

Nelson

Literacy

Comprehensive,
strategy-based
literacy resources
for **Ontario**
junior classrooms!

Making Connections · Questioning · Predicting

Summarizing · Analyzing

Comprehension

Activating Prior Knowledge

Visualizing · Predicting · Making Inferences



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Making Connections · Questioning

Visualizing · Activating Prior Knowledge

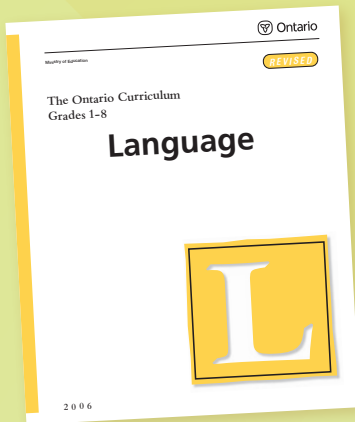
Summarizing · Predicting · Making Inferences



Nelson Literacy is already being used in over 3000 Ontario classrooms.

Why have so many schools chosen Nelson Literacy?

100% match to revised language curriculum.



All skills and strategies outlined in all four strands of the Ontario language arts curriculum are addressed in the *Nelson Literacy* instructional framework.

Nelson Literacy also supports the vision and intent of other Ministry documents such as:



Cross-curricular units for Ontario science, social studies, and health.

At each grade level in *Nelson Literacy*, you'll find units that directly connect to all of the topics in your science, social studies, and health curricula. Integrating curriculum across content areas not only provides a more effective way of covering curriculum, but it also provides students with a more authentic and meaningful learning experience.



Quick and focused assessment with complete support for differentiating instruction.

Nelson Literacy provides multiple opportunities for students to demonstrate learning through responses to key assessment questions, demonstration tasks, and performance tasks. Teachers can use observation forms, checklists, and rubrics to record assessment data and plan differentiated instruction.

Meaningful connections to many resources already in your classroom.

Nelson Literacy helps you connect and integrate many resources you already have in your classroom or school. Detailed correlation charts online and in the teacher's resource indicate resources that connect to and support the content and instructional focus of each unit.



Media literacy integrated into every unit.

Nelson Literacy includes media selections that represent a wide variety of forms, purposes, and audiences. In each unit, students are introduced to the characteristics of a different media form and learn strategies for analyzing and evaluating overt and implicit messages, audience and purpose, and use of conventions and techniques.



Exciting magazine format captures and holds kids' attention – particularly boys.

The student resources in *Nelson Literacy* take the visual excitement of a video game or music video and capture it on the page. Motivation is a key determinant of student success and *Nelson Literacy* is filled with page after page of stuff that kids will want to read.



... Questions • Fluency • W... Speak with... Connections • Visual... Comprehension • Evaluating... Messages • Identify Purpose and Au... Appropriate Language • Active Listening... Finding Important Ideas • Making Infe... Voice • Conventions • Identify Point of View • Speak...

The foundation of *Nelson Literacy* is a comprehensive framework that addresses all of the literacy strategies and skills students need to be successful.

There are 12 units at each grade level:

- Three **literature** units
- Two **social studies** units
- One **character education** unit
- Five **science** units
- One **health** unit

Instructional Framework: Grade 5

All strands are represented in the framework and organized to show that skills and strategies are interconnected and mutually reinforcing.

Oral Language

- Includes skills and strategies that effective speakers and listeners use to understand and interact with each other

Reading

- Addresses the reading comprehension strategies that research has identified as critical

Writing

- Reflects both the writing process and elements of writing (traits)

Media Literacy

- Includes a repertoire of strategies to help students critically interpret the messages they receive through various media and to use these media to communicate their own ideas

