

DECEMBER

ignited literacy

Week #2

"I Wanna Iguana"

By Karen Kaufman Orloff

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DECEMBER'S TEXTS

Week #1

Enemy Pie

by: Derek Munson

Week #2

I Wanna Iguana

by: Karen Kaufman Orloff

WELCOME

Dear Teacher,

Thank you for your purchase of Ignited Literacy. It is my hope that you enjoy using this method of teaching language arts as much as I do in my own classroom.

This is one unit in a series of units that will have you spiralling your teaching all year long. Gone are the static units of study or the 6 week cycles of learning. The purpose of this series is to teach similar concepts throughout the year and to give students lots of time to practice at their own pace.

The basis of this program revolves around the weekly use of mentor texts that your students are working on. Leveraging student interest, and their readiness within our classrooms makes highly engaged students. Ignited Literacy allows you to integrate principals of inquiry based teaching practices, and full differentiation within your classroom.

For more information on how to implement this type of instruction, please see the videos here: fb.me/madlylearning.

Sincerely,

Patti Firth

Madly Learning Inc.

GETTING STARTED

Time:

These lessons are based on a 100 minute block of literacy instruction each day. Each learning period can be broken up as shown below.

Teacher Directed Lessons:

Each day there are two 20 minute sessions of teacher directed lessons. These lessons include shared, guided, modelled and group work activities that are built around the skills from each text.

Typically, one “TD” session is focused on reading and the other on writing.

The teacher also has time during student independent work-time to meet with students in guided reading groups as well as student-teacher conferences.

Student Activities:

There is a tremendous amount of choice during the independent portions of this series of lessons. Students will cycle through two learning activities each day and have 4 tasks to complete by the end of the week. These four activities include: “Work on Writing”, “Respond to Reading”, “Mentor Passages”, and “Spelling”.

Writing:

Students will choose what they want to independently write about. Options are given, but the focus is more on building authentic writing tasks that students are interested in. Developing a student’s writing skill is easier when they are invested and care about what they are writing.

Each week students will work on a writing assignment. When their writing is simple then a good goal would be to have them write one draft of writing each week. As their texts become more complex and detailed, they can work with you, the teacher, to negotiate deadlines to meet their individual needs. Three times a year students will take a selection of drafts and work on taking these through the publishing stages of the writing process.

Understanding that not all work is worth taking through the writing process. Publishing only a selected few will develop a stronger sense of their voice as a writer.

GETTING STARTED

Reading:

Students will work with you during guided reading sessions to practice and demonstrate their understanding of texts. Through this students can work on developing their comprehension skills in a more targeted way.

Students will also take time to respond to reading tasks. They will answer questions, develop their opinions, share their connections, and apply their knowledge to show that they have developed a deeper understanding of the books that they have read.

Students will respond both to oral texts as well as independently read texts. Differentiated texts are provided so that students can each read a version of the text that is most appropriate to their reading levels.

Word Work:

Spelling and grammar are best taught in context. With this in mind, teaching these contexts using mentor passages will help to build their knowledge of the building blocks of language but in the context of a larger theme and rich text examples.

Students are always in different places when it comes to spelling so it is imperative that spelling lists are differentiated. Each week words are provided to the teacher to provide to their students. Students should also be collecting misspelled words from their own writings and recording them on a large list into their notebooks or personal dictionaries. These two word lists should be combined for each student and they should work on learning to spell these words correctly each week.

Also, each week students will be given a passage taken from the text. This passage will have examples of a grammar rule that will be the weeks' focus. Following an inquiry based sequence students will read the sentence and take notice of some of the things about the sentence. Teachers will prompt them through questioning to focus in on key features of the passage that highlight the grammar focus rule. From there students will independently edit and revise a mentor passage from the text which allows them to apply their new knowledge of this grammar rule by correcting the sentence.

100 minute DAILY LANGUAGE ARTS SCHEDULE

In a 100 minute literacy period, your schedule could look like the one below. Students should begin each literacy period with independent reading. Then, there will be the teacher/student directed lesson for reading. The week begins with Modelled reading of a mentor text and as the week progresses, the teacher will gradually release responsibility to include more shared reading opportunities with a portion of the text or another text with a similar subject. Students will work on independent tasks related to the learning of the week.

Here is a sample weekly schedule from this program.

	Independent Reading	Teacher Reading	Student Working	Teacher Lesson Writing	Students Working	Consolidation (teacher choice)
	10 Minutes	20 Minutes	20 Minutes	20 Minutes	20 Minutes	10 Minutes
Monday	Independent Reading	Read Aloud	Student Working	Writing Form	Student Working	Chapter Book Read Aloud
Tuesday	Independent Reading	Read Aloud	Student Working	Grammar	Student Working	Consolidation
Wednesday	Independent Reading	Oral Communication	Student Working	Writing Process	Student Working	Chapter Book Read Aloud
Thurs	Independent Reading	Shared Reading	Student Working	Writing Form	Student Working	Consolidation
Fri	Independent Reading	Shared Reading	Student Working	Grammar/Spelling	Student Working	Chapter Book Read Aloud

LITERACY CENTRES

one week rotation

During independent work time students will choose between four different activities. To begin, students should cycle through the centres in a very structured way. As students adjust to this, you may offer them the freedom and choice to decide which activity to complete during the two independent work times.

Your class size will determine the rotation schedule. If you have a large class (26+) then I recommend following the two-week rotation schedule which means that writing conference groups and some guided reading groups will only meet with you once every two weeks. (See the next page if you have a larger class.)

Assuming that you have 20-25 students in your class, each student will be in one of two different groups. A writing group numbered 1-4, and a reading group lettered A-D. In the first independent work time, students will go to the centre which corresponds with the number of their group. Each day, rotate the group numbers down one space. The same will be done with the reading groups.

For example on Monday if Paula is 2C, she will first work on writers workshop, then she will move to work with words.

Always leave a blank open space in your rotation, so that you have a period of catch-up. This can be used to meet with any students who need more support, or students who you missed for some reason earlier in the week. It is also a great time to catch up on assessment notes or other formal assessments of individual students.

Group	20 MIN	20 MIN	Group
1	Meet with Teacher	Guided Reading Conferences	A
2	Writers Workshop	Work with Words	B
3	Writers Workshop	Reader's Notebook	OPEN
4	Editing with a peer	Work with Words	C
OPEN	Writers Workshop	Reader's Notebook	D

LITERACY CENTRES

two week rotation

If you have a large class, you will need more time to meet with all students. You can adjust the amount of rotations you have with your class to meet the ideal number of students per group. My experience is that 4-5 students per group is ideal.

