English Language Arts Primary

Teacher's Guide

DRAFT

NOVA SCOTIA
NOUVELLE-ÉCOSSE

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English Language Arts Primary: Teachers Guide

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Introduction 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: The 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 and 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, students 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.

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Essential Skills for Readers in Primary

Oral Language	Phonological Awareness	Phonics	Vocabulary	Reading Fluency	Comprehension

Oral Language

Phonology
- see phonological awareness section

Syntax
- speaking in complete sentences
- using correct word order
- using connecting words
- using descriptive words to expand sentences
- using pronouns

Morphology
- hearing and saying a root word with a prefix or suffix
- using plurals, possessives, different verb tenses, conjunctions

Vocabulary
- See vocabulary section

Discourse
- how to tell a story
- using detail when sharing experiences
- how to ask and respond to questions

Pragmatics
- adapting language for a range of purposes and audiences
- listening to infer meaning
- expressing thoughts and feelings
- responding to and giving simple directions or instructions

Phonological Awareness

Rhyme
- generating rhyming words
- identifying when spoken words rhyme and when they do not rhyme

Syllable
- blending spoken syllables together to form 2 or 3 syllable words
- identifying syllables in a word
- manipulating syllables in a word
- substituting a syllable in a word

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

Phoneme
- identifying words with the same beginning and ending phonemes
- segmenting the sounds in a word with three sounds: CVC
- blending two or three phonemes to make a word
- deleting, adding, and substituting beginning and end sounds in words

Phonics

Alphabetic Knowledge
- connecting most consonant sounds with the letters they represent
- connecting a short and long vowel sound with the letter it represents
- recognizing that all letters are either consonants or vowels
- recognizing the direct relationship between letters (consonants, vowels), letter combinations (blends, digraphs) and sounds

Application of Alphabetic Knowledge
- knowing and using letter-sound correspondences for consonants and vowels to decode VC, CVC words in isolation and in connected text
- blending consonants and vowels in isolation and in connected text
- blending more complex letter combinations and digraphs seen in familiar texts

Word Recognition
- Identifying words and word parts
- identifying high frequency words that may have irregular spellings

Vocabulary

Vocabulary Development
- using and understanding words that occur frequently in everyday conversations
- new words that are linked to a specific genre or content area
- vocabulary words by correct function and category
- synonyms for some vocabulary
- words to describe concepts: time markers, size, colour
- using new vocabulary to express thoughts
- broad categories of words (e.g., food, animals, clothing)
- words based on similar functions, attributes, or locations

Reading Fluency

Phrasing
- grouping familiar 2 or 3 words into meaningful phrases

Expression
- changing voice to show feeling
- responding to punctuation

Adjusting Pace
- sustaining momentum through an entire text
- using bold print to adjust tone
- slowing down to attend to unknown words and punctuation

Word and Phoneme Recognition
- high frequency words with automaticity such as: I, a, am, at, is, my, the, and, he, she, like, come, look
- reading at least 10 words in isolation and in continuous text
- reading phonograms (rime units, digraphs, blends, etc) with speed and accuracy

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
- 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
- directionality
- one-to-one word matching
- distinguishing between letters, words, and sentences
- attending to punctuation

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

Responding to Text
- making connections to new information
- retelling the story visually and/or orally
- engaging in conversation about their understanding of a story
- summarizing a story
- giving personal opinions about a text
- asking questions about a text

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https://curriculum.novascotia.ca/

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Foundations of Language
Strand A
Grade Primary Teacher Guide

Overview of Oral and Non-Verbal Communication

Outcome A1

Grade Primary 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 indicators 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 in meaning making 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: Learners 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 for the strong development of reading comprehension and written communication.

In addition to explicit, intentional instruction integrating Language Arts with other curricular areas, culturally relevant and engaging listening and speaking activities, such as storytelling, presentations, discussions, and role-plays, are incorporated. In these ways, students' experiences, interests, and cultural backgrounds are valued and affirmed, and there are multiple opportunities for students to practice and apply their oral language skills in meaningful contexts.

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 orally and through written expression, listen attentively and respectfully to others, and use non-verbal cues to enhance their overall communication.

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Outcome A1: Primary

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: Preparing 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: 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 modelling and teaching different types of questions that promote critical thinking and engagement with the speaker's ideas.