	MYSTERY Literature	THE HUMAN BODY Science	EARLY CIVILIZATIONS Social Studies	MAKING CHOICES Health	HISTORICAL FICTION Literature	CONSERVATION OF ENERGY Science	CITIZENSHIP AND GOVERNMENT Social Studies	PROPERTIES OF MATTER Science	HUMOUR Literature	FORCES ACTING ON STRUCTURES Science	MAKING A DIFFERENCE Character Education	NATURAL FORCES Science
ORAL LANGUAGE	Active Listening/Interactive Strategies • Use courtesies appropriate for audience and purpose	Comprehension Strategies • Realize that your personal feelings affect your reaction to what you hear	Appropriate Language • Use appropriate words and phrases to engage the interest of your audience	Demonstrating Understanding • Distinguish between main ideas and supporting details	Making Inferences • Use stated and implied ideas to make inferences	Active Listening/Interactive Strategies • Use appropriate speaking behaviours in a variety of situations	Extending Understanding • Make connections to print and visual texts	Appropriate Language • Use language to elaborate and add detail	Vocal Skills and Strategies/Non-Verbal Cues • Use expression and tone appropriate to purpose	Demonstrating Understanding/Clarity and Coherence • Demonstrate understanding of oral text by summarizing important ideas	Active Listening/Interactive Strategies • Affirm and build on the ideas of others to solve problems or resolve conflicts	Presentation Strategies/Clarity and Coherence • Communicate in a clear, coherent manner for an oral report
READING	Activating Prior Knowledge/Making Connections • Make connections to self and texts	Visualizing • Make pictures in your mind to clarify concepts	Predicting • Make and check predictions	Finding Important Ideas • Identify main topic and supporting details	Making Inferences • Use stated and implied ideas to make inferences and construct meaning	Questioning • Ask questions to clarify ideas and focus reading	Summarizing • Summarize main ideas using a logical organizational pattern	Monitoring Comprehension • Clarify the meaning of words and concepts and check understanding	Retelling • Retell a story using a logical organizational pattern	Making Inferences • Draw inferences from cues in the text to generate conclusions	Evaluating • Make judgments and draw conclusions about how the author communicates the message	Synthesizing • Synthesize information from two pieces of text on the same topic
Text Patterns and Features	Text Pattern • Narrative Text Form • Mystery story, episodic text, illustration	Text Pattern • Description Text Form • Informational explanation, informational report, short story, photo-match game	Text Features • Timelines Text Form • Informational report, fantasy, informational explanation, graphic legend, illustration	Text Pattern • Cause/Effect Text Form • Persuasive text, informational explanation, procedural text, illustration	Text Pattern • Narrative Text Form • Historical fiction, poem, illustration	Text Features • Graphs/charts Text Form • Informational explanation, survey report, correspondence, informational report, game	Text Pattern • Sequence Text Form • Informational report, newspaper report, persuasive text, procedural text, correspondence, photo collage	Text Pattern • Question/Answer Text Form • Informational explanation, procedural text, illustration	Text Pattern • Narrative Text Form • Humour fiction, graphic story	Text Features • Sidebars Text Form • Informational explanation, informational report, diary, photo collage	Text Pattern • Problem/Solution Text Form • Contemporary fiction, play, factual recount, speech, persuasive text, newspaper headlines	Text Pattern • Compare/Contrast Text Form • Informational explanation, profile, factual recount, TV news report, illustration
Word Study	Form and Style • Personification; compound sentences Language Conventions • Word patterns; syllabification; commas; quotation marks; verbs	Form and Style • Similes Language Conventions • Compound words; dictionary skills; conjunctions; adverbs	Form and Style • Sentence patterns Language Conventions • Suffixes; word origins; dictionary skills; nouns; pronouns	Language Conventions • Word patterns; base words; synonyms; schwa symbol; adjectives	Form and Style • Descriptive language Language Conventions • Suffixes; word meanings; synonyms; prepositions; contractions	Form and Style • Comparative adjectives Language Conventions • Word patterns; prefixes; quotation marks; verbs	Language Conventions • Prefixes, suffixes; word meanings; dictionary skills; capitalization; pronouns	Language Conventions • Word patterns; irregular plurals; suffixes; antonyms; parentheses	Form and Style • Idioms, similes; compound sentences Language Conventions • Commas; verbs; adjectives	Form and Style • Superlative adjectives; alliteration Language Conventions • Word patterns; base words; suffixes; word meanings	Form and Style • Similes Language Conventions • Compound words; word meanings; quotation marks, dashes, capitalization	Form and Style • Sentence patterns Language Conventions • Word patterns; dictionary skills; commas
WRITING	Trait • Ideas: Narrow the focus Process • Generate, gather, and organize ideas	Trait • Ideas: Expand sketchy writing Process • Generate, gather, and organize ideas	Trait • Organization: Stay on topic Process • Draft and Revise	Trait • Organization: Choose organizational patterns Process • Draft and Revise	Trait • Voice: Match voice to purpose Process • Draft and Revise	Trait • Voice: Put voice into expository writing Process • Draft and Revise	Trait • Word Choice: Eliminate wordiness Process • Draft and Revise	Trait • Word Choice: Use synonyms and antonyms to enhance meaning Process • Draft and Revise	Trait • Fluency: Create dialogue Process • Draft and Revise	Trait • Fluency: Vary sentence length Process • Draft and Revise	Trait • Conventions: Distinguish between revising and editing Process • Edit and Proofread	Trait • Publishing: Use illustrations and photos for effective presentation Process • Publish/Share
MEDIA LITERACY	Purpose and Audience • Identify purpose and audience for a variety of book covers	Media Forms • Identify the characteristics of magazine articles	Conventions and Techniques • Explain how conventions are used to convey meaning in brochures	Making Inferences/Interpreting Messages • Use overt/implied messages in ads to make inferences and construct meaning	Audience Responses • Explain why different audiences might respond differently to the same media text	Media Forms • Describe in detail the main elements of some public service announcements	Conventions and Techniques • Explain how conventions of signs are used to create meaning	Point of View • Recognize that different media texts reflect different points of view	Responding to and Evaluating Texts • Express opinions about ideas, themes, and issues presented in movie reviews	Conventions and Techniques • Explain how conventions of online magazines help convey meaning	Point of View • Identify point of view in various media texts	Media Forms • Describe in detail the main elements of a broadcast

The curriculum at a glance!

