English Language Arts Grade 1

Teacher's Guide

DRAFT

NOVA SCOTIA
NOUVELLE-ÉCOSSE

2024

Website References Website references contained within this document are provided solely as a convenience and do not constitute an endorsement by the Department of Education of the content, policies, or products of the referenced website. The department does not control the referenced websites and subsequent links, and is not responsible for the accuracy, legality, or content of those websites. Referenced website content may change without notice.

Regional Education Centres and educators are required under the Department's Public School Programs Network Access and Use Policy to preview and evaluate sites before recommending them for student use. If an outdated or inappropriate site is found, please report it to curriculum@novascotia.ca

Table of Contents

Introduction to Grade Primary - 2 Language Arts Curriculum

The English Language Arts curriculum for Nova Scotia's Grade Primary to 2 is evidence-based and leverages the impact of explicit and systematic instruction with responsiveness to advantage all Nova Scotia students. The curriculum represents a significant stride toward the commitment to Inclusive Education and reflects the understandings within Nova Scotia's Six Pillars of Effective Reading Instruction. The curriculum is organized around three core strands—Foundations of Language, Comprehension, and Composition and is designed to guide effective literacy instruction, student achievement, and well-being.

The curriculum is aligned with our Nova Scotia Inclusive Education Policy and the embedded framework of Multi-Tiered System of Supports (MTSS) — ensuring that it can advantage all students through tiers of instruction, intervention, and other supports. Importantly, the curriculum is specifically designed to address the systemic disparities often faced by historically marginalized communities, including, but not limited to, Mi'kmaw and African Nova Scotian students. By strengthening universal instruction and integrating culturally relevant practices and pedagogies that reflect and honour many unique identities, the curriculum aims to bridge the opportunity gap and empower students.

The progression of learning from Primary to Grade 2 is carefully designed to scaffold students' development across various literacy and communication outcomes. While some indicators remain consistent across these grades, reflecting fundamental skills essential at each level, the complexity and depth of tasks associated with these indicators increase. This scaffolding is evident in the types of texts students engage with, the complexity of the writing tasks, and the depth of oral language and comprehension expected. As students advance, they encounter more challenging texts and are guided to apply their skills in increasingly sophisticated ways. This approach ensures a solid foundation in the early grades, building towards more complex literacy and communication skills tailored to students' evolving proficiencies and understanding.

Strand A: Foundations of Language: Foundations of Language strand focuses on delivering explicit instruction in the building blocks of literacy, including oral language, phonemic awareness, phonics, fluency, vocabulary, and syntax. By providing clear, systematic instruction all students can develop crucial reading and writing skills from the earliest stages of their education. This provides a strong literacy foundation and allows all students to engage successfully in independent reading and writing.

Strand B: Comprehension: In the Comprehension strand, instruction is designed to explicitly teach students how to apply their foundational skills to access text and build more complex skills such as analyzing, synthesizing and interpreting various texts. This approach helps students build a deeper understanding of a variety of texts, enhancing their ability to think critically and engage with content effectively. Students learn to connect with material in a way that builds a deep understanding and appreciation of diverse perspectives, knowledge, and literary genres.

Strand C: Composition: The Composition strand emphasizes the importance of expressing ideas clearly and effectively. Explicit instruction in the writing process, including planning, revising editing, and transcription fundamentals, is critical within this strand. The indicators cover the basics of transcription, such as printing fluently with accurate letter formation and correct spelling. Additionally, incorporating media enhances learning, enabling students to practice and apply their writing skills in digital formats. By mastering these foundational skills and utilizing modern tools, students learn to articulate their thoughts with clarity and accuracy. This approach ensures that all students gain the competencies necessary to successfully express their thoughts and understandings.

Essential Skills for Readers in Grade One

Oral Language	Phonological Awareness	Phonics and Word Recognition	Vocabulary	Reading Fluency	Comprehension

Oral Language

Phonology
- See phonological awareness section

Syntax
- using complex sentences with various transition words to elaborate and clarify thoughts and ideas
- presenting the same information in different ways
- using a variety of pronouns

Morphology
- using root words with a prefix or suffix
- using, plurals, possessives, different verb tenses, conjunctions

Vocabulary
- See vocabulary section

Discourse
- telling a complete story
- sharing a detailed personal experience
- sharing personal thoughts on a topic
- generating a two- or three-step process in sequence with more detail

Pragmatics
- listening to infer meaning
- initiating and maintaining a one-to-one conversation with a variety of partners
- language used to gain information, to get things, to direct others
- how to share emotional and physical feelings and needs
- how to participate in partner, small- and whole-group discussion
- using language to indicate agreement or disagreement

Phonological Awareness

Syllable
- blending spoken syllables together to form 2 or 3 syllable words
- manipulating syllables in words with 3 or more syllables to make new words

Onset and Rime
- blending onsets and rimes
- manipulating and substituting onsets and rimes

Manipulating Phoneme of Words
- blending and segmenting phonemes
- deleting, adding, and substituting beginning and end sounds from words
- deleting and substituting medial sounds in words
- substituting the middle phoneme of a word

Phonics and Word Recognition

Alphabetic Knowledge
- using corresponding letter symbols and sounds (consonants, short vowels, long vowels, blends, digraphs)
- using letter symbol relationships to read words in connected text

Application of Alphabetic Knowledge
- blending new letter-sounds progressing from CV, VC, CVC, CVCC words to more complex words
- blending beginning, medial, final letter-sounds when reading words in connected text
- using short vowel sounds at the beginning and middle of words
- manipulating short vowel sounds within words
- blending consonant clusters at the beginning, end, and middle of a word
- using consonant and vowel digraphs
- beginning to recognize and use "r" controlled vowel sounds

Word Recognition
- identifying words and word parts
- reading high frequency words with automaticity (phonetically regular and irregular spellings); reading many words quickly and accurately

Vocabulary

Vocabulary Development
- new vocabulary
- new words that are linked to a specific genre or content area
- grade-appropriate vocabulary words by correct function and category
- synonyms for some vocabulary
- words to describe concepts: time markers, size, colour
- broad categories of words (e.g., food, animals, clothing)
- words based on similar functions, attributes, or locations
- using language from read alouds
- talking about reading using vocabulary from the text
- applying new vocabulary to reading and writing

Reading Fluency

Phrasing
- reading using meaningful phrases

Expression
- intonation based on the text and punctuation

Adjusting Pace
- maintaining momentum with accuracy
- adjusting for features and characteristics of fiction and non-fiction text
- slowing down to problem solve

Word and Phoneme Recognition
- high frequency words with automaticity in isolation and in continuous text
- phonograms (rime units, digraphs, blends, etc)

Comprehension

Engagement with Text
- selecting a variety of texts as sources of interest, enjoyment, and information
- selecting fiction and information texts with a variety of text features
- identifying and using text features
- selecting text representing a variety of genres
- selecting texts reflective of diverse experiences and perspectives to grow background knowledge
- growing background and vocabulary knowledge about concepts and topics

Word Recognition
- See Phonics and Word Recognition section

Print Concepts and Text Features
- attending to punctuation in text
- using text features to determine content, locate topics, and obtain information

Strategic Processing of Text
- using comprehension strategies to build and monitor understanding
- searching for and using information
- self-monitoring and self-correcting
- building knowledge and vocabulary related to a variety of concepts
- inferring the meaning of new vocabulary

Responding to Text
- making connections to new information
- integrating new information to support and build meaning
- questioning before, during, and after reading
- synthesizing information from a variety of sources to talk about a text
- selecting important information to retell a story
- summarizing a story
- discussing the author's intended message and craft with specific reference to the text
- critiquing a story by providing personal opinions based on examples from the text
- sharing ideas and opinions in discussions about texts
- discussing texts which present various perspectives and voices

NOVA SCOTIA
NOUVELLE-ÉCOSSE

Foundations of Language
Stand A
Grade One Teacher Guide

Overview of Oral and Non-Verbal Communication

Outcome A1

Grade One Teacher Guide

Oral language instruction is foundational to literacy development and communication. Instruction in oral language in the early elementary grades (Primary to 2) is critical to building vocabulary knowledge, syntactical understanding, and discourse comprehension — all of which support reading comprehension, written expression, and oral communication. Outcome A1 provides curriculum outcomes to guide classroom instruction focused on these essential skills for Primary to grade 2 students. Students will build skills to understand and contribute meaningfully to both formal and informal contexts through oral communication and written expression while developing key knowledge to apply to making meaning from text. This outcome also allows educators to integrate the rich cultural tapestry of our communities, including Mi'kmaw and African Nova Scotian populations that enrich our province.

This outcome emphasizes the importance of recognizing and valuing all students' diverse linguistic and cultural backgrounds. By incorporating strategies that reflect and respect these diverse experiences, we create a learning environment where every student feels seen, heard, and respected. This approach enriches the learning experience for all students and fosters mutual respect, understanding, and appreciation for the diversity within our classrooms.

Integrated Language Arts, where topics within Science, Social Studies, Health, and Arts are woven into classroom instruction, provides engaging opportunities for student learning towards this outcome. Leveraging culturally relevant and engaging listening and speaking activities, such as storytelling, presentations, discussions, and role-plays, can value and affirm students' experiences, interests, and cultural backgrounds. These activities ensure multiple opportunities for students to practice and apply their oral language skills in meaningful contexts.

Key Indicators found in Outcome A1:

Listening for Communication and Comprehension: Learners will develop skills to listen actively and interpret messages accurately, which is fundamental for effective communication and understanding.

Oral and Non-Verbal Communication Strategies: Learners will explore and apply various strategies to enhance their spoken interactions and use non-verbal cues effectively, ensuring their messages are clearly conveyed and understood.

Vocabulary, Word Choice, Syntax, and Grammar in Oral Communication: Through intentionally oral language rich classrooms, students will receive direct instruction to build broad vocabulary knowledge, understanding of word order and choice, and grammatical aspects of language. These elements of the curriculum are critical not only for oral communication, but also to strong development of reading comprehension and written communication.

The focus on vocabulary development, word choice, syntax, and grammar in oral language is crucial for enabling students to express themselves clearly and confidently. Through classroom instruction guided by the curriculum outcomes, students will develop the ability to articulate their thoughts and ideas effectively orally and through written expression, listen attentively and respectfully to others, and use non-verbal cues to enhance their overall communication.

.

Outcome A1: Grade 1

Learners will apply listening, speaking and non-verbal communication skills and strategies to understand and communicate meaning for various audiences, purposes, and contexts.

Indicators A1.1 Listening and Communicating for Comprehension

Primary	Grade 1	Grade 2
Use listening strategies to understand oral communication.	Use listening strategies to understand oral communication.	Use listening strategies to understand oral communication and interact with various contexts.

Growing Instructional Understanding

Cultural Awareness in Listening Comprehension: Integrating an understanding of cultural norms, customs, and practices into teaching listening for comprehension - It is important to recognize and value the diverse ways in which students express themselves, influenced by their cultural backgrounds. This involves becoming familiar with students' cultural contexts to enhance comprehension of both verbal and nonverbal communication.

Listening Strategies Before Oral Communication: These strategies prepare students to listen with purpose by setting specific listening goals or questions to focus on the main ideas or details - Emphasize the importance of understanding the speaker's background and context, which may involve pre-teaching cultural or subject-specific vocabulary and concepts.

Listening Strategies During Oral Communication: These strategies support actively engaging with the spoken message through, summarizing, or questioning to maintain focus and enhance retention - Encourage students to observe non-verbal cues (e.g., tone, facial expressions, body language) and consider how cultural norms might influence these expressions.

Asking Questions: The practice of inquiring for information or clarification to deepen understanding of the spoken word - Teachers should understand the importance of modeling and teaching different types of questions that promote critical thinking and engagement with the speaker's ideas.

Oral Traditions: Oral Traditions are the practice of passing stories, history, and knowledge from one generation to the next through spoken word rather than through written text - It is important to recognize oral traditions in preserving cultural heritage and fostering community, emphasizing the listening to and sharing of traditional stories.

Circular Narratives and Storytelling Circles: Circular narratives are stories that are not linear but rather take a more roundabout path, often reflecting the natural cycles of life. Storytelling circles are a communal activity where stories are shared orally in a group. It is important to appreciate the role of circular narratives in many cultures and incorporate storytelling circles into the classroom to encourage communal learning and appreciation for the art of storytelling.

Conversational Turn-Taking and Responses: It is important to practice engaging in dialogue where speakers take turns speaking and listening, providing appropriate responses - Explicit instruction in conversational norms is crucial for students' social and language development, including teaching students to respect the speaker by waiting for their turn, showing interest through body language, and responding in a way that is relevant and respectful.

Explicit Teaching of Listening and Speaking Behaviors: Explicitly teach and model appropriate classroom listening and speaking behaviours, including turn-taking, respecting pauses, and recognizing when someone has finished speaking. Incorporate strategies that reflect the diverse communication styles of all students, allowing for both structured and unstructured speaking opportunities.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Use active listening, which involves the ability to listen attentively in various learning environments, such as during teacher-led lessons, group discussions, or read alouds.
- Ask questions related to the topic or story being discussed.
- Follow oral instructions and complete tasks as directed by the teacher or other students.
- Identify key information in spoken content, such as the main idea of a story or lesson.
- Summarize the main points of a conversation or lesson in their own words.
- Understand open-ended questions with increasing complexity.
- Ask questions that require more than a simple yes or no answer.
- Participate actively in group discussions, contributing relevant questions and comments to the conversation.
- Apply these skills not only in the classroom but also in various real-life contexts.

Outcome A1: Grade 1

Learners will apply listening, speaking and non-verbal communication skills and strategies to understand and communicate meaning for various audiences, purposes, and contexts.

Indicators A1.2 Oral and Non-Verbal Communication Strategies

Primary	Grade 1	Grade 2
Use oral and non-verbal communication to express ideas and emotions.	Use oral and non-verbal communication strategies to interpret and contribute to the meaning of messages.	Use oral and non-verbal communication strategies to interpret and contribute to the meaning of messages and information.

Growing Instructional Understanding

Understanding Diverse Communication Styles: Recognize that students come from varied cultural and linguistic backgrounds with different norms for verbal and non-verbal communication. Understand that communication styles can vary greatly, with some cultures emphasizing direct verbal communication while others rely more heavily on non-verbal cues.