Oral Traditions: 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 the importance of 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 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: The practice of 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 Primary

- Understand basic listening skills, such as, not interrupting when others are sharing. (Choosing and appropriate time to contribute to conversation)
- Acknowledge an object or person with the intent to communicate.
- Practice listening and speaking through sharing oral stories.
- Participate in group discussions by focusing on the speaker.
- Use formal and informal language when asking questions after listening.
- Listen to others share personal experiences and stories or songs.
- Listen to others talk about themselves and their interests.
- Listen to and follow simple one- or two- step instructions.

Outcome A1: Primary

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 and 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 Primary

- Use gestures, symbols, signs in combination with, or in place of speech, to convey requests and express needs.
- Begin to use words to express simple thoughts and feelings.
- Show basic facial expressions (e.g., smiling when happy, frowning when sad).
- Use simple gestures (e.g., waving hello, pointing to something they want).
- Use gestures, symbols, signs in combination with, or in place of speech, to persuade, negotiate, give opinions, or discuss ideas.
- Demonstrate a wider range of facial expressions to convey various feelings (e.g., surprise, excitement).
- Use more nuanced and descriptive gestures to communicate (e.g., thumbs up for approval, shrugging shoulders to show uncertainty).
- Express an idea or share information using body language or voice.
- Demonstrate empathy by recognizing and responding to the emotions of others through both words and non-verbal cues.

Outcome A1: Primary

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: 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.

Syntax: 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 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.

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 Primary

- Speak using complete sentences.
- Use correct word order.
- Use connecting words.
- Form verbal questions that seek additional information, rather than a simple yes/no answer.
- Use descriptive words to expand sentences.
- Form regular plural nouns orally by adding /s/ or /es/.
- Use a variety of root words with prefixes or suffixes when speaking.
- Use pronouns, plurals, possessives, different verb tenses, conjunctions.

Example Sentence: "They left their bikes near the library yesterday, but today they are walking because their bikes' tires were flat, and they haven't had the time to fix them yet."

Pronouns: "They," "them"
Plurals: "bikes," "tires"
Possessives: "their," "bikes'"
Different Verb Tenses: "left" (past simple), "are walking" (present continuous), "were" (past simple), "haven't had" (present perfect)
Conjunctions: "but," "and"

Overview of Foundational Word Reading and Spelling Outcome A2

Grade Primary 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 students 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 students 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, which is 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 students in developing a broad vocabulary and correctly inferring new, unknown words. Through instruction in developing foundational word reading and spelling skills, students will become quick and accurate in their word reading, which will support prosody and expression when reading text. This curriculum respects the diverse needs and backgrounds of all students, 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: Primary

Learners will apply understanding of foundational language knowledge and skills 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: An umbrella term for the various structures of sound in a language. Examples include syllables, rhymes, rime unit, and the phoneme.

Teaching Sequence: It's 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:

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."

Connected blending: The practice of smoothly linking phonemes together within words without unnecessary pauses or breaks between sounds. This technique helps with the fluid blending of sounds, making it easier for students to read and pronounce words correctly.

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 Primary

- Begin to blend phonemes to make words for simple CV, VC, and CVC words.
- Begin to segment simple CV, VC, and CVC words into their constituent phonemes.
- Begin to know, in general, that phonemes can be described by their articulatory features.
- Accurately and with growing ease identify (i.e., tell and pronounce) the beginning, final, and medial sounds in simple CV, VC, and CVC words.
- Accurately and efficiently identify the beginning, ending, and medial sounds in simple words.
- Demonstrate blending skills in the context of blending the phonemes represented by graphemes to decode/read simple words.
- Demonstrate using these segmentation skills in the context of segmenting spoken words and representing the phonemes with graphemes.
- Accurately identify the beginning, ending, and medial sounds in simple words.

Outcome A2: Primary

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

Indicators A2.2 Alphabetic Knowledge

Primary	Grade 1	Grade 2
Name and form uppercase and lowercase letters in and out of order.	Name and form uppercase and lowercase letters in and out of order and demonstrate knowledge of alphabetic order, with automaticity.	

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

Vowel sounds: All 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 Primary

- Name upper- and lowercase letters both in and out of order, with increasing automaticity ·
- Know the difference between a letter and a word.
- Know that all words are made up of letters.
- Identify and name most upper- and lower-case letters, presented alone and integrated into frequently used words.
- Identify numerals in texts.
- Begin to print many upper- and lowercase letters with accurate formation patterns.

