensure they can hear, isolate, and manipulate sounds in words - Educator explicitly instructs how to say phonemes correctly, precisely, and accurately including how to manipulate and blend letters without the <i>schwa</i> sound.	OLC-T4	Phoneme Awareness Resources	OLC A4
READING DECODING Print to Speech	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-D S1- Student engages in reading behaviours to support problem solving, self-monitoring, and understanding texts they read: Print Concepts: One to one match of print to words, return sweep. Visual/Phonics Decoding -using letter/sound knowledge to sound out unfamiliar words Meaning and Structure Cues - use information related to meaning and structure (grammar) when reading What would make sense within the text? Does is sound right? Try again and reread CY, CS	R-D-E1- Educator provides direct instruction of reading strategies and problem-solving behaviours to students including using information related to phonics decoding/visual, meaning and structure information, as well as cross-checking and monitoring	R-D-T1		R-D-A1
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-D-S2 Student makes reading sound like talking (fluency) by reading accurately and using appropriate pausing, pacing, and phrasing. CM, CY	R-D-E2- Educator models fluent reading including expression, appropriate pacing, phasing and intonation	R-D-T2		R-D-A2
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-D-S3 – Student uses their <u>phonics</u> skills when reading to identify specific letter sounds when reading <u>unfamiliar</u> or <u>unknown</u> words - Student recognizes that letters are spoken/oral language sounds written down (alphabetic principle) - Student can produce letters sounds and then identify the letters that make those sounds by connecting their knowledge of sounds and letters (phoneme-grapheme relationship) CM	R-D-E3— Educator explicitly teaches and demonstrates how to use skills related to phonics including: - Educator provides explicit instruction of the alphabet principle, phoneme (sounds) and grapheme (letter or letter combination that make sounds) relationship using a systematic and sequential approach. - Educator makes <u>review</u> and practice of phoneme/grapheme relationships a regular part of new skill instruction. - Educator explicitly teaches students vocabulary related to using phonics.	R-D-T3	Scarborough Reading Rope	R-D-A3
READING COMPREHENSION	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-C-S1- Student shares understanding and respond to fiction and non-fiction texts (orally, pictorially, or through writing) they read, using comprehension strategies and methods including: - Re-telling the story in order. - Inferring – talk about the information they learn from pictures that add meaning to a text. - Making predictions using background knowledge of texts, information from illustrations and graphics, personal experiences - Asking questions - Sharing important facts, information, and new learning - Making Connections – text to text, self, and/or world CY, CL, CM, CS	R-C-E1- Educator models how retell a story using picture prompts and charts - Educator chooses appropriate text to use when teaching how to make connections, inferences and predictions. - Educator provides prompts for discussion Examples: ‘What clues is the author giving us?’ and “I think ___ will happen next”. - Educator brings attention to real photographs, table of contents, text boxes during comprehension instruction. - Educator provides instruction and modelling on how to use the features of non-fiction text including, how to gain information using real photographs, table of contents, and text boxes	R-C-T1	Reading Comp Resources	R-C-A1
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-E-S1- Student says a word slowly to hear and record sounds (CVC, blends, digraphs, vowel pairs). CM, CY	W-E-E1- Educator demonstrates how to say words slowly, precisely, clearly, and accurately, and models how to record their sounds. Educator r guides and demonstrates how to make the connections between reading and writing skills	W-E-T1	Encoding Resources	W-E-A1



LITERATE LEARNER Observable Impact Plan

INSTRUCTIONS: Using the Vision of an EY Literate Learner document for your grade level, identify 1 -2 student observables, that you want to work on. This will be the focus of your upcoming Observable Impact (OI) Cycle. Place the selected student observables in the chart below AND then highlight the teacher observables that will be the focus of your CTT instructional work for this block. You will need to create your OBSERVABLE IMPACT STATEMENT (If.....THEN) statement and what observable your team will see for students, teachers, tasks, and evidence for this OI Cycle.

Grade level:		CTT Members:	
FOCUS OF OUR LEARNING:			
Student Observables		Teacher Observables	
W-CI-S4 -Student reads their story to teacher and peer		W-CI-T4 Teacher explicitly teaches and models ways to engage an audience when you are reading your own writing to them. (Example: Reading with expression, sharing illustrations)	
OUR OBSERVABLE IMPACT STATEMENT			
IF WE		THEN WE WILL OBSERVE	
STUDENTS	TEACHER	TASKS	EVIDENCE
1)	1)	1)	1)
2)	2)	2)	2)

PLANNING OUR ACTIONS		
START DATE OF IO CYCLE:		END DATE OF IO CYCLE:
IN THE NEXT 72 HOURS WE WILL: 1. 2. 3.	IN THE NEXT 2 WEEKS WE WILL: • See calendar	IN THE NEXT 6 WEEKS WE WILL: • See calendar

MONTH:						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MONTH:						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY



GRADE 2 VISION OF THE LITERATE LEARNER

- Purpose:**
- The purpose of this document is to provide a clear picture of the foundational student literacy behaviours that are observable **daily** in the early-years classroom.

GLOBAL COMPETENCIES KEY:

Creativity – CY, Critical Thinking – CT, Collaboration – CL, Communication, CM, Connection to Self-CS, Citizenship – CZ

VISION OF A LITERATE LEARNER OBSERVABLES		OUR VISION FOR OUR STUDENTS	OUR VISION FOR OUR EDUCATORS	OUR VISION FOR OUR TASKS IN THE CLASSROOM:	Teacher Resources	OUR VISION FOR OUR ASSESSMENTS IN THE CLASSROOM
As a OIT Team, collaboratively rate where your students are for each of the Vision of a Literate Learner observable in column 1		What we will see students DOING and DEMONSTRATING in the class	What we will see educators DOING and DEMONSTRATING in the class			
ORAL LANGUAGE CONNECTIONS	☐Consistently ☐Usually ☐Sometimes ☐Rarely	OLC-S1a - Student engages listening during classroom discussions and shares relevant ideas and ask relevant questions. CY, CL, CM, CS OLC-S1b- Students uses new vocabulary correctly and appropriately when speaking, sharing relevant ideas, and asking relevant questions during classroom discussions and conversations. CY, CM	OLC – E1a – Educator provides structures to support the building of classroom discussion. Teacher demonstrates how to ask relevant questions and respond appropriately during classroom discussion. OLC – E1b - Educator identifies new vocabulary including language found in read alouds and content related discussions and demonstrates how to use new vocabulary in context, both appropriately and correctly.	OLC -T1a OLC -T1b		OLC -A1a OLC -A1b
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	OLC-S2 - Student uses their phonological awareness skills to identify and orally make changes to the parts (example: syllables, onset, or rime) and individual sounds in words CY, CM	OLC-E2 – Educator provides instruction from the phonological awareness continuum of skills (See Literacy Portal for examples	OCL-T3	Phonological Awareness Resources	OCL-A3
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	OLC-S3- Student uses <u>phonemic awareness skills</u> to manipulate sounds (isolate, blend, segment, delete, add, and substitute sounds) to <u>orally</u> make new words <u>orally</u> make new words. Example: Substitution - Say <i>dot</i>. Now change /t/ to /g/ CY, CM	OLC-E3 – Educator explicitly teaches and demonstrates how to use various phonemic awareness skills and provides students with opportunities for guided practice. Phoneme (individual sounds) Skills: isolation, blending, segmentation, addition, deletion, substitution - Teacher monitors students to ensure they can hear, isolate, and manipulate sounds in words - Teacher explicitly instructs how to say phonemes correctly, precisely, and accurately including how to manipulate and blend letters without the <i>schwa</i> sound.	OLC- T4	Phoneme Awareness Resources	OCL- A4
READING DECODING Print to Speech	☐Consistently ☐Usually ☐Sometimes ☐Rarely	R-D-S1-Student problem solves and self-monitors their reading. Visual/Phonics Decoding: Does it look right? Meaning: Does it make sense? Structure: Does it sound right? CY, CS	R-D-E1- Educator explicitly teaches and models problem solving when reading using phoneme/grapheme phonics skills, meaning, structure, cross-checking	R-D-T1		R-D-A1
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	R-D-S2- Student reads increasingly difficult text smoothly, and correctly, using the proper pacing, expression, and intonation. CY, CM	R-D-E2- Educator models the difference between fluent and non-fluent reading. - Educator demonstrates fluent reading by reading with accuracy, using the correct pacing and intonation. - Educator demonstrates how fluent reading sounds in conversation whereas non-fluent is robotic and choppy.	R-D-T2		R-D-A2
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	R-D-3-Student uses their <u>phonics skills</u> when reading <u>unfamiliar or unknown</u> words such as identifying sounds and letters (phonemes and graphemes) including those present in diagraphs, blends, vowel pairs, and syllable types (Examples: closed, open, controlled r, silent e.) CM	R-D-E3 - Educator uses a systematic and sequential approach when teaching phonics skills (phoneme/grapheme relationship) building on skills and knowledge with easier tasks building on more complicated ones Example: closed before open syllable types. - Educator explicitly teaches vocabulary related to using phonics to support reading (Example: grapheme, phoneme, syllable type - Educator models using phonics skill knowledge when reading.	R-D-T3	Phonics Resources	R-D-A3
READING COMPREHENSION	☐Consistently ☐Usually ☐Sometimes ☐Rarely	R-C-S1-Student shares their understanding of books they read (orally, pictorially, or through writing), by using comprehension strategies and methods including: - Re-telling -beginning, middle and end. - Inferring - illustrations, photos, and prior knowledge - Predicting - text illustrations, photos, textual clues, with prior knowledge - Summarizing information in a clear and logical way - Questioning – including simple and deep-thinking questions - Making Connections – Text to self, text, and/or world CY, CL, CM, CS	R-C-E1- Educator instructs concepts such as story elements, re-telling, author’s purpose, beginning, middle, and end, and demonstrates how to use different comprehension strategies. - Teacher instructs and models how to make, connections, predictions and inferences and provides insights on how and why the author included those details in a story. - Teacher describes and demonstrates how to use different types of questions, including within, beyond, and about text the text questions	R-C-T1	Reading Comp Resources	R-C-A1
WRITING ENCODING: TRANSCRIPTION SKILLS	☐Consistently ☐Usually ☐Sometimes ☐Rarely	W-E -S1- Student applies their knowledge of letters and their corresponding sounds to delete, add, and manipulate letters to read and create new words when writing. CM, CS	W-E -E1- Educator demonstrates how to deliberately connect phonics reading skills to writing words. Teachers provide opportunities for students to link reading skills to writing.	W-E-T1	Encoding Resources	W-E-A1
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	W-E-S2- Student uses models of writing (mentor texts), writing strategies, and tools (example: anchor charts that support using convention), to support them making decisions independently, when editing their writing for correctness (spelling, punctuation, capital letters). CY, CL, CM,	W-E-E2- Educator provides instruction (example: mini-lessons) on how to edit written work for correctness (spelling, punctuation, capitalization) - Educator shares and shows mentor texts including published texts, and texts made by the teacher and/ or students that highlight how to incorporate conventions in writing to make it “correct” - Educator provides students with tools to support editing written work for correctness	W-E-T2 W-E-T3	Writing Resources	W-E-A2 W-E-A3
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	W-CI -V-S1 -Student writes using from topics they have chosen related to their own interests, enjoyment, and experiences. - writing contains both words and pictures - pictures (and/or diagrams) represent and enhance their writing	W-CI -V-E1 (Volume) Educator provides opportunities for daily writing using structures such as the Writing Workshop approach (Example: Mini Lessons, Writing/Conferring Time, Sharing Time)	W-C1-T1 Create books (contain pictures and words)		W-C1-A1