Each student will be in two different groups. A writing group numbered 1-8 and a reading group lettered A-H. In the first independent work time students will go to the centre which corresponds with the number of their group. Each day, rotate the group numbers down one space. The same will be done with each of the reading groups.

For example on Monday if Paula is 2C she will first work on writers workshop, then she will work on work with words.

Always leave a blank open space in your rotation, so that you have a period of catch-up. This can be used to meet with any students who need more support, or students who you missed for some reason earlier in the week. It is also a great time to catch up on assessment notes or other formal assessments of individual students.

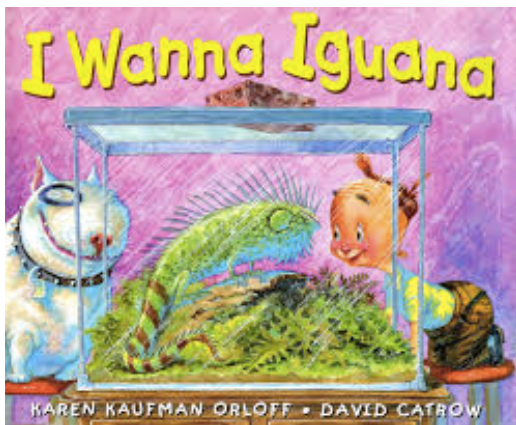
Group	20 MIN	20 MIN	Group
1	Meet with Teacher	Guided Reading Conferences	A
2	Writers Workshop	Work with Words	B
3	Writers Workshop	Reader's Notebook	OPEN
4	Editing with a peer	Work with Words	C
OPEN	Writers Workshop	Reader's Notebook	D
5	Writers Workshop	Reader's Notebook	E
6	Writers Workshop	Work with Words	F
7	Writers Workshop	Reader's Notebook	OPEN
8	Editing with a peer	Work with Words	G
OPEN	Writers Workshop	Reader's Notebook	H

ABOUT THE BOOK

Sometimes books can be hard to source. I have tried to choose books that are popular in school libraries or book rooms. These books are also a part of many public library collections. When possible some of these books are available online either through EPIC, TUMBLE BOOKS, or there are readings on YOUTUBE.

If you cannot find the book listed here for this lesson, then I would recommend finding a book with a similar lesson or theme. Some of the activities that are book specific may need to be altered to suit the substitute book, but these will often be simple changes that will not alter a significant portion of your lesson.

For this week:



or



OTHER ALTERNATIVE TEXTS COULD INCLUDE:

Leah and LeShawn Build a Letter (EPIC)

Dear Mrs. LaRue by Mark Teague

Dear Panda by Miriam Latimer (EPIC)

Click Clack Moo Cows That Type

TEACHER DIRECTED LESSON PLANS

curriculum expectations

The following is an outline of the expectations explored in this week's lesson. For more detailed assessment notes please see the assessment pages at the end of this package.

ORAL	WRITING	READING
1.3 - Identify a variety of listening comprehension strategies before, during and after listening.	1.2 - Generate ideas about a potential topic using a variety of strategies and resources.	1.3 - identify a variety of reading comprehension strategies and use them appropriately before during and after reading - Predicting
1.4 - Demonstrating an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details	2.1 Write more complex texts.	1.5 - Make inferences about texts using stated and implied ideas from the texts as evidence.
1.7 - Analyze oral texts and explain how specific elements in them contribute to meaning	2.8 - Produce revised draft pieces of writing to meet identified criteria based on the expectations related to content organization, style, and use of conventions.	1.6 Extend understanding of text by connecting the ideas in them to their own knowledge, experiences, and insights to other familiar texts and to the world around them.
	2.7 - Make revisions to improve the content, clarity, and interest of their written work, using several types of strategies.	1.8 - Express opinions about the ideas and information in texts and cite evidence from the text to support the opinions.
		2.2 - Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the text.

TEACHER DIRECTED LESSON PLANS

week two

	TDT #1	TDT #2
M	<p>Read Aloud:</p> <p>Before reading the story, ask your students if they have ever wanted a pet? Discuss this question with your class. Ask them how they might convince their parents that they would like a pet. What things would they say, do, or promise that would help them convince their mom and dad to get a pet?</p> <p>Read the story, and follow the prompts in the Read Aloud Guide.</p>	<p>How to write a persuasive letter - Brainstorming the Ideas</p> <p>Sometimes students will struggle with coming up with conflicting ideas that could be debated. Using the Debate Task Cards, distribute these to students and have them turn and talk, and discuss the topic on the card.</p> <p>With your class, choose one topic that they can write about.</p>
T	<p>Shared Reading: "Stone Soup"</p> <p>Give students a copy of the text "Stone Soup". Have them read this text with a partner. While they are reading, have them complete the 3-Read Strategy. Use the poster/page provided or make your own on chart paper that outlines these steps.</p> <p>Students will work together and use this strategy to answer the Reading Comprehension Questions being asked.</p>	<p>Grammar - Using the Mentor Paragraph - Dialogue and Narration</p> <p>Using the Model Mentor Paragraph, have students take notice of what they see in the paragraph. Have them begin focusing on the use of quotations. They should notice that there is dialogue and narration. This is important for students to learn how to work together. Review the Quotation Rules Poster about the rules for writing dialogue.</p>
W	<p>Respond to Reading:</p> <p>Review how to respond to a text reading with students. Using the OREO Response Template, develop a set of criteria that states what good responses should include.</p> <p>These should be co-created with your students, however, there are ones that are provided to you here in this resource.</p>	<p>How to write a persuasive letter - Planning the content</p> <p>Brainstorm a few points with your students about how they could convince someone of their position on their chosen topic.</p> <p>Write these arguments down and include reasons why. Use JOT notes to record ideas.</p>

TEACHER DIRECTED LESSON PLANS

week two

	TDT #1	TDT #2
Th	<p>Media: Understanding Bias - See Teacher's Note on this lesson first.</p> <p>Look at word choice and how words are used to help understand bias.</p> <p>Read Word Choice and Bias — these two paragraphs were written based on the same facts collected from the Vancouver's Homelessness Survey Summary Report. Yet both present a different perspective on homelessness. Have students look at the two paragraphs, and determine how the use of word choice in the highlighted texts show bias. An Answer Key is provided for your convenience.</p>	<p>Persuasive Letter - Writing the Letter</p> <p>Using JOT notes, write the persuasive letter with students. You could also write this beforehand based on what you have discussed with students.</p> <p>See the Persuasive Letter Success Criteria list and Sample Letter to help show students the steps of writing persuasive correspondence.</p>
F	<p>Shared Reading</p> <p>Read the Letter to the Editor. Discuss the parts of a letter with students. Highlight the sections of the letter where it indicates the reasons for writing a letter to the editor of a magazine or a newspaper. Sometimes you may disagree with something that is published. Newspapers and magazines will often take this criticism and publish these letters written by citizens. Identify which point of view presented in the letter to the editor.</p>	<p>Spelling</p> <p>Working in partners, students will use their 10 words to quiz each other and have a spelling test.</p> <p>Students will record their results in their notebooks.</p> <p>They will then choose their next 10 words. Their words should come from their own personal bank of misspelled words or from their personal dictionaries.</p>