Outcome A2: Primary

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: GPCs are taught successfully using a structured phonics approach.

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.

Grapheme-phoneme correspondence: GPC instruction progresses from individual letter sounds to building automatically 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 scope and sequenced used in your region or in the recommended professional resource 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 Primary

- Demonstrate basic knowledge letter-sound correspondences by producing the primary sound of the most frequent sounds for each consonant.
- Demonstrate automatic recall of most letter sounds.
- Connect most consonant sounds with the letters they represent.
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- Produce the most common grapheme for each consonant sound, including single consonants <s> as in sat, has, <ch>, <ck>, <sh>, <th> as in thick, <wh>.
- Produce the most common grapheme for each short vowel sound and the most common phoneme for each vowel grapheme: short vowels /a/, /i/, /o/, /u/, /e/.
- Apply the use of all short vowels when decoding and encoding CVC words.

Outcome A2: Primary

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

Indicators A2.4 Word-Level Reading and Spelling: Using Phonics Knowledge

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 contexts.

Growing Instructional Understanding

Phonics Knowledge: Understanding the system of relationships between letters and sounds in a language. Explicit instruction to recognize letter patterns and the sounds they represent is necessary at early elementary.

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: This 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 students to read.

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

See scope and sequence from your recommended professional resource for organization and examples.

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 Primary

- Begin reading and spelling CV, VC, and CVC words made of phonics patterns they have learned.
- Begin applying grapheme-phoneme correspondences to word reading and spelling, which involves identifying graphemes, saying corresponding phonemes, and blending them together.
- Use letter sound knowledge to start reading and writing words with increasing complexity.
- Further develop the ability to use letter sound knowledge to start reading and writing words.
- Utilize letter sound knowledge to confidently read and write words, especially in more complex and varied contexts.

Outcome A2: Primary

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

*Teachers can refer to the recommended professional resource being used in their region for the scope and sequence of most common spelling patterns.

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 Primary

- Begin reading and spelling words using phonemes and corresponding graphemes that have been explicitly taught. (Scope and Sequence taught using your region's instructional tool)
- Develop basic phonemic awareness to demonstrate understanding that phonemes (individual sounds) and the corresponding graphemes (letters or letter combinations) for those sounds.
- Recognize common grapheme-phoneme correspondences, apply common grapheme-phoneme correspondences.
- Demonstrate knowledge that different letters or letter combinations can represent the same sound.
- Recognize how the position of a grapheme within a word can influence its pronunciation and spelling.
- Begin to address irregular spellings and variations in words, emphasizing the importance of recognizing when common patterns don't apply.

Outcome A2: Primary

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

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.

New vocabulary: New vocabulary can deepen the understanding of known words through a variety of language and literacy experiences, including explicit instruction and implicitly through oral and written communication.

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

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 Primary

- Explore with new words.
- Engage with words in a playful and interactive manner.
- Identify the meaning of new words, focusing on comprehension and basic word understanding.
- Develop new vocabulary through a variety of literacy experiences, including exposure to different words in various contexts.
- Transfer new vocabulary to different situations, demonstrating the ability to use newly learned words in various settings.
- Demonstrate an understanding of categories by sorting pictures, objects, photographs, or written words into various categories and subcategories.
- Demonstrate an understanding of antonyms related to everyday events and attributes, showing comprehension of opposites.

Outcome A2: Primary

Learners will apply Knowledge and understanding of foundational language 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

Fluency: Fluency is the ability to read text accurately, at a suitable pace, with expression, bridging word recognition and comprehension, allowing cognitive resources to focus on text meaning.

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

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

Accuracy: The ability to correctly pronounce words when reading. This involves recognizing words and understanding the correspondence between phonemes (sounds) and graphemes (letters). Accuracy is crucial as it directly impacts comprehension; students need to read words correctly to understand the text.

Automaticity: The fast, effortless, and automatic recognition of words and phrases. Automaticity allows students to read without having to consciously decode every word, freeing cognitive resources for understanding and interpreting text.

Rate: The speed at which a student reads. Optimal reading rate combines both speed and accuracy to support comprehension. Teachers support strategies to help students increase their reading speed while maintaining or improving accuracy.

Prosody: The range of vocal expressions a reader uses when reading aloud, which includes pitch, stress, and timing. Good prosody indicates a reader's ability to convey meaning through intonation, rhythm, and emphasis, reflecting an understanding of the text.