WRITING: COMPOSITION SKILLS		CY, CM, CS	Educator teaches, supports and motivates students by sharing and showing how different authors create texts (published texts, teacher-made texts, student-made texts) that contain words and illustrations/diagrams using their own generated topics and idea			
Communicating Ideas	☐Consistently ☐Usually ☐Sometimes ☐Rarely Consistently ☐Usually ☐Sometimes ☐Rarely	W-CI-C-S1a -- Student selects their own writing topic, using ideas from books they hear or read, personal experiences, and topics they know well and enjoy W-CI-C-S1b - Student elaborates on their writing topic/ideas through conversations with their teacher. W-CI-C-S1c -- Student selects topic, genre or form they are writing OR select the topic of their choice that they are interested in, during a teacher selected genre study CY, CM, CS	W-CI-C-E1a (Choice) -Educator demonstrates how to <u>make a book (in part or whole)</u> from an idea based on interests, events and experiences - Educator teaches students strategies through mini-lessons or while conferring, how authors generate their own writing idea by showing examples of books that contain ideas where authors (published books, teacher-made books, or student-made books) created books where the idea was generated by writing about but not limited to: - Things the author did once or things they do often - Thing the author liked or did not like - Things the author could do well or knew a lot about - Memories that come to mind when you look at pictures, words, titles, charts etc. that are in books made by other authors (Texts of Inspiration) that inspire the generation and selection of writing topics and ideas. NOTE: student' own idea does not have to match the ideas or topic from a specific book, as individuals can be inspired by words, events, and/or illustrations from a text, in unique and in different ways - Educator sets up writing experiences to facilitate each student writing on their own topic of interest - Educator teaches students how to create writing, that stems from an original and unique idea by showing them what they have created or what other students have created.	W-C1-T2 Create Ideas Book/List		W-C1-A2
	☐Consistently ☐Usually ☐Sometimes ☐Rarely Consistently ☐Usually ☐Sometimes ☐Rarely	W – CI – M-S1a – Student revises their writing, to make it better W – CI –M- S1b -Student chooses and uses authors' craft moves, they have seen and learned about, to make their writing and illustrations better. CY, CL, CM	W –CI –M-E1a (Modelling) - Educator selects and revises one line from their own writing and demonstrates how they make decisions to make their writing better - Educator schedules small moments of time each day (Example: 2 mins) for students to revise their writing and/or illustrations by adding, deleting, changing, and/or moving a word, phrase, and/or detail in an illustration and/or diagram to make their writing better. W – CI – M-E1b - Educator uses a variety of text (including published texts, student-made texts, and teacher-made texts) to explicitly teach, model and demonstrate a variety of writing and illustrating techniques (craft moves) - Educator provides students time to “Turn and Talk” to a peer, to share new discoveries, their plans to incorporate new learning, and/or how they have used highlighted new learning, into their own writing - Educator engages students in conversations and discussions through explicit instruction about different authors' and illustrators craft moves, that are showcased in mentor texts that make a text better and/or match qualities and characteristics about a text's form/genre,	<u>W-C1-T3</u> Daily/Regular Flash Revision		W-C1-A3
	☐Consistently ☐Usually ☐Sometimes ☐Rarely Consistently ☐Usually ☐Sometimes ☐Rarely	W-CI-F- S1a – Student reads and shares their writing with others W-CI-F-S1b -Student provides and receives feedback from their peers and teacher. - Student reflects on and considers feedback when making changes to their writing - Student shares their progress and ask questions about their writing when talking to their teacher CY, CL, CM, CS, CZ	W-CI-F- E1a and b (Feedback) - Educator explicitly models how to provide feedback on another person's writing, that is both helpful and supportive, using “I notice” statements and “I wonder” questioning techniques W-CI-F- E1b Educator provides students with time to engage in feedback conversations during “Turn and Talk” or at another time, that support revision using suggested prompts (I notice, I wonder) - Educator conducts ‘shoulder to shoulder’ conversations with a small number of students everyday using such prompts that support students' thinking and decision-making skills such as: - What are your plans for the day? - What type of book are you making? (Genre) - What would you like to share with me today? What are you doing well? - How might I help you?	Peer Feedback Sharing Time: “I wonder...” “I noticed...” Turn and Talk Sharing Time		<u>W-C1-A4</u>
CRITICAL THINKING	☐Consistently ☐Usually ☐Sometimes ☐Rarely	CT-S1 -In response to a critical thinking question, student: states a position uses <i>critical thinking question criteria</i> to anchor thinking assesses the degree their unique thinking has shifted when presented with new information develops a <i>sound</i> judgment CY, CT, CL, CM, CS, CZ	CT-E1 - Educator incorporates critical thinking into classroom instructional practices which include: - CT-E1a -Educator designs critical thinking questions containing clear criteria to provoke student thinking, support their investigation and decision-making - CT-E1b -Educator designs critical thinking tasks that connect to <u>real-world context</u> that reflect students' interests that enable students to develop a sound plausible answer rather than a single right answer. - CT-E1c Educator uses thinking scales regularly to get their students to show their <i>degree of thinking</i> (Example: Strongly agree, somewhat agree, somewhat disagree, strongly disagree) - CT –E1d Educator asks students <u>probing questions</u> and/or <u>statements of direction</u> to facilitate and guide student thinking, while investigating a sound judgment, such as: - How does looking at more than one voice/perspective influence your decision? - Where does your thinking presently fall on the thinking scale? Explain your reasons why your thinking is presently on that part of the scale. - Your job is to focus on developing a sound answer versus a single correct answer. - CT – E1d- Educator regularly use critical thinkings tools to build background knowledge on a toipc or area of study. - CT-E1e- Educator designs, demonstrates the use of and supports students' using <i>thinking organizers</i> to park their unique thinking so ongoing student reflection and analysis can occur - CT-E1f - Educator encourages and provides opportunities for students to express their sound thinking using a variety of modes (orally, visually, or in writing)			

PREP FOR THE NEXT MEETING:

Prior to our next meeting, we want a clearer picture of reality regarding the student distribution for our most urgent #1 observable. How many students are at a rarely level? Are there any students functioning at a sometimes, usually, or consistently level? If yes, how many? Using one of your own formative assessment tools, collect some data on what your student distribution looks like regarding our most urgent student observable #1. Come prepared to share your data at next week’s meeting. NOTE: As a team, you ARE NOT creating a common formative assessment for this observable.

Consistently.

Usually

Sometimes

Rarely



GRADE 3 VISION OF THE LITERATE LEARNER

GLOBAL COMPETENCIES KEY:

Creativity – CY, Critical Thinking – CT, Collaboration – CL, Communication, CM, Connection to Self-CS, Citizenship – CZ

Purpose:

- The purpose of this document is to provide a clear picture of the foundational student literacy behaviours that are observable **daily** in the early years classroom.