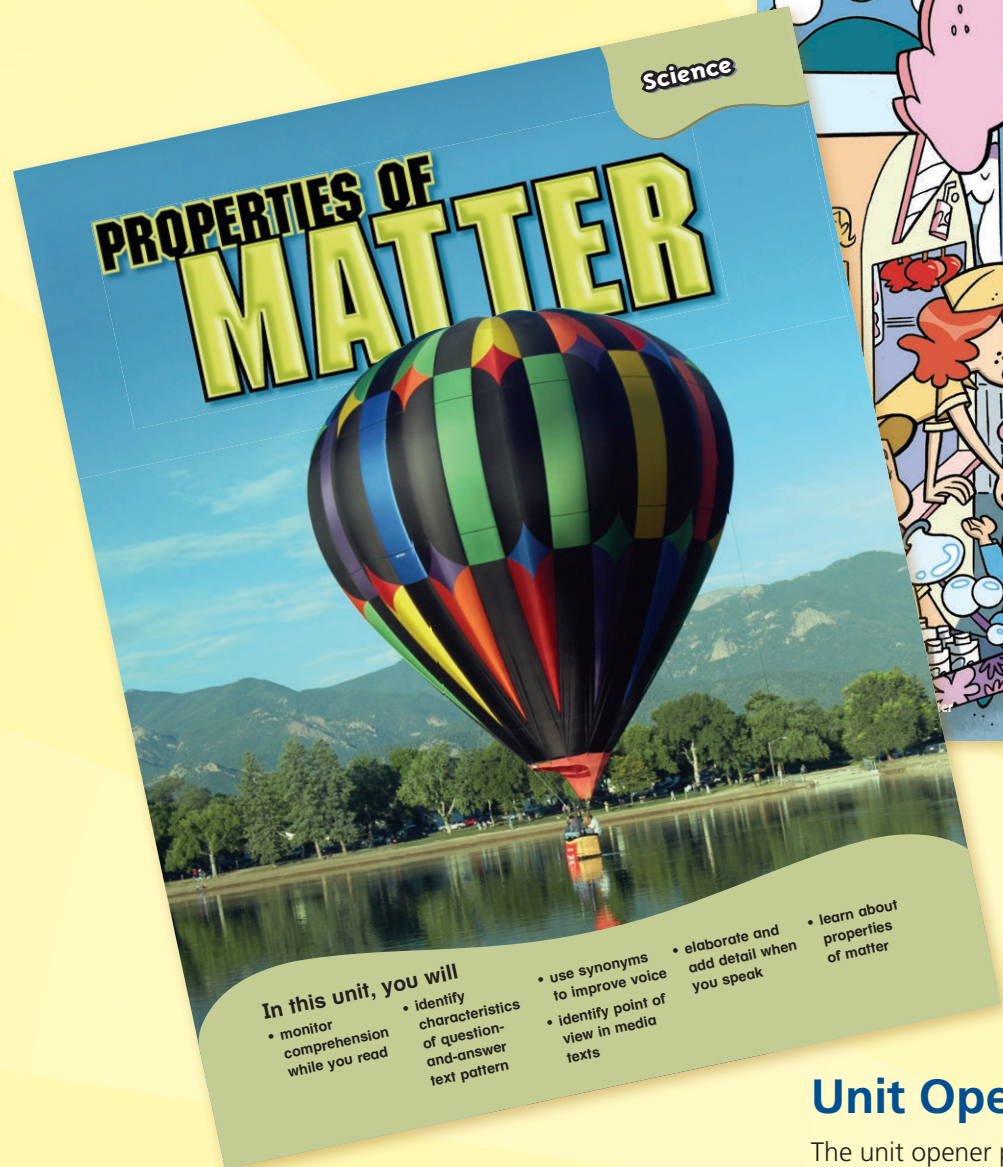
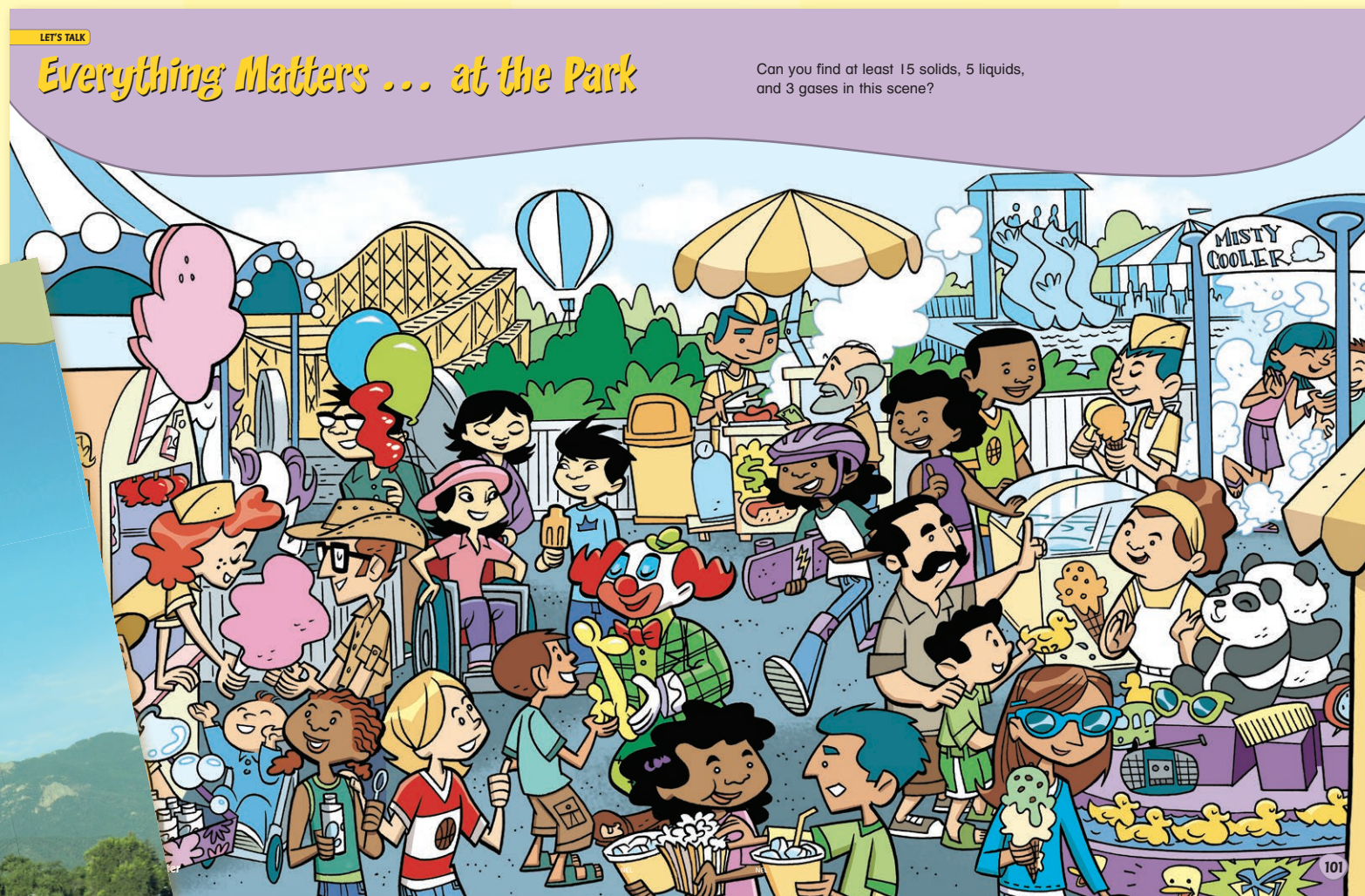
The framework encompasses all skills and strategies outlined in the revised Ontario Language Curriculum—a great support in the development of **your long-range plan**. The framework is consistent from Grades 3-6 ensuring that teachers of **combined/split grades** can deliver curriculum expectations in an integrated manner.