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 Primary

- Recognize own name.
- Recognize some environmental print automatically.
- Notice end punctuation and reflect it in voice.
- Read 5–10 high-frequency words.
- Name letters accurately and automatically.
- Identify the sound for a grapheme with increasing accuracy and automaticity.
- Demonstrate the skill that some letters can be recognized quickly and accurately.
- Demonstrate the skill that some words can be recognized quickly and accurately.
- Beginning to develop accurate word reading at the single-word level based on knowledge of grapheme-phoneme correspondences.
- Reading decodable text aloud with accuracy and beginning to develop automaticity.

Overview of Language Conventions for Reading and Writing Outcome A3

Grade Primary Teacher Guide

In grades 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, acknowledges and incorporates 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 support 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 how word order conveys meaning in a language. Instruction may focus on constructing 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 supports academic success in reading and writing and fosters a broader respect for cultural diversity.

Outcome A3: Primary

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

Simple sentence is a 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).

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

Foster a supportive environment that values peer collaboration and respects diverse linguistic and cultural perspectives.

Syntax: is the arrangement of words and phrases to create well-formed sentences.

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.

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 Primary

- Identify common words and simple phrases.
- Recognize a simple sentence structure (Subject + Verb + Object).
- Develop basic vocabulary to use in sentence construction.
- Start to include adjectives in their sentences to describe nouns.
- Identify patterns like 'noun-verb' and 'noun-verb-object' in sentences.
- Write simple sentences independently.
- Identify words, spaces, and periods in a written sentence.
- Express sentences orally to prepare for writing simple sentences.
- Demonstrate a more consistent use of standard sentence structure in their writing.

Outcome A3: Primary

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 communicate.	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.

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

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.

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

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

Verbs are words that describe actions or states of being.

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

Ensure that learning is embedded in meaningful contexts, using real-life examples and applications.

Follow a systematic and explicit sequence in instruction, teaching conventions systematically from simple to complex.

Recognizing the diverse linguistic backgrounds of students and respecting the influence of their home languages and dialects on their learning process.

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 Primary

- Recognize and name common objects, people, places and things. (e.g., cat, dog, teacher).
- Understand and identify action words in simple sentences (e.g., run, jump).
- Follow simple instructions and respond in writing to questions about familiar subjects.
- Add -s or -es to make nouns plural (e.g., cats, boxes).
- Orally use the pronoun "I" in simple sentences
- Use verbs (action word) in simple sentences (e.g., I walk, she runs).
- Create simple sentences using a noun and a verb (e.g., "The dog barks.").
- Use both singular and plural nouns appropriately in writing.
- Recognize and use simple past tense verbs (e.g., walked, jumped).
- Write more complex sentences using nouns, verbs, and basic adjectives (e.g., "The big dog barks loudly.").

Outcome A3: Primary

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 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 authentic 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:** This 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** (.): Used at the end of declarative sentences and statements. **Question Mark** (?): Used at the end of interrogative sentences or questions. **Exclamation Mark** (!): 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 Primary

- Identify when capital letters are used when reading at the beginning of sentences.
- Identify different types of punctuation marks when reading (e.g. period, question mark, exclamation mark).
- Use appropriate punctuation marks at the end of sentences (e.g. The weather is cloudy.)
- Write simple sentences with a capital letter at the beginning and a period at the end.

Comprehension: Understanding and Responding to Text Strand B

Grade Primary Teacher Guide

Overview of Knowledge about Texts

Outcome B1

Grade Primary 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.

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 practice and exposure, 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 students to navigate the diverse landscape of written expression with competence and confidence.

Outcome B1: Primary

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

Simple linear narrative: A 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 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 settings; 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 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 linear narrative structure. A useful way for students to develop their understanding of "beginning, middle, and end" is to support linear narratives with a graphic organizer.

Successful inclusive education requires ensuring that every student sees themselves reflected throughout their schools, learning resources, and 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.
- Students will see and read about the historical communities of the Mi'kmaq, Acadians, African Nova Scotians, and Gaels. These communities' histories were preserved through oral traditions.
- Acknowledging that the histories and narratives of 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 Primary

- Use vocabulary that distinguishes between fiction and non-fiction, such as "story," "character," "fact," or "information," when talking about texts.
- Recognize examples of print and digital texts in the immediate environment (e.g., posters, letters, videos, websites, books).
- Explore a selection of print and digital narrative and informational texts that use various characteristics of text.
- Engage with narrative and informational texts through read aloud.
- Sort familiar texts based on their type (narrative or informational)
- Select a variety of texts as sources of interest, enjoyment, and information.