VISION OF A LITERATE LEARNER OBSERVABLES		OUR VISION FOR OUR STUDENTS What we will see students DOING and DEMONSTRATING in the class	OUR VISION FOR OUR EDUCATORS What we will see educators DOING and DEMONSTRATING in the class	OUR VISION FOR OUR TASKS IN THE CLASSROOM:	Teacher Resources	OUR VISION FOR OUR ASSESSMENT
ORAL LANGUAGE CONNECTIONS	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely ☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	OLC-S1a Student engages in listening during classroom discussions and makes unique thinking observable by: - Asking relevant questions. - Asking for clarification. - Giving, receiving, and utilizing feedback. CY, CL, CM, CS OLC-S1b- Students uses new vocabulary correctly and appropriately when speaking, sharing relevant ideas, and asking relevant questions during classroom discussions and conversations. CY, CM	OLC– E1a – Educator co-creates and reviews classroom discussion expectations. - Educator demonstrates how to ask relevant questions, ask for clarification, provide feedback. - Educator co-creates with students, guidelines on how to self-assess work and seek feedback from others. OLC – E1b - Educator identifies new vocabulary including language found in read alouds and content related discussions and demonstrates how to use new vocabulary in context, both appropriately and correctly.	OLC-T1a OLC-T1b		OLC-A1a OLC-A1b
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	OLC-S2 - Student uses their phonological awareness skills to identify and orally make changes to the parts (example: syllables, onset, or rime) and individual sounds in words. CY, CM	OLC-E2 – Educator provides instruction from the phonological awareness continuum of skills (See Literacy Portal for examples	OLC-T3	Phonological Awareness Resources	OLC-A3
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	OLC-S3- Student uses <u>phonemic awareness skills</u> to manipulate sounds, (isolate, blend, segment,-delete, add, and substitute sounds in words) to <u>orally</u> make new words. Student recognizes that words are made up of individual sounds. CY, CM	OLC-E3 – Educator explicitly teaches and demonstrates how to use various phonemic awareness skills and provides students with opportunities for guided practice. Phoneme (individual sounds) Skills: isolation, blending, segmentation, addition, deletion, substitution - Educator monitors students to ensure they can hear, isolate, and manipulate sounds in words - Educator explicitly instructs how to say phonemes correctly, precisely, and accurately including how to manipulate and blend letters without the <i>schwa</i> sound.	OLC-T4	Phoneme Awareness Resources	OLC-A4
READING DECODING Print to Speech	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-D-S1 -Student problem solves and self-monitors their reading. Visual/Phonics Decoding: Does it look right? Does the letter sound match the letter symbol? Meaning: Does it make sense? Structure: Does it sound right? CY, CS	R-D-E1- Educator demonstrates and teaches self-monitoring strategies (Phonics Decoding/visual, structural, meaning)	R-D-T1		R-D-A1
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-D-S2- Student reads increasingly difficult texts with fluency and greater accuracy using expression, appropriate pacing, phrasing, intonation. CY, CM	R-D-E2 - Educator models fluent reading including expression, appropriate pacing, phrasing and intonation.	R-D-T2		R-D-A2
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-D-S3 – Student uses their <u>phonics skills</u> when reading <u>unfamiliar or unknown words</u> such as identifying sounds and letters (phonemes and graphemes) including those present in different syllable types, complex letter combinations. and multi-syllabic words. CM,	R-D-E3 - Educator uses a systematic and sequential approach when teaching phonics skills (phoneme/grapheme relationship) building on skills and knowledge - Educator explicitly teaches vocabulary related to using phonics to support reading (Examples: six syllable types, grapheme, phoneme, digraph, trigraph - Educator demonstrates how to use phonics skill knowledge when reading.	R-D-T3	Phonics Resources	R-D-A3
READING COMPREHENSION	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-C-S1 -Student shares understanding of and responds to books they read (orally, pictorially, or through writing), using comprehension methods such as: - Visualizing (In my mind I see...) - Inferring (When I read this, I thought the author meant...) - Retelling (First, then, next, finally) - Predicting (I think that next...) - Summarizing information in a clear and logical way - Questioning – including “quick” lower-level questions and “deeper” higher level questions - Making Connections – Text to self, text, and/or world. CY, CL, CM, CS	R-C-E1- Educator uses multiple formats to teach comprehension strategies including visualizing, inferring, retelling, predicting, making connections, and summarizing. Educator explicitly teaches questioning techniques including lower level/surface questions and higher level/deep thinking questions that require inferring and thinking deeper beyond the text	R-C-T1	Reading Comp Resources	R-C-A1
WRITING ENCODING: TRANSCRIPTION SKILLS Speech to Print	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-E-S1 -Student applies their understanding of high frequency words and their knowledge of letter-sound relationships to record words, including new or unfamiliar words. CY, CM,	W-E-E1- Educator reviews phonics skills (word families, blends, diphthongs, digraphs, short and long vowels, syllable types) and models and demonstrates how to use these skills to support the writing of words.	W-E-T1	Encoding Resources	W-E-A1
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-E-S2 - Student uses models of writing (mentor texts) and tools (example: anchor charts that support using convention), to support them making decisions independently, when editing their writing for correctness (spelling, punctuation, capital letters). CY, CL, CM,	W-E-E2- Educator provides instruction (example: mini-lessons) on how to edit written work for correctness (spelling, punctuation, capitalization) - Educator shares and shows mentor texts including published texts, and texts made by the teacher and/ or students that highlight how to incorporate conventions in writing to make it “correct” - Educator provides students with tools to support editing written work for correctness	W-E-T2 W-E-T3	Writing Resources	W-E-A2 W-E-A3

WRITING: COMPOSITION SKILLS Communicating Ideas	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-CI -V-S1 -Student writes using topics they have chosen related to their own interests, enjoyment, and experiences. - writing contains both words and pictures - pictures (and/or diagrams) represent and enhance their writing CY, CM, CS,	W-CI -V-E1 (Volume) - Educator provides opportunities for daily writing using structures such as the Writing Workshop approach (Example: Mini Lessons, Writing/Conferring Time, Sharing Time) - Educator teaches, supports and motivates students by sharing and showing how different authors create texts (published texts, teacher-made texts, student-made texts) that contain words and illustrations/diagrams using their own generated topics and ideas.	W-C1-T1		W-C1-A1
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely ☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-CI-C-S1a-- Student selects their own writing topic, using ideas from books they hear or read, personal experiences, and topics they know well and enjoy W-CI-C-S1b- Student elaborates on their writing topic/ideas through conversations with their teacher. W-CI-C-S1c-- Student selects topic, genre or form they are writing OR select the topic of their choice that they are interested in, during a teacher selected genre study CY, CM, CS	W-CI-C-E1a (Choice) -Educator demonstrates how to <u>make a book (in part or whole)</u> from an idea based on interests, events and experiences - Educator teaches students strategies through mini-lessons or while conferring, how authors generate their own writing idea by showing examples of books that contain ideas where authors (published books, teacher-made books, or student-made books) created books where the idea was generated by writing about but not limited to: - Things the author did once or things they do often - Thing the author liked or did not like - Things the author could do well or knew a lot about - Memories that come to mind when you look at pictures, words, titles, charts etc. that are in books made by other authors (Texts of Inspiration) that inspire the generation and selection of writing topics and ideas. NOTE: student' own idea does not have to match the ideas or topic from a specific book, as individuals can be inspired by words, events, and/or illustrations from a text, in unique and in different ways - Educator sets up writing experiences to facilitate each student writing on their own topic of interest - Educator teaches students how to create writing, that stems from an original and unique idea by showing them what they have created or what other students have created.	Create Ideas Book/List		W-C1-A2
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely ☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W – CI – M-S1a – Student revises their writing, to make it better. W – CI –M- S1b -Student chooses and uses authors' craft moves, they have seen and learned about, to make their writing and illustrations better. CY, CL, CM	W –CI –M-E1a (Modelling) - Educator selects and revises one line from their own writing and demonstrates how they make decisions to make their writing better - Educator schedules small moments of time each day (Example: 2 mins) for students to revise their writing and/or illustrations by adding, deleting, changing, and/or moving a word, phrase, and/or detail in an illustration and/or diagram to make their writing better. W – CI – M-E1b- Educator uses a variety of text (including published texts, student-made texts, and teacher-made texts) to explicitly teach, model and demonstrate a variety of writing and illustrating techniques (craft moves) - Educator provides students time to "Turn and Talk" to a peer, to share new discoveries, their plans to incorporate new learning, and/or how they have used highlighted new learning, into their own writing - Educator engages students in conversations and discussions through explicit instruction about different authors' and illustrators craft moves, that are showcased in mentor texts that make a text better and/or match qualities and characteristics about a text's form/genre,	W-C1-T3 Daily/Regular Flash Revision		W-C1-A3
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely ☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-CI-F- S1a – Student reads and shares their writing with others W-CI-F-S1b -Student provides and receives feedback from their peers and teacher. - Student reflects on and considers feedback when making changes to their writing - Student shares their progress and ask questions about their writing when talking to their teacher CY, CL, CM, CS, CZ	W-CI-F- E1a and b (Feedback) - - Educator explicitly models how to provide feedback on another person's writing, that is both helpful and supportive, using "I notice" statements and "I wonder" questioning techniques W-CI-F- E1b Educators provide students with time to engage in feedback conversations during "Turn and Talk" or at another time, that support revision using suggested prompts (I notice, I wonder) - Educators conduct 'shoulder to shoulder' conversations with a small number of students everyday using prompts that support students' thinking and decision-making skills such as: - What are your plans for the day? - What type of book are you making? (Genre) - What would you like to share with me today? What are you doing well? - How might I help you?	Peer Feedback Sharing Time: "I wonder..." "I noticed..." Turn and Talk Sharing Time		W-C1-A4
CRITICAL THINKING	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	CT-S1- In response to a critical thinking question, student: states a position uses <i>critical thinking question criteria</i> to anchor thinking assesses the degree their unique thinking has shifted when presented with new information develops a <i>sound</i> judgment CY, CT, CL, CM, CS, CZ	CT-E1- Educator incorporates critical thinking into classroom instructional practices which include: - Educator designs <u>critical thinking questions</u> containing clear criteria to guide student investigation and decision making - Educator designs critical thinking tasks that connect to <u>real-world context</u> that reflect students' interests - Educator uses <u>thinking scales</u> to get their students to show their <i>degree of thinking</i> (Example: Strongly agree, somewhat agree, somewhat disagree, strongly disagree) - Educator asks students <u>probing questions</u> and/or <u>statements of direction</u> to facilitate and guide student thinking, while investigating a sound judgment, such as: - How does looking at more than one voice/perspective influence your decision? - Where does your thinking presently fall on the thinking scale? Explain your reasons why your thinking is presently on that part of the scale. - Educator encourages and provides opportunities for students to express their sound thinking using a variety of modes (orally, visually, or in writing) - Educator focuses on supporting students' understanding of a sound plausible answer rather than a <u>right</u> answer - Educator focuses on supporting students' understanding of a sound plausible answer versus a weak answer			

PREP FOR THE NEXT MEETING:

Prior to our next meeting, we want a clearer picture of reality regarding the student distribution for our most urgent #1 observable. How many students are at a rarely level? Are there any students functioning at a sometimes, usually, or consistently level? If yes, how many? Using one of your own formative assessment tools, collect some data on what your student distribution looks like regarding our most urgent student observable #1. Come prepared to share your data at next week’s meeting. NOTE: As a team, you ARE NOT creating a common formative assessment for this observable.

☐ # Consistently.	☐ # Usually	☐ # Sometimes	☐ # Rarely
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GRADE 4 VISION OF THE LITERATE LEARNER

GLOBAL COMPETENCIES KEY:

Creativity – CY, Critical Thinking – CT, Collaboration – CL, Communication, CM, Connection to Self-CS, Citizenship – CZ

- Purpose:**
- The purpose of this document is to provide a clear picture of the foundational student literacy behaviours that are observable daily in the early years classroom.

