

Language Arts	Beginning	Developing	Practicing	Extending
<p>Reading Learning Goal:</p>	<p>Division 1 READING: Throughout the year, we have explored various comprehension strategies, including making connections, visualizing, and asking questions. We have explored ways in which these reading strategies help us to understand and engage with text through literature circles and read alouds. Additionally, they applied appropriate strategies to comprehend texts, guide inquiry and extend their thinking as they accessed, evaluated and synthesized information from a variety of sources for their projects.</p>			
	<p>Is beginning to use various strategies and thinking skills to make sense of information.</p>	<p>is developing various strategies and thinking skills to make sense of information and respond to text.</p> <p>is encouraged to think deeply about what HE/SHE is reading to comprehend and connect to texts in greater detail. To further support this skill, regular daily reading is encouraged over the summer.</p>	<p>is able to use various strategies and thinking skills to make sense of information and respond to text.</p>	<p>is able to use various strategies and thinking skills to make sense of information and respond to text in a detailed and sophisticated way.</p>
<p>Writing Learning Goal:</p>	<p>Division 1: WRITING: Throughout the year, students have written pieces of varying lengths, from sentence answers to paragraphs, to full research essays. They have completed practice on developing a thesis and then using evidence to support it. The students have also been learning how to present an opinion based on their own thinking around their research. Finally, as one of the presentation components of their research projects, students shared</p>			

their learning through writing an essay on their topic. Students assessed, revised, edited and refined their writing to improve clarity, effectiveness and message.

NAME wrote a DESCRIPTOR essay on TOPIC.

is encouraged to continue proofreading to monitor use of conventions, clarity, flow and tone in HIS/HER writing.

Has begun to develop their ability to express thoughts, feelings, and understandings of text in a clear and focused way that demonstrates evidence of editing for clarity, effectiveness, and message.

is learning to use writing to express thoughts, feelings, and understandings of text in a clear and focused way that demonstrates evidence of editing for clarity, effectiveness, and message.

Is encouraged to continue proofreading to monitor HIS/HER use of writing skills.

is able to use writing to express thoughts, feelings, and understandings of text in a clear and focused way that demonstrates evidence of editing for clarity, effectiveness, and message.

is able to use writing to express thoughts, feelings, and understandings of text in an exceptionally clear and focused way that demonstrates evidence of editing for clarity, effectiveness, and message.

Oral Learning Goal:

Division 1 & 2:

ORAL LANGUAGE: Finally, in term three, students explored and presented knowledge about ancient civilizations, climate change and an inquiry of their choice while considering purpose, medium and audience. As students prepared and observed presentations, they also exchanged ideas and viewpoints to build a shared understanding and extend their thinking. The digital nature of their presentations and the physical nature of the action component provided students opportunities for selection in determining the appropriate media for sharing their new knowledge and understandings.

is encouraged to practice with presentation material ahead of time to further improve HIS/HER ability to speak with confidence.

	<p>has difficulty in considering purpose and audience for presentations and in exchanging ideas and viewpoints to extend thinking.</p>	<p>is learning to consider purpose, medium and audience for presentations and exchange ideas and viewpoints to extend thinking.</p> <p>is encouraged to practice with presentation material ahead of time to further improve HIS/HER ability to speak with confidence.</p>	<p>is able to consider purpose, medium and audience for presentations and exchange ideas and viewpoints to extend thinking.</p>	<p>is able to consider purpose, medium and audience for presentations and exchange ideas and viewpoints to extend thinking in a specialized way.</p>
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