

CURRICULUM NEWSLETTER 3A ENGLISH

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Term 1 2020-2021

TERM 2 SUMMARY:

The main focus for English language instruction this term will be on storytelling. We will read, write and examine texts that focus on developing the elements of a story such as fables, trickster tales and other narrative fiction. The focus will be on supporting students to see how authors select language deliberately to impact their audience.

Reading instruction this term will focus on restating information and on decoding (as needed). Students will select levelled texts that allow them to read fluently and use these to practice reading aloud and analyzing story elements. We will continue to work on phonemic awareness to support reading and writing by examining word patterns through activities such as word sorts, word analysis and spelling tests based on a given rule.

In writing instruction, students will begin term 2 with "free write" while we explore oral stories. As they develop knowledge of story structure they will begin creating stories independently both orally and in writing..Teaching units will encourage application of the features learned in term 1 and will embed grammar topics such as parts of speech common word endings.

GENERAL THEMES IN TERM 2:

ORAL LANGUAGE	READING	WRITING
Oral retell of read alouds Creating an oral story based on storytelling techniques	Decoding and reading with fluency Comprehension strategies: <ul style="list-style-type: none">• Relating a text to personal experiences• Relating a text to another text• Relating a text to events in the world Text analysis: <ul style="list-style-type: none">• Identifying the elements of a story• Identifying the theme• Identifying the perspective	Story writing: <ul style="list-style-type: none">• drafting a story• writing a story Spelling and punctuation: <ul style="list-style-type: none">• common word endings• high frequency words• adjectives and adverbs
	Phonemic awareness: Common vowel patterns,	

ASSESSMENTS INFORMATION:

- Formative reading assessments: Levelled texts, *May PM Benchmark assessment*, Phonemic Awareness - *Words Their Way*
- Anecdotal observations about: Level of independence, interpreting directions, level of language use when speaking
- Student goals: using diagnostics and feedback from activities to pick an area of focus
- Checklists (for self-assessment and teacher assessment)
- Rubrics