VISION OF A LITERATE LEARNER OBSERVABLES		OUR VISION FOR OUR STUDENTS What we will see students DOING and DEMONSTRATING in the class	OUR VISION FOR OUR EDUCATORS What we will see educators DOING and DEMONSTRATING in the class	OUR VISION FOR OUR TASKS IN THE CLASSROOM:	Teacher Resources	OUR VISION FOR OUR ASSESSMENTS IN THE CLASSROOM
ORAL LANGUAGE COMMUNICATION	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	OLC-S1 Student selecting topics of interest and form for delivery (speech, monologue, commercial, song, rant, etc.) to orally communicate their unique thinking for a real-world purpose and to an authentic audience. CY, CL, CM, CS, CZ	OLC– E1a - Educator designing speaking tasks that have <i>real-world purpose</i> and communicate to a real-world audience. . OLC – E1b – Educator designing and demonstrating protocols on how to orally communicate unique thinking that matches purpose and audience	OLC-T1- Monologue,Vlog, rant, commercial, infomercial, public service announcement, speech		OLC-A1- Teacher anecdotal formative feedback, checklist, rubrics, peer/self assessment
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	OLC-S2 Student sharing unique thinking (suited to context, audience, and purpose) in partners, small group, and whole class discussions by: - asking probing and extending question connected to the topic - contributing statements that build upon or extend thinking on the topic - making decisions and sharing opinions based on a set of criteria CY, CL, CM, CS	OLC-E2 – Educator co-creating criteria, designing/sharing and feedback protocols; and demonstrating how to: - ask probing and extending questions connected to the topic. - contribute statements that build upon or extend thinking on the topic. - make decisions and sharing opinions based on a set of criteria.			OLC-A3
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	OLC-S3- Students (in pairs or small teams) articulating (written, oral, pictorial) to support next steps. CY, CL, CM, CS	OLC-E3 – Educator demonstrating to small group or the whole class how to provide feedback to support next steps. .			OLC-A4
READING DECODING	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-D-S1- Student problem-solving and self-monitoring when reading: - Visual/Phonics Decoding: Does it look right? (Sound/letter symbol connections) - Meaning: Does it make sense? - Structure: Does it sound right? (grammatically) CY, CS	R-D-E1- Educator demonstrating and utilizing skills from the phonological and phonemic awareness continua and connecting skills to phonics (sound/letter symbol connections) Educator demonstrating various problem solving and self-monitoring strategies. (visual/phonics, meaning, structure)	R-D-T1		R-D-A1
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-D-S2- Student reads increasingly difficult texts with fluency and greater accuracy using expression, appropriate pacing, phrasing, intonation. CM, CS	R-D-E2- Educator demonstrating fluent reading including expression, appropriate pacing, phrasing and intonation during individual, small, and whole group instruction	R-D-T2		R-D-A2
READING COMPREHENSION	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-C-S1- Student sharing understanding (written, verbal, pictorial) of texts they read, (in pairs, visibly random small groups, or whole class) by using methods including: <i>Making connections</i> (text to self, text to text, text to world, text to media <i>Questioning</i> (I wonder <i>Predicting</i> (I think that...) <i>Summarizing</i> (identifying main and supporting ideas) <i>Visualizing</i> (In my mind I see...) <i>Inferring</i> (When I read this, I thought the author meant...) CY, CL, CM, CS	R-C-E1- Educator selecting and discussing relevant small portions of a text that provide multiple entry points for showcasing and demonstrating the application of comprehension strategies.	R-C-T1	Reading Comp Resources	R-C-A1
WRITING: TRANSCRIPTION SKILLS Encoding	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-E-S1 - Student uses models of writing (mentor texts) and tools (example: anchor charts that support using convention), to support them making decisions independently, when editing their writing for correctness (spelling, punctuation, capitalization, formatting paragraphs, grammar) CY, CL, CM	W-E-E1- Educator provides instruction (example: mini-lessons) on how to edit written work for correctness (spelling, punctuation, capitalization, formatting paragraphs, grammar) - Educator shares and shows mentor texts including published texts, and texts made by the teacher and/ or students that highlight how to incorporate conventions in writing to make it “correct” - Educator provides students with tools to support editing written work for correctness			
WRITING: COMPOSITION SKILLS Communicating Ideas	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-CI -V-S1 -Student writes using topics they have chosen related to their own interests, enjoyment, and experiences. When included as a part of the writing, pictures, diagrams, graphics, etc. represent and enhance student’s writing CY, CM, CS	W-CI -V-E1 (Volume) - Educator provides opportunities for daily writing using structures such as the Writing Workshop approach (Example: Mini Lessons, Writing/Conferring Time, Sharing Time) - Educator teaches, supports and motivates students by sharing and showing how different authors create texts (published texts, teacher-made texts, student-made texts) that contain words and illustrations/diagrams using their own generated topics and idea			W-C1-A1
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely ☐ Consistently ☐ Usually ☐ Sometimes	W-CI-C-S1a-- Student selects their own writing topic, using ideas from books they hear or read, personal experiences, and topics they know well and enjoy W-CI-C-S1b- Student elaborates on their writing topic/ideas through conversations with their teacher.	W-CI-C-E1a (Choice) -Educator demonstrates how to <u>make a book</u> (in part or whole) from an idea based on interests, events and experiences Educator teaches students strategies through mini-lessons or while conferring, how authors generate their own writing idea by showing examples of books that contain ideas where authors (published books, teacher-made books, or student-made books) created books where the idea was generated by writing about but not limited to:	Create Ideas Book/List W-CI-C-E1a Daily quick writes		W-C1-A2



VISION OF A LITERATE LEARNER GRADE 5/6

Purpose:

The purpose of this document is to provide a clear picture of the foundational student literacy behaviours that are observable **daily** in middle years classrooms.

		OUR VISION FOR OUR STUDENTS What we will see students DOING and DEMONSTRATING in the class	OUR VISION FOR OUR EDUCATORS What we will see educators DOING and DEMONSTRATING in the class AND/OR during OIT Meetings	OUR VISION FOR TASKS:	OUR VISION FOR OUR ASSESSMENTS
CRITICAL THINKING	☐Consistently ☐Usually ☐Sometimes ☐Rarely ☐Consistently ☐Usually ☐Sometime ☐Rarely	CT-S1 -In response to a critical thinking question, student: states a position/claim. uses <i>critical thinking question criteria</i> to guide evidence collection. assesses the degree their unique thinking has shifted when presented with new information/evidence. develops a <i>sound</i> judgment/decision .	CT-E1 - Educator incorporates critical thinking into classroom instructional practices which includes: - Educator designs critical thinking questions containing clear criteria to guide student investigation and decision making. - Educator designs critical thinking tasks that connect to a real-world context and that enable students to develop a sound plausible sound rather than a single right answer. - Educator regularly uses critical thinking tools to build background knowledge on a topic or area of study - Educator regularly uses thinking scales/dashboards to get their students to identity shifts in their thinking as new information/evidence is presented to them evidence (Example: strongly agree, somewhat agree, somewhat disagree, strongly disagree) - Educator design, demonstrate, and supports students using thinking organizers to park their unique thinking to enable ongoing reflection and analysis throughout a lesson or unit of study. - Educator asks students probing questions and/or <u>statements of direction</u> to facilitate and guide student thinking, while formulating a sound judgment, such as: - How has looking at more than one voice/perspective on the issue influenced your thinking and evidence collection? - To what degree has your thinking stretch or shifted in light of examining different perspectives &/or new evidence on the issue you are investigating? - Educator designing and facilitating checkpoints for students to express their sound thinking using a variety of modes (orally, visually, or in writing) - Educators conferencing with students to provide next step advice in developing a sound judgement/decision.	CT-T1a & CT -T1b- Six Forms of Critical Thinking Tasks	CT A1a & A1b - Guides to Success - Rubrics - Conferencing - Checklists - Anecdotal Notes
	☐Consistently ☐Usually ☐Sometimes ☐Rarely ☐Consistently ☐Usually ☐Sometimes ☐Rarely	W- I - S1 Student generating ideas on topics of interest, recording ideas (using pictures or words), and selecting one idea to write about. W-1-S2 -Student communicating their thinking on a chosen topic to a real-world audience using a real-world purpose (persuade, inform, entertain), and a form of their choice (podcast, essay, editorial, YouTube commercial etc.)	W- I - E1 - Educator designing daily short writing tasks that connect to student interests or choice; demonstrating unique thinking while writing in front and alongside students, using texts of inspiration to launch possible writing ideas. W-I-E2 - Educator designing writing tasks that have real-world purpose and communicate to a real-world audience. W- I – E3 – Educator co-creating criteria, defining/writing/listing characteristics of specific genre & form, and demonstrating unique thinking when crafting a written piece, in front of and alongside students, to show how to apply the criteria within a piece of writing.	W-1-T1 Daily quick writes W-1-T2- Quick write development selecting one of their quick writes to develop into a best draft that communicates to a real-world audience, uses a real-world purpose.	W-1-A1 – A2 - Teacher anecdotal formative feedback (written & oral) - Peer feedback (written & oral)
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	W-O- S1 - Student selecting, experimenting with, and using organizational structures (compare & contrast, chronological, cause effect etc.; transition words etc.) to effectively sequence ideas in their daily writing.	W-O-E1 – Educator selecting short text passages that reflect a variety of organization structures; using short passages to co-construct the features of specific organizational structures, experimenting with and using these structures alongside students, in their <i>daily</i> writing (in small or large group settings)	W-O-T1 - Passage Study/ Close Reading	W-0-A1 - Teacher anecdotal formative feedback - Checklist - Rubrics - Peer feedback
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	W-LP-S1a - Student using criteria to analyze short writing passages alongside peers and teacher, applying and experimenting with <i>passage study writing craft</i> into their own <i>daily</i> writing, W-LP-S1b – Student changing language for different types of writing tasks related to audience, and purpose,	W-LP-E1a - Educator routinely selecting small portion of text that reflect various aspects of language use and analyzing short text passages to co-construct with students, the features of language usage W-LP-E1b – Educator applying and experimenting with language alongside students in their daily writing (small or large student group) through targeted mini-lessons.	W-LP-T1a & T1b Passage Study/ Close Reading Selecting one of their quick writes to experiment with new learning from passage study	W-LP-A1a-A1b - Teacher anecdotal formative feedback - Checklist - Rubrics - Peer feedback