****** Because December is serving as a flex month the writing activities can also be replaced by having students publish a former draft piece of writing and then taking it fully through the editing and revision process. Have students choose one or two pieces of writing. They should type this document using a word processing software such as Google docs and then print it. This typed version should be double spaced and allow others to identify areas for improvement. Have students print this out. For this week, the focus should be on revision. Fix areas of the story that don't make sense. Students should re-write their piece of writing instead of simply just fixing it based on the feedback they receive. The focus for following weeks will be to fix spelling and grammar.

READ ALOUD GUIDE

questions, think alouds, discussion prompts

"I Wanna Iguana"

By: Karen Kaufman Orloff

page	Prompt
1	What do you think happened before this book started? What events took place before?
1	Why do you think he signs his letters as, "your sensitive son"?
2	Why do you think that the mom was not convinced by the son's letter?
4-5	Why might Alex have used this reason to try to convince his mom?
5	Do you think that Alex will eventually get the Iguana as a pet?
6-7	Why does Alex keep saying different things in his letters?
8-9	What might you have to say to persuade your own parents to get an iguana?
11	Why do you need to be responsible to own a pet?
12	What is a trial basis?
13	Why do you think the mom was convinced?

Be the
START
of something
good

- unknown

OREO

Response

My OREO response begins with **restating the question** and includes my opinion/answer.

R I **give a reason** why I have that opinion

E Then I **give an example** from the text or my own ideas to support my reason and opinion.

I end my response by restating the question in **a different way**.

OREO Response

R

E

R

E

Should cell phones be allowed in schools or should they be banned?

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Should hunting be banned as a sport?

© Madly Learning Inc. 2021

If you find \$100 dollars is it yours to keep?

© Madly Learning Inc. 2021

Is year round school a good idea?

© Madly Learning Inc. 2021

**Should all
schools
have
uniforms?**

© Madly Learning Inc. 2021

**Should junk
food be
banned
from
schools?**

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**Should
there be a
limit on the
amount of
screen
time a child
has per
day?**

© Madly Learning Inc. 2021

**Should
children
under 14 be
banned
from all
social
media?**

© Madly Learning Inc. 2021

**Should
bullying be
a criminal
offence?**

© Madly Learning Inc. 2021

**Should all
zoos be
eliminated?**

© Madly Learning Inc. 2021

**What is
better:

MAC or PC?

Apple or
Android?**

© Madly Learning Inc. 2021

**Should
children
under 16 be
allowed to
play violent
video games
such as
Fortnight?**

© Madly Learning Inc. 2021

**Should all
eligible
citizens be
required by
law to
vote?**

© Madly Learning Inc. 2021

**Are
professional
athletes paid
too much?**

© Madly Learning Inc. 2021

**Should
students be
allowed to
fail a grade
in
elementary
school?**

© Madly Learning Inc. 2021

**Should
students be
required to
'show their
work' in
math?**

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STONE SOUP

Once upon a time, a wise monk decided to go on a journey. So he packed a small bag, and set off. He traveled all day without meeting anyone. When it was evening, he came to a small village. "I think I'll stop here for the night," he said to himself.

As he walked through the village towards the centre square he was surprised with what he saw. As he passed the village homes, they shuttered their windows and shut their doors. The monk could tell the villagers didn't trust strangers easily. He watched as neighbours passed each other saying nothing. Only glares and sneers were exchanged between them. "What has happened here?" he said to himself. "There are no children playing, no laughter and little happiness. This village does not seem like a fun place to live."

Near the centre of the village, he met an older woman walking with a small child. So he introduced himself. "I'm a simple traveler," he said, "looking for a safe place to sleep and a hot meal."

"We'd be glad to offer you a place to sleep," the woman told him, "but we have very little food. Our crops were very poor this year, and there's not much to eat in the whole village. Most of us are just barely getting by."

"I'm sorry to hear that," the monk said. "But you needn't worry about feeding me. I already have everything I need. In fact, I was thinking of making some stone soup to share with all of you."

"Stone soup?" the small child asked. "What's that? I've never heard of stone soup." "Oh, it's wonderful," said the monk. "Best soup I've ever tasted. If you bring me a soup pot and some water, I'll make some for all of us."

And so the old woman rushed back to her home. When she returned, she was carrying a large soup pot, with her was another villager, her son, had brought water and the small child and his mother had wood for the fire. The monk realized that beyond this small family other villagers were suspiciously looking on the centre of the square wondering what this stranger and small family were doing.

When the fire was going and the water had begun to boil, more and more villagers were in the square watching the monk. The monk took out a small silk pouch from his pocket. With great ceremony, he reached in and pulled out a smooth, round stone. He carefully dropped the stone into the boiling water.

“Old man what are you doing?” one of the male villagers shouted.

The monk began to slowly stir the pot, sniffing the aroma and licking his lips in anticipation. “I am making stone soup! This kind woman agreed to shelter me this evening and in return I have promised to make stone soup for the entire village.”

“How will you make soup with a stone?” another villager cried skeptically.

“I do like a tasty stone soup,” the monk said. “Of course, stone soup with cabbage—now that’s really special.”

“I might be able to find a bit of cabbage,” one villager said. And off she went to her house, returning with a small cabbage she had stored away in her pantry.

“Wonderful!” said the monk, as he added the cabbage to the pot. “This reminds me of the time I had stone soup with cabbage and a bit of salted beef. It was unbelievably good.”

After a moment of silence, the village butcher spoke up. “I know where there’s a bit of salted beef,” he said. And off he went to his shop to get it. When he returned, the monk added the beef to the soup pot and continued to stir.

“Can you imagine what this soup would taste like if we had a bit of onion...and perhaps a few potatoes...and a carrot or two...and some mushrooms. Oh, this would be a meal fit for royalty.”

And before he knew it, the soup pot was filled to the brim with vegetables of all kinds—carrots and potatoes, mushrooms and onions, turnips and green beans, beets and celery—all brought by the men and women and children of the village. Not only that, but the village baker came out with some fresh bread and butter. As the soup simmered slowly over the fire, the wonderful aroma began to waft over the villagers. They began to relax and talk together, sharing songs and stories and jokes. When the soup was finally done, the monk ladled it out into bowls, and they all shared a delicious meal together.