Outcome B1: Primary

Learners will apply knowledge of text structures 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: Organization structures refer 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 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.

Illustrations

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

Titles

- Main titles
- Subtitles

It is important to explore these concepts during learning experiences across subjects (including science, social studies and health) in order to reinforce concepts and put them into practice in various contexts.

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 Primary

- Explore examples of the text structures of beginning, middle and end in simple narrative texts.
- Identify the beginning, middle, and end in simple storyboards.
- Identify illustrations and describe how they relate to the story or text content.
- Actively listen and respond to questions during read-aloud that feature discussions on text features like illustrations.
- Choose books with appealing illustrations or clear labeled diagrams for independent or shared reading.
- Show interest in and talk about the use of illustrations, symbols, and bold text in familiar texts and environmental print (e.g., signs, labels).

Outcome B1: Primary

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 images in the 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

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

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

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

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

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

It is important to explore these concepts during learning experiences across subjects in order to reinforce concepts and put them into practice in various contexts.

Text type: The physical structure or form of a text, which concerns the way in which the text is organized and presented. Some examples of text types are a play, a poem, a novel, a letter, an article, and a story.

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.

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 Primary

- Identify illustrations, images (including photographs), and graphics in texts.
- Know that illustrations and images can communicate ideas or tell parts of a story.
- Explore and describe how illustrations and images are relevant to the stories or ideas presented in the text.
- Understand that pictures in a book are important for adding information or helping to tell the story.
- Participate in teacher-led discussions about what specific illustrations, images, and graphics are communicating within a text.
- Answer questions like "Why are the pictures important in a book?" and "How do the story and pictures relate to the story?" to demonstrate comprehension.

Outcome B1: Primary

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 simple 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 related to elements of style are different words 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.

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 Primary

- 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)
- Articulate how different stylistic elements, including bold words, affect their reading experience or the meaning of the text.
- Identify an exclamation mark in a read-aloud.

Overview of Comprehension Strategies

Outcome B2

Grade Primary 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 students with advanced 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.

Through clear, explicit instruction and systematic 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 students 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 students 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: Primary

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

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'kmaw 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 Primary

- Independently choose texts based on interests for enjoyment and specific texts when tasked with finding out information about a topic.
- Verbally explain choice of book or text, identifying if it's for fun (enjoyment) or to learn something new (information).
- Articulate during class discussions if a story was read for fun or if an informational text helped them answer questions or learn about a subject.
- Describe how reading/listening/viewing a text impacted or connected with them in some way (e.g., listening to oral storytelling or reading a poem about nature may have resulted in a student feeling more connected to trees).

Outcome B2: Primary

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 clues and personal experiences to guess future story events or meanings.

Background Knowledge: Information (formal and informal) students have from their experiences and previously taught education. Teachers should activate and build on this to connect students with texts.

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.

Recognize and validate traditional knowledge as an essential part of the learning experience, promoting a more holistic understanding of the world.

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 encourages students to revise their predictions with new text information, emphasizing that predictions can change with understanding.

Explicit Instruction: Using direct teaching methods for skills and concepts. Important for explaining and demonstrating prediction-making processes.

Systematic Approach: Sequential teaching of prediction skills, from simple to complex texts, to build students' predictive abilities.

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 Primary

- Verbally predict outcomes based on the title, pictures, text details
- Make predictions before and during reading, viewing, or listening activities.
- Compare predictions about events or topics to the content of a text.
- Use background knowledge from other subjects to predict and confirm the main idea of a text.
- Engage in discussions representing reflections to make predictions using text-provided information and visual elements.
- Compare actual story outcomes to initial predictions after engaging with the content.
- Predict story endings or next events from the story's beginning and middle, using accompanying pictures for cues.
- Use knowledge of story patterns to make informed predictions about plot developments or character actions.
- Predict story endings or key events based on plot development, showing understanding of narrative structure.

Outcome B2: Primary

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 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.

Systematic Approach: Teaching reading strategies in a planned, step-by-step way to build from simple to more complex skills.