Non-Verbal Communication: Know that non-verbal communication includes facial expressions, body language, gestures, eye contact, and proximity, all of which can convey significant information beyond words. Appreciate how non-verbal cues can reinforce, contradict, substitute, complement, or accentuate what is being said verbally.

Cultural and Linguistic Backgrounds: It is important to note all children enter the classroom from cultural and linguistic backgrounds and turn-taking systems. For example, one person comes to a complete stop and there is a longer pause before the next person begins to speak. In contrast, there may be overlapping speech, shorter, or even non-existent pauses. Therefore, it is essential to explicitly teach classroom listening and speaking behaviours and create opportunities for all students to engage.

Creating Inclusive Communication Practices: Foster a classroom environment where all forms of communication are valued and understood, from verbal articulations to non-verbal expressions. Use visuals, demonstrations, and clear examples to teach about non-verbal communication, making the concepts accessible to young learners.

Explicit Teaching of Listening and Speaking Behaviors: Explicitly teach and model appropriate classroom listening and speaking behaviours, including turn-taking, respecting pauses, and recognizing when someone has finished speaking. Incorporate strategies that reflect the diverse communication styles of all students, allowing for both structured and unstructured speaking opportunities.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Identify and recognize basic emotions through facial expressions and body language.
- Use simple gestures to contribute to the meaning of their messages (e.g., pointing to indicate something).
- Examine verbal and non-verbal language that is appropriate for a variety of situations.
- Build vocabulary to express and interpret a wider range of messages.
- Interpret non-verbal cues, such as tone of voice and body language, to understand the meaning of messages.
- Use a variety of gestures to enhance communication and express ideas more effectively.
- Adjust verbal or non-verbal language according to a variety of situations.
- Use oral and non-verbal communication effectively to convey their messages and ideas clearly.
- Demonstrate empathy by recognizing and responding to the emotions and non-verbal cues of others.
- Use body language, expressions, and gestures to contribute meaningfully to conversations and interactions.

Outcome A1: Grade 1

Learners will apply listening, speaking and non-verbal communication skills and strategies to understand and communicate meaning for various audiences, purposes, and contexts.

Indicators A1.3 Vocabulary, Word Choice, Syntax and Grammar in Oral Communication

Primary	Grade 1	Grade 2
Use explicitly taught vocabulary, syntax, and grammar to communicate ideas.	Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.	Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.

Growing Instructional Understanding

Oral storytelling: Oral storytelling becomes more engaging and effective when we enrich our vocabulary, carefully select words tailored to the oral tradition, and master the art of arranging sentences and grammar effectively.

Vocabulary: Teaching new vocabulary requires explicit instruction to learn new word meanings and build background knowledge. Instruction in how to correctly infer unknown words in print supports reading comprehension. This results in a breadth of words for use in speaking, reading, and writing. Instructional approaches include direct instruction in new words, teaching ways to find textual evidence, and encouraging wide reading to expose students to new vocabulary.

Word Choice: Word choice is the selection of specific words to convey meaning in a particular way. Word choice affects the tone, imagery, and clarity of communication. Teachers can demonstrate how changing a single word in a sentence can alter its meaning and impact, encouraging students to choose words that best express their thoughts and feelings.

Grammar: Grammar is the rules that help us put words together to make sentences. It helps us make sure our sentences make sense and sound right.

Syntax: Syntax is the arrangement of words and phrases to create well-formed sentences. Syntax rules govern how sentences are structured to convey clear and coherent ideas. Instruction might focus on sentence types (declarative, interrogative, imperative, exclamatory), the use of complex structures (such as subordinate clauses), and the importance of variety in sentence construction to maintain reader interest. In the earliest years of education, instruction in syntactical features of the language occurs primarily in an oral language context. However, building these skills supports not only oral communication but also reading comprehension and written expression.

Teach sentence structures through simple exercises that involve constructing sentences from jumbled words, correcting syntactically incorrect sentences, and expanding simple sentences into compound ones. Use visual sentence builders, like word and phrase cards, to physically manipulate sentence components.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Use root words with a prefix or suffix.
- Use a variety of pronouns correctly.
- Use common, proper, and possessive nouns. (Naming Things: Know how to name things like people, places, and things correctly)
- Use plurals, possessives, different verb tenses, conjunctions.
- Present the same information in different ways.
- Use complex sentences with various transition words to elaborate and clarify thoughts and ideas.
- Use personal, possessive, and indefinite pronouns.

Example:
"She lost her wallet, but someone might have found it because it is no longer where she left it."
This sentence demonstrates:
    Personal Pronouns: "She," "it"
    Possessive Pronouns: "her"
    Indefinite Pronouns: "someone

- use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles such as:
    Describing Words: Use words that describe things like "big," "fast," or "happy."
    Connecting Words: Use words like "and," "but," or "because" to connect ideas

Overview of Foundational Word Reading and Spelling Outcome A2

Grade One Teacher Guide

"Foundational Word Reading and Spelling" is a critical aspect of literacy instruction and development, particularly in the early years of literacy instruction – or for older learners who require support to build these skills. This outcome is focused on teaching the sound and alphabetic features of the language (i.e., English, or French). Critical to building the capacity to read and spell words, focused instruction in foundational word reading and spelling supports all learners to get off to a good early start as independent readers and writers.

There are several key indicators in this Outcome, and all are fundamental to literacy success: Phonemic Awareness, Alphabetic Knowledge, Phonics and Grapheme-Phoneme Correspondence, Word Level Reading, and Spelling, Orthographic, alongside Vocabulary and Reading Fluency. Outcomes across all these areas guide classroom instruction in an integrative and engaging way for students.

Phonemic Awareness and Alphabetic Knowledge: These foundational elements teach students to hear and manipulate sounds in spoken words and understand the relationship between letters, letter groups and sounds. They are critical for decoding, word recognition, and encoding or spelling.

Phonics and Grapheme-Phoneme Correspondence: This explicitly teaches the connection between written letters and spoken sounds, essential for efficient decoding, word recognition, reading fluency, spelling and written expression.

Word Level Reading and Spelling: Through well-developed phoneme-grapheme connections, orthographic knowledge, and morphological knowledge students can engage in accurate reading of connected text while building fluency. This also supports correct spelling in written expression.

Vocabulary and Reading Fluency: These skills are crucial for reading comprehension. The curriculum guides instruction that will support learners to develop a broad vocabulary, and to correctly infer new, unknown words. Through instruction at developing foundational word reading and spelling skills, learners will become quick and accurate in their word reading which will support prosody and expression when reading text.

Effective literacy development integrates the key indicators identified in this curriculum in Outcome A2.

Each indicator is defined separately and has a relative instructional focus when teaching in classrooms. Several of these indicators, namely phonemic awareness, the alphabetic principle, grapheme-phoneme correspondences (GPCs), and orthographic knowledge/mapping, are developed through explicit instruction in foundational word reading and spelling – guided by the curriculum. Phonemic awareness is hearing and manipulating the smallest spoken sounds of language (English or French). Instruction in GPCs supports the understanding of letters and letter groups, and which sounds map onto these, thereby providing information about the alphabetic principle. Orthographic knowledge is the understanding of the specific and common spelling patterns of a language, and orthographic mapping occurs via opportunities for learners to correctly decode words for which they have been taught the GPCs to do so. These elements then lend themselves to reading fluency, which is the capacity to read words quickly and accurately. Finally, a broad knowledge of word meanings and their relationship to other meanings and strategies to correctly infer meanings of unknown words, namely vocabulary, is essential for reading comprehension, making meaning from print, and building knowledge.

This curriculum respects the diverse needs and backgrounds of all learners, including those from Mi'kmaw and African Nova Scotian communities, ensuring that materials and methods are culturally responsive and reflective of our students' experiences. The curriculum is anchored in core principles that ensure inclusive education and effective learning for every student. Systematic and explicit instruction, building from simple to more complex and supporting mastery of each step, is critical when teaching foundational word reading and spelling. Foundational Word Reading and Spelling is critical in addressing the opportunity gap that exists for historically marginalized students, and all students who face systemic barriers and biases that limit access to education. By ensuring that all students receive effective and equitable instruction in literacy with ongoing high expectations, school systems can provide opportunities for all educational pathways for all students.

Outcome A2: Grade 1

Learners will apply understanding of foundational language knowledge and skill when reading and writing.

Indicators A2.1 Phonemic Awareness

Primary	Grade 1	Grade 2
Use knowledge of phonemes to isolate, blend, and segment one syllable words orally. Apply this knowledge with increasing progression when reading and spelling words.	Use knowledge of phonemes to isolate, blend, and segment words orally. Apply this knowledge with increasing progression when reading and spelling words.	

Growing Instructional Understanding

Phonemes: A phoneme is the smallest unit of sound that can change the meaning of a word. Orally, words are comprised of phonemes. Phonemic awareness is the most important phonological skill for literacy instruction.

Phonological awareness: Phonological awareness is an umbrella term for the various structures of sound in a language. Examples include syllables, rhymes, rime unit, and the phoneme.

Teaching Sequence: It is easier for students to first identify the initial (beginning), then final (ending), and finally medial (middle) phonemes in words. This order is a helpful teaching sequence.

Blending and Segmenting: Teaching students to blend phonemes into words and segment words into phonemes supports their decoding, word reading, and spelling skills.

Continuous Sounds: Words starting with sounds that can be stretched (continuous sounds) are easier to recognize, pronounce, blend, and segment. Starting with words featuring these sounds is beneficial for teaching.

Examples of continuous sounds include:
/m/ as in "mmm" - like the sound you make when something tastes good.
/s/ as in "sss" - like the sound a snake makes.

Within a word this can look like:
/m/ as in "mmm" - Moon: The /m/ sound is continuous at the beginning of "moon."
 /f/ as in "fff" - Fish: The /f/ sound is continuous at the beginning of "fish."

Stop Sounds are a type of consonant sound in speech where the airflow is completely stopped for a brief moment and then released.
- /p/ as in "pat"
- /b/ as in "bat"
- /t/ as in "top"

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Blend phonemes to make words in simple CV, VC, and CVC words.
- Begin segmenting simple CV, VC, and CVC words into their constituent phonemes.
- Start using blending and segmenting skills for early decoding and spelling.
- Recognize that phonemes can be described by their articulatory features.
- Accurately identify (tell and pronounce) the beginning, final, and medial sounds in simple CV, VC, and CVC words.
- Blend phonemes accurately into simple CV, VC, and CVC words.
- Demonstrate blending skills by blending the phonemes represented by graphemes to decode/read simple words.
- Accurately and with growing ease/efficiency segment simple CV, VC, and CVC words into their constituent phonemes.
- Use blending skills with accuracy and ease in decoding words represented by graphemes.
- Segment simple CV, VC, and CVC words into their constituent phonemes accurately and with ease.
- Accurately and efficiently identify the beginning, ending, and medial sounds in simple words.
- Use segmentation skills in the context of segmenting words to represent individual phonemes with graphemes for spelling simple words.

Outcome A2: Grade 1

Learners will apply understanding of foundational language, knowledge and skills when reading and writing.

Indicators A2.2 Alphabetic Knowledge

Primary	Grade 1	Grade 2
Name uppercase and lowercase letters.	Name letters that are consonants and vowels.	
Print most upper and lowercase letters using accurate formation and orientation.	Print upper and lowercase letters using accurate formation and orientation.	

Growing Instructional Understanding

The English Alphabet consists of 26 letters. These letters are the building blocks of written language.

Sound knowledge: Sound knowledge is taught simultaneously. See grapheme – phoneme correspondence and Phonics indicators.

Consonants: Consonants are letters that are not vowels, and they usually represent a sound that is made with a closure or narrowing of the vocal tract.

Vowels: Vowels are letters that represent open vocal sounds, which include A, E, I, O, and U (and sometimes Y).

Vowel sounds: Vowel sounds are continuous and voiced, meaning they are produced with a steady flow of air and the vocal cords vibrate throughout their articulation.

Letters can have two forms: **uppercase** (capital letters) and **lowercase** (small letters). This distinction is important for recognizing and using letters in words when reading and writing.

Letters represent sounds in spoken and written language, some letters have more than one sound and some letters are silent. Understanding this connection between letters and sounds is fundamental for reading and writing.

Accurate formation: Accurate formation involves writing letters with the correct shape, size, and line placement, ensuring they are recognizable and consistent.

Orientation: Orientation refers to the direction and placement of letters on the page, ensuring they are upright and aligned properly.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Recognize and name upper- and lowercase letters in various fonts. (Example: a and g represented differently in various text fonts)
- Name upper- and lowercase letters both in and out of order, with automaticity.
- Print letters using correct orientation and formation.
- Name and form upper- and lowercase letters both in and out of order and demonstrating knowledge of alphabetic order.
- Print upper-and lower-case letters with formation patters, size, orientation, placement, and spacing.

Outcome A2: Grade 1

Learners will apply understanding of foundational language, knowledge and skills when reading and writing.

Indicators A2.3 Phonics: Grapheme-Phoneme Correspondence

Primary	Grade 1	Grade 2
Read, and spell most common grapheme-phoneme correspondences of consonants and vowels.	Read, and spell most common grapheme-phoneme correspondences of consonants and vowels, with automaticity.	

Growing Instructional Understanding

Grapheme-phoneme correspondence: Grapheme-phoneme correspondence (GPC) refers to the association between a grapheme (a letter or cluster of letters) and its corresponding phoneme, and vice versa. Understanding this relationship enables students to read by relating graphemes to phonemes and blending phonemes together to sound out words, and to spell by breaking words into phonemes and representing each phoneme with a corresponding grapheme, with automaticity. Learning these skills occurs largely in the context of learning about decoding and spelling of written words. GPC instruction progresses from individual letter sounds to building automaticity in recalling most letter and letter-cluster sounds and connecting those sounds to the corresponding letters and letter-clusters.

Automaticity: Automaticity refers to the ability to recognize and produce grapheme-phoneme correspondences quickly and effortlessly, without conscious thought.

Reading Common Grapheme-Phoneme Correspondences: This is the ability to decode words by identifying letters, letter clusters and their corresponding sounds.

