English Language Arts 1
Guide

NOVA SCOTIA
NOUVELLE-ÉCOSSE

2019

English Language Arts 1

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Curriculum Guide

2019

Contents

Outcomes and Indicators

Learners will interact using effective oral language skills considering audience, purpose, and situation. (CZ, COM, CI, CT, TF)

Indicators:
- demonstrate active listening habits (skills) in keeping with the student's cultural context
- ask and respond to questions to clarify information or gather further information
- describe a personal experience in sequential order with at least two details. [Note to Teacher: Be mindful of different communication styles.]
- express opinions and give simple explanations
- begin to talk in focused one-to-one conversations and contribute to small- and large-group interactions
- begin to demonstrate comprehension of oral language by engaging in, responding to, and reflecting upon informal oral presentations with a growing awareness of audience and purpose
- use simple, complete sentences with a growing vocabulary, using some parts of speech and grammar correctly
- demonstrate a growing awareness of social conventions (turn-taking, politeness, when to speak, and when to listen) in group work and co-operative play, in multiple cultural contexts

Learners will demonstrate a variety of ways to comprehend and select from a range of culturally diverse texts. (CZ, COM, CI, CT, TF)

Indicators:

Strategic Processing
- use finger pointing when reading
- identify a growing number of high-frequency words
- use all sources of information (meaning, structure, visual) to search, monitor, check, and self-correct
- predict on the basis of what makes sense, what sounds right, and what looks right
- monitor and self-correct more consistently, considering if it makes sense, sounds right, looks right
- read independently with increasing stamina
- use beginning consonants, ending consonants, or known word parts to word solve
- begin to use punctuation to appropriately guide reading with pauses, appropriate inflection
- use some text features (e.g., table of contents to predict and locate information in a text)
- read texts with understanding, within levels H–I

View with Understanding (Print and Digital Text)
- use picture cues to support understanding
- retell a simple narrative, making reference to vocabulary such as character, problem, solution
- identify the major points in a non-fiction text
- talk about a character's personality in a fiction text
- make predictions about what a text might be about or what might happen next
- make personal connections to better understand a text
- discuss similarities and differences between texts written by the same author or on the same topic
- visualize, to support comprehension, using a variety of culturally relevant texts

- begin to question culturally relevant texts
- follow simple written directions

Selecting (Print and Digital Texts)
- talk about why particular texts are interesting to them
- talk about information in texts based on print and pictures
- select just-right* texts with assistance and beginning independence
- talk about one or more favorite authors
- talk about texts with reference to titles, authors, and/or illustrators
- identify whether a text is a poem, poster, letter, story, or information text
  *being mindful of interests, background knowledge, and level

Fluency (Accuracy/Automaticity/Prosody [Rhythm and Intonation])
- begins to use punctuation to guide intonation and expression, change the tone and emphasis for bold print

Learners will select, interpret, and combine information in multicultural contexts. (CZ, COM, CI, CT, TF)

Indicators:
- identify print and digital texts that are fiction and those that are non-fiction
- ask questions about topics they are interested in
- gather information from non-fiction print and digital texts and/or other sources
- talk about information they have found in print and digital texts about a topic

Learners will respond personally and critically to a range of culturally diverse texts. (CZ, COM, CI, CT, TF)

Indicators:
- discuss personal reactions to a print and/or digital text (e.g., favourite part, character, etc.)
- talk about print and/or digital texts written about the same topic
- begin to ask questions of text
- talk about print and/or digital texts written by the same author or illustrated by the same illustrator
- identify and use some text features of fiction and non-fiction texts that support comprehension
- begin to develop an understanding and respect for diversity
- back up their opinions with prior knowledge and/or experiences
- begin to recognize different points of view

Learners will convey meaning by creating print and digital texts collaboratively and independently using imagination, personal experiences, and feelings. (CZ, COM, CI, CT, TF)

Indicators:
- understand that writing and other forms of representing convey meaning
- express ideas in complete thoughts
- label drawings to explain ideas/topics
- understand readers'/listeners' comments to clarify meaning

Learners will use writing and other forms of representing including digital to explore, clarify and reflect on their thoughts feeling and experiences and learnings. (CZ, COM, CI, CT, TF)