Each unit has a clearly articulated instructional focus. Skills and strategies from each strand build on and reinforce one another when presented in this **interconnected** manner.

Each unit blasts off with opportunities to introduce the learning goals, activate prior knowledge, and share experiences and questions.

Let's Talk

Each unit begins with fun and engaging *Let's Talk* activity, which motivates students and allows them to activate and share prior knowledge and experiences.



Unit Opener

The unit opener provides students with a clear statement of the learning goals for the unit to set the purpose for learners.

Support in the Teacher's Resource

- ✓ **Unit planning chart** with an overview of the resources, instruction, and assessment for the unit
- ✓ Suggestions for **family and community connections**
- ✓ Links to **related resources** including other Nelson Education resources and popular trade books that may already be in your classroom or school library
- ✓ **Ongoing activities** that can be revisited throughout the unit
- ✓ Suggestions for **introducing the unit performance task**



Explicitly teach skills and strategies in reading, writing, oral language, and media literacy.

Modelling the Strategy/ Suggested Think-Aloud

Identifies the attributes of the strategy and how to articulate them thinking aloud.

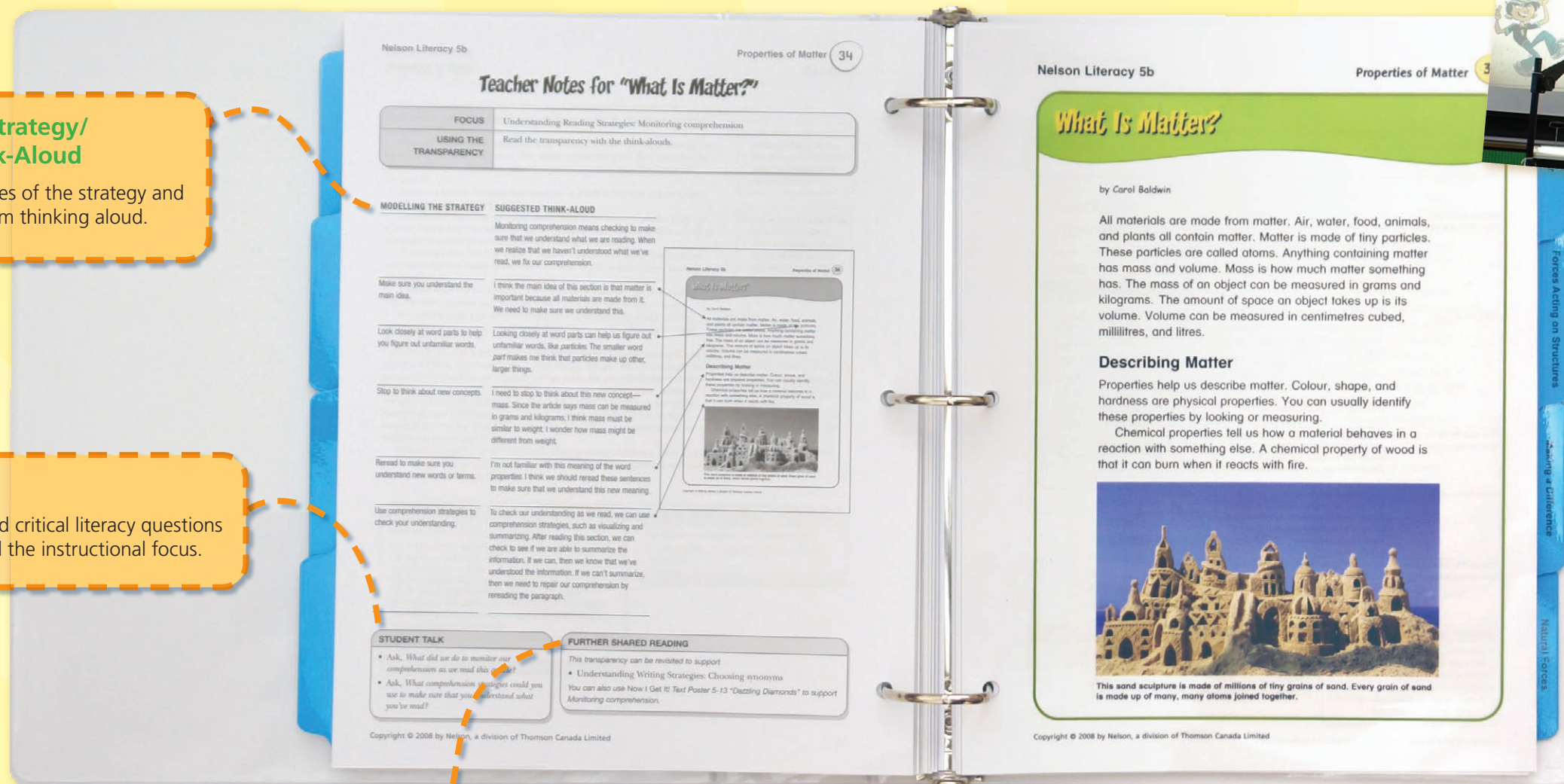
Student Talk

Provides high-level and critical literacy questions for both the topic and the instructional focus.