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

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 Primary

- Reread the text when comprehension is lost or to find specific information, with potential self-correction during the process.
- Clarify ideas or information in texts by asking questions.
- Ask "Who?", "What?", "Where?", "When?", and "Why?" questions about the text.
- Apply background knowledge to connect the text with personal experiences, other texts, and the world.
- Identify breaks in comprehension and stop to re-read or check for errors, using phonics knowledge for self-correction.

Outcome B2: Primary

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

Indicators B2.4 Monitoring of Understanding: Making Connections

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

Lived Experiences: Valuing students' unique backgrounds in classroom discussions and reflections to enrich text understanding.

Making connections enhances 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 and shared reading sessions. 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 Primary

- Tell what they think about a story or information in a text.
- Discuss how new facts from a text fit with what they already know.
- Connect stories or facts from one book to another, to their own life, or to the world around them.
- Use words learned in other subjects to talk about a text.
- Ask questions about a story based on their own experiences.
- Relate stories read aloud to their own life and noticing similarities between different stories.
- Share how a story makes them feel or reminds them of something in their life.

Outcome B2: Primary

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.

Main idea 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 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 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.

Scaffolding 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 Primary

- Select and highlight important information from the text.
- Retell the story in sequence, including beginning, middle, and end.
- Sequence events from the text correctly.
- Retell parts of the text, such as beginning, middle, or end, accurately.
- Dramatize a story, showing understanding of characters and main events.
- Recall key characters, events, and information from the text.
- Recount relevant ideas from the text to demonstrate understanding.

Overview of Critical Thinking in Literacy

Outcome B3

Grade Primary 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.

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.

Outcome B3: Primary

Learners will apply critical thinking skills to deepen comprehension 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 in 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 evidence from the text, along with prior 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. Young 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 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 and pay 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.

Textual Evidence 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 these clues include teaching vocabulary in context, discussing illustrations, and exploring the text's structure.

Background knowledge 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 considerations ensures recognizing and valuing the diverse cultural backgrounds and experiences students bring to their learning.

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 Primary

- Infer a character's feelings and provide specific evidence from illustrations, such as facial expressions or actions depicted.
- Express ideas about familiar content like friendship, family, and pets by making connections between the story and personal experiences or knowledge.
- Begin to infer the setting of the story by describing, orally, elements in the illustrations or text clues that suggest a particular location.
- Use details from the story's illustrations and text to explain why a character might feel a certain way, linking inferences to specific evidence.
- Discuss how the story's events or characters' experiences relate to personal lives, demonstrating an understanding of themes related to friendship, family, or pets.
- Predict what might happen next in the story based on inferences about the characters' feelings and the setting, showing an ability to use stated and implied information.

Outcome B3: Primary

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

Indicators B3.2 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 are defined as any written, spoken, or visual material that conveys ideas or stories. For primary grades, these often include picture books, simple stories, poems, and informational texts suitable for young readers.

Personal Thoughts and Feelings are the individual 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, which are commonly presented in primary grade literature.

Connection to Personal Experiences guide students to relate ideas or themes in the text to their own life experiences, which can help them articulate their thoughts and feelings more clearly.

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 student's 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.

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 Primary

- Describe reactions to stories or characters using age-appropriate vocabulary.
- Identify parts of the text that generate personal feelings or thoughts.
- Relate elements of a story to personal experiences.
- Identify a story's theme.
- Respond to texts in a variety of ways (e.g., verbally, role-play, music, artwork, writing, digital media).
- Discuss feelings about a story in small groups or class discussions.
- Choose favorite parts of a text and explain why they are appealing.

Composition: Expressing Ideas and Creating Texts
Strand C
Grade Primary Teacher Guide

Overview of Developing Ideas

Outcome C1

Grade Primary Teacher Guide

In today's multimedia-rich environment, the foundational skills developed in grades Primary to Grade 2 are critical for preparing students to craft messages effectively for diverse audiences. Outcome C1 emphasizes the importance of pre-writing skills and strategies, empowering students 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 while fostering connections and empathy.

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, students 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."

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 students who appreciate the value of their unique voices and the power of written expression.

Outcome C1: Primary

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: A simple text is beginner-friendly writings like simple narratives and informational pieces. **Topics** are themes that are suitable for young writers to explore, these could include but not limited to family events, nature, or daily routines. **Purposes** support the intent behind writing, including to inform, entertain, or persuade. **Audiences** are the readers for whom the text is intended, which could include peers, family, or a broader school audience.	Encourage students to compose simple texts about their own experiences, emphasizing the importance of reflecting their cultural backgrounds.