There was more than enough for everyone to eat their fill. Afterward, they all declared that it was the best soup they had ever tasted. The mayor of the village pulled the monk aside, and quietly offered him a great deal of money for the magic stone, but the monk refused to sell it. The next morning, he woke early and packed up his belongings. As he was leaving the village, he passed by a group of children playing at the side of the road. He handed the youngest one the silk pouch containing the stone, and he whispered,

“It was not the stone that performed the magic. It was all of us together.”

READING FOR MEANING

the 3 read strategy

First Reading

- Identify the words and details that you are unsure of.

Second Read

- What is the main idea or GIST of the text?

Third Read

- Dig deep into understanding the text. Make inferences and connections within, between and beyond the text.

READING RESPONSE

success criteria

- I begin my sentence by restating the question and including my opinion.
- I use many details from the text like quotes or interpretations.
- I can use my own ideas and experiences to support my answer.
- I can explain why and how my details support my opinion.
- My response answers the question being asked.

STONE SOUP

reading comprehension questions

- 1) What did the monk observe about the village and the villagers as he walked through it towards the centre square?

- 2) If you were the old woman would you have helped the monk when he promised to make you soup with a stone?

- 3) Why do you think the monk put a stone in the soup "with great ceremony"?

- 4) What lesson did the monk help the villagers to learn by making stone soup?

“Old man what are you doing?” one of the male villagers shouted. The monk began to slowly stir the pot, sniffing the aroma and licking his lips in anticipation. “I am making stone soup!” “How will you make soup with a stone?” Another villager cried skeptically. “I do like a tasty stone soup,” the monk said. “Of course, stone soup with cabbage—now that’s really special.”



QUOTATION *rules*

Start a new paragraph
(line) each time
someone new talks.

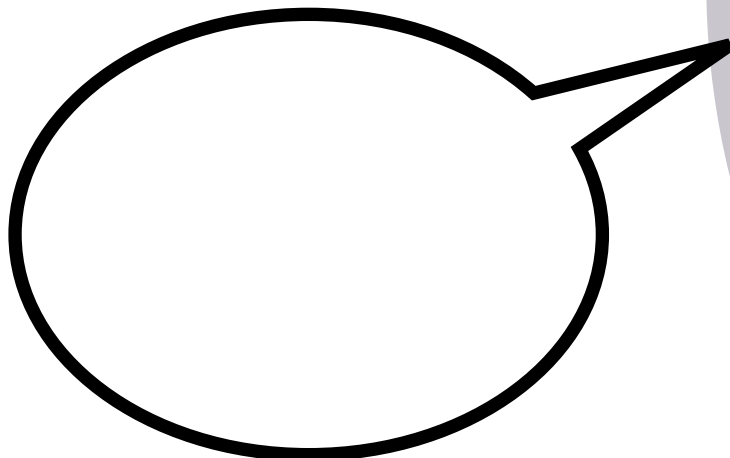
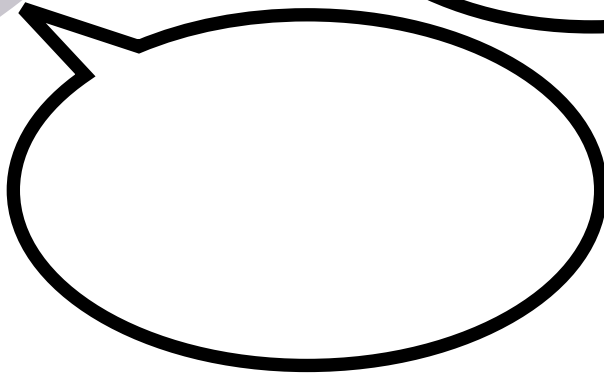
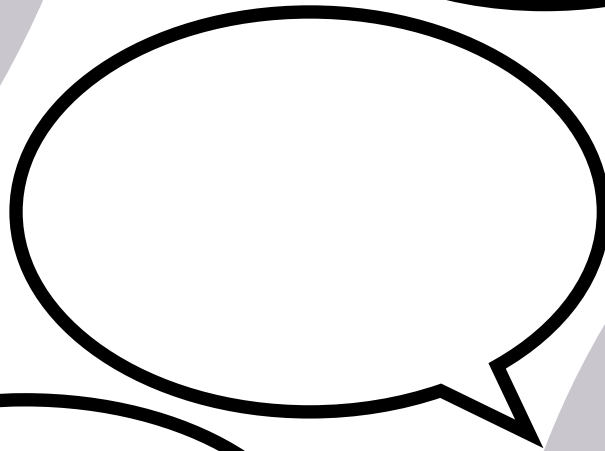
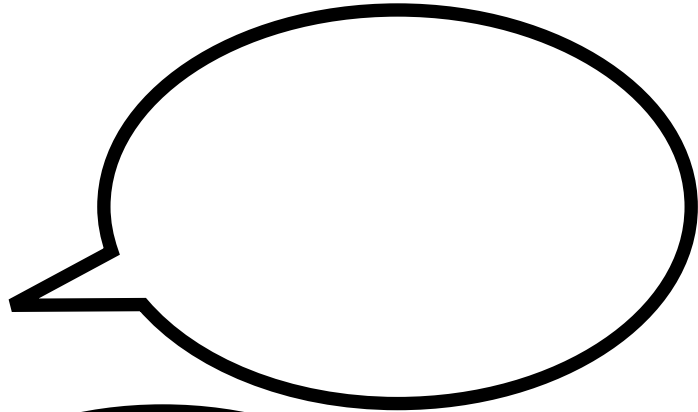
Break up your dialogue
by adding in actions
(what the character
does) and narration

Put the punctuation
inside the quotation
marks.

Always use quotation
marks to show when
a character starts and
stops talking.



QUOTATION *rules*



MEDIA LITERACY TEACHER'S NOTE

Presenting bias to your students can be tricky and must be handled carefully by teachers. This is an invaluable lesson for students to learn since they are confronted with biased news and sources frequently in media today. Teaching students to recognize and identify bias, stereotypes, and prejudice is of paramount importance.

The following example has facts that were taken by the research conducted by Metro Vancouver and compiled in their final report found here: Source:

The two paragraphs that were written using these facts have biased content. While some of the sentences are the same, the tone and bias is quite different. These were written to highlight biased language that emphasizes stereotypes and prejudices about homelessness, mental illness, indigenous people, and individuals with low income.

Together these articles highlight the stark differences between two perspectives. However without the comparison of these two articles, students may not inherently see the bias that is contained within. Biased writing is most effective and convincing when the bias is subtle and based on common narratives that reinforce stereotypes. Facts (alternative facts), are easily altered or manipulated to support a biased narrative.