Further Shared Reading

Suggests opportunities to revisit the transparency to support other strategies. **Also suggests *Skyrider* or *Now I Get It!* posters that may support the topic or strategy.**

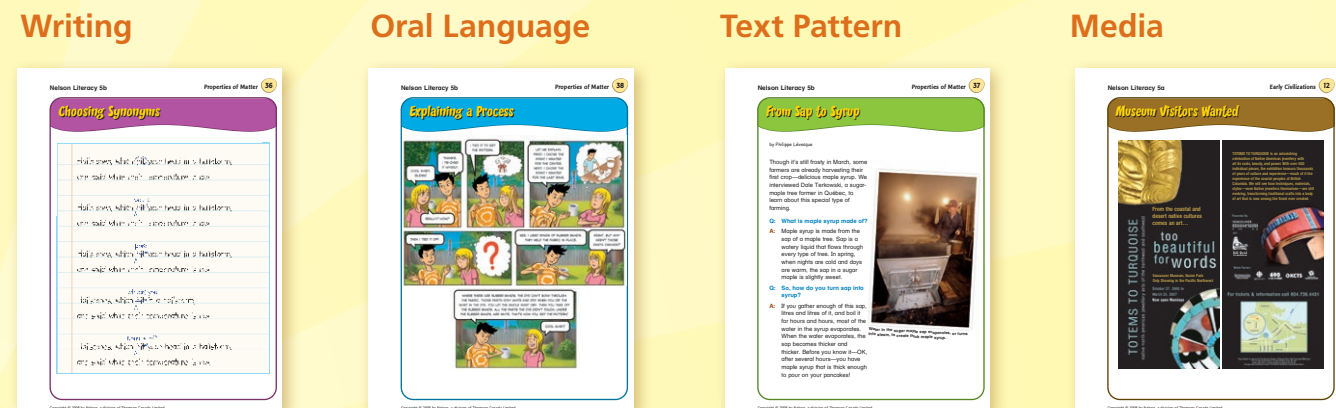
This comprehensive binder also includes 12 Read-Alouds —one for each unit



Digital Assets

- ✓ Includes electronic files for each transparency
- ✓ Use with data projectors and white boards
- ✓ Print off copies that students can write notes on and highlight

For every unit there are also transparencies for...



Understanding Strategies selections are featured throughout the Student Instruction Books. These selections give students an opportunity to practice strategies with built-in support.

Support in the Teacher's Resource

- ✓ Ideas and activities for before, during, and after reading
- ✓ Suggestions for differentiating instruction for extra support, extra challenge, and ELL
- ✓ Strategies for introducing vocabulary and vocabulary-building skills
- ✓ Word Study activities and Blackline Masters
- ✓ Assessment tools and strategies including key assessment questions and short demonstrations tasks

The attributes of the strategy are defined at the beginning of the selection.

The Understanding Strategies selections for writing and oral language are presented as instructional "how-to" pages with examples of student writing or engaging comics to demonstrate the strategy. A "how-to" checklist is always included.

The highlighted text and accompanying "sticky notes" support students as they learn to apply each strategy.

Understanding reading strategies

Summarizing
A summary is a short statement of the main ideas in a selection. When you summarize, you identify what is important and write down the main ideas using as few words as possible.

Use text features, such as the title and charts, to preview the text. What will you learn from this article?

How Does Canada Work? by Pat Hancock

The title of a chart usually tells you what the chart is about. How would you complete the sentence, "The federal government of Canada is made up of ..."?

Federal Elections
MPs are chosen in country-wide, or federal, elections. The country is divided into voting regions called ridings, and at election time, the person who gets the most votes in a riding becomes the MP. Most people who want to be MPs belong to political parties, such as the Conservative Party, the Liberal Party, the New Democratic Party, or the Bloc Québécois. These parties are made up of people who share the same ideas about how to run Canada. After an election, MPs from the party with the most elected members form the government, and their party's leader becomes prime minister.

Understanding writing strategies

Choosing Synonyms
When you replace one word with another word to improve a piece of writing, you are usually choosing a synonym. Synonyms are words that have the same, or nearly the same, meaning. Good writers try several synonyms and choose the one that fits best in their sentence. This sentence is from the article "Matter Most Amazing." Here's what the writer might have been thinking as he tried out different synonyms.

Understanding speaking strategies

Explaining a Process
When you explain a process, such as frying an egg or burning a CD, to someone who does not know how to do it, your listener depends on you. Your listener needs a clear explanation to learn how to do what you can do.

72 Citizenship and Government

Understanding Strategies selections can be used with the whole class or small groups and give the teacher a clear picture of how students are using a strategy.



How to choose synonyms:

- ✓ Try several synonyms and think about each choice.
- ✓ Choose the best word for the idea you want to express.
- ✓ Choose the word that matches the picture you have in your mind.
- ✓ Make sure the word you choose matches the voice of your writing.

