

ENGLISH LANGUAGE ARTS K TO 7 (DRAFT)

CURRICULUM CORRELATION FORM

Note: Please complete one form per resource

Title: Building Fluency Through Reader's Theater Level 3/4 **Series Title:** Building Fluency Through Reader's Theater
Publisher: Teacher Created Materials **Distributor:** Teacher Created Materials & Curriculum Plus Publishing
Media: text **Copyright Date:** 2005

Instructions: Please indicate in the boxes below (✓) the degree of curriculum fit and provide specific unit, chapter or page references.

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Grade 3

Oral Language (Speaking and Listening)

Using Oral Language (Interacting, Presenting, and Listening)

It is expected that students will:

none slight moderate extensive

1 use oral language to interact appropriately with others, to share ideas and opinions, complete tasks, and discuss concerns or problems	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Friendship p. 20 Storytelling p. 44
2 use oral language to present and express ideas and information appropriately in informal and some formal situations (e.g., giving oral explanations; delivering short, simple reports, demonstrating and describing basic procedures) for differing audiences and purposes	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Inventors p. 104 Storytelling p. 44
3 listen purposefully to understand information and identify main ideas, and supporting details	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	World Cultures p. 56 Inventors p. 104

Strategies for Oral Communication

It is expected that students will:

none slight moderate extensive

4 select from a variety of strategies to interact effectively (e.g., asking questions of others to clarify, making connections, organizing ideas, and using common conventions of social interaction)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Teamwork p. 32 Freidship p. 20
5 select from a range of strategies to prepare and express ideas and information in informal and some formal oral presentations, including - making connections to personal experience and classroom resources - organizing ideas and information following a plan provided by the teacher - practising delivery - thinking about the purpose and audience - self-correcting in response to feedback	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Math Journeys p. 68 Friendship p. 20 Teamwork p. 32 Storytelling p. 44
6 use listening strategies to make and clarify meaning of information, including - accessing prior knowledge - setting a goal for listening - making predictions before listening - generating questions - using simple memory techniques	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Solar System p. 92 Math Journeys p. 68

Conventions of Oral Language

It is expected that students will:

none slight moderate extensive

7 use a range of the structures and features of oral language with fluency, to convey and perceive meaning (e.g., choosing suitable wordings, using some connectives) including common prefixes, suffixes, and word endings	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Storytelling p. 44 Teamwork p. 32
8 recognize the typical features, structures and patterns in poems, songs, chants and stories (e.g., rhyming patterns, chorus in a song, story grammar)	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Storytelling p. 44

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Oral Language (Speaking and Listening)

Oral Language and Thinking

It is expected that students will:

	none	slight	moderate	extensive	
9 reflect on and assess their speaking and listening experiences and the selected strategies they have used (e.g., using class generated criteria) and show enthusiasm for speaking and listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Solar System p. 92 World Cultures p. 56
10 set personal goals for effective speaking and listening and discuss a plan for achieving them	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All lessons in Reader's Theater
11 identify various responses to listening, reading, and viewing experiences, through discussions, including identifying and explaining what peers have said about a particular selection	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Friendship p. 20
12 use oral language to expand their thinking by acquiring new ideas, citing explanations, and making connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Counting Money p. 80
13 demonstrate enhanced vocabulary knowledge and usage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All lessons in Reader's Theater

Reading and Viewing

Reading (Viewing) and Comprehension

It is expected that students will:

	none	slight	moderate	extensive	
14 read fluently and demonstrate comprehension and enjoyment of grade appropriate fiction and poetry, such as - stories from various Aboriginal cultures - stories from Canada and other countries - stories from a range of genres such as folktales, adventure, humour (jokes and riddles), biographies, mysteries - series books - chapter books - magazines - poems whose "message" is readily apparent and that may include simple abstract concepts - free verse poems - illustrated stories - picture books - material written by their classmates - just-right texts they have chosen independently and teacher selections for guided reading and shared reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	INventors p. 104 Teamwork p. 32 Friendship p. 20
15 read fluently and demonstrate comprehension and enjoyment of information texts and procedures such as - non-fiction trade books, grade-level textbooks and other instructional materials - materials that contain simple diagrams, charts, or maps - reports and articles from children's magazines - safe web sites designed for children - written instructions and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Storytelling p. 44 World Cultures p. 56 Solar System. p. 92
16 view and demonstrate comprehension of visual materials in both fiction and information texts (e.g., cartoons, illustrations, diagrams, posters)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Inventors p. 104 Storytelling p. 44