*See the recommended professional resource in your region for organization and examples of graphemes for consonants using key words.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Apply previously learned GPC concepts for single consonants and short vowels.
- Identify consonant patterns: <ph>, <nk>, soft <c>, and soft <g> variations.
- Identify long vowel sounds in VCC words: <−ild>, <−old>, <−ind>, <−olt>, <−ost>.
- Identify long vowel <y> = /ī/; <i> = /ī/; <e> = /ē/.
- Identify <−le> words (e.g., bundle).
- Identify r-controlled vowels.
- Identify <au>, <aw>, <augh> = /o/.
- Identify <ea> = /ē/, /ā/, /e/.
- Identify <air>, <are>, <ear> = /air/.
- Identify diphthongs: <oi>, <oy> = /oi/; <ou>, <ow> = /ow/.
- Identify silent letters: <kn> = /n/; <wr> = /r/; <mb> = /m/.
- Demonstrate proficiency in identifying and applying GPC concepts for a wide range of vowel and consonant patterns.
- Accurate decoding and encoding of complex words that incorporate previously learned GPC concepts.

Outcome A2: Grade 1

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Indicators A2.4 Listening and Communicating for Comprehension

Primary	Grade 1	Grade 2
Use phonics knowledge and phonemic blending to read words in isolation and various text contexts. use phonemic segmentation to spell phonetically regular words, in isolation and various text contexts.	use phonics knowledge and phonemic blending to read words in isolation and various text contexts. use phonemic segmentation to spell phonetically regular words, in isolation and various texts contexts.	Use consolidated phonics knowledge, including phonemic blending to read and spell multisyllabic words in a variety of text contexts.

Growing Instructional Understanding

Phonics Knowledge: Phonics knowledge is the understanding of the relationships between letters and sounds in a language. Teachers need to know how to teach students to recognize letter patterns and the sounds they represent.

Blending: Blending is the skill of combining individual sounds (phonemes) to form words. When students are "ready to use blending," they can smoothly merge them together to recognize or say the whole word. For example, blending the sounds /b/, /a/, /t/ to make "bat."

Segmenting: Segmenting involves breaking down words into their individual sounds. When students are "ready to use segmenting," they can take a whole word and split it into its component sounds. This skill is crucial for spelling and understanding the structure of words. For instance, segmenting "cat" into /c/, /a/, /t/.

Phonetically regular word: A phonetically regular word is a word that follows common sound-spelling rules, meaning it can be decoded (sounded out) based on its phonetic elements. These words are predictable in terms of their pronunciation and are excellent for teaching early reading skills. For example, "map" is phonetically regular because its pronunciation directly corresponds to its letter sounds, making it easier for learners to read.

Decoding: Decoding is the ability to apply one's phonics knowledge to pronounce words correctly from print. This involves recognizing the letters, knowing their sounds, and blending these sounds into words.

Encoding: Encoding is the process of using sounds to spell words. This involves segmenting words into phonemes and choosing the correct letters to represent those phonemes.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Begin reading and spelling CVC words made of phonics patterns they have learned.
- Begin applying grapheme-phoneme correspondences to word reading and spelling, including identifying graphemes, saying corresponding phonemes, and blending them together.
- Progress to read and spell CCVC and CVCC words with confidence using learned phonics patterns.
- Continue to apply grapheme-phoneme correspondences to word reading and spelling, including identifying graphemes, saying corresponding phonemes, and blending them together.
- Read and spell with accuracy and automaticity CCVCC and CVCe words with ease, demonstrating mastery of phonics patterns.
- Spell with accuracy and automaticity CCVCC and CVCe words demonstrating phonics patters.
- Apply advanced phonics knowledge when reading multisyllabic words, identifying vowels, splitting words into syllables, blending each syllable, and then blending the entire word.

Outcome A2: Grade 1

Learners will apply understanding of foundational language, knowledge and skills when reading and writing.

Indicators A2.5 Word-Level Reading and Spelling: Using Orthographic Knowledge

Primary	Grade 1	Grade 2
Use developing orthographic knowledge to decode and blend to read simple words and make a spelling choice.	Use developing orthographic knowledge, including position-based tendencies, to decode words with increasing accuracy. Use developing orthographic knowledge to spell with increasing accuracy.	Use consolidated orthographic knowledge, including position-based tendencies, to accurately pronounce words when reading, and to spell words correctly.

Growing Instructional Understanding

Orthographic mapping: Orthographic mapping is the process by which students learn to recognize words by sight, linking the specific letters and their patterns (orthography) with spoken language. This skill allows students to read words quickly and automatically without needing to sound them out each time. It is essential for fluent reading and involves the integration of phonemic awareness, phonics, and vocabulary knowledge. These maps apply to phonetically regular and irregular words.

Understanding letter combinations and patterns that represent specific sounds or groups of sounds is needed for the orthographic mapping process.

Instruction in grapheme-phoneme correspondence should focus on teaching students the "most common spelling" grapheme for that phoneme in that position to support students in making the correct choices when reading and spelling.

*Reference a professional resource for the scope and sequence of most common spelling patterns.

Position-based tendencies: This refers to the predictable patterns in which certain letters or letter combinations appear in specific positions within words (e.g., 'ck' typically appears at the end of words, 'tch' often follows short vowels).

Orthographic knowledge: Orthographic knowledge cannot be taught in isolation and needs to be practiced and applied in word decoding and spelling.

Decoding with increasing accuracy: This means being able to read words correctly by applying orthographic knowledge and recognizing letter patterns and their positions within words.

Spelling with increasing accuracy: This involves correctly writing words by applying orthographic knowledge and understanding common letter patterns and their positions within words.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Develop an understanding that there are multiple ways to spell phonemes and demonstrate the ability to choose between multiple graphemes to spell a phoneme.
- Begin using the position of the grapheme or phoneme, as well as knowledge of position-based tendencies, to support spelling and determine accurate pronunciation when reading.
- Read and spell words using phonemes and corresponding graphemes that have been explicitly taught.
- Use the most common spellings for phonemes with multiple graphemes, such as recognizing that for a /k/ sound at the end of a word after a short vowel, the most common spelling is <-ck>.
- Use common endings in spelling patterns, including long VCC (e.g., <-ild>, <-old>, <-ind>, <-olt>, <-ost>), long vowel <-ī>, and <-ē>, and consonant <-le> (e.g., bundle).
- spell of graphemes related to the /k/ sound based on their positions in words.
- Continue to refine the use of common spellings for phonemes with multiple graphemes and apply them accurately in reading and spelling.
- Consistently recognize and apply the I J U V spelling rule and other positional spellings.
- Apply understanding of suffix spelling changes, including doubling rules for <-ed> and <-ing>, the dropping <-e> rule, and the <-y> to rule.
- Demonstrate an understanding of plural forms, recognizing the difference between <−s> and <−es>, as well as irregular plurals.

Outcome A2: Grade 1

Learners will apply understanding of foundational language, knowledge and skills when reading and writing.

Indicators A2.6 Vocabulary

Primary	Grade 1	Grade 2
Develop and use explicitly taught vocabulary, including commonly used words, in various contexts with accuracy.	Develop and use explicitly taught vocabulary, in various contexts, including commonly used and subject specific words. Apply developing morphological knowledge to understand new words in context.	Develop and use explicitly taught vocabulary, in various contexts, including commonly used and subject specific words. Apply developing morphological knowledge to understand new words in context

Growing Instructional Understanding

Vocabulary: Students learn new vocabulary and deepen their understanding of known words through a variety of language and literacy experiences, including explicit instruction and implicitly through oral and written communication.

Explicit vocabulary instruction: This involves directly teaching the meanings of words, including their pronunciation, usage, and spelling. This includes both commonly used words and subject-specific terminology.

Academic Vocabulary: Students learn many new words, particularly academic vocabulary and content area vocabulary through explicit instruction and practice with opportunities to comprehend in receptive language and to use in expressive language.

Subject-specific vocabulary: This includes terms that are unique to content areas, such as science, math, or social studies.

Morphological knowledge: Morphological knowledge refers to the understanding of word parts, such as roots, prefixes, and suffixes, and how they combine to form new words.

Students can learn more words implicitly when they are taught strategies to increase their awareness of unfamiliar words in their daily language and literacy experiences and to then think about the words, including ways to figure out the meanings of these new words, and incorporate them into their growing vocabularies.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Confirm word meanings in a variety of ways, focusing on basic understanding and comprehension of words.
- Begin to develop an understanding of synonyms with teacher support.
- Begin to demonstrate an increasing understanding of words with multiple meanings and their different functions in sentences.
- Recognize that words can be replaced with synonyms, indicating an understanding of word similarity.
- Identify the meaning of academic words (grade one cross -curricular connections) and use them in sentences, demonstrating an understanding of more advanced vocabulary. (Examples may include: investigate, compare, nonliving, properties, classification, estimate etc.).
- Demonstrate an understanding of categories by sorting and resorting pictures, objects, photographs, or written words into various categories and subcategories.
- Investigate antonyms when comparing words, showing comprehension of opposites.
- Transfer understandings of words to different situations, demonstrating the ability to use words flexibly in various contexts.
- Provide definitions, including a category and an example, for routine or content-based words learned through explicit instruction.

Outcome A2: Grade 1

Learners will apply understanding of foundational language, knowledge and skills when reading and writing.

Indicators A2.7 Reading Fluency: Accuracy, Rate and Prosody

Primary	Grade 1	Grade 2
Read simple words and short sentences in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension.	Read simple words, short sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression.	Read words, sentences, and paragraphs in various texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression and intonation.

Growing Instructional Understanding

Fluent reading: Fluent reading involves integrating word recognition to read accurately, with appropriate pacing, expression, and intonation for comprehension and conveying meaning.

Automaticity: Automaticity in reading refers to the ability to read words quickly and effortlessly, which is essential for fluent reading.

Accuracy: Accuracy in reading refers to the correct pronunciation of words without errors. It is a crucial component of reading fluency and comprehension.

Pacing: Pacing involves reading at an appropriate speed that is neither too fast nor too slow, allowing for proper understanding of the text.

Phrased reading: Phrased reading reflects end punctuation, including pausing at periods and raising one's voice at the end of questions. This will help build understanding of the reciprocity between reading and writing. Strong reading fluency supports learners' written communication skills.

Reading aloud with expression involves using tone, pitch, and volume to convey the meaning and emotions of the text, making the reading more engaging and understandable.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Read decodable text aloud with increasing automaticity and accuracy and with appropriate pacing to support comprehension.
- Read high-frequency words automatically.
- Identify the sound for a grapheme accurately and automatically.
- Read high-frequency words in sentences and texts.
- Develop accurate and effortless word identification at the single-word level, based on learned grapheme-phoneme correspondences and learned irregular words.
- Demonstrate that expression includes purposeful movement of the voice (pitch), including loud and soft stresses of words.
- Raise the voice as a response to question mark.
- Alternate the voice to show excitement as a response to exclamation marks.
- Read phrases smoothly, taking punctuation into consideration.
- Read texts aloud, with appropriate expression.

Overview of Language Conventions for Reading and Writing

Outcome A3

Grade One Teacher Guide

In the early grades, from Primary to Grade 2, it is essential to provide students with explicit instruction in sentence structure, morphology, phonology, syntax, capitalization, and punctuation. Just like reading skills, explicit instruction in writing skills is necessary to ensure that students have access to the curriculum. These skills are not intuited across languages and must be explicitly taught.

A student's writing is influenced by their home language. Home language is personal and intimately connected to parents, grandparents, and other loved ones, fostering a sense of belonging. Valuing students' home languages is paramount when teaching writing and linguistic conventions in the classroom because the conventions of home language are often visible in students' writing. Incorporating planned teaching during whole group instruction such as demonstrating plurals in both English and French or providing information on dialects (e.g., goin' and going) followed with immediate affirmative feedback, serves to acknowledge, and incorporate students' diverse language backgrounds. This approach reinforces the understanding that there are differences in writing and linguistic conventions, emphasizing that these differences are not better or lesser, just different.

As Nova Scotia continues to grow as a destination for families from across Canada and the globe, embracing linguistic diversity becomes increasingly important. Our classrooms reflect this diversity through various dialects within the same language and the increasing presence of English as Additional Language students. An awareness that all languages possess distinct conventions is an important understanding for assessing students and viewing them as fully capable of meeting high expectations within inclusive learning environments. The different linguistic knowledge and experiences of English as an Additional Language students supports the understanding of linguistic diversity of all students in the class. Recognizing and affirming linguistic and dialect variety is important, as is the recognition that all students can successfully acquire strong oral and written communication and reading skills through research-based instruction.

Key Indicators to find in Outcome A3:

Syntax and Sentence Structure: Students receive direct instruction on the way word order conveys meaning in a language. Instruction may focus on how to construct sentences correctly and understanding the arrangement of words and phrases to create well-formed sentences.

Grammar: Teaching grammar involves more than just memorizing rules; it is about helping students apply these rules contextually within their writing and reading tasks, enhancing clarity and coherence.

Capitalization and Punctuation: These elements are crucial for the readability of texts. Students learn the rules of capitalization and the use of punctuation marks to enhance the meaning and flow of their writing.

Through structured and explicit instruction, paired with an appreciation for linguistic diversity, Outcome A3 prepares students to navigate the complexities of language with confidence. By acknowledging and integrating the diverse linguistic backgrounds of our students, we create a supportive and inclusive learning environment where all students are equipped to succeed. This foundation not only supports academic success in reading and writing but also fosters a broader respect for cultural diversity.

Outcome A3: Grade 1

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing

Indicators A3.1 Syntax and Sentence Structure

Primary	Grade 1	Grade 2
Compose simple sentences orally and in writing, using syntax and sentence structure.	Compose simple and compound sentences orally and in writing, using syntax and sentence structure.	Compose simple and compound sentences in writing, using syntax and sentence structure.

Growing Instructional Understanding

Oral composition: Oral composition involves creating and expressing sentences aloud, which helps develop verbal communication skills and reinforces sentence structure understanding.

Simple sentence: A simple sentence is a sentence that contains a subject and a predicate and expresses a complete thought. It typically follows the structure of Subject-Verb-Object (SVO).

Compound sentence: A compound sentence is a sentence that combines two or more simple sentences (independent clauses) using conjunctions such as 'and', 'but', or 'so'.