112 Properties of Matter

How to explain a process:

- ✓ Use precise words.
- ✓ Use details to help your listener visualize.
- ✓ Notice when your listener doesn't understand. Add details.
- ✓ Use your hands or props to help you act out the process.

123

Applying Strategies selections follow each Understanding Strategies selection. These selections provide students with further practice using the strategy.

Students are reminded how to use the strategy at the beginning of the selection.

Applying Strategies
Monitoring Comprehension
As you read this article, monitor and repair your comprehension:

- Make sure you understand the main idea.
- Use comprehension strategies to check your understanding.
- Reread to make sure you understand new words or terms.
- Stop to think about new concepts.
- Look closely at word parts to help you figure out unfamiliar words.

CHANGE CAN BE GOOD

by Peter D. Riley

When some liquid materials are cooled down, they turn into a solid. If they are left to warm up, they turn back into a liquid. The point at which they turn into a solid is called the *freezing point*. The freezing point of water is 0°C. At 0°C, water turns into ice.

Reversible Changes

When water freezes and becomes ice, it is easy to turn it back into a liquid again by melting it. Freezing water is a physical change that is reversible. In other words, it can be undone. Reversible changes are arranged in pairs. One of the changes is the opposite of the other. The opposite of freezing is melting.

Evaporation and condensation are reversible changes. A liquid, such as water, changes into a gas by evaporation, and a gas changes back into a liquid by condensation. Boiling and condensation are reversible changes, too.

Investigate! Condensing

Take a cold object such as a canned drink from a refrigerator and breathe on it. Look for water condensing on the can.

When the air above the surface of the ground is cold, water vapour condenses on the grass and forms dew during the night. In the morning, the sun heats this water, and water vapour again.

Non-Reversible Changes

Some processes cannot be reversed. They are called *non-reversible*, or permanent, changes. Non-reversible changes can take place when matter is heated or when the chemicals in different materials come together.

From Dough to Doughnuts

Many doughnuts are made from flour, yeast, milk, sugar, butter, salt, and eggs. These ingredients are mixed together to make dough. Yeast is a type of fungus. It feeds on sugar.

When the dough is warmed, the yeast feeds quickly and grows. As it feeds, the yeast makes carbon dioxide gas. This forms bubbles in the dough and makes it rise. When the dough is fried, the yeast is destroyed, the flour is cooked, and the bubbles in the dough expand and make it spongy. The change from dough to doughnut cannot be reversed.

Burning these aspen trees would produce ash.

From Aspens to Ashes

Ash is a powdery, silver-grey substance that is left behind when wood or other material is burned. Burning is a non-reversible change.

Burning any wood product, such as paper, produces ash.

From Earth to Earthenware

When clay is heated to extreme temperatures, its particles stick together to make a hard, brittle material that is used for pottery and bricks. This process is called *firing*. Firing is a non-reversible change.

Reflect on

Strategies: How did you monitor your comprehension while you were reading? What did you do to repair your comprehension when you got confused?

Your Learning: What are some reversible and non-reversible changes you have observed?

Differentiating Instruction



Some students may be ready to practice applying the strategy independently.



Other students may still need some support.

Support in the Teacher's Resource

- ✓ Complete lesson plans for using the selection as **Independent Reading** or **Guided Reading**
- ✓ Suggestions for **differentiating instruction** for extra support, extra challenge, and ELL
- ✓ High-level questions to encourage **critical thinking** and **metacognition**
- ✓ Strategies for introducing vocabulary and **vocabulary-building skills**
- ✓ **Word Study** activities and Blackline Masters
- ✓ **Assessment tools and strategies** including key assessment questions and short demonstrations tasks

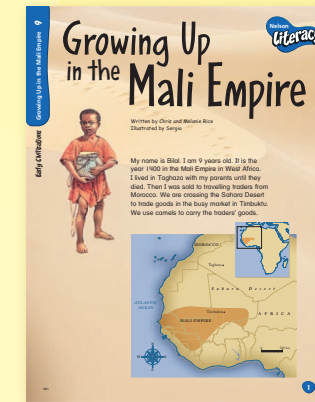
The *Reflect On* feature supports students' development of metacognitive skills. This feature also includes a question that encourages students to make connections and apply critical literacy skills.

Includes 48 levelled selections for additional instruction and practice.

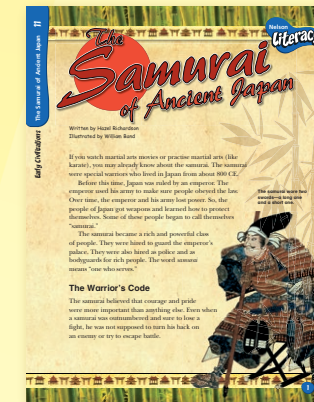


There are four levels of selections for each unit:

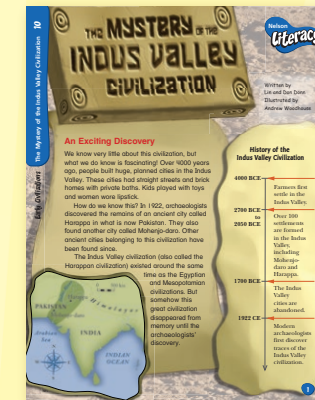
Well Below Grade Level



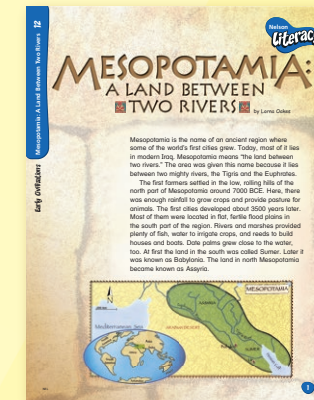
Approaching Grade Level



At Grade Level



Beyond Grade Level



Support in the Teacher's Resource

- ✓ Complete lesson plans with before, during, and after reading support
- ✓ Guided reading lesson plan with page-by-page discussion of the selection and leading questions to help students use strategies
- ✓ Activities for supporting writing, oral language, and media strategies
- ✓ Provides guided reading level for each selection