It is important you highlight these lessons for students so that they don't misinterpret the messages within the biased examples.

The included examples are very real, and very gritty. If you, or any of your students may be sensitive to this, I would advise sourcing alternate materials.

WORD CHOICE AND BIAS

Vancouver Homelessness Volunteer Survey Data 2017

- 3605 experienced homelessness
- Homelessness has increased 30% since 2014
- 50% of the homeless said high rent, lack of income is their primary reason for homelessness.
- 23% of homeless were elderly.
- 16% were youth.
- 72% were male and 27% female
- 34% were aboriginal
- 51% had been homeless for over a year
- 83% reported a health concern such as addiction (53%), medical condition (44%), disability (33%), mental health issue (38%), as contributing factors to their homelessness.
- 21% of those surveyed had a job.

Help the City's Homeless People

There are too many homeless people in the city of Vancouver. The number of people that are homeless has **grown 30%** since 2014. Unfortunately, there are now 3605 people who are homeless in the city. The majority of the city's homeless are men at 72%. Many of the city's homeless also **suffer** from medical conditions such as mental health issues, physical disabilities, addiction issues, and illnesses. Despite 21% of homeless people **having jobs**, the high rent and low income continue to prevent people from getting housing here. Most of those surveyed said they have been homeless for over a year. Also, **too many** (35%) of the city's homeless are Indigenous peoples which is much higher than it should be. The city needs to do something immediately to **help prevent** homelessness from continuing so people don't need to live on the streets.

Homeless People are a Problem

There are too many homeless people in the city of Vancouver. There are now 3605 people who are homeless in the city. This is **30% more** than there were in 2014. Not surprisingly, men make up the majority of those that are homeless at 72%. There are many reasons why people are homeless. Most of homeless have **big problems** too. They **have** mental health problems, they are sick, disabled or have addiction problems. Also, **a large number** of homeless in the city are Indigenous peoples. Furthermore, another big problem is that most of the city's homeless **don't have jobs**, and have been homeless for over a year. Although rent is high and incomes are low many could seek housing elsewhere but don't. The city needs to **deal with** this **nuisance** and **remove these people** off the streets.

ANSWERS: PARAGRAPH #1

Help the City's Homeless Peoples

1. There are too many homeless people in the city of Vancouver.
2. The number of people that are homeless has **grown 30%** since 2014.
3. Unfortunately, there are now 3605 people who are homeless in the city.
4. The majority of the city's homeless are men at 72%.
5. Many of the city's homeless also **suffer** from many medical conditions such as mental health issues, physical disabilities, addiction issues, and illnesses.
6. Despite 21% of the homeless people **having jobs**, the high rent and low income continue to prevent people from getting housing here.
7. Most of those surveyed said that they have been homeless for over a year.
8. Also, **too many** (35%) of the city's homeless are Indigenous peoples which is much higher than it should be.
9. The city needs to do something immediately to **help prevent** homeless people from living on the streets.

- 1) This is the same opening sentence in both paragraphs.
- 2) Grown 30% highlights that the problem is getting worse.
- 3) The word 'unfortunately' highlights the author's perspective on the problem of homelessness.
- 4) Majority are men.
- 5) 'Suffer' places homelessness as something that happens to someone instead of being a choice of that individual.
- 6) Highlights and challenges a common stereotype that homeless are unemployed and lazy.
- 7) In context with the other facts this is interpreted as unfortunate.
- 8) 'Too many' and 'more than there should be' frames that too many homeless are Indigenous which is disproportionate with the regular population.
- 9) The issue on homelessness relies on the city, and they need to take certain measures in order to prevent such an issue from further escalation.

ANSWERS: PARAGRAPH #2

Homeless People are a Problem

1. There are too many homeless people in the city of Vancouver.
 2. There are now 3605 people who are homeless in the city.
 3. This is **30% more** than there were in 2014.
 4. Not surprisingly, men make up the majority of those that are homeless at 72%.
 5. There are many reasons why people are homeless.
 6. Most of the homeless have **big problems**, too. They **have** mental health problems, they are sick, disabled or have addiction problems.
 7. Also, **a large number** of homeless in the city are Indigenous peoples.
 8. Furthermore, another big problem is that most of the city's homeless **don't have jobs** and have been homeless for over a year.
 9. Although rent is high and incomes are low many could seek housing elsewhere but don't.
 10. The city needs to **deal with** this **nuisance** and **remove these people** off the streets immediately to **help prevent the growth** of homelessness from continuing so people don't need to live on the streets.
- 1) This is the same opening sentence in both paragraphs.
 - 2) "Now" frames this statement as being an even larger problem.
 - 3) 'More than' highlights a growing nuisance.
 - 4) 'Not surprisingly' is a negative way to confirm a bias and stereotypes that most men are homeless and not in need of help. It also reinforces a stereotype that men 'be a man' that should fix his own problems.
 - 5) Similar sentence to the other paragraph.
 - 6) 'Big problems' exaggerates the problem of homelessness or the nuisance instead of crisis. Also the use of 'have' mental health problems vs suffers from mental health problems frames the mental health issue as being part of the person instead of something that is happening to the person.
 - 7) Biased interpretation of the problem.
 - 8) Although this is true, it focuses on only facts that support the narrative that homelessness is a nuisance.
 - 9) This statement places the responsibility of a person's homelessness on the individual. "They wouldn't be homeless if only..."
 - 10) 'Deal with the problem' also reinforces the negative view of homelessness.

LETTER TO THE EDITOR

Dear Editor,

Last month, your magazine published an article about a neighbourhood in Vancouver called Gastown. The article talked about the neighbourhood's fancy restaurants, shops, and apartments. It also warned that "Many homeless people gather on Hastings Street nearby."

I am writing because I live in Vancouver. I have been a homeless person. I might even be one of the "homeless people" in your article. I am offended by the way that article described homeless people. Before you judge me for being homeless, please hear my story.

I was a student at Trinity Western University. This was a big deal, because I come from a low-income immigrant family. I was the first person in my family to go to University. I wanted to get an education and start my career because of the support I got from my high school counsellor. I was interested in studying psychology and becoming a school counsellor myself. I thought that University would help me achieve this dream. I did not realize that expensive tuition would turn into a major debt.

When I started University, I also worked a part-time job. I was always tired and barely slept. I tried to get good grades but I had to work to pay for tuition and living expenses. It was not long before I took student loans from the government. I thought I could pay that money back when I graduated. Before I could finish school, my grades dropped. I wasn't making enough money to pay for my tuition. I had to drop out after my third year of University. Just like that, all my hopes and dreams were gone.