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Reading and Viewing

Strategies for Reading and Viewing

It is expected that students will:

none slight moderate extensive

17	before reading and viewing, use a variety of strategies to access prior knowledge and understanding of story structure such as making predictions, anticipating content, asking questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All scripts and lessons
18	during reading and viewing, use a variety of strategies to locate information and construct, monitor, and confirm meaning (e.g., using semantic, syntactic, and graphophonic cues in combination; rereading and skimming, using graphic organizers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All scripts and lessons
19	after reading and viewing, use a variety of strategies to confirm and extend understanding (e.g., rereading, skimming, or re-“viewing”); generating and responding to questions; using text features to locate information; using graphic organizers to record information; writing a reader response)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All scripts and lessons
20	read and reread just-right texts for a sustained period (e.g., 30 minutes) for enjoyment and to increase fluency and comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All scripts and lessons

Conventions of Reading and Viewing

It is expected that students will:

none slight moderate extensive

21	make connections between the meaning of texts and an expanded range of conventional structures and features, including - type and function of text (e.g., business letter, brochure, TV ad, web page; texts designed to inform, entertain, persuade) - literary elements (e.g., plot, conflict, theme, character, setting) - literary devices (e.g., imagery, similes, rhyme, rhythm, alliteration) - text features (e.g., headings, diagram, columns, sidebar)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Inventors p. 104 Friendship p. 20 Teamwork p. 32
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Reading, Viewing and Thinking

It is expected that students will:

none slight moderate extensive

22	reflect on and assess their reading and viewing, including - identifying their strengths as a reader - discussing their reading and viewing using vocabulary pertaining to texts - discussing goals for improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Friendship p. 20
23	explain their reactions and make personal connections to selections they read or view, including - giving a simple opinion or judgment with some supporting evidence - giving reasons for choosing to read or view particular texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Storytelling p. 44 World Cultures p. 56
24	improve and extend thinking based on information gathered from reading and viewing (e.g., drawing conclusions, developing explanations, distinguishing between fact and fiction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Math Journeys p. 68 Solar System p. 92

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Writing and Representing

Composing and Creating

It is expected that students will:

	none	slight	moderate	extensive	
25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All lessons
26	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All lessons
27	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sotrytelling p. 44 Friendship p. 20

Strategies for Writing and Representing

It is expected that students will:

	none	slight	moderate	extensive	
28	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All lessons
29	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All lessons
30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All lessons

Conventions of Writing and Representing

It is expected that students will:

	none	slight	moderate	extensive	
31	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All lessons

Writing, Representing and Thinking

It is expected that students will:

	none	slight	moderate	extensive	
32	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All lessons
33	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All lessons
34	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All lessons
35	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All lessons

ENGLISH LANGUAGE ARTS K TO 7 (DRAFT)

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Grade 4

Oral Language (Speaking and Listening)

Using Oral Language (Interacting, Presenting, and Listening)

It is expected that students will:

none slight moderate extensive

1 use oral language to interact appropriately with others to share ideas and opinions, ask for support, complete tasks, and explain concerns or problems	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Friendship p. 20 Storytelling p. 44
2 use oral language to present and express a range of ideas and information in formal and informal situations (e.g., giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Inventors p. 104 Storytelling p. 44
3 listen purposefully to understand information and identify main ideas, supporting details, and opinions	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	World Cultures p. 56, INventors p. 104

Strategies for Oral Communication

It is expected that students will:

none slight moderate extensive

4 use a variety of strategies purposefully to interact effectively (e.g., using models to organize thinking, asking and answering questions, using encouraging language, consistently using conventions of social interaction)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Teamwork p. 32 Friendship p. 20
5 use a variety of strategies to prepare and express ideas and information in short formal and informal oral presentations, including - making connections to personal experience and classroom resources - organizing ideas and information following a plan provided by the teacher - practising delivery - thinking about the purpose and audience - self-correcting in response to feedback	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Math Journeys p. 68 Friendship p. 20 Teamwork p. 32 Storytelling p. 44
6 use listening strategies to make meaning of information, including - making predictions before listening, - recalling and summarizing - generating questions	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Solar System p. 92 Math p. 68

Conventions of Oral Language

It is expected that students will:

none slight moderate extensive

7 use the structures and features of oral language appropriately to convey and perceive meaning (e.g., choosing preferable wordings, using some connectives, using simple and compound sentences)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Storytelling p. 44 Teamwork p. 32
8 recognize the typical features, structures, and patterns in poems, songs, chants, and stories (e.g., rhyming patterns)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Storytelling p. 44

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Oral Language (Speaking and Listening)