	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-RE-S1a – Student articulating where they are at and need to go next to meet additional criteria and continue their learning. W-RE-S1b – Student applying feedback to meet their writing goal	W-RE-E1a -Educator co-creating criteria for <i>revising feedback protocols</i> and demonstrating (alongside by and simultaneously with students) how to use revision, editing, and feedback protocols to provide timely, next step, oral or written feedback that helps the student move their <i>daily</i> writing forward. W-RE-E1b Educator using intentional questions and rubric criteria to facilitate student thinking on how the student might address their area of concern, when meeting in a one-to-one conference, rather than teacher identifying specific areas needing to be changed.	W-RE-T1 Daily flash RADAR revision - Quick Writes & Revision -in action. Guides to Success Reflection Protocol	W-RE-A1 - Self-reflection rubric - Teacher conference
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-RE-S2 - Students (in pairs or small teams) articulating (written, oral, pictorial) next-step revision feedback to peers	W-RE-E2 - -Educator co-creating criteria and designing peer revision feedback protocols ; and demonstrating to small group or the whole class how to provide next step revision.	W-RE-T2 - Peer revision -I wonder protocol – Kelly Gallagher	W-RE-A2 Peer feedback checklist/protocol
READING	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-S1 Student choosing and reading a variety of texts daily and articulate their thinking (oral, written, visual)	R-E1a - Educator designing and implementing a <i>student literacy inventory</i> to access student interests and reading behaviours and using data to guide instruction and designing of tasks. R-E1b – Educator reading and gathering young adolescent fiction and non-fiction (throughout the year); sharing what they are reading with students orally, visually, and in a written manner. R-E1c - Educator designing/adapting <i>reading conference</i> questions; conducting daily reading conferences; co-creating goals with the students to identify next steps in their reading; examining readers/writers' notebooks	R-T1 - - Student Literacy inventory Independent Reading Reading ladder reading rate Reader's/Writer's Notebook -2-page spread Reading conferences	R-A1 - Reading conference anecdotal notes - Rubrics
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-S2 Student demonstrating their understanding of texts (written, verbal, visual) they read (in pairs, visibly random small groups, or whole class) by using methods including: <i>Making connections</i> (text to self, text to text, text to world, text to media) <i>Questioning</i> (I wonder) <i>Inferring</i> (When I read this, I thought the author meant...) <i>Predicting</i> (I think that...) <i>Summarizing</i> (identifying main and supporting ideas) <i>Visualizing</i> (In my mind I see...) <i>Evaluating and Reflecting</i> (Now that I've read... I think that...)	R-E2 Educator selecting and discussing relevant small portions of a text that provide multiple entry points for showcasing and demonstrating the application of comprehension strategies.	R-T2 - Annotating, text coding (close reading) Double entry - Written reading response (Book Talk Book Club	R-A2 - Rubric - Observational notes while conferencing
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-S3 Student expressing (written, verbal, visual) claims about a significant point shared in the text and supporting their claim with specific text evidence in pairs, visibly random small groups, whole class or individually.	R-E3a Educator creating reading tasks (written, verbal, visual) that have a <i>real-world</i> purpose. R-E3b - Educator strategically selecting texts that connect to student interests and contain multiple entry points for students to share their unique thinking. R-E3c – Educator demonstrating how to identify a claim and select supporting evidence	R-T3 - Reader's/Writer's Notebook - Powerful Quotes Analysis- Here's What/So What?/Now What? Text Analysis	R-A3 - Teacher anecdotal formative feedback - Checklist - Rubrics - Peer/self assessment
ORAL LANGUAGE COMMUNICATION	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	OLC-S1 Student selecting topics of interest and form for delivery to orally communicate their unique thinking for a real-world purpose and for an authentic audience.	OLC -E1a - Educator designing speaking tasks that have real-world purpose and communicate to a real-world audience. OLC -E1b - Educator designing and demonstrating protocols on how to orally communicate unique thinking that matches purpose and audience	OLC-T1 - Monologue,Vlog, rant, commercial, infomercial, public service announcement,	OLC-A1 - Teacher anecdotal formative feedback - Checklist - Rubrics - Peer/self assessment
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely ☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	OLC -S2a Student sharing unique thinking (suited to context, audience, and purpose) in partners, small group, and whole class discussions by: -asking probing and extending question connected to the topic -contributing statements that build upon or extend thinking on the topic -making decisions and sharing opinions based on a set of criteria OLC -S2b -Student (in pairs or small teams) articulating (written, oral, pictorial) next-step revision feedback to peers	OLC -E2a - Educator co-creating criteria , designing , and sharing feedback protocols; and demonstrating how to: - ask probing and extending question connected to the topic . - contribute statements that build upon or extend thinking on the topic. - make decisions and sharing opinions based on a set of criteria. OLC -E2b Educator demonstrating to small group or the whole class how to provide appropriate feedback.	OLC-T2 - - Think-Pair Share Powerful Questions Socratic Circle FishBowls U-Shoe Debate 4 Corner	OLC-A2a & b - Teacher anecdotal formative feedback - Checklist - Rubrics - Peer/self assessment



VISION OF A GRADE 7/8 LITERATE LEARNER

GLOBAL COMPETENCIES KEY:
Creativity – CY, Critical Thinking – CT, Collaboration – CL,
Communication, CM, Connection to Self-CS, Citizenship – CZ

Purpose:
The purpose of this document is to provide a clear picture of the foundational student literacy behaviours that are observable daily in middle years classrooms.

		OUR VISION FOR OUR STUDENTS What we will see students DOING and DEMONSTRATING in the class	OUR VISION FOR OUR EDUCATORS What we will see educators DOING and DEMONSTRATING in the class AND/OR during OIT Meetings	OUR VISION FOR TASKS: Please see Observable Impact Portal	OUR VISION FOR OUR ASSESSMENTS Please see Observable Impact Portal
CRITICAL THINKING	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	CT-S1-In response to a critical thinking question, a student: states a position uses critical thinking question criteria to guide evidence collection asks relevant and clarifying questions to further learning connects ideas, patterns and relationships from evidence gathered to critical question criteria and assesses the significance of the patterns and relationships in developing a sound judgement assesses the degree their unique thinking has shifted when presented with new information and examining perspectives develops a <i>sound judgment</i> shares their judgement to an authentic audience CT, CL, CM, CZ, CS, CY CT-S2 - -Student working on <i>real-world critical thinking tasks</i> that connects to an interest CT, CL, CM, CZ, CS, CY	CT- E1- Educator incorporates critical thinking into classroom instructional practices which include: CT-E1a -Educator designs critical thinking questions containing clear criteria to guide student investigation and decision making CT- E1b- Educator designs critical thinking tasks that connect to a real-world context, reflect students' interests, enable students to develop a sound, plausible answer rather than a single right answer, and express their sound thinking using a variety of modes (orally, visually, or in writing). CT-E1c- Educator uses thinking scales to get their students to show their degree of thinking (Example: Strongly agree, somewhat agree, somewhat disagree, strongly disagree) after working with evidence and examining a variety of perspectives CT-E1d- Educator regularly uses critical thinkings tools to build background knowledge on a topic or area of study. CT-E1e- Educator designs, demonstrates the use of and supports students' using thinking organizers to park their unique thinking so ongoing student reflection and analysis can occur CT-E1f-Educator develops tasks/activities that coach students on how to identify evidence patterns and what the patterns reveal CT-E1g -Educator co-constructs with students relevant and clarifying question criteria CT-E1h-Educator monitors and records the degree to which each student's thinking has or has not shifted over time CT- E1i-Educator asks probing questions and/or statements of direction to prod or stretch student thinking to support the development of a sound, plausible answer rather than a single correct answer.	CT-T1a & CT -T1b-	CT A1a & A1b
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	CT-S3a- Student identifying an area in their investigation or decision-making process that requires teacher of peer feedback. CT-S3b – Student applying teacher or peer feedback to enhance thinking	CT- E3a-Educator co-designing and modeling how to use peer-feedback protocol, organizing students into mixed-ability groups to practice applying the peer feedback protocol that facilitates timely, next step feedback, circulating throughout the classroom, and recording next step feedback to help peers move their learning forward. CT- E3b-Educator providing timely, next-step oral or written feedback that helps students move their investigation and decision making forward.	CT-T3a & 3b	CT-A3a & 3b
WRITING Ideas, Organization, Language Use, Revision & Editing	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W- I - S1 Student generating ideas on topics of interest, recording ideas (using pictures or words), and selecting one idea to write about. CY CM CS	W-I-E1a -Educator designing and implementing a <i>student writing inventory</i> to access student interests and writing behaviors and using data to guide instruction and design writing tasks.	W-1-T1 W-1-T2-	W-1-A1 – A1 & 2
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-1-S2-Student communicating their thinking on a chosen topic to a <i>real-world audience</i> using a <i>real-world purpose</i> (persuade, inform, entertain), and a <i>form of their choice</i> (podcast, essay, editorial, YouTube commercial etc.) CY CL CM	W – I - E1b - Educator designing daily short writing tasks that connect to student interest or choice; demonstrating unique thinking while <i>writing in front and alongside</i> students, using texts of inspiration to launch possible writing ideas. W-I-E2- Educator designing writing tasks that have real-world purpose and communicate to a real-world audience. W- I – E3 – Educator co-creating criteria, defining/writing/listing characteristics of specific genre & form, and demonstrating unique thinking when crafting a written piece, <i>in front of and alongside</i> students, to show how to apply the criteria within a piece of writing.		