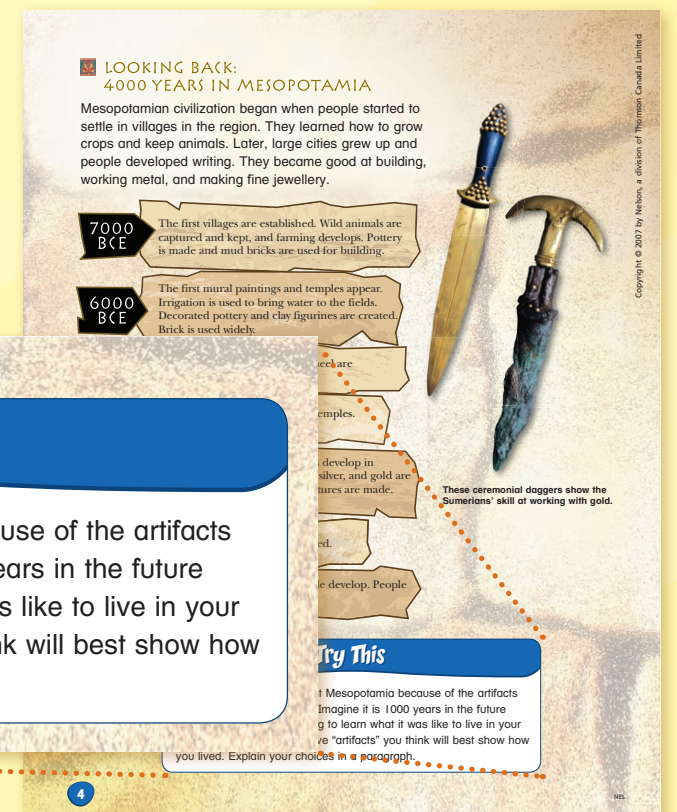
Each selection ends with a Try This activity which students can work on independently, with a partner, or in a small group.

Try This

We know a lot about ancient Mesopotamia because of the artifacts that have been discovered. Imagine it is 1000 years in the future and archaeologists are trying to learn what it was like to live in your community. Make a list of five "artifacts" you think will best show how you lived. Explain your choices in a paragraph.

Try This

Imagine it is 1000 years in the future to learn what it was like to live in your community. Make a list of five "artifacts" you think will best show how you lived. Explain your choices in a paragraph.



Printed on sturdy card stock and laminated so students can use dry-erase markers to underline and circle key words and ideas.

Nelson Literacy offers a variety of assessment strategies and tools to help you continually assess student strengths and needs.

Assessment before Learning

Observations from the Unit Launch

- Discussing the learning goals at the beginning of the unit provides valuable insights into what students already know and can do
- Observations can be captured on the *Oral Language Tracking Sheet* (provided in each unit as a Blackline Master)

Is your school using CASI or DRA?

- *Nelson Literacy* perfectly aligns with these reading assessments
- View and download a detailed summary of how CASI and DRA connect to *Nelson Literacy* at www.nelson.com/nelsonliteracy

Assessment during Learning

Observation during Instruction

- The *Oral Language Tracking Sheet* can also be used to record observations whenever students are given the opportunity to discuss content, skills, and strategies
- Multiple opportunities for observation allow you to focus on a manageable number of students at a time
- Criteria to focus your observations are provided at the beginning of each lesson

Key Assessment Questions and Demonstration Tasks

- Each lesson provides key assessment questions and/or a short demonstration task which allows students to demonstrate their understanding and application of the strategy
- Rubric strips are provided for quick reference in the lesson plan. A full rubric is also included as a Blackline Master.

Student Self-Assessment and Goal Setting

- Each unit includes a *Self-Assessment Checklist and Personal Goal Setting* Blackline Master to encourage students to think about their learning by reflecting back and looking ahead

Assessment after Learning

Reading Response

- The Reading Response in each unit gives students an opportunity to demonstrate how they are using the strategies they learned in the unit

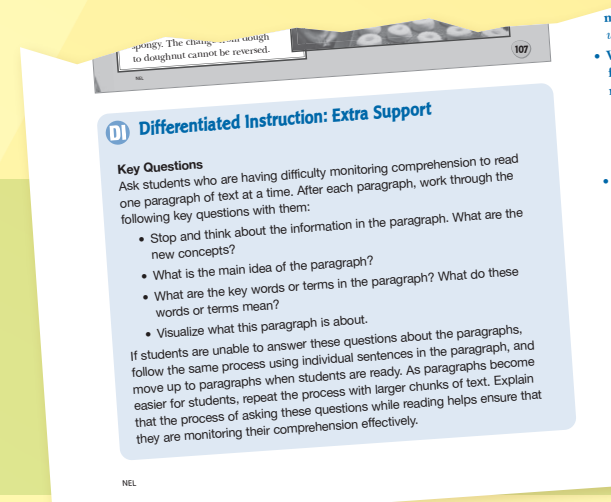
Performance Tasks

- At the end of each unit, students will have the opportunity to “put it all together” in an integrated performance task. Blackline Masters are provided to outline, support, and assess the task.

Nelson Literacy provides complete support for differentiating instruction.