That was one year ago. Since quitting school, I have been working as much as I can. Without an education, I can only find minimum wage jobs. They barely cover the cost of rent, food, and student loan payments. I do not have any relatives living on the West Coast. While looking for work, I had to live in homeless shelters.

Your magazine's article makes homeless people sound like criminals and nuisances. When I read the article, it made me feel angry and hurt. On top of facing a difficult situation, I felt like I was being judged. I was homeless, but I am not a bad person. I am not a threat or danger to anyone.

I am also writing on behalf of other homeless members of the community. They are often stereotyped by society. During these tough times, I have been treated more kindly by other homeless people than anyone else. They understand my situation and struggles. Most importantly, they do not judge me just because I am homeless.

I hope that in the future, your magazine is more careful about the way it describes homeless people. I also hope to remind you that homeless are people just like you. Each of us has a story, but not all of us have a voice. I hope this magazine uses its voice for good. I hope it empowers others instead of judging or stereotyping them.

Regards,

James Blake

PERSUASIVE LETTER

success criteria

- I know who my audience is and I have chosen my words and arguments to persuade them.
- I have clearly identified my opinion in my opening paragraph.
- I have 2-3 strong reasons for my opinion.
- I have backed up my reasons with many interesting and convincing facts and details.
- I have used words like 'should', 'could' or 'might'.
- I have written in present tense.

PERSUASIVE LETTER

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- I have backed up my reasons with many interesting and convincing facts and details.
- I have used words like 'should', 'could' or 'might'.
- I have written in present tense.

Dear Mom and Dad,

I really want a cat.

First, if we got a cat, then I would have a friend to play with other than always fighting with my sister. I know that you get annoyed with that, so just think about how much less annoyed you would be with me, and how awesome it would be to have an awesome friend.

I would promise to take care of the new cat. I know that sometimes my room is messy, but I am sure that a cat will encourage me to pick up my stuff. I think this because the cat could scratch holes in my clothes so I would be careful and put all of my laundry away which I know would make you happy.

Finally, the last reason that I want a cat is so that I could be responsible for taking care of someone other than me. I always watch both of my parent's running us kids around places. I would not do that to you. A cat would teach me responsibility and would help me to make sure that he is taken care of. Since you are always telling me that I need to be more responsible I think that a cat is the best solution.

In conclusion, a cat would help to give me a friend, it would remind me to keep my room clean, and it would finally teach me some responsibility.

Sincerely,

Tricia.

GUIDED READING

**SOUP KITCHENS HOW THEY HELP FEED THE
HUNGRY**

GUIDED READING NOTES

For this guided reading excerpt you will read the article, "[Soup kitchens: how they help feed the hungry](#)"

Students will read the article 3 times. Choose the article version that best suits your student's reading level. There are two reading level options.

TARGETED SKILLS

A - Reading for Meaning	B - Understanding Form and Style	C - Reading with Fluency	D - Reflecting
1.3	2.2	3.3	4.1
Identify a variety of reading comprehension strategies and use them appropriately before during and after reading — predicting	Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts.	Read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and audience.	Identify, in conversations with the teacher and peers or in a reader's notebook, what strategies they found most helpful before, during, and after reading and how they can use these strategies to improve as readers.

GUIDED READING GUIDE

Read #1: Check For understanding	Vocabulary: homeless, unemployed, and low-income families <ul style="list-style-type: none">• What is a soup kitchen?• Do soup kitchens only serve soup?• Who can use a soup kitchen?• How do soup kitchens help?• How does the organization of this text help you to better understand the information included?
Read #2: What's the GIST?	The GIST of the article is: Soup Kitchens are places that help by giving food to those who need it.
Read #3: Dive deep	<ul style="list-style-type: none">• Do you think it is important for society to have soup kitchens?• What does it mean to be poor?• What can be something you can do to help?• Whose responsibility is it to help those in need?

GUIDED READING

text based assessment tool

GUIDED READING GROUP

1

2

3

4

5

6

WEEKLY GUIDED READING TEXT

TARGETED SKILLS

A - Reading for meaning

- ☐ Purpose
- ☐ Comprehension strategy
- ☐ Analyzing
- ☐ Responding to texts
- ☐ Point of View

B - Understanding form and style

- ☐ Text forms
- ☐ Text patterns
- ☐ Text features
- ☐ Style

C - Reading with fluency

- ☐ Reading familiar words
- ☐ Reading unfamiliar words
- ☐ Reading fluently

D - Reflecting

- ☐ Metacognition
- ☐ Interconnected skills
- ☐ Goal setting

Student: _____ **RL:** _____

Targets A: _____ B: _____ C: _____ D: _____

Observations: _____

Next Steps: _____

Student: _____ **RL:** _____

Targets A: _____ B: _____ C: _____ D: _____

Observations: _____

Next Steps: _____

Student: _____ **RL:** _____

Targets A: _____ B: _____ C: _____ D: _____

Observations: _____

Next Steps: _____

Student: _____ **RL:** _____

Targets A: _____ B: _____ C: _____ D: _____

Observations: _____

Next Steps: _____

Student: _____ **RL:** _____

Targets A: _____ B: _____ C: _____ D: _____

Observations: _____

Next Steps: _____

Student: _____ **RL:** _____

Targets A: _____ B: _____ C: _____ D: _____

Observations: _____

Next Steps: _____

SOUP KITCHENS

how they help feed the hungry

A **soup kitchen** is a place that serves food to hungry people, usually for free. Soup kitchens can be found in many communities around the world. They are usually run by churches, volunteers, or community groups.

The History of Soup Kitchens

Sharing food can be seen throughout history. In Ancient Egypt, people believed that good deeds like helping the hungry would lead to a comfortable afterlife. The Bible also says that those who feed the hungry and care for the sick will be rewarded in heaven. Some historians believe religion played a role in creating modern day soup kitchens.

Soup kitchens as we know them first appeared in the late eighteenth century. In North America, soup kitchens became common during the Great Depression of the 1930s. During the depression, many unemployed people relied on soup kitchens for their daily food needs.

Who Do Soup Kitchens Help?

Today, millions of people in the world suffer from food shortages. Soup kitchens help people. Some people that get help are the homeless, unemployed, and low-income families. Soup kitchens help anyone and everyone who walks in the door.

How Do Soup Kitchens Help?

Soup kitchens help those in need by serving hot meals in a safe environment. Soup kitchens get ingredients from local food banks. These are large warehouses with stocked food supplies. Using these supplies, soup kitchen volunteers cook meals for the hungry. Soup kitchens serve different soups, sometimes with bread. Some meal centres serve foods other than soup.