Syntax: Syntax is the arrangement of words and phrases to create well-formed sentences, while grammar involves the rules that govern the structure of sentences.

When developing skills to compose sentences, syntax and sentence structure need to be modeled orally by the teacher and used by students in authentic communication situations.

When students have multiple opportunities to hear and then use syntax and sentence structures, they develop the ability to understand and use them when speaking, reading, and writing.

Consider and incorporate, when possible, students' diverse language backgrounds in teaching syntax and sentence structure.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Recognize a simple sentence structure when reading (subject + verb + object).
- Identify patterns like 'noun-verb' and 'noun-verb-object' in sentences.
- Understand and use basic conjunctions like 'and' to connect ideas when communicating orally.
- Create sentences using conjunctions to connect simple ideas.
- Express sentences orally to prepare for writing simple and compound sentences.
- Read simple and compound sentences to prepare for writing.
- Write simple and compound sentences by referring to written models.
- Write simple and compound sentences by adapting written models to include personal information.
- Experiment with different types of simple sentences (declarative, interrogative, imperative).

Outcome A3: Grade 1

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing

Indicators A3.2 Grammar

Primary	Grade 1	Grade 2
Recognize parts of speech in oral language. Use this knowledge to support comprehension and communication.	Use knowledge of parts of speech in oral language to support reading comprehension and communicate meaning in writing.	Use knowledge of parts of speech in oral language to support reading comprehension and communicate meaning in writing.

Growing Instructional Understanding

Students use and understand language structures in oral communication before they use them in writing.

Language conventions: Introduce and develop language conventions within the contexts of writing, reading, and oral communication, rather than in isolation. Ensure that learning is embedded in meaningful contexts, using real-life examples and applications.

Recognize the diverse linguistic backgrounds of students and respect the influence of their home languages and dialects on their learning process. Incorporating planned and teachable moments during whole group instruction, such as demonstrating plurals, providing a mini lesson on dialects (e.g., goin' and going) followed with immediate affirmative feedback, serves to acknowledge, and incorporate students' diverse language backgrounds.

Parts of speech: Parts of speech are categories of words based on their function within a sentence. The primary parts of speech include nouns, verbs, adjectives, pronouns, adverbs, conjunctions, and prepositions. Understanding parts of speech helps students comprehend texts by recognizing how words function together to convey meaning. Emphasize the function and role of grammatical structures within a sentence, rather than just names.

Nouns: Nouns are words that name people, places, things, or ideas. Pronouns are words that take the place of nouns.

Articles: Articles are words that define a noun as specific or unspecific. The most common articles are "a," "an," and "the."

Verbs: Verbs are words that describe actions or states of being.

Pronoun "I": This is a first-person singular pronoun used by the speaker to refer to themselves. It is always capitalized.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Recognize and correctly use common nouns (e.g., cat, car) and action verbs in the present tense (e.g., run, play) in sentences.
- Use the pronoun "I" when writing sentences to communicate meaning.
- Form simple sentences using a subject and a verb (e.g., "The dog runs.")
- Change singular nouns to plural forms by adding -s or -es (e.g., dogs, boxes).
- Begin to use simple past tense verbs in sentences (e.g., walked, jumped).
- Create sentences using a noun, verb, and a basic adjective (e.g., "The big cat sleeps.").
- Use plural nouns and future and past tense verbs correctly in more complex sentences (e.g., "The horses ran quickly into the barn.").
- Use simple future tense verbs (e.g., will jump, will run).
- Connect ideas using conjunctions like 'and', 'but', and 'or' in sentences.
- Use verbs in the future tense in simple sentences (e.g., I will dance.)
- Demonstrate understanding that adjectives are used to describe and add detail.
- Orally use adjectives in simple sentences.
- Recognize articles, nouns, the pronoun "I", verbs and adjectives that have been modeled and used orally, when reading.
- Write simple sentences using articles, nouns, the pronoun "I", verbs and adjectives that have been modeled and already used orally.

Outcome A3: Grade 1

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing

Indicators A3.3 Capitalization and Punctuation

Primary	Grade 1	Grade 2
Use knowledge of capital letters at the beginning of sentences and punctuation at the end when reading and writing.	Apply knowledge of capitalization and appropriate end punctuation when reading and writing.	Apply knowledge of capitalization and appropriate punctuation when reading and writing.

Growing Instructional Understanding

Introduce and develop language conventions within real contexts of oral communication reading and writing, rather than teaching them in isolation.

Modelling a "think-aloud" with students when encountering capitalization and punctuation marks when reading can support student understanding since it makes explicit the function of capitalization and punctuation in written text. Students will then be able to transfer this understanding when they are reading and writing on their own.

Capitalization: Capitalization involves using uppercase letters at the beginning of sentences, proper nouns (names of people, places, days of the week, months), the pronoun "I," and titles.

Punctuation: Punctuation marks used at the end of sentences to indicate a full stop (period), question (question mark), or strong feeling/exclamation (exclamation mark).

Period (.): A period is used at the end of declarative sentences and statements.

Question Mark (?): A question mark is used at the end of interrogative sentences or questions.

Exclamation Mark (!): An exclamation mark is used at the end of exclamatory sentences to show strong emotion or emphasis.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Use capital letters at the beginning of sentences (e.g., We walked to the park this morning.)
- Use appropriate punctuation marks at the end of sentences (e.g., The weather is cloudy.)
- Use punctuation at the end of sentence to orally pause, when reading.
- Identify the type of punctuation used at the end of a sentence.
- Use knowledge of end punctuation used at the end of a sentence.
- Recognize the type of end punctuation to support reading with expression.

Comprehension: Understanding and Responding to Text
Stand B
Grade One Teacher Guide

Overview of Knowledge about Texts

Outcome B1

Grade One Teacher Guide

Outcome B1 is strategically designed to deepen students' comprehension and engagement with a variety of texts, building upon the foundational literacy skills outlined in Strand A. This outcome aims to transform the act of reading from mere decoding to a dynamic interaction with text by leveraging key foundational skills such as phonemic awareness, phonics skills, decoding, and fluency.

The curriculum is crafted to enhance students' ability to not only recognize words but also to understand their meanings, contexts, and the intricacies of different text structures and styles. This deeper understanding is essential for engaging effectively with diverse genres and texts that represent a broad spectrum of perspectives and cultural experiences. Students explore texts featuring authentic authorship, gaining valuable insights into varied ways of thinking and expression, which enrich their cognitive and empathetic skills.

Key Indicators for Outcome B1:

Text Forms and Genres: Students will learn to identify and differentiate between various text forms and genres, understanding how each genre serves different purposes and audiences.

Text Patterns and Features: Recognizing patterns and features common to specific types of texts aids students in anticipating content and structure, enhancing their reading strategy.

Visual Elements of Text: Understanding visual elements such as images, graphs, and layout contributes to a fuller comprehension of the text's message and intent.

Elements of Style: Students will explore how different authors' styles and points of view influence the narrative or informational content of texts, fostering a critical reading stance.

Point of View: In Grade One, the indicator on point of view has been added to help young learners begin to recognize and understand the perspective from which a text is written.

The curriculum intertwines these indicators with strands of language comprehension—including vocabulary knowledge, syntax, and narrative structure—to build a comprehensive reading ability. As these strands are woven together through explicit instruction and practice, students' fluency and comprehension skills strengthen, enabling them to tackle more complex texts with increased understanding and insight.

Outcome B1 is designed to empower students to become proficient readers who engage thoughtfully and critically with texts. Integrating foundational skills with comprehension strategies and a focus on educational equity, we prepare our learners to navigate the diverse landscape of written expression with competence and confidence.

Outcome B1: Grade 1

Learners will apply knowledge of text structures, features, and styles to comprehend texts in a variety of genres that represent diverse perspectives and experiences

Indicators B1.1 Text Forms and Genres

Primary	Grade 1	Grade 2
Identify simple narrative and informational text	Identify narrative and informational text forms and associated genres.	Identify characteristics of narrative and informational text forms and their associated genres.

Growing Instructional Understanding

Linear narrative: A simple linear narrative text tells a story in a line, with a clear beginning, middle, and end. It involves characters, settings, and events that unfold over time, often focusing on a problem or adventure that gets resolved.

Informational text: Informational text is nonfiction writing that provides facts and information about real-world topics. It's designed to educate on specific subjects, using clear explanations and factual details. Unlike narrative texts, informational texts do not use story elements like characters and setting, they use non-fiction text features such as headings, diagrams, photographs, and bold letters to support comprehension of texts.

Narrative structures vary across cultures. Many cultures grounded in oral traditions, including the Mi'kmaq and African Nova Scotians, use **circular narrative structures**. For example, a story starts with the "ending" or "remembering" of past events. All students, including students most familiar with circular narratives, will need explicit instruction to support their understanding of both linear and circular narrative structures.

Text genre: A text genre is a literary category to which a text belongs, characterized by similar thematic and stylistic elements.

Some examples of narrative text genres are: legend, fable, adventure, and mystery.

Some examples of informational text genres are: a biography, an autobiography, a travel diary, a diary, a guide, a report, and an article.

Successful inclusive education requires ensuring that every student sees themselves reflected throughout their schools, learning resources, and within their learning experiences.
(NS Inclusive Education Policy, 2019)

- Students need to see their identities, cultures, abilities, communities, and families represented in the texts that they view and read.
- Classroom libraries should include multicultural texts that present accurate and authentic representations, including first voice authorship.
- Among the historical communities that students will see and read about are the Mi'kmaq, Acadians, African Nova Scotians, and Gaels. The histories of these communities were kept through oral traditions.
- Acknowledging that the histories and narratives of the Mi'kmaw and African Nova Scotian communities have often been marginalized, efforts should be made to incorporate texts that respect and integrate traditional knowledge and oral histories from these cultures. This integration can foster connections to their community and what students are learning in the classroom.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Engage with simple narrative texts by authors from various communities.
- Use simple information texts to develop knowledge in science, social studies, and health education.
- Compare narrative and non-fiction texts and discuss the differences in purpose and organization.
- Use an expanded range of vocabulary to distinguish between fiction and non-fiction, such as: story, character, fact, or information.
- Sort familiar texts based on their type.
- Select a variety of texts as sources of interest, enjoyment, and information.

Outcome B1: Grade 1

Learners will apply knowledge of text structures, features, and styles to comprehend texts in a variety of genres that represent diverse perspectives and experiences.

Indicators B1.2 Text Patterns and Features

Primary	Grade 1	Grade 2
Identify organizational structures and text features associated with various text forms.	Identify organizational structures and text features associated with various text forms.	Identify organizational structures and text features and apply this knowledge to support reading comprehension.

Growing Instructional Understanding

When an indicator statement remains consistent from Primary to Grade 2, it is important to scaffold instruction by increasing the complexity of the texts used. This approach ensures that students continue to develop their skills in a progressive and challenging manner.

Organizational Structures of text: This refers to the ways in which information is organized within a text. These structures help readers understand the flow of information and identify the relationship between ideas. (These examples can be used as beginning text structures but can grow from here).

Sequencing
- Arranges events, ideas, or steps in a logical order.
- Builds plot in narratives.
- Organizes processes or events in informational texts.

Chronological Order:
- Sequencing events as they happened over time.
- Used in histories, biographies, and narratives.
- Helps understand event sequences and timing.

Text Features: Text features are the elements that support and enhance the reader's ability to navigate and understand a text. These features can be found in both fiction and non-fiction texts and include various components designed to make the text more accessible and engaging.

Text forms: Text forms are the various structures and types of text, examples include narratives, informational texts, poetry, reports, and letters. Each form follows conventions and patterns that help readers identify and understand its purpose.

Illustrations
- Drawings, photos, or diagrams in texts.
- Support, explain, or enhance content.
- Aid in understanding or add enjoyment.

Titles
- Main titles
- Subtitles

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Identify and describe the sequence of events in narrative texts, including how stories begin, develop, and end.
- Identify, verbally, procedural steps in a specific order in a set of instructions or directions (e.g., steps for washing hands, making a craft, following classroom routines).
- Recognize and explain chronological order in simple historical narratives or informational texts (e.g., understanding a timeline of events in a day).
- Distinguish between different types of text patterns beyond sequencing, such as cause and effect or compare and contrast, in very basic forms.
- Identify and explain the purpose of illustrations, symbols, and titles in a variety of texts, understanding how they contribute to comprehension.
- Use titles and headings to predict what a section of text or book will be about.
- Understand the function of symbols (e.g. a star to denote something important) and how they add meaning to the text.
- Participate in discussions about text features and patterns, sharing observations and how these elements help understand the text.
- Choose texts independently that feature a variety of text features (illustrations, symbols, titles) and discuss why these features are appealing or helpful.

Outcome B1: Grade 1

Learners will apply knowledge of text structures, features, and styles to comprehend texts in a variety of genres that represent diverse perspectives and experiences.

Indicators B1.3 Visual Elements of Text

Primary	Grade 1	Grade 2
Describe the relationship between simple visual elements and text.	Identify the relationship between visual elements and related texts.	Identify the relationship between visual elements and visual design, describe how they communicate meaning.

Growing Instructional Understanding

Visual elements: Visual elements include images, illustrations, graphs, charts, diagrams, and other visual aids that accompany a text to enhance understanding and provide additional information.

Images: Images are pictures or drawings that add detail or help explain the words in a text.

Graphics: Graphics are visual aids like charts, maps, or diagrams that show information in an easy-to-understand way.

The relationship between visual elements and text refers to how visuals complement, clarify, illustrate, or extend the information presented in the written text. This relationship helps readers understand the content more deeply. Understanding the relationship between visual elements and text enhances overall comprehension by providing context, supporting details, and additional layers of meaning that may not be explicit in the text alone.

Visual Design: Visual design is how a text looks, including its pictures, colours, and how things are arranged, to make it appealing and easy to read.

Visual Literacy: Visual literacy is the ability to understand and make sense of what you see in pictures and graphics.