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 Primary

- Draw pictures that illustrate ideas from their stories, showing an understanding of the story's main theme.
- Dictate sentences about personal experiences or familiar topics, demonstrating the ability to convey a simple narrative or idea.
- Identify the intended audience for their stories, such as telling a story meant for their parents/guardians or classmates.
- Show basic understanding of the purpose of their writing by describing if their text is meant to share information, tell a story, or describe something.
- Select topics they are familiar with and interested in, like family, pets, or favorite activities, to write or speak about.
- Include elements from their own cultural background in their drawings or stories, reflecting personal and community identity.
- Use simple sentence structures appropriate for primary students, demonstrating budding writing skills.

Outcome C1: Primary

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

Cultural Relevance is supported through incorporating diverse texts and topics that reflect the backgrounds and cultures of all students, making the content relatable and engaging.

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

Ideas Related to Texts Read Aloud are thoughts or concepts that arise from listening to stories or informational texts that the teacher reads to the class.

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

Developing Oral Language Skills 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.

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 Primary

- Describe personal experiences and how they relate to stories or topics discussed in class.
- Participate actively in class discussions by sharing thoughts and responding to peers.
- Connect ideas from texts read aloud to their own lives or familiar situations.
- Explore the topics and ideas of a text during teacher-led read aloud.
- Express preferences or opinions about stories or topics, both given and chosen.
- Ask questions about stories read aloud to explore further understanding.
- Recall details from texts to use in their oral discussions.
- Listen to and adapt vocabulary and sentence structures to orally share topics and ideas in response to a read-aloud or given topic.
- Use drawings to develop ideas for writing.

Outcome C1: Primary

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

Indicators C1.3 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.

Sort: is the process of arranging or categorizing images and drawings based on certain criteria such as topic, sequence, or character.

Sequence is the arrangement of images and drawings in a logical order that tells a story or describes a process. This helps students understand the flow of events.

Understanding of Story Structure teaches basic narrative elements like the beginning, middle, and end of a story. Help students grasp how these elements are visually represented and connected through images.

Developmental Appropriateness recognizes the developmental stages of young students and adapts sorting and sequencing activities to their level of understanding. Ensure that tasks are manageable and fun.

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: 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; in particular thinking about our Mi'kmaw students, African Nova Scotian learners, and newcomer populations.

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 Primary

- Arrange images and drawings in a logical sequence that tells a story or describes a simple process.
- Explain the order of events in their sequence, describing what happens first, next, and last.
- Participate in play activities that involve organizing and acting out stories using sorted images as prompts.

Overview of Creating Texts

Outcome C2

Grade Primary 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: Students are taught to produce initial drafts as a key step in the writing process. This allows 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 students 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.

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Outcome C2: Primary

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

Indicators C2.1 Producing Drafts

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

Growing Instructional Understanding

Personal Narratives 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.

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

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

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

Include and celebrate stories, traditions, and experiences from a variety of cultures. This could involve reading sample narratives drawn from students' diverse cultures as models and discussing how everyone's unique background can enrich their storytelling. Fostering an environment where all students feel safe and encouraged to share their personal stories demonstrates and models respect for everyone's perspectives and experiences.

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 Primary

- Write simple texts using a combination of drawings, letters with sound associations, and known words.
- Write from left to right, top to bottom of a page, returning to the left when writing on a new line.
- Write own name to identify work.
- Write with spaces between words.
- Draw or write with a beginning, middle and end.
- Record personal experiences and opinions in their texts.
- Discuss their writing and reading, articulating what they created and how they feel about it.
- Express ideas creatively using various media, such as drawings, oral descriptions, and digital tools.

Outcome C2: Primary

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

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 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 that students build on skills to print with appropriate sizing as they become more comfortable with formation.

Authentic Texts are real-life writing tasks that have purpose and meaning to the writer, such as lists, letters, labels, or short stories.

In grade primary, when learning to print, it is expected and appropriate that you may still see some reversals.

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 Primary

- Demonstrate correct pencil grip when writing.
- Form letters correctly, starting at the appropriate point and following the correct formation.
- Orient letters properly on the page to ensure they are not reversed or upside down.
- Use lined paper effectively to maintain letter size and placement within the lines.
- Print letters using an increasing understanding of correct form and orientation when writing simple words and sentences.