Meal Programs

Soup kitchens are one of many meal programs helping people in need. Low-income people who have a home can get help from food pantries. A food pantry hands out food to people in need who want to cook at home. Like soup kitchens, these food supplies come from Food Bank warehouses.

In addition to providing food, some programs offer education to those in need. One example is Food Banks Canada - Kitchen Creations Program. This program teaches people to cook nutritious meals, grocery shop on a budget, and read food labels. The program helps many people including low-income families, single mothers, and young people living on their own.

Whether it's a soup kitchen, food pantry, or food bank, meal programs all have the same goal: sharing food with people in need.

More Than Just A Meal

Soup kitchens are also safe havens. In addition to serving food, they also provide inspiration, hope, and comfort. Soup kitchens remind people that their community is willing to lend a helping hand. This can make all the difference to people facing hard times. Let's do our part to help our local soup kitchens!

How You Can Help

There are many ways to help the various meal programs in your community. Here are a few:

1. **Volunteer.** Find a soup kitchen in your neighbourhood and volunteer your time. Tasks may include meal-prep, cooking, serving food, and cleaning. Volunteering with your family can be a meaningful way to spend a part of the holiday weekend or season. It's also important to remember that meal programs need help all year long—not just at Christmas and Thanksgiving.
2. **Make a donation.** Collect and donate food from your family, school, neighbourhood, sports team, or extra-curricular program. Organizing a food drive or setting up a donations box is a great way to do this. Another great option is to donate money instead of food. This is a good option because meal programs get big discounts when they buy food supplies.
3. **Spread the word.** Help soup kitchens find the volunteers and supplies they need by spreading the word. Remind others that helping their local soup kitchen is a great way to give back to the community.
4. **Reduce food waste.** \$31,000,000,000.00 (31 billion dollars) worth of food is wasted in Canada every year. Imagine how many people that could feed instead of rotting in landfills. Landfill waste also creates methane gas and contributes to global warming. Start reducing food waste today. It will save resources and money that can help the hungry.

SOUP KITCHENS

how they help feed the hungry

1 **Who Do Soup Kitchens Help?**

Today, millions of people in the world suffer from food shortages. Soup kitchens help people. Some people that get help are the homeless, unemployed, and low-income families. Soup kitchens help anyone and everyone who walks through the door.

2 **How Do Soup Kitchens Help?**

Soup kitchens help those in need by serving hot meals and a safe environment. Soup kitchens get ingredients from local food banks. These are large warehouses with stocked food supplies. Using these supplies, soup kitchen volunteers cook meals for the hungry. Soup kitchens serve different soups, sometimes with bread. Some meal centres serve foods other than soup.

3 **Meal Programs**

Soup kitchens are one of many meal programs helping people in need. Low-income people who have a home can get help from food pantries. A food pantry hands out food to people in need who want to cook at home. Like soup kitchens, these food supplies come from Food Bank warehouses.

student pages FOR LITERACY CENTRES

Notebook	Duotang
<p>Print and photocopy:</p> <ul style="list-style-type: none">• Notebook student support page <p>Students will cut out the four tabs and glue them at the top of their notebook pages.</p> <p>Post for students to view as an anchor chart:</p> <ul style="list-style-type: none">- Spelling list- Spelling choice board- Writing choice board	<p>For this notebook style you will need to print out and photocopy four pages for each student.</p> <ul style="list-style-type: none">• Respond to reading• Writing feedback• Grammar• Spelling this week <p>Optional to post or provide individual copies:</p> <ul style="list-style-type: none">- Word list- Writing choice board- Spelling choice board

STUDENT ACTIVITIES

week two

Students will read “[Soup Kitchens - How They Help Feed the Hungry](#)” and answer **one** of the following questions about what they have read on the [Respond to Reading](#) page. Alternately, they can answer the [Reading Comprehension Questions](#) after their guided reading.

Work on Writing: Choose **one** of the following three activities to complete with your students based on your own professional judgement and students readiness.

- a) Students will write a draft of their choosing. They may use the [Writing Choice Menu](#) for ideas.
- b) Students may work with their partner on a writing activity.
- c) Students may choose a draft of writing that they have completed in previous months and they will take this through the revision process.

When done, each student will conference with the teacher about their writing and complete the [Writing Feedback Form](#).

Spelling: Students will choose 10 words to focus on from their personal word list or personal dictionary. They will complete 3 activities from the [Spelling Choice Board](#) to practice their spelling words.

Grammar: Students will look at a second [Mentor Paragraph](#) and they will edit it to include appropriate dialogue punctuation marks.

If you would like to save paper, and your students use a notebook, you can alternately use the [Student Notebook Organizer](#) in place of the individual activities above.

If you use notebooks with your students provide each student with their centres task on this page and they can cut each strip out and glue them in their notebooks

RESPOND TO READING

Re-read the guided reading text from this week. Think about what you have read with the teacher this week, and your own experiences to help you answer ONE of the two questions below.

- 1) Do you think it is important to have soup kitchens and other community services that support others in need?
- 2) What is something you could do in your own community to help support soup kitchens, food banks or other organizations that support those in need?

WORK ON WRITING

Title: _____

Writing Form: F NF

Goal: _____

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> Brainstorming | <input type="checkbox"/> Revising |
| <input type="checkbox"/> Organizer | <input type="checkbox"/> Conference |
| <input type="checkbox"/> Drafting | <input type="checkbox"/> Publishing |
| <input type="checkbox"/> Editing | |

Feedback: _____

Progressing with Difficulty	Progressing with Some Success	Progressing Well	Progressing Very Well
--------------------------------	-------------------------------------	---------------------	--------------------------

GRAMMAR

Writing with Dialogue

Read the paragraph below. Re-write this page in your notebook and write the paragraph with the correct punctuation in your notebook.

Old man what are you doing one of the male villagers shouted
 The monk began to slowly stir the pot sniffing the aroma and licking his lips in anticipation. I am making stone soup This kind woman agreed to shelter me this evening and in return I have promised to make stone soup for the entire village
 How will you make soup with a stone another villager cried skeptically
 I do like a tasty stone soup the monk said Of course stone soup with cabbage now that's really special

SPELLING

Choose 10 words to create your weekly spelling list. You can choose from the class list or from your own personal spelling list.

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

RESPOND TO READING

Re-read the guided reading text from this week. Think about what you have read with the teacher this week, and from your own experiences to help you answer ONE of the two questions below.

1. Do you think it is important to have soup kitchens and other community services that support others in need?
2. What is something you could do in your own community to help support soup kitchens, food banks or other organizations that support those in need?