Indicators:
- write, using drawings, combinations of letters with some sound associations and known words, a variety of poetry, fiction, and non-fiction texts to; explain thinking, feelings, and ideas; record experiences (e.g., recounts) and personal opinions in both print and/or digital format; to inform and communicate information
- begin to explain the purpose for their writing
- begin to make decisions about word choice for specific reasons—concrete nouns, precise verbs, description, etc.
- create print and digital texts (draw or write) with a beginning, middle, and end

Learners will create text including digital collaboratively and independently using a variety of forms for a range of audiences and purposes. (CZ, COM, CI, CT, TF)

Indicators:
- identify different forms of print and digital writing that are appropriate to specific purposes and audiences
- identify print and digital information that is relevant and purposeful for an intended audience
- work with a partner, in small groups and independently, to create writing in both print and digital format
- use role plays to convey meaning (other ways of representing)

Learners will use a range of strategies to develop effective writing and media products to enhance their clarity, precision and effectiveness. (CZ, COM, CI, CT, TF)

Indicators:

Writing Processes

Prewriting
- talk about the ideas they plan to write about
- draw pictures to help develop ideas for writing
- begin to use simple graphic organizers (such as the five-finger plan)

Drafting
- write some complete thoughts
- match text to their drawings
- write from left to right and from top to bottom consistently
- use some conventional spacing
- reread their writing to monitor meaning and message

Revision
- recognize where they can make changes to writing to clarify meaning

Editing
- use environmental print to check some high-frequency words
- begin to add a few grade-level conventions

Proofreading
- talk with teacher about scribbles/drawing and/or writing

Publishing/information sharing
- publish student-selected final pieces of writing that demonstrate grade-level traits and conventions

Writing Traits

Ideas
- write several sentences on an identifiable topic, begin to elaborate on the topic

Organization
- experiment with a sense of flow, create a "how-to list."

Language use (sentence fluency, word choice, voice)
- show some variety in sentence beginnings
- continue to experiment with a variety of words
- experiment with using attribute words—colour, size, shape, texture
- experiment with using multi-sensory words (hearing, smell)
- begin to use comparison words to distinguish one thing from another—size, shape, texture
- use expressive language through storytelling, drawing, and/or writing
- recognize voice across a growing range of texts
- experiment through writing a growing connection to audience

Writing conventions
- write from left to right and from top to bottom
- use spacing between words
- begin to use capitals at the beginning of sentences and capital "I"
- begin to write simple sentences as one complete thought

Word Study (Word Work)

Rhyming
- recognize and generate spoken words that rhyme

Segmenting
- segment the sounds in a word with three to four sounds

Isolating
- identify the beginning, middle, and ending sound in words

Deleting
- delete beginning or ending sounds from words

Blending
- blend an increasing number of sounds to make a word (three to four or more)

Substituting
- use an increasing number of letters to represent a sound

Learners will interact using effective oral language skills considering audience, purpose, and situation.

Background

Early
Students will be expected to
express thoughts and feelings and describe experiences
ask and respond to questions to clarify information or gather further information
express opinions and give simple explanations for some of their opinions (I like … because)
listen to others' ideas and opinions
sustain one-to-one conversations and contribute to small- and large-group interactions
use intonation, facial expressions, and gestures to communicate ideas and feelings
respond to and give instructions or directions that include two or three components
engage in informal oral presentations and respond to a variety of oral presentations and other texts
demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and co-operative play
recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people
recognize that volume of voice needs to be adjusted according to the situation (e.g., playground, classroom)

Indicators

- demonstrate active listening habits (skills) in keeping with the student's cultural context
- ask and respond to questions to clarify information or gather further information
- describe a personal experience in sequential order with at least two details. [Note to Teacher: Be mindful of different communication styles.]
- express opinions and give simple explanations
- begin to talk in focused one-to-one conversations and contribute to small- and large-group interactions
- begin to demonstrate comprehension of oral language by engaging in, responding to, and reflecting upon informal oral presentations with a growing awareness of audience and purpose
- use simple, complete sentences with a growing vocabulary, using some parts of speech and grammar correctly

- demonstrate a growing awareness of social conventions (turn-taking, politeness, when to speak, and when to listen) in group work and co-operative play, in multiple cultural contexts
- begin to use expression and tone to communicate ideas and feelings in small- and whole-group situations considering purpose and audience
- demonstrate a growing awareness of respectful and non-hurtful vocabulary choices
- begin to use different kinds of language as appropriate to different situations, dependent upon audience and purpose

Concepts (and Guiding Questions)

Active Listening
- Why is listening important?
- What does active listening look like and sound like?