Differentiating instruction by using different instructional practices

Each lesson plan in *Nelson Literacy* includes *Differentiated Instruction* boxes that suggest alternate ways of teaching a strategy to meet the needs of students who need extra support, extra challenge, and English language learners.

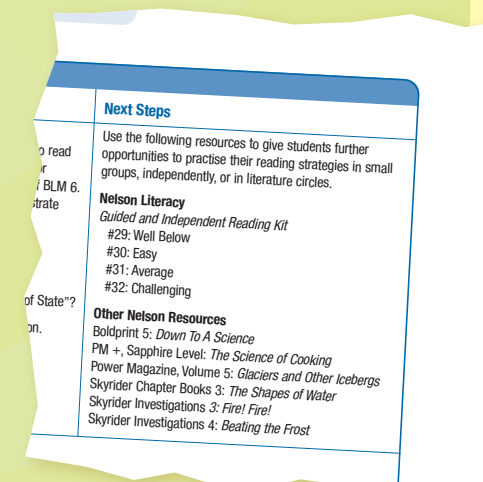


Differentiating instruction by amount of teacher support

Nelson Literacy is based on the *Gradual Release of Responsibility* with resources for modelled and shared instruction, collaborative/ guided practice, and independent practice and application.

Differentiating instruction by complexity of text

Nelson Literacy brings together selections/texts at a wide range of levels. The *Guided and Independent Reading Kit* includes four levelled selections for each unit: well-below, approaching, at, and beyond grade level. *Nelson Literacy* also links to other resources and trade books that you may already have in your classroom or school library.



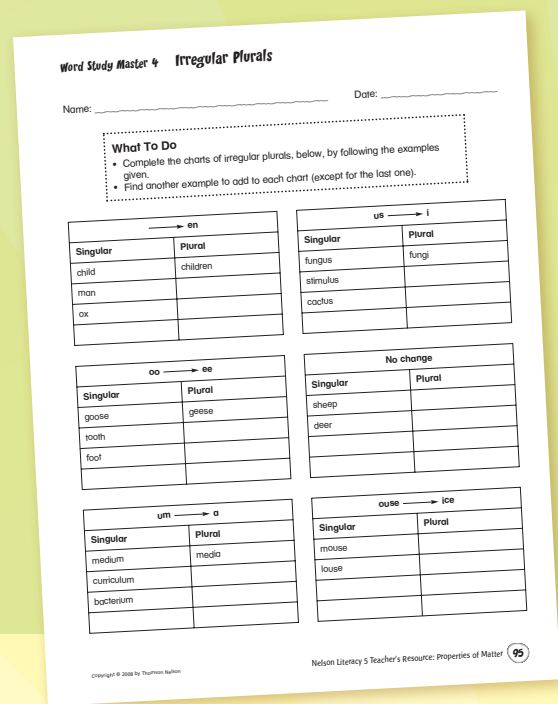
Differentiating instruction based on student interests and learning styles

Nelson Literacy offers a rich and varied collection of material to engage diverse student interests. A wide range of activities in each lesson plan help you support students with various learning styles.

Differentiated instruction often involves working with small groups or individuals. Nelson Literacy offers purposeful activities for students to work on independently or collaboratively while the teacher is working with other students.

Word Study Activities

Each lesson plan highlights opportunities to introduce word study skills in context. These activities can be introduced by the teacher and then completed independently. Blackline Masters are provided.



After Reading Activities

Each lesson plan suggests reading, writing, oral language, or media activities that can be done independently, with partners, or in cooperative groups.

MEDIA: NEWS BROADCAST

1. Ask students to imagine they have been contacted by their local television station to participate in a special series about effective communication. In this episode, students explain a process.

2. Brainstorm processes that students do, such as burning a CD, making pancakes, doing a front flip on a trampoline, or processes in nature, such as a caterpillar becoming a butterfly.

3. Encourage students to choose a process, write out each stage, and then present the writing to a small group to obtain feedback. Remind them to add details and precise words where necessary, and to include gestures or props that will help them act out the process.

ORAL: EXPLAIN A GAME

Invite small groups of students to create and share a new game (or one they know, such as Bingo) with a small group of younger students. Explain that the game should be simple, with rules that are easy for younger children to understand. Direct students to think about their game, play it as a group and clarify what the rules should be, and then write step-by-step instructions. Each group can share their instructions with another group to ensure that the rules are understood. Students then share the instructions with the younger students, paying attention to signs that their listeners don't understand. Encourage them to add needed details to make sure the instructions are clear.

Contact your Learning Solutions Consultant
relocator.nelson.com

Independent Reading

The *Guided and Independent Reading Kit* includes four levelled selections for each unit. Students can independently read the selection and complete the *Try This* activity.



Try This

We know a lot about ancient Mesopotamia because of the artifacts that have been discovered. Imagine it is 1000 years in the future and archaeologists are trying to learn what it was like to live in your community. Make a list of five "artifacts" you think will best show how you lived. Explain your choices in a paragraph.



Grades 7–8

- ✓ **Fresh, current design** that grabs the attention of adolescent learners
- ✓ Selections with **great appeal and impact**
- ✓ Material for a wide **variety of abilities and interests**
- ✓ Quick and focused assessment with **complete support for differentiating instruction**
- ✓ Explicit instruction for transferring literacy learning to **science, history, and geography**



Grades K–6

- ✓ Comprehensive, **strategy-focused** resources for Ontario primary classrooms
- ✓ **Cross-curricular** units for Ontario science, social studies, and health
- ✓ New resources focusing on **oral language assessment and development** and **shared reading and modelling**
- ✓ Powerful tools for **managing and using the levelled guided reading books** already in your classroom library or school bookroom

Contact your Nelson Education representative for more information.



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