Oral Language and Thinking

It is expected that students will:

none slight moderate extensive

9	reflect on and assess their speaking and listening experiences and the strategies they have used (e.g., using criteria to assess oral activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Solar System p. 92 World Cultures p. 5
10	set goals for speaking and for listening and take steps toward achieving them	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11	orally express their response to listening, reading, or viewing experiences, including - identifying their reactions to a particular selection - explaining why they react as they do (e.g., by making a connection to personal experience or an aspect of the creator's technique) - providing evidence to support a response	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Friendship p. 20
12	use oral language to expand their thinking by acquiring new ideas, developing explanations, and considering alternatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Counting Money p. 80
13	demonstrate enhanced vocabulary knowledge and usage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All Scripts

Reading and Viewing

Reading (Viewing) and Comprehension

It is expected that students will:

none slight moderate extensive

14	read literature and demonstrate comprehension of a variety of straightforward stories, novels, and poems including - stories from various Aboriginal cultures - literature from Canada and other countries - poems that make obvious use of figurative and poetic language - stories and novels with generally straightforward, conversational vocabulary - material written by their classmates - books they have chosen independently	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inventors p. 104 Teamwork p. 32 Friendship p. 20
15	independently read information and demonstrate comprehension of straightforward and direct information texts including - grade-level textbooks and instructional materials - materials that contain diagrams, charts, illustrations, or graphs - reports and articles from children's magazines - web sites designed for children - written instructions and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Storytelling p. 44 World Cultures p. 56 Solar System p. 92
16	view and demonstrate comprehension of simple and direct visual materials (e.g., signs, cartoons, illustrations, diagrams, posters, advertising)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Inventors p. 104, Storytelling p. 44
17	read Grade 4 appropriate texts to increase fluency and expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All scripts and lessons

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Reading and Viewing

Strategies for Reading and Viewing

It is expected that students will:

	none	slight	moderate	extensive	
18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All scripts and lessons
19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All scripts and lessons
20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All scripts and lessons

Conventions of Reading and Viewing

It is expected that students will:

	none	slight	moderate	extensive	
21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Inventors p, 104 Friendship p. 20 Teamwork p. 32

Reading, Viewing and Thinking

It is expected that students will:

	none	slight	moderate	extensive	
22	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Friendship p. 20
23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Storytelling p. 44 World Cultures p. 56
24	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Math Journeys p. 68 Solar SYstem p. 92

Writing and Representing

Composing and Creating

It is expected that students will:

	none	slight	moderate	extensive	
25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All lessons
26	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All lessons

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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27 create a variety of stories and poems that convey meaning, feature some interesting detail, and experiment with language, including <ul style="list-style-type: none"> - simple stories in familiar genres (e.g., animal, adventure stories), often including dialogue - poems following patterns that have been modelled (often based on poems they are reading) 	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Storytelling p. 44 Freindship p. 20
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Strategies for Writing and Representing

It is expected that students will:

none slight moderate extensive

28 before writing and representing, select and use a variety of strategies to generate and develop ideas (e.g., consulting peers, adults, or other sources such as books, websites, and videos; brainstorming; choosing and using graphic organizers; formulating questions)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	All lessons
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29 during writing and representing, use composing and drafting strategies (e.g., using class criteria lists, word banks, models, structured partner talk)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	All lessons
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30 after writing, use a variety of strategies to enhance and improve written work and representations, including <ul style="list-style-type: none"> - rereading or re-“viewing” to identify specific strengths or needed changes - using editing resources (e.g., peers, adults, reference texts) 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	All lessons
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Conventions of Writing and Representing

It is expected that students will:

none slight moderate extensive

31 apply most basic conventions of language usage, including <ul style="list-style-type: none"> - vocabulary development - formulation of complete sentences of varied lengths - subject-verb and noun-pronoun agreement - past, present, future, and conditional tenses - punctuation (e.g., commas, apostrophes, quotation marks) - correct Canadian spelling of most words - legible cursive writing 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	All lessons
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Writing, Representing and Thinking

It is expected that students will:

none slight moderate extensive

32 reflect on their writing and representing and on the strategies they have used, including <ul style="list-style-type: none"> - relating work to criteria - identifying what worked during the process - responding to feedback - setting realistic goals for improving their writing and representing, and take steps toward achieving them 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	All lessons
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33 use writing and representing to express a relevant opinion about experiences and texts (e.g., a schoolyard incident, a play, a film, a story)	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	All lessons
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34 use writing and representing to extend their thinking, including <ul style="list-style-type: none"> - developing explanations - expressing alternatives - creating new understandings (e.g., writing in one form and transposing into another) 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	All lessons
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