Multimodal Texts: These texts use words, pictures, and sometimes sound or video to share information.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Identify and differentiate between types of visual elements such as illustrations, photographs, and graphics within various texts.
- Understand the specific roles that illustrations, images, and graphics play in complementing and enhancing the text.
- Analyze how visual elements support or add to the understanding of the text, identifying how they contribute to the narrative or informational content.
- Explain the significance of pictures in a book, articulating how they help to tell the story or provide information.
- Engage in more detailed teacher-led discussions about the meanings conveyed by illustrations, images, and graphics in relation to the text.
- Respond to and think critically about questions such as "How do illustrations enhance your understanding of the story?" or "What additional information do photographs provide about the topic?"
- Recognize and describe how ideas and stories are represented through various means in texts, including drawings, symbols, and both written and oral language.

Outcome B1: Grade 1

Learners will apply knowledge of text structures, features, and styles to comprehend texts in a variety of genres that represent diverse perspectives and experiences

Indicators B1.4 Elements of Style

Primary	Grade 1	Grade 2
Identify simple elements of style in text.	Identify elements of style in text.	Identify elements of style in text and explain how they help communicate meaning.

Growing Instructional Understanding

Elements of style: Elements of style refer to the techniques and choices that authors use to express themselves and convey their messages. This can include word choice, sentence structure, punctuation, bold words and in later grades voice and tone.

Word Choice: Word choice refers to different words that can have similar meanings but might be used for their sound, connotation, or level of formality.

Sentence Patterns: Introduce the concept of sentence patterns, such as structures, which can add rhythm or emphasis to writing.

Punctuation for Effect: Discuss how punctuation like exclamation marks, question marks, or ellipses can change how a sentence feels, making it more exciting, curious, or dramatic.

Bold Words: Explain that bold words are used to draw attention to important terms or ideas within a text, often to emphasize key points or to help readers identify critical information quickly.

Select books and texts that clearly demonstrate different elements of style, including the use of bold words. Picture books are particularly effective as they often use interesting word choices, varied punctuation, and visually highlighted text.

Use explicit instruction to introduce and define elements of style. Provide clear examples and use think-aloud to model how to identify these elements in texts.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Identify and describe stylistic choices in texts, including the use of bold words, during class discussions or activities.
- Experiment with different words, punctuation, and text highlighting (such as bolding) in their writing to achieve specific effects.
- Recognize patterns in texts and possibly try to use similar patterns and text features in their own writing.
- Articulate how different stylistic elements, including bold words, affect their reading experience or the meaning of the text.
- Identify Word Choice by showing interesting and descriptive words in texts and explain how they contribute to meaning and mood.
- Recognize Sentence Structure by showing the different sentence structures and discuss how they create rhythm and emphasis in a text.

Outcome B1: Grade 1

Learners will apply knowledge of text structures, features, and styles to comprehend texts in a variety of genres that represent diverse perspectives and experiences

Indicators B1.5 Point of View

Primary	Grade 1	Grade 2
	Examine how texts present the narrator's point of view.	Examine how texts present the narrator's point of view and suggest an alternative point of view.

Growing Instructional Understanding

Point of view: Point of view is about who is telling the story or through whose eyes we are seeing events unfold. In stories, the point of view helps us to understand how the characters feel and what they think about what is happening.

Use explicit instruction to introduce and define different points of view. Provide clear examples and use think-aloud to model identifying the narrator's point of view. Read-Aloud and Shared Reading can be used to highlight and discuss the narrator's point of view. Use questions and prompts to guide discussion.

The narrator's point of view: The narrator's point of view is the perspective from which a story is told. It includes who is telling the story and how much they know about the events and characters. Common points of view include first person, second person, and third person.

First person point of view: We see this when the narrator is a character in the story, using pronouns like "I" and "we" to tell the story from their perspective.

Understanding the impact of point of view involves recognizing how the narrator's perspective shapes the reader's interpretation of the story, including bias, tone, and focus.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Identify who is telling the story in various texts (narrator's point of view).
- Recognize that the story is shaped by who tells it.
- Explore stories or texts where an event is described from two different point of views.
- Actively participate in discussions that explore a point of view from which a story (report or event) is told.
- Suggest alternative points of view or imagine how a story might change if told by a different character.
- Discuss alternative endings or events based on a different character's point of view.

Overview of Comprehension Strategies

Outcome B2

Grade One Teacher Guide

In today's information era, mastering the art of comprehension across diverse texts is crucial—it is a gateway to becoming a global citizen. Outcome B2 is designed to empower learners with comprehension strategies, enabling them to engage effectively with a wide array of texts through reading, listening, and viewing. These texts originate from a diverse array of authors, each bringing unique backgrounds and stories that enrich our understanding of the global community.

To enhance the comprehension skills of our students, Outcome B2 emphasizes several key strategies that are essential for deep and meaningful engagement with texts.

Key Indicators to find in Outcome B2:

Identifying Purpose for Reading: Students learn to clarify why they are reading a text, which guides their focus and engagement strategies.

Making Predictions and Using Background Knowledge: Leveraging what they already know and predicting what they might learn encourages students to connect new information with existing knowledge.

Making Connections: This strategy involves linking the content of the text to their own experiences, to other texts, and to the world around them, enhancing comprehension and retention.

Monitoring Comprehension: Students are taught to actively check their understanding as they read, listen, or view, identifying areas of confusion and employing strategies to improve understanding.

Summarizing: Summarizing is introduced in Grade One to help students distill the main ideas and key details from texts, improving their overall comprehension and retention.

Through clear, systematic, and explicit instruction with practice, this curriculum enables students to unlock the full meaning of texts. This comprehensive approach ensures that every learner, regardless of their starting point, can achieve success. Learning within this outcome can both unlock the intended meaning of texts and invite interpretation grounded in a student's lived experience, further enriching the educational experience of all members of the classroom community.

By equipping learners with the skills to effectively engage with a spectrum of texts by creators of diverse identities, we nurture open-minded, well-informed individuals ready to thrive in a diverse world. This commitment to inclusive education fosters lifelong learners who are prepared to lead with empathy, understanding, and a deep appreciation for the narratives that shape global citizenship, critical thinking, and active participation.

Through Outcome B2, we aim not only to enhance the comprehension skills of our students but also to prepare them for the challenges of tomorrow. By fostering these critical reading and listening skills, we ensure that our students are not only well-prepared for future academic endeavors but are also eager to make a positive impact on the world. The strategies taught under this outcome empower students to navigate complex information landscapes with confidence, contributing to their growth as capable and thoughtful global citizens.

Outcome B2: Grade 1

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives and experiences. experiences.

Indicators B2.1 Pre-reading: Identifying the Purpose for Reading, Listening and Viewing

Primary	Grade 1	Grade 2
Identify the purpose for reading texts.	Identify the purpose for reading texts.	Identify and explain the purpose for reading texts.

Growing Instructional Understanding

Engagement with Texts: Involves interacting with a variety of text forms (stories, informational books, poems, songs, visual text, digital content) for different reasons. Teachers should present texts as sources of, imagination, and information, fostering a positive attitude towards reading.

Purposes for Reading Listening and Viewing:

- **Enjoyment**: Reading for pleasure, to experience the joy of stories, and to stimulate imagination.
- **Finding Information**: Reading to learn, satisfy curiosity, or answer specific questions about the world.
- **Connecting to a text**: Listing, Reading, and Viewing can provide connection to a particular topic.

Ensure opportunities to use content-based texts from other subjects, such as Social Studies and Science.

Diverse Text Selection: Choose texts that reflect the cultural, linguistic, and experiential diversity of students, in line with Nova Scotia's inclusive education policy. This includes materials by Acadian, African Nova Scotian, Mi'kmaq authors, and other cultural groups, ensuring all students see themselves reflected in their reading.

Student Choice and Voice: Encourage student choice in selecting texts to increase engagement and motivation. Allowing students to choose based on their interests supports the development of a lifelong love of reading.

Include activities where students can share their reading experiences with peers, promoting a community of readers.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Show different reactions when reading for enjoyment versus when seeking information, such as laughing or expressing wonder during storytelling, versus asking questions or discussing facts during informational reading.
- Make purposeful selections in the library or from classroom resources, choosing storybooks for enjoyment reading times and informational texts for projects or inquiries.
- Identify which resources are needed for entertainment (e.g. creating a story) versus information gathering (e.g. creating a factual report).
- Differentiate between enjoying the story or illustrations and learning something new from the book.
- Ask questions that indicate a search for information or curiosities that lead them to pick up informational texts.
- After reading informational texts, apply what they've learned in relevant contexts.

Outcome B2: Grade 1

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives and experiences.

Indicators B2.2 Monitoring of Understanding: Making and Confirming Predictions

Primary	Grade 1	Grade 2
Make and confirm predictions using background knowledge and evidence from the text.	Make and confirm predictions using background knowledge and evidence from the text.	Make and confirm predictions using background knowledge and evidence from the text.

Growing Instructional Understanding

When an indicator statement remains consistent from Primary to Grade 2, it is important to scaffold instruction by increasing the complexity of the texts used. This approach ensures that students continue to develop their skills in a progressive and challenging manner.

Prediction: The process where readers use text evidence and personal experiences to guess future story events or meanings.

Background Knowledge: Background knowledge is information (formal and informal) students have from their previously taught experiences and education. Teachers should activate and build on this to connect students with texts. This includes knowledge gained from instruction in other content areas. (Social Studies and Science)

Integrate Mi'kmaw and African Nova Scotian perspectives, values, and knowledge systems into the curriculum where appropriate. This could involve exploring Indigenous ways of knowing, storytelling traditions, historical perspectives, and contemporary issues.

Evidence from the Text: Teaching students to identify text details that support their predictions or understanding is crucial for making accurate predictions.

Monitoring and Adjusting Predictions: This encourages students to revise their predictions with new text information, emphasizing that predictions can change with understanding.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Describe how the title and detailed illustrations provide textual evidence for predicting story events before reading.
- Make and share predictions about the story's direction or characters' actions based on the first few pages or opening scenes.
- Use specific details from the text during reading to adjust or confirm predictions about the storyline or outcomes.
- Discuss how personal experiences relate to the story's events or characters to predict future developments.
- Predict outcomes of simple experiments or real-life scenarios described in informational texts, using prior knowledge and evidence from the text.
- Compare predictions with peers to explore different perspectives and interpretations based on the same textual evidence.
- Reflect on prediction accuracy after completing a story or activity, discussing what evidence was helpful or misleading

Outcome B2: Grade 1

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives and experiences.

Indicators B2.3 Monitoring of Understanding: Ongoing Comprehension Check

Primary	Grade 1	Grade 2
Use strategies to monitor reading comprehension.	Use strategies to monitor reading comprehension.	Use strategies to monitor reading comprehension.

Growing Instructional Understanding

When an indicator statement remains consistent from Primary to Grade 2, it is important to scaffold instruction by increasing the complexity of the texts used. This approach ensures that students continue to develop their skills in a progressive and challenging manner.

Monitoring Comprehension: Monitoring comprehension involves being aware of one's understanding while reading and using strategies to ensure that the text makes sense. It includes recognizing when something doesn't make sense and taking steps to clarify the meaning.

Re-reading: Reading a text multiple times can help to better understand it, improve fluency, and remember more.

Asking Questions: Posing questions before, during, and after reading to interact with the text and improve understanding. This includes both self and teacher-led questions ranging from basic to deeper analysis.

Explicit Instruction: Clearly teaching how and when to use re-reading and questioning to understand texts better.

Text Complexity: Understanding text difficulty levels and choosing appropriate texts for students' reading abilities.

Graphic organizers: Some examples such as KWL charts (What I Know, What I Want to Know, What I Learned), story maps, and summary charts to help students organize information and monitor their comprehension.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Reread texts not only when comprehension is lost but also to explore and understand details, nuances, and to confirm predictions made about the story.
- Ask more complex "Who?", "What?", "Where?", "When?", "Why?", and "How?" questions about texts to deepen comprehension.
- Demonstrate the ability to clarify ideas or information in texts by formulating and asking questions that go beyond the text, indicating higher-level thinking.
- Recognize when comprehension breaks down, intentionally stopping to reread, and using strategies such as phonics knowledge for self-correction and understanding.
- Make connections between the text, personal life, other texts, and broader world contexts, showing an understanding of how different texts can relate to each other and to their own experiences.
- Create mental images of story settings, characters, and events based on text descriptions to enhance comprehension and engagement.
- Describe scenes or characters based on reading, showing an ability to translate text into visual imagery.

Outcome B2: Grade 1

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives and experiences.

Indicators B2.4 Monitoring of Understanding: Making Connections

Primary	Grade 1	Grade 2
Make connections between texts and self.	Make connections between texts and self, and text to world.	Make connections text to text, text to self and text to world.

Growing Instructional Understanding

Text-to-Self Connections: Students connect readings to their personal experiences, enhancing learning relevance. Encourage students to share personal stories that relate to the text. Use prompts like "This reminds me of..." or "I felt the same way when...". Model making text-to-self connections during read-alouds and discussions. Create a safe and supportive environment where students feel comfortable sharing their personal connections.

Text-to-World Connections: Linking texts to global, cultural, and historical events. For Nova Scotia learners, this includes local history, cultural nuances, and current events relevant to the Mi'kmaq and African Nova Scotian communities, as well as other cultures represented in the classroom.

Text-to-Text Connections: Identifying how themes and ideas in different texts relate, across diverse cultures.

Background knowledge: This refers to the information, concepts, and experiences that a student already knows through previous instruction before encountering new learning material. This knowledge can come from various subject areas such as science, social studies, and mathematics, and helps students make connections with new information. It is distinct from prior knowledge.

Making connections: This can enhance comprehension by allowing students to use their background knowledge and experiences to better understand and engage with the text. Model making connections during read-alouds. Use think-alouds to demonstrate how connections help deepen understanding.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Express opinions on stories or text information, providing reasons.
- Discuss how new facts from a text align with existing knowledge.
- Connect stories or facts from one book to another, personal life, or the wider world.
- Use vocabulary from other subjects to discuss texts.
- Ask detailed questions about a story, drawing on personal experiences.
- Relate stories read aloud to personal life, noticing similarities and differences between texts.
- Share detailed feelings about how a story impacts them or relates to personal experiences.

Outcome B2: Grade 1

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives and experiences.

Indicators B2.5 Summarizing: Identifying Relevant Information and Drawing Conclusions

Primary	Grade 1	Grade 2
Identify important information in a simple text.	Identify the main idea in texts.	Identify the main idea and details in texts.