Outcome C2: Primary

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

Indicators C2.3 Editing and Proofreading

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

Growing Instructional Understanding

Explicit instruction in the use of capitalizing the first letter of each sentence and using periods at the end of sentences.

Capitalization: Explicit instruction in the use of capitalization and its rules, emphasizing that the first letter of a sentence always needs to be capitalized.

Punctuation: Explicit instruction in the use of common punctuation marks, focusing initially on the period to signify the end of a sentence.

Modeling and Demonstration: Regularly model the correct use of capital letters and end punctuation in real-time writing sessions. Demonstrate how to check a sentence to see if these elements are correct.

Use of Visual Aids: Employ visual aids such as posters that illustrate correct punctuation and capitalization. Anchor charts can be a helpful reference for students as they write.

Incorporating Technology: Utilize, as appropriate, 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 Primary

- Use correct capitalization by ensuring the first letter of each sentence is capitalized during writing activities.
- Apply appropriate punctuation mark with use of a period at the end of sentences in their writing.
- Identify and fix errors in capitalization and punctuation when reviewing their own or peers' draft texts.
- Use a provided visual checklist to support making corrections to texts.

Overview of Publishing, Presenting and Reflecting Outcome C3

Grade Primary 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: Students 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.

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, 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.

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Outcome C3: Primary

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

Understanding Text Production: Support students' understanding of what it means to produce a text, emphasizing that it involves both writing words and potentially including other elements like pictures or drawings to convey a message.

Integration of Visual Images: Teach students how visual images can complement or enhance the meaning of written text. Explain how pictures can tell a story, provide information, or express emotions just like words.

Simple Techniques for Text Creation: Introduce basic techniques for creating texts, such as using a combination of drawing and writing. Demonstrate how to plan a simple text layout that includes both elements.

Culturally Responsive Teaching: Include images and text options that reflect the diverse cultures and backgrounds of the students in the class. Encourage students to incorporate elements from their own cultural experiences in their texts.

Connecting Text and Images: Help students understand how to make coherent connections between their writing and the images they choose. Teach them to think about how their pictures support or add to their words.

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 Primary

- Create texts that include both printed words and visual images, demonstrating an understanding of how to combine these elements effectively.
- Explain how the visual images they use enhance or relate to the written part of their texts, showing an understanding of the integration of text and visuals.
- Participate in classroom discussions or presentations where they share their texts and describe the choices they made in their visual and textual composition.

Outcome C3: Primary

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 text.	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.

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.

Functionality of Tools: Explain how different tools can be used for specific purposes in text creation and presentation. For example, pencils and crayons are great for drawing illustrations, while computers can help in typing and arranging text.

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 Primary

- Demonstrate proficiency in using different media and tools, such as crayons, markers, pencils, and digital devices, to create and present texts.
- Explain their choices of media and tools, discussing how these help enhance their final text presentations.
- Show the ability to combine various media (like drawings and written words) cohesively in a single presentation.
- Display creativity and thoughtfulness in the layout and design of their texts, effectively integrating visual and textual elements.

Outcome C3: Primary

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

Indicators C3.3 Publishing and Presenting Texts

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

Audience Awareness: Discuss the concept of an audience and teach students how to tailor their presentation to suit the needs and understanding of their listeners.

Preparation and Practice: Highlight the importance of preparation and practice before presenting. Teach students how to rehearse their presentations to build confidence and smooth out any difficulties.

Reading Aloud Skills: Instruct students on how to read aloud effectively, which includes speaking clearly, using an appropriate volume, and practicing proper pacing. Emphasize the importance of expression to keep the audience engaged.

Use of Visual Aids: Explain how to use visual aids like drawings or props to enhance the presentation of their texts. Show how these aids can help illustrate points and make the content more understandable and engaging for 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 Primary

- Present their created texts clearly, using strategies like reading aloud with appropriate volume, clarity, and expression.
- Use visual aids effectively during presentations to support and enhance their spoken words.
- Engage the audience through eye contact, body language, and interactive elements, showing awareness of audience presence and needs.
- Rehearse their presentation in advance, demonstrating preparation and commitment to delivering a polished final product.
- Respond to feedback by making adjustments to their presentation style.