	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-O- S1- Student selecting, experimenting with, and using , organizational structures (compare & contrast, chronological, cause effect etc.; transition words etc.) to effectively sequence ideas in their daily writing. CY CS CM	W-O-E1 – Educator selecting short text passages that reflect a variety of organization structures; using short passages to co-construct the features of specific organizational structures, experimenting with and using these structures alongside students in their daily writing (in small or large group settings)	W-O-T1	W-0-A1
WRITING Ideas, Organization, Language Use, Revision & Editing	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-LP-S1a- Student using criteria to analyze short writing passages alongside peers and teacher, applying and experimenting with passage study writing craft, into their own daily writing, CY CT CL	W-LP-E1a- Educator routinely selecting small portion of text that reflect various aspects of language use, analyzing short text passages to co-construct the features of language usage within the passage with students W-LP-E1b – Educator applying and experimenting with language (alongside students) in their daily writing (small or large student group) through <u>targeted mini-lessons</u> .	W-LP-T1a & T1b	W-LP-A1a-A1b
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-LP-S1b – Students changing language for different types of writing tasks related to audience, and purpose. CY CM			
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-RE-S1a – Student articulating where they are at and need to go next to meet additional criteria and continue their learning CY CT CM W-RE-S1b - Student applying feedback to meet their writing goal. CY CL CM	W-RE-E1a -Educator co-creating criteria for <u>revising feedback protocols</u> and demonstrating (alongside by and simultaneously with students) how to use revision, editing, and feedback protocols to provide timely, next step oral or written feedback that helps the student move their <u>daily</u> writing forward. (<i>180 Days – Write Beside Them</i> p.218-223) W-RE-E1b Educator using <i>intentional questions & rubric criteria</i> to facilitate student thinking on how the student might address their area of concern when meeting in a one-to-one conference instead of the teacher identifying specific areas needing to be changed	W-RE-T1	W-RE-A1
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-RE-S2- Students (in pairs or small teams) articulating (written, oral, pictorial) next-step revision feedback to peers CY CL CM	W-RE-E2 - -Educator co-creating criteria and <u>designing peer revision feedback protocols</u> ; and demonstrating to small group or the whole class how to provide next step revision.	W-RE-T2	W-RE-A2
READING	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-S1 -Student choosing and reading fiction and nonfiction texts that is relevant to their interests, and articulating their thinking about their selected text CY CM CS	R-E1a - Educator designing and implementing a <u>student literacy inventory</u> to access student interests and reading behaviours and using data to guide instruction and designing of tasks. R-E1b – Educator reading and compiling a list young adolescent fiction and non-fiction (throughout the year); sharing what they are reading with students orally, visually, in a written manner. R-E1c -Educator designing/adapting <u>reading conference</u> questions; conducting DAILY reading conferences; co-creating goals with the students to identify next steps in their reading; examining readers/writers’ notebooks	R-T1 -	R-A1
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-S2 -Student sharing understanding of texts (written, verbal, visual) they read (in pairs, visibly random small groups, or whole class) by using methods including: <i>Making connections</i> (text to self, text to text, text to world, text to media <i>Questioning</i> (I wonder) <i>Inferring</i> (When I read this, I thought the author meant...) <i>Predicting</i> (I think that...) <i>Summarizing</i> (identifying main and supporting ideas) <i>Visualizing</i> (In my mind I see...) CS CY CT CL CM	R-E2a Educator selecting and discussing relevant small portions of a text that provide multiple entry points for showcasing and demonstrating the application of comprehension strategies.	R-T2 -	R-A2
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-S3 -Student articulating (written, verbal, visual) a claim about a significant point shared in the text and supporting their claim with specific text evidence individually or in pairs, small groups, or with the whole class CY CM CL	R-E3a Educator creating reading tasks (written, verbal, visual) that have a <u>real-world</u> purpose. R-E3b- Educators strategically selecting texts that connect to student interests and contain multiple entry points for students to share their unique thinking. R-E3c – Educator demonstrating how to identify a claim, and select supporting evidence	R-T3-	R-A3
ORAL LANUAGE COMMUNICATION	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	OLC-S1 - Student selecting topics of interest and form for delivery (speech, monologue, commercial, song, rant, etc.) to orally communicate their unique thinking for a real-world purpose and to an authentic audience. CY CS CM	OLC-E1a- Educator designing speaking tasks that have <u>real-world purpose</u> and communicate to a <u>real-world audience</u> . OLC-E1b- Educators designing and demonstrating protocols on how to orally communicate unique thinking that matches purpose and audience	OLC-T1-	OLC-A1
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	OLC-S2a -Student sharing unique thinking (suited to context, audience and purpose) in partners, small group, and whole class discussions by: -asking probing and extending question connected to the topic -contributing statements that build upon or extend thinking on the topic -making decisions and sharing opinions based on a set of criteria CY CM CL CT S-S2b -Student (in pairs or small teams) articulating (written, oral, pictorial) next-step revision feedback to peers CM CL	OLC-E2a- Educator co-creating criteria , <u>designing, sharing feedback protocols</u> ; and demonstrating how to: - ask probing and extending questions connected to the topic . - contribute statements that build upon or extend thinking on the topic. - make decisions and share opinions based on a set of criteria. OLC-E2b Educator demonstrating to small group or the whole class how to provide next step revision.	OLC-T2-	OLC-A2a & b

Observable Impact Plan –
Identifying what we want to see for students and teachers at the end of the cycle

Grade level:		CTT Members:		
INSTRUCTIONAL CHALLENGE				
Student Observables		Teacher Observables		
OUR OBSERVABLE IMPACT STATEMENT – OUR DESIRED STATE AFTER CYCLE IS COMPLETED				
IF WE		(insert actions/professional learning) ...)	THEN WE WILL OBSERVE	
STUDENTS	TEACHER	TASKS	EVIDENCE	
1)	1)	1)	1)	
2)	2)	2)	2)	
3)	2)			



VISION OF Grades K - 4 NUMERATE LEARNER

Global Competency Key:
Creativity – CY, Critical Thinking – CT, Collaboration – CL,
Communication – CM, Connection to Self – CS, Citizenship – CZ

- The purpose of this document is to provide a clear picture of what proficient numerate learners *do* and *demonstrate* that are observable daily in early years classrooms.

		OUR VISION FOR OUR STUDENTS What we will see students DOING and DEMONSTRATING in the class	OUR VISION FOR OUR TEACHERS What we will see teachers DOING and DEMONSTRATING in the class	OUR VISION FOR OUR TASKS IN THE CLASSROOM	OUR VISION FOR OUR ASSESSMENTS IN THE CLASSROOM
Solving, Reasoning & Communication	☐Consistently ☐Usually ☐Sometimes ☐Rarely	SRC-S1 – Student <i>flexibly applies</i>: mathematical representations (concrete, pictorial, and symbolic) strategies and procedures to <i>efficiently</i> and <i>accurately solve</i> an open numeracy task. [CY, CT, CL, CM, CS, CZ]	SRC-E1a - Educator creates or adapts and implements <i>numeracy-focused</i> learning inventories to learn about students’ interests and lives (needed for designing or adapting open numeracy tasks). SRC-E1b - Educator designs or adapts a variety of open numeracy tasks (mild-medium-spicy) connected to big numeracy/mathematical ideas and student’s interests and lives. SRC-E1c - Educator introduces open numeracy tasks using a story / connection to students’ interests and lives. SRC-E1d - Educator plans time in lessons for students to engage in <i>productive struggle time / productive exploration time</i> to solve open numeracy tasks. SRC-E1e - Educator creates a variety of groupings (whole class, random pairs or groups of 3, individual) for students to work and learn in when solving an open numeracy task. SRC-E1f – Educator provides manipulatives, tools, and resources so students can solve open numeracy tasks using more than one mathematical representation (concrete, pictorial, symbolic, context) to demonstrate their <i>conceptual understanding</i>. SRC-E1g - Educator uses thinking prompts and redirect questions to support and maintain student engagement and learning during <i>productive exploration/struggle time</i>. SRC-E1h - Educator prompts students to use (and if necessary, uses and talks about using) essential mathematical language while solving open numeracy tasks. SRC-E1i - Educator co-creates criteria with students about what effective collaboration (whole group, small group, pairs) looks like, and sounds like to create a collaboration rubric, and if necessary, demonstrates how to use the criteria when collaborating.	SCR-T1 – Please see Observable Impact Portal – Numeracy – Early Years for the comprehensive list of tasks.	SCR-A1Criteria & Tools Please see Observable Impact Portal – Numeracy – Early Years for the assessment criteria
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	SRC-S2a - Student uses evidence (concrete, pictorial, and symbolic mathematical representations) to justify their solution to an open numeracy task. [CY, CT, CL, CM, CS, CZ]	SRC-E2a1 - Educator designs or adapts relevant open numeracy tasks that students can solve using a variety of mathematical representations (concrete, pictorial, symbolic). SRC-E2a2 - Educator plans debrief and consolidation time at the end of lessons so students can justify solutions with the <i>whole class</i>, in random groups of 3/pairs, and/OR in <i>one-on-one conversation</i>.	SCR-T2a Please see Observable Impact Portal – Numeracy – Early Years for the comprehensive list of tasks.	SCR-A2a Criteria & Tools Please see Observable Impact Portal – Numeracy – Early Years for the assessment criteria

			SRC-E2a3- Educator prompts students to use (and if necessary, uses and talks about using) evidence to justify a solution during debrief/consolidation time. SRC-E2a4 - Educator co-creates criteria with students about what using evidence to justify a solution looks like and sounds like to create a justification criteria rubric, and if necessary, demonstrates how to use the criteria when justifying their solution to open numeracy tasks.		
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	SRC-S2b - Student uses grade level mathematical language to communicate (concrete, visual, oral, and/or in writing) how their solution connects to the big mathematical/numeracy idea(s) embedded in the open numeracy task. [CY, CT, CL, CM, CS]	SRC-E2b1– Educator identifies the big numeracy/mathematical idea(s) for a unit or outcome before planning of learning/lessons. SRC-E2b2 - Educator designs or adapts relevant open numeracy task connected to big numeracy/mathematical idea(s) that students can solve using a variety of mathematical representations (concrete, pictorial, and symbolic). SRC-E2b3 - Educator plans consolidation time in lessons for students to collaborate, compare, and reason to make connections between their task understanding/solution and the big numeracy/mathematical idea(s) embedded in the task. SRC-E2b4 - Educator uses consolidation of learning prompts to uncover student understanding about the connection between their solution and big numeracy/mathematical idea(s). SRC-E2a5 - Educator prompts students to use (and if necessary, uses and talks about using) essential mathematical language while talking about how their solution to an open numeracy task connects to the big mathematical/numeracy idea(s). <i>Example: “Mathematicians know that there is more than one way to solve a problem.” “Mathematicians know there are many ways to count. We can count by 1’s, 2’s, 5’s or 10’s forward or backward from any number. Mathematicians know when we count by 2’s, 5’s or 10’s we call it skip counting because we don’t say some numbers in the sequence so it’s faster.” “Mathematicians know that when we skip count by a number, we say the multiples of that number.” “Mathematicians know increasing patterns change based on multiples.”</i>	SRC-T2b Please see Observable Impact Portal – Numeracy – Early Years for the comprehensive list of tasks.	SCR-A2b Criteria & Tools Please see Observable Impact Portal – Numeracy – Early Years for the assessment criteria
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	SRC-S3 – Student communicates (verbally, visually, concretely, and/or in writing) where they are in their grade level learning and where they need to go next to continue their grade level learning. [CY, CT, CL, CM, CS, CZ]	SRC-E3a - Educator creates a student self-assessment tool of learning outcomes/targets within a unit/topic that students use to self assess their proficiency. SRC-E3b – Educator meets with students (may be <i>individually, small group or whole class</i>) and provides just-in-time formative feedback to support students’ understanding of where they are in their learning and need to go next.	SCR-T3 Please see Observable Impact Portal – Numeracy – Early Years for the comprehensive list of tasks.	SCR-A3 Criteria & Tools Please see Observable Impact Portal – Numeracy – Early Years for the assessment criteria

			SRC-E3c: Educator creates a bank of tasks organized from least to most complex - mild-medium-spicy - that students use after they self-assess to continue their grade level learning (meaningful practice/check-your-understanding questions).		
Numeracy Mindset Note: If choosing either of these student observables, they must be addressed along with a (Nsolving, Reasoning & Communication Observable, not on their own.	☐Consistently ☐Usually ☐Sometimes ☐Rarely	NM-S1 - Student demonstrates risk-taking behaviours by: • making multiple attempts and /or using multiple strategies to solve a task. • providing and applying feedback. • using mistakes as a tool for learning.	NM E1a -Educator creates &/or adapts and implements tasks/activities/scenarios that engage and challenge students to demonstrate risk-taking behaviours. NM E1b -Educator prompts/demonstrates how to make multiple attempts, provide and apply feedback, and use mistakes as a tool for learning. <i>Examples: Teacher prompts, “Is there something else you could try?”, “I like how you used this to..., have you thought about trying?”, “This strategy/representation/procedure didn’t work but how does knowing this help you find a better solution?”</i>	NM – T1 • Please see Observable Impact Portal – Numeracy – Early Years for the comprehensive list of tasks.	NM-A1 Criteria & Tools • Please see Observable Impact Portal – Numeracy – Early Years for the assessment criteria
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	NM-S2 - Student uses positive language when engaged in challenging tasks.	NM E2a - Educator creates &/or adapts and implements tasks/activities/scenarios (open numeracy tasks) that engage students to apply positive language. NM E2b - Educator co-creates with students positive sentences or sentence starters for them to use when solving a task (may need to demonstrate for students how to use positive language). NM E2c - Educator creates &/or adapts and uses prompts that encourage students to use positive language when solving an open task.	NM – T2 • Please see Observable Impact Portal – Numeracy – Early Years for the comprehensive list of tasks.	NM-A2 Criteria & Tools • Please see Observable Impact Portal – Numeracy – Early Years for the assessment criteria



VISION OF A LITERATE LEARNER GRADE 5/6

Purpose:

The purpose of this document is to provide a clear picture of the foundational student literacy behaviours that are observable **daily** in middle years classrooms.