Growing Instructional Understanding

When an indicator statement remains consistent from Primary to Grade 2, it is important to scaffold instruction by increasing the complexity of the texts used. This approach ensures that students continue to develop their skills in a progressive and challenging manner.

The main idea: This is the central point or the most important concept that an author wants to convey in a text. It is what the text is mostly about.

Identifying Relevant Information: This is the ability to distinguish between crucial and less important details within a text. This skill helps in focusing on the core message or facts that contribute significantly to the text's overall meaning.

Drawing Conclusions: Drawing conclusions is about making informed judgments or inferences based on the information provided in a text. This involves piecing together information gleaned from the text to understand deeper meanings or implications not explicitly stated.

Key Details: Key details are the specific pieces of information within a text that support the main idea or theme. Understanding how to spot these details is crucial for effective summarization and conclusion drawing.

Text features: Text features include headings, subheadings, bold print, captions, and other elements that help readers identify the main idea and understand the structure of the text.

Scaffolding: This provides structured support to help students grasp complex skills. In teaching summarization and conclusion drawing, scaffolding might involve guided practice with identifying key details and main ideas before moving on to independent summarization.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Identify and summarize the main idea of a text clearly.
- Recall key details that support the main idea.
- Distinguish between essential and non-essential information in a text.
- Order events or facts from the text to show understanding of sequence and relevance.
- Describe characters and major events in detail, demonstrating comprehension.
- Explain the beginning, middle, and end of a story, highlighting the narrative structure.
- Perform or illustrate key parts of a story, indicating a grasp of plot.
- Identify the main topic of various texts and explain key details with less support.
- Remember and articulate key characters, events, and facts from stories and informational texts.

Overview of Critical Thinking in Literacy

Outcome B3

Grade One Teacher Guide

In a world rich with complex ideas and diverse narratives, the ability to critically engage with texts is essential for students to effectively navigate and interpret all the perspectives they encounter. Outcome B3 is designed to develop robust critical thinking skills in students, enabling them to go deeper into texts and analyze the varied perspectives and topics presented by different authors. By fostering these skills, we enhance the educational experience and create a classroom environment where diverse viewpoints, including those from students' own communities, are actively explored and appreciated.

The curriculum is grounded in culturally responsive pedagogy, emphasizing the importance of understanding both local and global contexts. This approach encourages students to consider how texts reflect the identities and experiences of their creators as well as the specific cultural and historical contexts of their communities. Engaging with texts that address local issues and perspectives not only helps students connect more deeply with the material but also enriches their cross-curricular connections, fostering a more personal and immediate understanding of how various viewpoints are communicated and represented in literature and media.

Key Indicators to find in Outcome B3:

Making Inferences: Students develop the ability to make logical and reasonable inferences from texts, using both textual clues and prior knowledge, and articulate their reasoning effectively.

Analyzing Texts: Students learn to identify the main ideas, important information and elements of text.

Analysis and Response: Students learn to express their personal thoughts and feelings about ideas presented within texts.

Reflecting on Learning: As a crucial component of critical thinking, students are encouraged to reflect on their own learning processes and the conclusions they draw from texts. This reflective practice helps them understand their thought patterns and biases, enhancing their overall learning experience and promoting greater self-awareness.

To ensure equity in education, we are committed to providing all students with the opportunity to master critical thinking skills through clear, explicit instruction. These skills are vital for enabling students to become informed, critical consumers of information and active participants in their communities.

By emphasizing these critical thinking skills and understanding both global and local contexts, our curriculum aims to inspire and prepare students to be intellectually curious and socially responsible individuals. The curriculum is a commitment, to not only enhance our students' academic journeys but also their capacity to contribute positively and meaningfully to society, ready to embrace and influence an ever-evolving global and local discourse.

Outcome B3: Grade 1

Learners will apply critical thinking skills to deepen understanding of texts and analyze how various perspectives and topics are communicated and addressed in a variety of texts.

Indicators B3.1 Making Inferences

Primary	Grade 1	Grade 2
Use information from texts to make inferences.	Use information and visual elements from texts to make inferences.	Use information and visual elements in text to make inferences and identify implied information.

Growing Instructional Understanding

Inference: An inference is a conclusion reached based on evidence and reasoning. It involves using clues from the text, along with background knowledge, to understand something not directly stated by the author. Making inferences allows students to "read between the lines," which is essential for comprehending texts beyond literal meaning. Students need explicit instruction on how to combine evidence from the text with what they already know to make inferences about the text's deeper meanings and themes.

Stated Information: This is anything that is explicitly mentioned or clearly presented in the text. It includes facts, details, and descriptions that the reader does not have to infer. It is important to highlight paying attention to the details in a text. Recognizing and recalling stated information is a foundational skill that supports the ability to infer by providing the "evidence" part of evidence-based reasoning.

Implied Information: Implied information is not directly stated in the text but can be understood by reading between the lines. It requires interpretation of the text's evidence.

Textual Evidence: These are pieces of information an author provides to help the reader understand the text's meaning, including vocabulary, illustrations, and the context within which something is mentioned. Strategies to identify and interpret this evidence include teaching vocabulary in context, discussing illustrations, and exploring the text's structure.

Background knowledge: This plays a crucial role in students' ability to make inferences. Encouraging connections between new information and what students already know and have been taught enhances comprehension. Integrating Culturally Responsive Pedagogy (CRP) considerations ensures recognizing and valuing the diverse cultural backgrounds and experiences students bring to their learning.

By incorporating texts, examples, and discussions that reflect and honour the cultures, languages, and life experiences using all **funds of knowledge** of all students. This can make learning more relevant and inclusive, further deepening comprehension and engagement.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Recognize a simple sentence structure when reading (subject + verb + object).
- Identify patterns like 'noun-verb' and 'noun-verb-object' in sentences.
- Understand and use basic conjunctions like 'and' to connect ideas when communicating orally.
- Create sentences using conjunctions to connect simple ideas.
- Express sentences orally to prepare for writing simple and compound sentences.
- Read simple and compound sentences to prepare for writing.
- Write simple and compound sentences by referring to written models.
- Write simple and compound sentences by adapting written models to include personal information.
- Experiment with different types of simple sentences (declarative, interrogative, imperative).

Outcome B3: Grade 1

Learners will apply critical thinking skills to deepen understanding of texts and analyze how various perspectives and topics are communicated and addressed in a variety of texts.

Indicators B3.2. Determining Importance

Primary	Grade 1	Grade 2
	Identify and sequence important information in texts.	Identify and sequence important information in texts.

Growing Instructional Understanding

When an indicator statement remains consistent from Primary to Grade 2, it is important to scaffold instruction by increasing the complexity of the texts used. This approach ensures that students continue to develop their skills in a progressive and challenging manner.

Important information: This refers to key facts, details, or events in a text that are essential for understanding the main idea or narrative.

Narrative Texts: A narrative text tells a story with a specific structure, including elements like characters, setting, problem, and solution.

Informational Texts: Informational texts provide factual information about topics, organized in a logical structure.

Retelling: This is the process of recounting the main events or key information from a text in one's own words, maintaining the correct sequence.

Sequencing Events: Understanding that sequencing involves placing story events or informational text facts in the order they occur or are presented, is crucial for comprehension.

Use sequencing activities such as story mapping, timeline creation, and arranging sentence strips. Model sequencing during read-alouds by summarizing events in order. Provide practice with texts that have clear chronological or logical order.

Understanding the sequence of events or information in a text supports overall comprehension and helps students grasp the logical flow and relationships between ideas.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Describe that a text can be imagined (fiction) or can give information (non-fiction)
- Sort texts based on whether they are fiction or non-fiction.
- Explore how the events in a story or the information in a non-fiction text are related to the title during teacher-led read aloud.
- Describe that ideas or information in a text are presented in a specific order and that this order helps to understand a text.
- Examine the events in a story and share what happens in the beginning, middle and end.
- Put the main ideas of a story in order using images and words.
- Identify whether a story is fiction (imagined) or non-fiction (informational), explaining the difference based on the content and purpose of the text.
- Recognize different perspectives in a story, such as understanding how one character's view might differ from another's or from their own.
- Connect events, content, and ideas in the text to its title, explaining how the title reflects the main theme or storyline.
- Reflect on the author's choice of words (language use) and the illustrator's use of images, discussing how they enhance the storytelling or convey information in both fiction and non-fiction texts.

Outcome B3: Grade 1

Learners will apply critical thinking skills to deepen understanding of texts and analyze how various perspectives and topics are communicated and addressed in a variety of texts.

Indicators B3.3 Analysis and Response

Primary	Grade 1	Grade 2
Express personal thoughts and feelings about ideas presented in texts.	Express personal thoughts and feelings about ideas presented in texts.	Express personal thoughts and feelings about ideas presented in texts.

Growing Instructional Understanding

When an indicator statement remains consistent from Primary to Grade 2, it is important to scaffold instruction by increasing the complexity of the texts used. This approach ensures that students continue to develop their skills in a progressive and challenging manner.

Texts: Texts are defined as any written, spoken, or visual material that conveys ideas or stories. For early grades, these often include picture books, simple stories, poems, and informational texts suitable for young readers.

Personal Thoughts and Feelings: These can explain the reactions or emotions that a student experiences in response to a text. Help students understand that these can include liking or disliking parts of the story, relating to characters, or reacting to events.

Expressing Opinions: Teach students how to communicate their likes, dislikes, agreements, or disagreements verbally or nonverbally with the content of the texts.

Identifying Ideas in Texts: Help students recognize main themes and ideas in a text, such as friendship, bravery, or sharing.

Funds of Knowledge: Funds of Knowledge are often rooted in the cultural practices of communities and include a broad range of information, skills, and attitudes passed down through generations. In an educational context, recognizing and integrating these diverse funds of knowledge in the classroom supports meaningful learning experiences and helps build a bridge between students' home and school lives, thereby promoting deeper engagement and understanding.

Emotional Vocabulary: Build an oral vocabulary that allows students to express a range of emotions and thoughts accurately. This includes teaching words for different feelings, like happy, sad, angry, excited, and thoughtful.

Respecting Different Views: Foster an environment where all students feel safe to express their views and learn to listen to and respect different opinions from their peers.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Explain personal reactions to ideas or themes in texts from various content areas.
- Share feelings about the information or stories read in subjects like science or social studies.
- Illustrate thoughts about a text using drawings or simple story maps.
- Recall specific parts of texts that sparked interest.
- Express opinions on different texts during class discussions or small group activities.
- Compare one's own feelings with those of classmates to understand diverse perspectives.
- Identify connections between text content and personal experiences.
- Select texts or parts of texts that they like or dislike and give reasons.
- Respond to text in a variety of ways (e.g. drawing, painting, writing, talking)
- Share personal feelings in response to a text (e.g. favourite part, character; how a story made them feel, if they enjoyed the topic)
- Share ideas in response to a text (e.g. what they learned about a character, what information they learned)
- Use knowledge and/or experiences to support and explain feelings and ideas about a text.

Composition: Expressing Ideas and Creating Texts
Stand C
Grade One Teacher Guide

Overview of Developing Ideas

Outcome C1

Grade One Teacher Guide

In today's multimedia-rich environment, the foundational skills developed in grades Primary to Grade 2 are critical for preparing students to effectively craft messages for diverse audiences. Outcome C1 emphasizes the importance of pre-writing skills and strategies, empowering learners to create texts that resonate with authentic audiences for specific purposes. By nurturing these skills, we foster a deeper connection between writing and thinking, emphasizing that while technology can assist in writing, the process of writing itself is integral for cognitive development and creative expression.

The outcome is designed to support students to approach writing tasks with both confidence and creativity. Inclusive educational practices need to be prioritized to ensure that each learner's voice is heard and valued within the classroom environment. Culturally responsive pedagogy guides our students to consider the cultural and contextual nuances of their intended audiences, enabling them to tailor messages that are not only informative but also engaging and persuasive. This approach helps students create texts that effectively communicate their messages.

Key Indicators to find in Outcome C1:

Purpose and Audiences: Students learn to clearly define the purpose of their texts and identify their intended audiences. This crucial first step ensures that all writing efforts are purpose-driven, enhancing the relevance and impact of their communications.

Developing Ideas: Leveraging strategies that range from simple to complex, learners expand their capacity to generate and refine ideas. This process is essential for producing content that is original and reflective of the writer's intent, reinforcing the notion that "writing is thinking."

Research: In Grade One, engaging in research activities allows students to support their ideas with evidence and broaden their understanding of the topics at hand. This skill is fundamental for adding depth and authenticity to their texts.

Organization: Emphasizing organizational strategies such as outlining and mapping ideas helps students structure their texts logically and coherently. Effective organization ensures that the flow of the text aligns with its purpose and is easily understandable by the audience.

By providing explicit instruction and systematic practice in these pre-writing strategies, there is a commitment to educational equity. All students gain access to the foundational skills needed to excel in writing across various contexts and purposes. This systematic approach not only addresses potential gaps in understanding and ability but also enhances students' capacity to produce coherent and compelling texts. Through this outcome, the aim is to equip students with the skills necessary for academic success and lifelong learning, fostering a generation of learners who appreciate the value of their unique voices and the power of written expression.

Outcome C1: Grade 1

Learners will apply pre-writing skills and strategies to create various texts for a range of authentic audiences and purposes.

Indicators C1.1 Purpose and Audience

Primary	Grade 1	Grade 2
Explore topic and audience for a variety of texts.	Identify the topic and audience for writing.	Identify the topic, audience, and purpose for writing.

Growing Instructional Understanding

When writing indicators remain the same or similar from Primary to Grade 2, it is important to scaffold instruction by drawing on students' increasing experiences and maturity. This approach ensures that students continue to develop their writing skills in a progressive and challenging manner.

