

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

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

WRITING	<p>Writing</p> <p>OV1. <u>generate, gather, and organize ideas and information</u> to write for an intended purpose and audience</p> <p>OV 2. <u>draft, and revise their writing</u>, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.</p> <p>OV 4. <u>Reflect on and identify their strengths as writers, areas for improvement</u>, and the strategies they found most helpful at different stages in the writing process</p>	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
		<input type="checkbox"/> DIAGNOSTIC ASSESSMENT: Writing sample First 20 Days of Reading and Writing (Primary, Junior and Intermediate)	<input type="checkbox"/> MODELLED WRITING and SHARED WRITING to demonstrate writing skills and writing process.	<input type="checkbox"/> MODELLED WRITING and SHARED WRITING to demonstrate writing skills and writing process.	<input type="checkbox"/> MODELLED WRITING and SHARED WRITING to demonstrate writing skills and writing process.	<input type="checkbox"/> MODELLED WRITING and SHARED WRITING to demonstrate writing skills and writing process.
MEDIA	<p>Media (English)</p> <p>OV 1. Demonstrate an understanding of a variety of media texts</p> <p>OV 2. Identify some media forms and explain how the conventions and techniques associated with them used to create meaning</p> <p>OV 4. Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts</p>	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
		<input type="checkbox"/> DIAGNOSTIC ASSESSMENT: Media Literacy (Guide to Effective Instruction Gr. 4 to 6 Vol 7) Determine students media literacy skills.	<input type="checkbox"/> INTERACTIVE READ ALOUDS and SHARED READING to demonstrate understanding of media text. (What is the message that is being conveyed in this media text?) Identify and explain how conventions and techniques create the meaning. (How did the creator use media forms, symbols and techniques to convey this message?)	<input type="checkbox"/> INTERACTIVE READ ALOUDS and SHARED READING to demonstrate understanding of media text. (What is the message that is being conveyed in this media text?) Identify and explain how conventions and techniques create the meaning. (How did the creator use media forms, symbols and techniques to convey this message?)	<input type="checkbox"/> INTERACTIVE READ ALOUDS and SHARED READING to demonstrate understanding of media text. (What is the message that is being conveyed in this media text?) Identify and explain how conventions and techniques create the meaning. (How did the creator use media forms, symbols and techniques to convey this message?)	<input type="checkbox"/> INTERACTIVE READ ALOUDS and SHARED READING to demonstrate understanding of media text. (What is the message that is being conveyed in this media text?) Identify and explain how conventions and techniques create the meaning. (How did the creator use media forms, symbols and techniques to convey this message?)

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

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

		SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
READING	<p>FSL Reading</p> <p><u>C1. Reading Comprehension:</u> determine meaning in a variety of French texts, using a few reading comprehension strategies;</p> <p><u>C2.3 Metacognition:</u> (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills</p>	<input type="checkbox"/> Focus on FSL LISTENING and FSL SPEAKING strands with a variety of French text <input type="checkbox"/> Use READ ALOUDS and SHARED READING to practice listening and speaking expectations <input type="checkbox"/> Establish a FSL WORD WALL and engage in interactive games with the word wall (familiar and high frequency French words)	<input type="checkbox"/> Use READ ALOUDS and SHARED READING to practice listening and speaking expectations <input type="checkbox"/> Continue to build the FSL WORD WALL and engage in interactive activities with the word wall (familiar and high frequency French words) <input type="checkbox"/> Diagnostic Assessment (Familiar French word list and/or levelled text reading assessment to determine guided groups) <input type="checkbox"/> Establish FSL reading behaviours (What do good FSL readers do?) - Adapt First 20 Days of Reading and Writing for the FSL classroom	<input type="checkbox"/> Demonstrate reading behaviours (What do good FSL readers do?) <input type="checkbox"/> Continue to build the WORD WALL and engage in interactive activities with the FSL word wall (familiar and high frequency French words) <input type="checkbox"/> READ ALOUDS and SHARED READING to model decoding and reading comprehension strategies <input type="checkbox"/> GUIDED READING to practice decoding and build fluency with French text <input type="checkbox"/> INDEPENDENT READING to practice decoding and build fluency	<input type="checkbox"/> Demonstrate and reflect on reading behaviours (What behaviours am I demonstrating when reading?) <input type="checkbox"/> Continue to build the FSL WORD WALL and engage in interactive activities with the word wall (familiar and high frequency French words) <input type="checkbox"/> READ ALOUDS and SHARED READING to model decoding and reading comprehension strategies <input type="checkbox"/> GUIDED READING to practice decoding and build fluency with French text <input type="checkbox"/> INDEPENDENT READING to practice decoding and build fluency	<input type="checkbox"/> Demonstrate and reflect on reading behaviours (What behaviours am I demonstrating when reading?) <input type="checkbox"/> Continue to build the FSL WORD WALL and engage in activities with the word wall (familiar and high frequency French words) <input type="checkbox"/> READ ALOUDS and SHARED READING to model decoding and reading comprehension strategies <input type="checkbox"/> GUIDED READING to practice decoding and build fluency with French text <input type="checkbox"/> INDEPENDENT READING to practice decoding and build fluency
	WRITING	<p>FSL Writing</p> <p><u>D2. The Writing Process:</u> Use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively</p>	<input type="checkbox"/> Focus on FSL LISTENING and FSL SPEAKING expectations <input type="checkbox"/> MODELLED WRITING and SHARED WRITING to support the speaking to communicate expectations <input type="checkbox"/> Diagnostic Assessment (Gather writing samples if students are writing in French)	<input type="checkbox"/> MODELLED WRITING and SHARED WRITING to demonstrate writing skills and writing process (connected to other content/subject areas where applicable) <input type="checkbox"/> INDEPENDENT WRITING - WRITER'S WORKSHOP Introduction - <i>focus on Pre-Writing and Drafting writing (connected to other content/subject areas if applicable)</i>	<input type="checkbox"/> MODELLED WRITING, INTERACTIVE WRITING and SHARED WRITING to demonstrate writing skills and writing process (e.g. brainstorming & drafting) <input type="checkbox"/> GUIDED WRITING (select small group of students to teach and further develop writing skills in French) <input type="checkbox"/> INDEPENDENT WRITING - WRITER'S WORKSHOP - <i>focus on revising and editing and continue to practice brainstorming and drafting</i> <input type="checkbox"/> Engage in METACOGNITION- reflect on writing skills (What do I like about my writing? What do I need to focus more on to improve my writing?)	<input type="checkbox"/> MODELLED WRITING, INTERACTIVE WRITING and SHARED WRITING to demonstrate writing skills and writing process (e.g.: editing and revising) <input type="checkbox"/> GUIDED WRITING (select small group of students to teach and further develop writing skills in French) <input type="checkbox"/> INDEPENDENT WRITING and WRITER'S WORKSHOP - <i>focus on publishing and continue to practice brainstorming, drafting, revising & editing</i> <input type="checkbox"/> Engage in METACOGNITION- reflect on writing skills (What do I like about my writing? What do I need to focus more on to improve my writing?)

		SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
MEDIA	FSL Media A1.4 <u>Responding to and Evaluating Media Texts</u> : Express in verbal and non-verbal ways their personal thoughts, feelings, and opinions about the messages and the ways they are presented in brief oral media texts about familiar, everyday topics, with teacher support and guidance as appropriate	<input type="checkbox"/> Focus on FSL LISTENING and FSL SPEAKING expectations when reading, looking at or listening to French media (text, visuals, audio and video)	<input type="checkbox"/> Focus on FSL LISTENING and FSL SPEAKING expectations when reading French media text or looking at/listening to French media (visuals, audio and video) <input type="checkbox"/> Respond to French Media (text, visuals, audio or video) in a variety of ways (orally, visually, in writing (if applicable))	<input type="checkbox"/> Incorporate French media text and visuals into SHARED READING and GUIDED READING <input type="checkbox"/> Respond to French Media (text, visuals, audio or video) in a variety of ways <input type="checkbox"/> Demonstrate comprehension of media text	<input type="checkbox"/> Incorporate French media text and visuals into SHARED READING and GUIDED READING <input type="checkbox"/> Respond to French Media (text, visuals, audio or video) in a variety of ways <input type="checkbox"/> Demonstrate comprehension of media text	<input type="checkbox"/> Focus on FSL LISTENING and FSL SPEAKING expectations when responding to and reading French media text or looking at/listening to French media (visuals, audio and video)
	C1.5 <u>Responding to and Evaluating Media Texts</u> : express personal thoughts, feelings, and opinions about the messages and the ways they are presented in media texts about familiar, everyday topics, with teacher support as appropriate					

GLOSSARY OF KEY TERMS

READ ALOUD

Section 4.3 - [Guide to Effective Instruction in Reading \(K-3\)](#):

- Teacher selects a book that is beyond what students can read on their own and reads it aloud to the class
- Goals of read aloud is to:
 - ◆ promote a love of reading
 - ◆ improve students' level of comprehension,
 - ◆ build students' knowledge of vocabulary and language structures,
 - ◆ expose students to correct pronunciation
 - ◆ demonstrate reading strategies
- Use a variety of texts that cover a range of subjects.
- Model both the "how" and the "why" of reading.

SHARED READING

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

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

GUIDED READING

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

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

INDEPENDENT READING

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

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

MODELLED WRITING

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

- The teacher demonstrates a specific aspect of writing to the whole class: for example, a new writing skill, text form, genre, or format.
- Teacher models think alouds
- The text produced during the lesson is usually based on a situation or experience with which students are familiar so that they can relate to the content of the writing.
- The teacher is the scribe and provides full support by thinking aloud and modelling what a proficient writer does, thus demonstrating the process of putting thoughts and feelings into written form.

SHARED WRITING

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

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

INTERACTIVE WRITING

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

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

WRITING WORKSHOP

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

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

GUIDED WRITING

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

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

INDEPENDENT WRITING

Section GL.4 & 6.3 - [Guide to Effective Instruction in Writing \(K-3\)](#):

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

WORD WALL

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

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

METACOGNITION

Glossary Section (Pg. 156) - [Ontario Language Curriculum Document - Grade 1 - 8](#):

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

LISTENING STRATEGIES

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

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

→ Examples include:

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

SPEAKING STRATEGIES

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

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

→ Examples include:

- ◆ judging when it is appropriate to speak or ask questions;
- ◆ using body language (e.g., gestures, facial expressions, eye contact);
- ◆ recalling ideas accurately
- ◆ speaking clearly and coherently;
- ◆ adjusting pace, volume, and intonation;
- ◆ practising or rehearsing messages with a peer;
- ◆ consulting anchor charts and word lists for new vocabulary and expressions;
- ◆ recording their speaking and listening to the recording to improve their delivery;
- ◆ asking questions or rephrasing ideas to clarify meaning;
- ◆ responding with consideration for others' feelings;
- ◆ using speaking notes for a presentation or debate