		OUR VISION FOR OUR STUDENTS What we will see students DOING and DEMONSTRATING in the class	OUR VISION FOR OUR EDUCATORS What we will see educators DOING and DEMONSTRATING in the class AND/OR during OIT Meetings	OUR VISION FOR TASKS:	OUR VISION FOR OUR ASSESSMENTS
CRITICAL THINKING	☐Consistently ☐Usually ☐Sometimes ☐Rarely ☐Consistently ☐Usually ☐Sometime ☐Rarely	CT-S1 -In response to a critical thinking question, student: states a position/claim. uses <i>critical thinking question criteria</i> to guide evidence collection. assesses the degree their unique thinking has shifted when presented with new information/evidence. develops a <i>sound</i> judgment/decision .	CT-E1 - Educator incorporates critical thinking into classroom instructional practices which includes: - Educator designs critical thinking questions containing clear criteria to guide student investigation and decision making. - Educator designs critical thinking tasks that connect to a real-world context and that enable students to develop a sound plausible sound rather than a single right answer. - Educator regularly uses critical thinking tools to build background knowledge on a topic or area of study - Educator regularly uses thinking scales/dashboards to get their students to identity shifts in their thinking as new information/evidence is presented to them evidence (Example: strongly agree, somewhat agree, somewhat disagree, strongly disagree) - Educator design, demonstrate, and supports students using thinking organizers to park their unique thinking to enable ongoing reflection and analysis throughout a lesson or unit of study. - Educator asks students probing questions and/or <u>statements of direction</u> to facilitate and guide student thinking, while formulating a sound judgment, such as: - How has looking at more than one voice/perspective on the issue influenced your thinking and evidence collection? - To what degree has your thinking stretch or shifted in light of examining different perspectives &/or new evidence on the issue you are investigating? - Educator designing and facilitating checkpoints for students to express their sound thinking using a variety of modes (orally, visually, or in writing) - Educators conferencing with students to provide next step advice in developing a sound judgement/decision.	CT-T1a & CT -T1b - Six Forms of Critical Thinking Tasks	CT A1a & A1b - Guides to Success - Rubrics - Conferencing - Checklists - Anecdotal Notes
	☐Consistently ☐Usually ☐Sometimes ☐Rarely ☐Consistently ☐Usually ☐Sometimes ☐Rarely	W- I - S1 Student generating ideas on topics of interest, recording ideas (using pictures or words), and selecting one idea to write about. W-1-S2 -Student communicating their thinking on a chosen topic to a real-world audience using a real-world purpose (persuade, inform, entertain), and a form of their choice (podcast, essay, editorial, YouTube commercial etc.)	W- I - E1 - Educator designing daily short writing tasks that connect to student interests or choice; demonstrating unique thinking while writing in front and alongside students, using texts of inspiration to launch possible writing ideas. W-I-E2 - Educator designing writing tasks that have real-world purpose and communicate to a real-world audience. W- I – E3 – Educator co-creating criteria, defining/writing/listing characteristics of specific genre & form, and demonstrating unique thinking when crafting a written piece, in front of and alongside students, to show how to apply the criteria within a piece of writing.	W-1-T1 Daily quick writes W-1-T2- Quick write development selecting one of their quick writes to develop into a best draft that communicates to a real-world audience, uses a real-world purpose.	W-1-A1 – A2 - Teacher anecdotal formative feedback (written & oral) - Peer feedback (written & oral)
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	W-O- S1 - Student selecting, experimenting with, and using organizational structures (compare & contrast, chronological, cause effect etc.; transition words etc.) to effectively sequence ideas in their daily writing.	W-O-E1 – Educator selecting short text passages that reflect a variety of organization structures; using short passages to co-construct the features of specific organizational structures, experimenting with and using these structures alongside students, in their <i>daily</i> writing (in small or large group settings)	W-O-T1 - Passage Study/ Close Reading	W-0-A1 - Teacher anecdotal formative feedback - Checklist - Rubrics - Peer feedback
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	W-LP-S1a - Student using <i>criteria to analyze</i> short writing passages alongside peers and teacher, applying and experimenting with <i>passage study writing craft</i> into their own <i>daily</i> writing, W-LP-S1b – Student changing language for different types of writing tasks related to audience, and purpose,	W-LP-E1a - Educator routinely selecting small portion of text that reflect various aspects of language use and analyzing short text passages to co-construct with students, the features of language usage W-LP-E1b – Educator applying and experimenting with language alongside students in their daily writing (small or large student group) through targeted mini-lessons.	W-LP-T1a & T1b Passage Study/ Close Reading Selecting one of their quick writes to experiment with new learning from passage study	W-LP-A1a-A1b - Teacher anecdotal formative feedback - Checklist - Rubrics - Peer feedback

	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-RE-S1a – Student articulating where they are at and need to go next to meet additional criteria and continue their learning. W-RE-S1b – Student applying feedback to meet their writing goal	W-RE-E1a -Educator co-creating criteria for <i>revising feedback protocols</i> and demonstrating (alongside by and simultaneously with students) how to use revision, editing, and feedback protocols to provide timely, next step, oral or written feedback that helps the student move their <i>daily</i> writing forward. W-RE-E1b Educator using intentional questions and rubric criteria to facilitate student thinking on how the student might address their area of concern, when meeting in a one-to-one conference, rather than teacher identifying specific areas needing to be changed.	W-RE-T1 Daily flash RADAR revision - Quick Writes & Revision -in action. Guides to Success Reflection Protocol	W-RE-A1 - Self-reflection rubric - Teacher conference
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-RE-S2 - Students (in pairs or small teams) articulating (written, oral, pictorial) next-step revision feedback to peers	W-RE-E2 - -Educator co-creating criteria and designing peer revision feedback protocols ; and demonstrating to small group or the whole class how to provide next step revision.	W-RE-T2 - Peer revision -I wonder protocol – Kelly Gallagher	W-RE-A2 Peer feedback checklist/protocol
READING	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-S1 Student choosing and reading a variety of texts daily and articulate their thinking (oral, written, visual)	R-E1a - Educator designing and implementing a <i>student literacy inventory</i> to access student interests and reading behaviours and using data to guide instruction and designing of tasks. R-E1b – Educator reading and gathering young adolescent fiction and non-fiction (throughout the year); sharing what they are reading with students orally, visually, and in a written manner. R-E1c - Educator designing/adapting <i>reading conference</i> questions; conducting daily reading conferences; co-creating goals with the students to identify next steps in their reading; examining readers/writers' notebooks	R-T1 - - Student Literacy inventory Independent Reading Reading ladder reading rate Reader's/Writer's Notebook -2-page spread Reading conferences	R-A1 - Reading conference anecdotal notes - Rubrics
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-S2 Student demonstrating their understanding of texts (written, verbal, visual) they read (in pairs, visibly random small groups, or whole class) by using methods including: <i>Making connections</i> (text to self, text to text, text to world, text to media) <i>Questioning</i> (I wonder) <i>Inferring</i> (When I read this, I thought the author meant...) <i>Predicting</i> (I think that...) <i>Summarizing</i> (identifying main and supporting ideas) <i>Visualizing</i> (In my mind I see...) <i>Evaluating and Reflecting</i> (Now that I've read... I think that...)	R-E2 Educator selecting and discussing relevant small portions of a text that provide multiple entry points for showcasing and demonstrating the application of comprehension strategies.	R-T2 - Annotating, text coding (close reading) Double entry - Written reading response (Book Talk Book Club	R-A2 - Rubric - Observational notes while conferencing
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-S3 Student expressing (written, verbal, visual) claims about a significant point shared in the text and supporting their claim with specific text evidence in pairs, visibly random small groups, whole class or individually.	R-E3a Educator creating reading tasks (written, verbal, visual) that have a <i>real-world</i> purpose. R-E3b - Educator strategically selecting texts that connect to student interests and contain multiple entry points for students to share their unique thinking. R-E3c – Educator demonstrating how to identify a claim and select supporting evidence	R-T3 - Reader's/Writer's Notebook - Powerful Quotes Analysis- Here's What/So What?/Now What? Text Analysis	R-A3 - Teacher anecdotal formative feedback - Checklist - Rubrics - Peer/self assessment
ORAL LANGUAGE COMMUNICATION	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	OLC-S1 Student selecting topics of interest and form for delivery to orally communicate their unique thinking for a real-world purpose and for an authentic audience.	OLC -E1a - Educator designing speaking tasks that have real-world purpose and communicate to a real-world audience. OLC -E1b - Educator designing and demonstrating protocols on how to orally communicate unique thinking that matches purpose and audience	OLC-T1 - Monologue,Vlog, rant, commercial, infomercial, public service announcement,	OLC-A1 - Teacher anecdotal formative feedback - Checklist - Rubrics - Peer/self assessment
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely ☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	OLC -S2a Student sharing unique thinking (suited to context, audience, and purpose) in partners, small group, and whole class discussions by: -asking probing and extending question connected to the topic -contributing statements that build upon or extend thinking on the topic -making decisions and sharing opinions based on a set of criteria OLC -S2b -Student (in pairs or small teams) articulating (written, oral, pictorial) next-step revision feedback to peers	OLC -E2a - Educator co-creating criteria , designing , and sharing feedback protocols; and demonstrating how to: - ask probing and extending question connected to the topic . - contribute statements that build upon or extend thinking on the topic. - make decisions and sharing opinions based on a set of criteria. OLC -E2b Educator demonstrating to small group or the whole class how to provide appropriate feedback.	OLC-T2 - - Think-Pair Share Powerful Questions Socratic Circle FishBowls U-Shoe Debate 4 Corner	OLC-A2a & b - Teacher anecdotal formative feedback - Checklist - Rubrics - Peer/self assessment