Simple Texts: These are beginner-friendly writings like simple narratives and informational pieces. Encourage students to compose simple texts about their own experiences, emphasizing the importance of reflecting their cultural backgrounds. **Topics:** Topics are themes that are suitable for young writers to explore, these could include but are not limited to family events, nature, or daily routines. **Purposes:** Purposes support the intent behind writing, including to inform, entertain, or persuade. **Audiences:** Audiences are the readers for whom the text is intended, which could include peers, family, or a broader school audience.	**Linking Topic, Purpose, and Audience**: Show how these three elements interact. For example, a story about a pet might entertain classmates but inform a teacher about pet care responsibilities.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Choose a topic that is familiar and engaging for a specific writing task.
- Explain the purpose of their writing, whether to inform, persuade, or entertain.
- Identify the intended audience for their texts and describe how their writing will appeal to this group.
- Use appropriate language and details in their texts that match the understanding level and interests of their identified audience.
- Discuss how their chosen topic fits the purpose and audience during classroom activities or discussions.
- Demonstrate understanding of how different audiences might affect the style and content of their writing.
- Create simple texts that clearly align with the selected topic, purpose, and audience.

Outcome C1: Grade 1

Learners will apply pre-writing skills and strategies to create various texts for a range of authentic audiences and purposes.

Indicators C1.2 Developing Ideas

Primary	Grade 1	Grade 2
Use various strategies to generate ideas orally.	Use various strategies to generate ideas for writing.	Use various strategies to generate ideas for writing.

Growing Instructional Understanding

When writing indicators remain the same from Primary to Grade 2, it is important to scaffold instruction by drawing on students' increasing experiences and maturity. This approach ensures that students continue to develop their writing skills in a progressive and challenging manner.

Generating Ideas: This is the process of coming up with thoughts, suggestions, and concepts about a specific topic. This can involve brainstorming individually or as a group.

Facilitating Brainstorming: Facilitating brainstorming uses strategies like questioning or picture prompts to help students generate and organize their ideas.

Using drawing and other visual aids :Generate ideas by creating pictures or diagrams that represent thoughts and concepts. This is particularly useful for young learners who may find it easier to express their ideas visually.

Developing Oral Language Skills: This focuses on expanding vocabulary and using complete sentences to aid in the articulation of ideas. Discussing ideas with peers or the teacher helps students refine their thoughts and generate new ideas through collaborative thinking. Facilitate group discussions and partner talks where students can share their ideas and build on each other's suggestions. Use think-pair-share activities to encourage collaborative idea generation. Provide sentence starters and prompts to guide discussions.

Linking Ideas to Texts: Linking ideas to texts guides students to make connections between texts read aloud and their own experiences or other knowledge.

Lived Experiences: Lived experiences are personal experiences or events that the students have personally encountered or observed.

Culturally Responsive Pedagogy : CRP emphasizes the importance of integrating students' cultural contexts into the educational process. The inclusion of lived experiences and the sharing of these experiences in the classroom are central to CRP for several reasons:
- Validation of Student Identity
- Building Connections Between Home and School
- Enhancing Student Engagement
- Developing Cultural Competence
- Critical Thinking and Perspective-Taking
- Curriculum Enrichment
- Empowering Students

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Explain ideas both orally and in simple written forms about topics from different content areas.
- Incorporate knowledge and facts from other subjects, like science or social studies, into discussions and writings.
- Relate personal experiences to the topics being discussed or written about, showing an understanding of how their experiences connect to broader themes.
- Choose topics independently and articulate why they find them interesting, demonstrating personal engagement.
- Use details from texts read aloud to enhance their oral and written expressions.
- Create drawings or simple maps that support their ideas in oral or written form.
- Discuss ideas with peers and teachers.

Outcome C1: Grade 1

Learners will apply pre-writing skills and strategies to create various texts for a range of authentic audiences and purposes.

Indicators C1.3 Research

Primary	Grade 1	Grade 2
	Gather information and content relevant to a topic, using a single source.	Gather information and content relevant to a topic, using multiple sources.

Growing Instructional Understanding

When writing indicators remain the same from Primary to Grade 2, it is important to scaffold instruction by drawing on students' increasing experiences and maturity. This approach ensures that students continue to develop their writing skills in a progressive and challenging manner.

Information Gathering: This is the process of collecting data or facts about a specific topic. For grade one, this could mean listening to a story, looking at a picture book, or watching an educational video.

Source: A source is a place or resource where information is obtained. In Grade One this could be a children's book, a documentary, a website with teacher guidance, or a classroom guest speaker as examples.

Critical Thinking: Even at an early age, it's important to begin nurturing critical thinking by asking students to think about what they learned from the source and how it relates to their topic.

Question Formulation: This teaches students how to ask questions about their topic that can be answered by their source. This helps focus their research and makes the activity more purposeful.

Understanding Relevance: This helps students understand how to identify information that is relevant to their topic, distinguishing key facts from less important details.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Identify key facts or information about a topic from a chosen source, such as a picture book or educational video.
- Recall specific details learned from the source when discussing the topic in class.
- Draw pictures or write simple sentences that summarize what they have learned.
- Ask relevant questions before, during, and after accessing the source to deepen understanding.
- Describe the information gathered using their own words, orally or through simple writing.
- Demonstrate the ability to distinguish between relevant and irrelevant information related to the topic.
- Share new knowledge with peers or during class discussions.
- Demonstrate understanding that information that is gathered can be recorded using images and text.
- Listen to peers' answers to a question and record the information using images (e.g. image of a favourite animal), words (e.g.writing the name of a favourite colour), symbols (e.g. a check mark or "x" for recording yes or no) or numbers (e.g. recording the number of people in a family)

Outcome C1: Grade 1

Learners will apply pre-writing skills and strategies to create various texts for a range of authentic audiences and purposes.

Indicators C1.4 Organizing Content

Primary	Grade 1	Grade 2
Explore various ways to organize a story.	Use various strategies to organize writing.	Use various strategies to organize writing.

Growing Instructional Understanding

When writing indicators remain the same from Primary to Grade 2, it is important to scaffold instruction by drawing on students' increasing experiences and maturity. This approach ensures that students continue to develop their writing skills in a progressive and challenging manner.

Communication Form: Communication form is the way information is presented or communicated, whether through spoken word, written text, images, or a combination. For grade one, focus on how different forms (like posters, books, or digital presentations) affect the sorting and sequencing of information.

Simple Ideas and Information: This moves beyond images and drawings, to include small pieces of text or symbols that convey simple facts or concepts appropriate for grade one comprehension.

Complexity of Ideas: Introduce slightly more complex sorting and sequencing tasks that may involve simple texts along with images. Teach how to differentiate between primary and secondary ideas or details.

Form and Function: Form and function is how the form of communication (like a comic strip vs. a written story) can influence the way information is sorted and sequenced. Encourage students to think about the most effective way to communicate their ideas based on the form.

Sequential Thinking: Sequential thinking encourages students to think about the order of events in a story and how each event leads to the next. Use simple, familiar stories to practice this skill.

Visual and Verbal Narratives: Visual and verbal narratives combine visual sorting and sequencing with verbal storytelling. Ask students to tell the story that their sorted and sequenced images represent.

Cultural Relevance: Cultural relevance is supported through the inclusion of images and story themes that reflect the diverse cultures and backgrounds of the students to make learning more inclusive and relatable; think specifically about our Mi'kmaw learners, African Nova Scotian learners, and newcomer populations.

Collaborative Learning: Collaborative learning encourages collaboration among students during sorting and sequencing activities to build social skills and allow peer learning.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Sort images, drawings, and simple texts into categories based on their topic or theme.
- Sequence these sorted materials into a logical order that tells a story or presents information clearly.
- Choose the appropriate communication form (like a poster or a digital slide) for presenting their sequenced ideas.
- Explain why they arranged the materials in a particular order and how it helps communicate their message.
- Use transitional phrases or connectors when describing the sequence orally or in writing.
- Revise their sequences based on feedback to better align with the intended message and audience needs.
- View the drawings in a model of organized ideas (e.g. drawing of a favourite place or images representing the beginning, middle and end of a simple story) and adapt the model using their own ideas.
- Use a teacher-modeled strategy to organize ideas for a first draft.

Overview of Creating Texts

Outcome C2

Grade One Teacher Guide

The ability to skillfully use and understand different text forms is essential for students who want to express their ideas clearly. Outcome C2 is carefully crafted to provide students with a comprehensive knowledge of various text forms, allowing them to produce and improve their texts using many media, tools, and strategies.

Classrooms that foster a learning environment where all students are valued and encouraged to express their creativity and insights support strong writing skills. Exploration is critical as it helps students understand how various text forms can be effectively used to convey messages across different platforms, from digital media to traditional print.

Key Indicators to find in Outcome C2:

Producing Drafts: Learners are taught to produce initial drafts as a key step in the writing process, allowing them to organize their thoughts and structure their information before finalizing their texts.

Printing and Word Processing: Students are introduced to both traditional printing techniques and word processing tools, enhancing their ability to create texts that are not only clear but also professionally presented.

Voice and Point of View: As students advance, they learn to develop a unique voice and choose appropriate points of view, which are crucial for engaging and impacting their intended audiences.

Revision, Editing, and Proofreading: Critical self-assessment skills such as revision, editing, and proofreading are emphasized to enable students to refine their texts, ensuring clarity, coherence, and grammatical accuracy.

By focusing on the application of knowledge across different text forms and the strategic use of media, the aim is to foster learners who are not only versatile in their use of language and tools but also innovative in crafting compelling, thoughtful content. We strive to prepare students to be adept creators who understand the power of text in its many forms and can skillfully use this knowledge to make their mark on the world. Through this approach, we nurture future communicators who are prepared to influence and inspire across a multitude of platforms, blending tradition with innovation in their narrative and informational endeavors.

Outcome C2: Grade 1

Learners will apply knowledge and understanding of text forms and genres to write a variety of texts.

Indicators C2.1 Producing Drafts

Primary Draft short, simple texts.	Grade 1 Draft texts of various forms and genres, using a variety of tools.	Grade 2 Draft texts of various forms and genres, using a variety of tools.

Growing Instructional Understanding

Personal Narratives: These are stories about one's own experiences and feelings. For young children, these often focus on familiar and relatable events, like a day at school or a family outing.

Poems: Poems are creative texts that may use rhyme, rhythm, or repetition. Poems for grade one be accessible, focusing on simple subjects and language.

Information Texts: Informational texts are nonfiction texts that provide facts about a topic. These should use clear and concise language appropriate for young readers.

Persuasive Texts: Persuasive texts are writings aimed at convincing the reader of a particular point of view or action. When teaching persuasive writing, it encourages students to think about issues relevant to their communities. This can help them feel more connected to the material and understand the power of writing as a tool for change.

Procedural Texts: Procedural texts are instructions or steps explaining how to do something or how something works.

Media: This refers to the different formats texts can take, including digital (blogs, videos) and print (books, pamphlets).

Incorporating other genres by introducing a variety of genres to grade one students can enrich their learning experiences and help develop their literacy skills in engaging ways.

Create opportunities for students to write about their own lives and communities, which validates their experiences and integrates their reality into the classroom.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Write a variety of texts, such as poetry, fiction, and non-fiction, using a combination of drawings, letters, and known words.
- Record experiences and personal opinions in both print and digital formats.
- Begin to articulate the purpose behind their writing, showing early awareness of intent.
- Create texts that have a clear beginning, middle, and end, demonstrating an understanding of text structure.
- Use digital tools and traditional media to produce and present their writing, reflecting versatility in format and presentation.
- Use labels to add details to drawings or photos.
- Use ideas that were developed prior to writing, in a draft.
- Engage in teacher-led co-creation of modeled texts.
- Use visual supports in the classroom environment to support writing.
- Use co-constructed writing models to support writing.
- Write an information text with a single idea.

Outcome C2: Grade 1

Learners will apply knowledge and understanding of text forms and genres to write a variety of texts.

Indicators C2.2 Printing

Primary	Grade 1	Grade 2
Transcribe letters and small words with increasing accuracy.	Transcribe letters, words, and sentences with increasing accuracy.	Transcribe letters, words, and sentences with increasing accuracy in authentic writing.

Growing Instructional Understanding

Transcription is crucial in the learning-to-write process because it involves the accurate formation of letters, words, and sentences, which are foundational skills for clear and effective written communication. Without explicit instruction and practice in transcription, students may struggle with writing fluency, which can become a bottleneck that hinders their ability to express ideas and develop more advanced writing skills.

Letter Formation: Letter formation is the correct way to shape each letter. This includes starting at the appropriate part of the letter, following the correct stroke order, and creating the letter at a consistent size.

Letter Orientation: Letter orientation ensures that letters are positioned correctly on the page, not reversed or upside down. This includes understanding the concepts of 'top', 'bottom', 'left', and 'right'.

Focusing on letter **Size** ensures the that students build on skills to print with appropriate sizing as they become more comfortable with formation

Grapheme-phoneme correspondence GPC is the relationship between written letters (graphemes) and their associated sounds (phonemes). Understanding this relationship is crucial for accurate spelling and reading.

Word transcription: Word transcription involves writing words accurately by applying knowledge of spelling patterns, phonics rules, and sight words.

Sentence transcription: Sentence transcription involves writing complete sentences with correct grammar, punctuation, and spelling. It demonstrates an understanding of sentence structure and coherence.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Print uppercase and lowercase letters correctly, showing consistent size and alignment.
- Write sentences using accurately formed and oriented letters within various types of authentic texts such as stories, lists, or informational labels.
- Maintain proper letter spacing within and between words to enhance readability.
- Self-correct errors in letter formation and orientation as they occur during writing activities.
- Demonstrate increased speed and fluency in writing while maintaining legibility.
- Print letters using an increasing understanding of correct form, orientation, size, placement and spacing when writing simple words and sentences

Outcome C2: Grade 1

Learners will apply knowledge and understanding of text forms and genres to write a variety of texts.

Indicators C2.3 Voice

Primary	Grade 1	Grade 2
	Demonstrate personal voice in written text.	Demonstrate personal voice in written text.

Growing Instructional Understanding

When writing indicators remain the same from Primary to Grade 2, it is important to scaffold instruction by drawing on students' increasing experiences and maturity. This approach ensures that students continue to develop their writing skills in a progressive and challenging manner.

Understanding Personal Voice: This is the unique way a writer expresses their individual personality, feelings, and perspective through writing. Explain to students that everyone's writing style is different and special because it reflects who they are.

Expression Through Language: This teaches students how to use descriptive words and phrases that convey their emotions and thoughts. Emphasize the use of vivid adjectives, strong verbs, and specific nouns that paint a clear picture of their ideas.