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

WRITING FEEDBACK

student / teacher conference notes

Name: _____ Date: _____

Title: _____

Writing Form: Fiction Non-Fiction

Writing Goal: _____

WRITING PROCESS

- ☐ Brainstorming
- ☐ Organizer
- ☐ Drafting
- ☐ Editing
- ☐ Revising
- ☐ Conference
- ☐ Publishing

Writing Summary: _____

Student Self-Assessment:

What did I do well?	What do I need to work on?

Teacher Feedback: _____

Progressing with Difficulty	Progressing with Some Success	Progressing Well	Progressing Very Well
-----------------------------	-------------------------------	------------------	-----------------------

Teacher: _____ Parent: _____

SOUP KITCHENS

reading comprehension questions

1) List 3-5 things that soup kitchens do to help.

2) Write a summary for the article *Soup Kitchens*.

3) Do you think it is important to have soup kitchens and other community services to support others in need?

4) What is something you could do in your own community to help support soup kitchens, food banks or other organizations that support those in need?

GRAMMAR RULES

Writing with Dialogue

Old man what are you doing one of the male villagers shouted
The monk began to slowly stir the pot sniffing the aroma and licking his
lips in anticipation. I am making stone soup This kind woman agreed to
shelter me this evening and in return I have promised to make stone soup
for the entire village
How will you make soup with a stone another villager cried skeptically
I do like a tasty stone soup the monk said Of course stone soup with
cabbage now that's really special

Grammar Rule

Read the paragraph above. Using your note on the dialogue rules re-write the paragraph above to add in the correct punctuation.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SPELLING THIS WEEK

student self-selected spelling lists

MY SPELLING WORDS

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

THREE IN A ROW – CHOICE BOARD

Choose 3 activities that form a straight line and complete

Pyramid Spelling Write each word in a pyramid: d do dog	Alliteration Write out each word in a sentence using alliteration.	Cursive Write each word on your list in cursive.
Picture Dictionary In your notebook, create a table showing each word being used as a word, picture and definition.	Break it Up Write out each word and break it into syllables. Underline or highlight the vowels in each syllable.	Swirl Curl Draw 10 swirly lines across your page from left to right. Then write out each word following the line.
Word Sort Sort your words by the short and long vowel sounds you hear in the word.	Secret Code Write a paragraph using as many of your words as possible. Hide your list words in your paragraph using a secret code.	Study Notes Create study cards and use the strategy, <i>Read, Hide, Check.</i> (Students read the word, then cover the word, write the word from memory, and check to ensure it was spelled correctly.)

WRITING CHOICE MENU

what would you like to write today?

Use this menu to help you pick your writing topic this week.

NARRATIVE	DIARY	BIOGRAPHY
Write a legend that tells a story of a wise character teaching others to be kind.	Write a diary entry of a child who may not have anything to celebrate with.	Choose a community organization that helps those in need and write a biography about them.
NEWSPAPER	FREE CHOICE	RESEARCH REPORT
Write a newspaper article about a time that you helped someone in need.	You may choose a topic of your own choosing.	Research an animal that you would love to own. Write a report that showcases why this animal would make a good pet.
REVIEW	SPEECH	PROCEDURAL
Choose one of the stories that we have read so far in class or one you have read independently and write a book review of that book.	Write a speech that you will share with others about homelessness or poverty.	Write a procedure on your experience with making dinner.

ASSESSMENT PAGES

track student progress

TEACHER DIRECTED LESSON PLANS

curriculum expectations

The following is an outline of the expectations explored in this week's lesson. For more detailed assessment notes please see the assessment pages at the end of this package.

ORAL	WRITING	READING
1.3 - Identify a variety of listening comprehension strategies before, during and after listening.	1.2 - Generate ideas about a potential topic using a variety of strategies and resources.	1.3 - identify a variety of reading comprehension strategies and use them appropriately before during and after reading - Predicting
1.4 - Demonstrating an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details	2.1 Write more complex texts.	1.5 - Make inferences about texts using stated and implied ideas from the texts as evidence.
1.7 - Analyze oral texts and explain how specific elements in them contribute to meaning	2.8 - Produce revised draft pieces of writing to meet identified criteria based on the expectations related to content organization, style, and use of conventions.	1.6 Extend understanding of text by connecting the ideas in them to their own knowledge, experiences, and insights to other familiar texts and to the world around them.
	2.7 - Make revisions to improve the content, clarity, and interest of their written work, using several types of strategies.	1.8 - Express opinions about the ideas and information in texts and cite evidence from the text to support the opinions.
		2.2 - Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the text.

STUDENT CHECKLIST

Name: _____

Month: _____

ORAL	Week 1	Week 2
1.3 - Identify a variety of listening comprehension strategies before, during and after listening.		
1.4 - Demonstrating an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details		
1.7 - Analyze oral texts and explain how specific elements in them contribute to meaning		

WRITING	Week 1	Week 2
1.2 - Generate ideas about a potential topic using a variety of strategies and resources.		
2.1 Write more complex texts		
2.8 - Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content organization, style, and use of conventions.		
2.7 - Make revisions to improve the content, clarity, and interest of their written work, using several types of strategies		

STUDENT CHECKLIST

READING	Week 1	Week 2
1.3 - Identify a variety of reading comprehension strategies and use them appropriately before during and after reading - Predicting.		
1.5 - Make inferences about texts using stated and implied ideas from the texts as evidence.		
1.6 Extend understanding of text by connecting the ideas in them to their own knowledge, experiences, and insights to other familiar texts and to the world around them.		
1.8 - Express opinions about the ideas and information in texts and cite evidence from the text to support the opinions.		
2.2 - Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the text.		

Notes:

CLASS ORAL LANGUAGE CHECKLIST

1.3 - Identify a variety of listening comprehension strategies before, during and after listening.

1.7 - Analyze oral texts and explain how specific elements in them contribute to meaning

1.4 - Demonstrating an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details

NAME	1.3	1.4	1.7

CLASS WRITING CHECKLIST

1.2 - Generate ideas about a potential topic using a variety of strategies and resources.	2.8 - Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content organization, style, and use of conventions.
2.1 Write more complex texts.	2.7 - Make revisions to improve the content, clarity, and interest of their written work, using several types of strategies.

NAME	1.2	2.1	2.7	2.8

CLASS READING CHECKLIST

1.3 - Identify a variety of reading comprehension strategies and use them appropriately before during and after reading - Predicting.

1.8 - Express opinions about the ideas and information in texts and cite evidence from the text to support the opinions.

1.5 - Make inferences about texts using stated and implied ideas from the texts as evidence

2.2 - Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the text.

1.6 Extend understanding of text by connecting the ideas in them to their own knowledge, experiences, and insights to other familiar texts and to the world around them.

NAME	1.3	1.5	1.6	1.8	2.2