VISION OF A GRADE 7/8 LITERATE LEARNER

GLOBAL COMPETENCIES KEY:
Creativity – CY, Critical Thinking – CT, Collaboration – CL,
Communication, CM, Connection to Self-CS, Citizenship – CZ

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		OUR VISION FOR OUR STUDENTS What we will see students DOING and DEMONSTRATING in the class	OUR VISION FOR OUR EDUCATORS What we will see educators DOING and DEMONSTRATING in the class AND/OR during OIT Meetings	OUR VISION FOR TASKS: Please see Observable Impact Portal	OUR VISION FOR OUR ASSESSMENTS Please see Observable Impact Portal
CRITICAL THINKING	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	CT-S1-In response to a critical thinking question, a student: states a position uses critical thinking question criteria to guide evidence collection asks relevant and clarifying questions to further learning connects ideas, patterns and relationships from evidence gathered to critical question criteria and assesses the significance of the patterns and relationships in developing a sound judgement assesses the degree their unique thinking has shifted when presented with new information and examining perspectives develops a <i>sound judgment</i> shares their judgement to an authentic audience CT, CL, CM, CZ, CS, CY CT-S2 - -Student working on <i>real-world critical thinking tasks</i> that connects to an interest CT, CL, CM, CZ, CS, CY	CT- E1- Educator incorporates critical thinking into classroom instructional practices which include: CT-E1a -Educator designs critical thinking questions containing clear criteria to guide student investigation and decision making CT- E1b- Educator designs critical thinking tasks that connect to a real-world context, reflect students' interests, enable students to develop a sound, plausible answer rather than a single right answer, and express their sound thinking using a variety of modes (orally, visually, or in writing). CT-E1c- Educator uses thinking scales to get their students to show their degree of thinking (Example: Strongly agree, somewhat agree, somewhat disagree, strongly disagree) after working with evidence and examining a variety of perspectives CT-E1d- Educator regularly uses critical thinkings tools to build background knowledge on a topic or area of study. CT-E1e- Educator designs, demonstrates the use of and supports students' using thinking organizers to park their unique thinking so ongoing student reflection and analysis can occur CT-E1f-Educator develops tasks/activities that coach students on how to identify evidence patterns and what the patterns reveal CT-E1g -Educator co-constructs with students relevant and clarifying question criteria CT-E1h-Educator monitors and records the degree to which each student's thinking has or has not shifted over time CT- E1i-Educator asks probing questions and/or statements of direction to prod or stretch student thinking to support the development of a sound, plausible answer rather than a single correct answer.	CT-T1a & CT -T1b-	CT A1a & A1b
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	CT-S3a- Student identifying an area in their investigation or decision-making process that requires teacher of peer feedback. CT-S3b – Student applying teacher or peer feedback to enhance thinking	CT- E3a-Educator co-designing and modeling how to use peer-feedback protocol, organizing students into mixed-ability groups to practice applying the peer feedback protocol that facilitates timely, next step feedback, circulating throughout the classroom, and recording next step feedback to help peers move their learning forward. CT- E3b-Educator providing timely, next-step oral or written feedback that helps students move their investigation and decision making forward.	CT-T3a & 3b	CT-A3a & 3b
WRITING Ideas, Organization, Language Use, Revision & Editing	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W- I - S1 Student generating ideas on topics of interest, recording ideas (using pictures or words), and selecting one idea to write about. CY CM CS	W-I-E1a -Educator designing and implementing a <i>student writing inventory</i> to access student interests and writing behaviors and using data to guide instruction and design writing tasks.	W-1-T1 W-1-T2-	W-1-A1 – A1 & 2
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-1-S2-Student communicating their thinking on a chosen topic to a <i>real-world audience</i> using a <i>real-world purpose</i> (persuade, inform, entertain), and a <i>form of their choice</i> (podcast, essay, editorial, YouTube commercial etc.) CY CL CM	W – I - E1b - Educator designing daily short writing tasks that connect to student interest or choice; demonstrating unique thinking while <i>writing in front and alongside</i> students, using texts of inspiration to launch possible writing ideas. W-I-E2- Educator designing writing tasks that have real-world purpose and communicate to a real-world audience. W- I – E3 – Educator co-creating criteria, defining/writing/listing characteristics of specific genre & form, and demonstrating unique thinking when crafting a written piece, <i>in front of and alongside</i> students, to show how to apply the criteria within a piece of writing.		

	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-O- S1- Student selecting, experimenting with, and using , organizational structures (compare & contrast, chronological, cause effect etc.; transition words etc.) to effectively sequence ideas in their daily writing. CY CS CM	W-O-E1 – Educator selecting short text passages that reflect a variety of organization structures; using short passages to co-construct the features of specific organizational structures, experimenting with and using these structures alongside students in their daily writing (in small or large group settings)	W-O-T1	W-0-A1
WRITING Ideas, Organization, Language Use, Revision & Editing	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-LP-S1a- Student using criteria to analyze short writing passages alongside peers and teacher, applying and experimenting with passage study writing craft, into their own daily writing, CY CT CL	W-LP-E1a- Educator routinely selecting small portion of text that reflect various aspects of language use, analyzing short text passages to co-construct the features of language usage within the passage with students W-LP-E1b – Educator applying and experimenting with language (alongside students) in their daily writing (small or large student group) through <u>targeted mini-lessons</u> .	W-LP-T1a & T1b	W-LP-A1a-A1b
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-LP-S1b – Students changing language for different types of writing tasks related to audience, and purpose. CY CM			
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-RE-S1a – Student articulating where they are at and need to go next to meet additional criteria and continue their learning CY CT CM W-RE-S1b - Student applying feedback to meet their writing goal. CY CL CM	W-RE-E1a -Educator co-creating criteria for <u>revising feedback protocols</u> and demonstrating (alongside by and simultaneously with students) how to use revision, editing, and feedback protocols to provide timely, next step oral or written feedback that helps the student move their <u>daily</u> writing forward. (<i>180 Days – Write Beside Them</i> p.218-223) W-RE-E1b Educator using <i>intentional questions & rubric criteria</i> to facilitate student thinking on how the student might address their area of concern when meeting in a one-to-one conference instead of the teacher identifying specific areas needing to be changed	W-RE-T1	W-RE-A1
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	W-RE-S2- Students (in pairs or small teams) articulating (written, oral, pictorial) next-step revision feedback to peers CY CL CM	W-RE-E2 - -Educator co-creating criteria and <u>designing peer revision feedback protocols</u> ; and demonstrating to small group or the whole class how to provide next step revision.	W-RE-T2	W-RE-A2
READING	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-S1 -Student choosing and reading fiction and nonfiction texts that is relevant to their interests, and articulating their thinking about their selected text CY CM CS	R-E1a - Educator designing and implementing a <u>student literacy inventory</u> to access student interests and reading behaviours and using data to guide instruction and designing of tasks. R-E1b – Educator reading and compiling a list young adolescent fiction and non-fiction (throughout the year); sharing what they are reading with students orally, visually, in a written manner. R-E1c -Educator designing/adapting <u>reading conference</u> questions; conducting DAILY reading conferences; co-creating goals with the students to identify next steps in their reading; examining readers/writers’ notebooks	R-T1 -	R-A1
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-S2 -Student sharing understanding of texts (written, verbal, visual) they read (in pairs, visibly random small groups, or whole class) by using methods including: <i>Making connections</i> (text to self, text to text, text to world, text to media <i>Questioning</i> (I wonder) <i>Inferring</i> (When I read this, I thought the author meant...) <i>Predicting</i> (I think that...) <i>Summarizing</i> (identifying main and supporting ideas) <i>Visualizing</i> (In my mind I see...) CS CY CT CL CM	R-E2a Educator selecting and discussing relevant small portions of a text that provide multiple entry points for showcasing and demonstrating the application of comprehension strategies.	R-T2 -	R-A2
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	R-S3 -Student articulating (written, verbal, visual) a claim about a significant point shared in the text and supporting their claim with specific text evidence individually or in pairs, small groups, or with the whole class CY CM CL	R-E3a Educator creating reading tasks (written, verbal, visual) that have a <u>real-world</u> purpose. R-E3b- Educators strategically selecting texts that connect to student interests and contain multiple entry points for students to share their unique thinking. R-E3c – Educator demonstrating how to identify a claim, and select supporting evidence	R-T3-	R-A3
ORAL LANUAGE COMMUNICATION	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	OLC-S1 - Student selecting topics of interest and form for delivery (speech, monologue, commercial, song, rant, etc.) to orally communicate their unique thinking for a real-world purpose and to an authentic audience. CY CS CM	OLC-E1a- Educator designing speaking tasks that have <u>real-world purpose</u> and communicate to a <u>real-world audience</u> . OLC-E1b- Educators designing and demonstrating protocols on how to orally communicate unique thinking that matches purpose and audience	OLC-T1-	OLC-A1
	☐ Consistently ☐ Usually ☐ Sometimes ☐ Rarely	OLC-S2a -Student sharing unique thinking (suited to context, audience and purpose) in partners, small group, and whole class discussions by: -asking probing and extending question connected to the topic -contributing statements that build upon or extend thinking on the topic -making decisions and sharing opinions based on a set of criteria CY CM CL CT S-S2b -Student (in pairs or small teams) articulating (written, oral, pictorial) next-step revision feedback to peers CM CL	OLC-E2a- Educator co-creating criteria , <u>designing, sharing feedback protocols</u> ; and demonstrating how to: - ask probing and extending questions connected to the topic . - contribute statements that build upon or extend thinking on the topic. - make decisions and share opinions based on a set of criteria. OLC-E2b Educator demonstrating to small group or the whole class how to provide next step revision.	OLC-T2-	OLC-A2a & b

Observable Impact Plan –
Identifying what we want to see for students and teachers at the end of the cycle

Grade level:		CTT Members:		
INSTRUCTIONAL CHALLENGE				
Student Observables		Teacher Observables		
OUR OBSERVABLE IMPACT STATEMENT – OUR DESIRED STATE AFTER CYCLE IS COMPLETED				
IF WE		(insert actions/professional learning) ...)	THEN WE WILL OBSERVE	
STUDENTS	TEACHER	TASKS	EVIDENCE	
1)	1)	1)	1)	
2)	2)	2)	2)	
3)	2)			