Incorporating Images: Incorporating images encourages the use of drawings or selected images to complement and enhance students' written text. Discuss how pictures can help express ideas that might be hard to put into words, especially for younger students.

Connecting Words and Images: Connecting words and images shows students how to integrate their words with images so that they work together to tell a story or describe a thought. This could involve writing captions for drawings or explaining in writing what a picture shows.

Exploring Feelings and Experiences: Exploring feelings and experiences creates opportunities for students to write about a wide range of personal experiences and feelings. Use prompts that ask about their lives, hopes, dreams, and memories to help them tap into their own unique perspectives.

Culturally Responsive Teaching: Encourage students to include authentic experiences and elements in their texts to validate their identities and enhance the richness of classroom discussions and writings.

Modeling and Examples: It is important to provide examples of texts that have a strong personal voice. Read stories or poems that clearly show the author's emotions and viewpoints and discuss these as a class.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Express individual thoughts and feelings through specific word choices in their writing.
- Incorporate images that complement and enhance the themes and emotions expressed in their texts.
- Describe personal experiences and feelings with clarity and detail in their writing.
- Engage in discussions about their writing, articulating what they intended to convey through their choices of words and images.
- Choose language and visuals that are clearly connected to their own cultural backgrounds or personal experiences.
- Respond to prompts in a manner that shows a deep connection to their own lives and feelings.

Outcome C2: Grade 1

Learners will apply knowledge and understanding of text forms and genres to write a variety of texts.

Indicators C2.4 Point of View and Perspective

Primary	Grade 1 Identify the point of view used in their texts.	Grade 2 Identify the point of view used in their texts.

Growing Instructional Understanding

Point of View: Point of view is the perspective from which a story is told. Explain that it determines whose eyes the story is seen through and whose thoughts the reader hears.

First Person Point of View : First person point of view uses 'I' or 'we' in the narrative. It allows the reader to see and know only what the character narrating the story sees and knows.

Identifying the point of view: Identifying the point of view in students' writing involves recognizing which perspective they are using to tell their story or present information.

Provide writing prompts that ask students to write from different points of view. Use sentence frames and story starters to support their writing.

Understanding the impact of point of view involves recognizing how the chosen perspective influences the reader's interpretation and connection to the text.

Help students recognize and understand the use of first-person pronouns ('I', 'we') versus third-person pronouns ('he', 'she', 'they'). Use examples from familiar texts to highlight these differences.

Use read aloud examples that clearly utilize a first-person or third-person narrator. Read these stories aloud and discuss with students which point of view is being used and how they can tell.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Identify the point of view in texts read by the teacher or themselves, distinguishing between first person and other perspectives.
- Use first-person pronouns correctly when writing personal stories or narratives.
- Explain why they chose a particular point of view for their writing, reflecting understanding of how it affects the story.
- Identify the point of view in their own writing and reflect on how it affects the narrative or information presented.

Outcome C2: Grade 1

Learners will apply knowledge and understanding of text forms and genres to write a variety of texts.

Indicators C2.5 Revision

Primary	Grade 1	Grade 2
	Revise texts by adding or deleting words.	Revise and review text drawing on feedback from others.

Growing Instructional Understanding

Revising texts: Revising text involves making changes to writing to improve clarity, detail, and overall quality. This includes adding words to enhance meaning and deleting unnecessary or repetitive words. Help students understand that the goal of revising is to make their writing clearer and more engaging for the reader. Emphasize that even professional writers revise their work many times.

Teach students how to expand their sentences by adding descriptive words, details, or explanations to make their writing more detailed and interesting.

Adding words: Adding words involves including additional details, descriptive language, or clarifying information to enhance the text's meaning and interest.

Strategies for Deleting Words: Explain how removing unnecessary words, especially repetitive or overly simple ones, can make their writing clearer and more concise.

Use of Examples to Model: Provide examples of texts before and after revision to show how adding or deleting words can change and improve a piece of writing.

Revision tools: Revision tools such as checklists, graphic organizers, and color-coding can help students systematically review and improve their writing.

Explicit instruction: Explicit instruction around revising is also essential to support students' understanding of the importance and purpose of revising a text, as well as to provide examples of how a text can be changed to add detail or to clarify ideas.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Revise written work to include more descriptive words or necessary details that enhance clarity or interest.
- Delete redundant or unnecessary words from sentences to improve conciseness and readability.
- Explain the reasons behind specific revisions, such as why certain words were added or removed.
- Use feedback from peers or teachers to make meaningful revisions in their writing.
- Utilize revision checklists or tools to independently assess and improve their own writing.
- After writing a draft, reread their text to ensure that it effectively communicates their ideas.
- After writing a draft, reread their text to see if they would like to add anything new.
- After writing a draft, share their text with others to learn how they could make changes.
- Engage in teacher-led modeling of revising a text, including suggesting ideas to add detail to a co-constructed text.

Outcome C2: Grade 1

Learners will apply knowledge and understanding of text forms and genres to write a variety of texts.

Indicators C2.6 Editing and Proofreading

Primary	Grade 1	Grade 2
Make simple edits to draft texts.	Use strategies to edit and proofread drafts of texts.	Use strategies to edit and proofread drafts, including correct spelling of texts.

Growing Instructional Understanding

Explicit instruction in the use of **capitalizing** the first letter of each sentence and using appropriate **punctuation** marks (periods, question marks, exclamation points) at the end of sentences.

Spelling: Spelling focuses on the use of phonics and orthographic mapping to improve spelling. (See Strand A for Teacher Guide) Orthographic mapping involves connecting the sounds of words (phonemes) to their letter patterns (graphemes) and their meanings to help children store and retrieve them for spelling and reading.

Feedback and Peer Review: Encourage peer review sessions where students can practice editing each other's work, focusing on the specific areas of capitalization, punctuation, and spelling. Provide feedback that is constructive and supportive, helping students understand their errors and learn from them.

Engagement with Authentic Texts: Use authentic writing assignments that motivate students to apply their editing and spelling skills. These could be simple narratives, informational texts, or personal letters.

Incorporating Technology: Utilize educational technology where available, such as computer typing programs that highlight capitalization and punctuation errors, to reinforce learning

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Apply correct capitalization at the beginning of sentences and for proper nouns within their writing.
- Apply appropriate punctuation marks correctly, such as periods, question marks, and exclamation points at the end of sentences.
- Identify and correct common spelling errors in their texts using phonics knowledge and orthographic mapping skills. (see A2)
- Use editing checklists or tools independently to make revisions in their drafts.
- Explain the changes made to a text after editing to apply their understanding of why these edits were necessary.

Overview of Publishing, Presenting and Reflecting

Outcome C3

Grade One Teacher Guide

In today's digital age, the ability to adeptly use a variety of media and tools for communication is critical. Outcome C3 is designed to ensure students gain proficiency in selecting and utilizing the most suitable and effective media, techniques, and tools to publish and present their texts across a spectrum of genres. The aim is to empower each student to confidently explore and master the digital tools and platforms essential for modern communication, enabling them to effectively convey their ideas and insights to diverse audiences.

This outcome is designed to help students to explore various presentation formats and publishing platforms, helping them to understand the strengths and limitations of each. By experimenting with digital tools, print media, and multimedia presentations, students develop the critical ability to choose the right medium that best matches the purpose and audience of their text. This skill is essential in a world where the effectiveness of communication can be significantly enhanced by the appropriate choice of platform, deepening audience engagement and ensuring accessibility.

Key Indicators found in Outcome C3:

Producing Final Texts: Students are taught to integrate their knowledge of text forms and audience awareness to produce polished final texts that effectively communicate their intended messages.

Publishing: Learners explore a range of publishing options, from traditional print to digital platforms, gaining hands-on experience in using these mediums to reach their target audiences.

Presenting: Students refine their presentation skills, learning how to effectively use visual and auditory media to enhance the impact of their spoken or displayed texts.

Reflecting on Learning: An integral part of the learning process, students engage in reflective practices to assess their choices and the effectiveness of their communication strategies. This reflection helps them understand their development as communicators and identifies areas for further growth.

By equipping every student with the skills to critically assess and utilize a variety of communication strategies and technological resources, our educational strategy levels the playing field. This inclusive approach provides all students with the skills needed to succeed in both academic and real-world settings. Students learn to refine their work by considering feedback and applying their knowledge of text structures and audience engagement, thereby enhancing their ability to produce polished and impactful final pieces.

Over the course of many grade levels, we aim to develop proficient creators who are not only familiar with current technologies but are also innovative in how they combine text, design, and media. This comprehensive approach over time, equips our students to navigate complex information landscapes and to make their voices heard in the diverse and dynamic arenas of modern communication, ensuring they are well-prepared to contribute meaningfully and effectively in various contexts.

Outcome C3: Grade 1

Learners will use suitable and effective media, techniques, and tools to publish and present final texts in a range of genres.

Indicators C3.1 Using Techniques to Produce Final Text

Primary	Grade 1	Grade 2
Produce texts using simple techniques including visual elements.	Produce final texts, using simple techniques.	Produce final texts, using simple techniques.

Growing Instructional Understanding

When writing indicators remain the same from Primary to Grade 2, it is important to scaffold instruction by drawing on students' increasing experiences and maturity. This approach ensures that students continue to develop their writing skills in a progressive and challenging manner.

Producing Final Texts: Be explicit defining what a "final text" is by emphasizing that it should be a polished version of students' ideas, incorporating both written content and visual elements.

Using Simple Techniques: Teach basic techniques for integrating text, images, and labels. Demonstrate how to arrange these elements cohesively on a page to make the information clear and engaging.

Incorporation of Images: Explain the role of images in enhancing or clarifying the text. Discuss how to choose appropriate images that support the text's message.

Effective Labeling: Instruct on the importance of labels in texts, particularly how they can provide specific names or descriptions that help clarify images or diagrams.

Presentation Skills: Provide opportunities for students to present their final texts to the class, enhancing their speaking and presentation skills while also allowing them to showcase their work.

Cultural and Personal Relevance: Encourage students to include personal and cultural elements in their texts, helping to ensure the content is meaningful and reflects the diverse backgrounds of the classroom.

Showcasing Student Work: Create opportunities for students to share and display their text productions. This could be through a classroom display, a digital slideshow, or a class book. Sharing work celebrates their efforts and encourages a sense of accomplishment.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Apply basic design principles in arranging text, images, and labels on the page to enhance readability and aesthetic appeal.
- Explain the purpose and relevance of each visual.
- Construct final texts that neatly integrate written content with relevant images and labels, showing an understanding of how each component contributes to the overall message.
- Present their final texts to the class, demonstrating confidence and clarity in explaining their work and the choices they made.

Outcome C3: Grade 1

Learners will use suitable and effective media, techniques, and tools to publish and present final texts in a range of genres.

Indicators C3.2 Selecting Publication, Media, and Tools

Primary	Grade 1	Grade 2
Explore media and tools used to present final texts.	Use media and tools to present final texts.	Select from a variety of media to present final texts.

Growing Instructional Understanding

Introduction to Media and Tools: Define what media and tools are in the context of presenting texts. This includes both traditional tools like paper, pencils, and crayons, as well as digital tools like computers or tablets, iPad etc.

Exploration and Experimentation: Encourage students to explore a variety of media and tools. Allow them to experiment with different methods of creating and presenting texts, such as drawing, painting, typing, or using simple graphic design software.

Choice and Use of Media and Tools: Teach students about the different types of media (such as paper, digital screens, audio recordings) and tools (such as pencils, software, tablets) available for creating and presenting texts. Discuss the strengths and limitations of each.

Integration of Media into Text: Explain how to effectively combine text with other media forms (like images, video, or sound) to enhance the message and engage the audience.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Utilize appropriate tools and media to create and present texts, demonstrating understanding of how different tools can enhance communication.
- Combine text with other media such as images or audio in ways that complement and enhance the message of their texts.
- Demonstrate basic technical skills required to use chosen media, such as typing on a computer, recording audio, or creating a video.
- Apply principles of design and layout effectively in their text presentations to improve readability and visual appeal.
- Present their final texts confidently to peers or adults, using the media and tools effectively to support their delivery.

Outcome C3: Grade 1

Learners will apply pre-writing skills and strategies to create various texts for a range of authentic audiences and purposes.

Indicators C3.3 Publishing and Presenting Texts

Primary	Grade 1	Grade 2
Present texts to audiences.	Present created texts to audiences.	Present created texts to audiences

Growing Instructional Understanding

When writing indicators remain the same from Primary to Grade 2, it is important to scaffold instruction by drawing on students' increasing experiences and maturity. This approach ensures that students continue to develop their writing skills in a progressive and challenging manner.

Understanding Presentation Strategies: Teach students different strategies for presenting texts, such as reading aloud, using visual aids, or employing simple digital tools to display their work.

Reading Aloud with Accuracy: Teach students the importance of reading words correctly, emphasizing the recognition of phonics patterns and sight words. Provide instruction on decoding unfamiliar words.

Developing Fluency: Instruct students on fluency, which includes reading at an appropriate pace, using proper intonation, and pausing at punctuation. Fluency is crucial for making the reading sound natural and for enhancing comprehension.

Engagement and Expression: Explain how using expression in reading can help convey the emotions and drama of a text. Teach techniques like changing tone, volume, and speed to reflect the content and keep the audience engaged.

Preparation Practices: Emphasize the need for practicing reading aloud before the actual presentation. This practice helps improve confidence and smooth out reading performance.

Use of Support Materials: Guide students in how to use visual aids or props effectively during their presentations to support their reading and help convey the message of the text.

Audience Interaction: Discuss how to interact with the audience during a presentation including directing their presentation to everyone and responding to audience cues.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 1

- Read aloud with accuracy, correctly pronouncing words and demonstrating an understanding of the text through their reading.
- Display fluency during presentations, reading with natural pace and rhythm, and using pauses appropriately.
- Utilize expression and engagement techniques to bring the text to life, adjusting their voice to match the narrative or informational content.
- Practice their reading aloud in advance, showing preparedness and dedication to delivering a well-executed presentation.
- Incorporate visual aids or props appropriately to enhance understanding and retention of the text for the audience.
- Make eye contact and interact with the audience during the presentation, indicating awareness of and responsiveness to the listeners.
- Adjust their presentation based on feedback from teachers or peers, demonstrating a willingness to learn and improve their presentation skills.