Ideas and Feelings
- How could you get others to read a book you really like?
- How can you express enthusiasm when speaking with others?

Information
- What questions can you ask someone to get more information?
- What is the most important information that you learned from the text?

Opinions
- Which book/song/poem do you prefer and why?
- What is your favorite part of the book and why?

Communication Styles
- What types of gestures/body language can we use to communicate?
- Why is it important to tell a story in order?

Conversation
- How can you participate in conversations with others?
- How can you disagree with someone without hurting their feelings?

Audience and purpose
- How do you change your voice if you are speaking to one person or a large group?
- What should it look and sound like if you are sharing with the class?

Social Awareness
- What can we do to help others feel included in conversation, group work, and play?
- How does it feel when you are not included in conversation, group work, and play?
- When and why do I have to use an inside voice/outside voice?

Expression and tone
- How would your voice change if you are angry/sad/excited?
- How does your voice change if you are talking to a person or a group?

Vocabulary choice
- How can you use your words to show your feelings? (angry, happy, frustrated)
- What words can you use to show that you agree or disagree with someone?

Assessment, Teaching, and Learning

Use a variety of assessment tools such as checklists, rubrics and anecdotal note taking. Assess students multiple times, using multiple tools on multiple speaking and listening experiences.

- Engage students in a discussion pertinent to a particular topic such as expressing thoughts and feelings about something or describing an experience.
- Engage students in a conversation about their personal opinion and reasons for that opinion.
- Guide students to compare their listening habits to those listed on the class anchor chart. Together with students establish listening learning goals and action plans.
- Listen and make notes as students interact with their learning partner.
- Listen and make notes as students ask questions and give opinions in literacy centres.
- Listen and make notes as students work in small groups in planned and spontaneous talking
- Talk with students and specifically notice their use of tone of voice, facial expressions, and gestures to convey meaning.
- Observe students in group situations and make notes about their interactions (e.g., how to change topic, how and when to interrupt appropriately, how to add to a person's ideas).
- Observe students following directions that have two or three parts.
- Listen to students as they present orally and use a checklist to note their presentation behaviours (e.g., clarity of message, focus on listeners' ability to answer questions, use of gestures, facial expression and intonation).
- Observe students as they interact with a guest speaker or peer presenter.
- Talk to students about their feelings and note their ability to give I-messages.
- Observe students as they interact with their learning partners or in small groups. Make notes about their social interactions.
- Observe students in a variety of situations and note their appropriate volume, tone of voice, etc.

Time to Teach

Make learning goals as explicit as possible by beginning instruction with models and demonstrations.

- Model expressing feelings about a character, event(s) in a story, an ending to a story, information in a non-fiction text.
- Model using detail and description to enhance verbal explanations and descriptions.
- Model expressing feelings about music, dramatic performances, visual art displays, etc.
- Model expressing feelings about personal experiences.
- Orally recount a personal experience and invite students to ask questions.
- Model how to give an opinion about something (I like …, I don't like … and why).
- Model how to give clues about a hidden object (e.g., in a paper bag).
- Model how to make a comment and how it differs from a question.
- Model how to make connections between what is heard (e.g., read aloud) and background knowledge, and provide evidence.
- Demonstrate how gestures, facial expressions, and tone of voice convey meaning (e.g., whispering to convey secrecy, screaming to express fear, jumping up and down with hand over mouth to express surprise, wringing hands to express nervousness).
- Model how to give a book talk (e.g., title of the book, author, genre, basic story line, favourite part or illustration, feeling).
- Model how to add to classmate's ideas, how to change topic, how to interrupt effectively.

- Develop non-verbal signals to facilitate classroom management (e.g., music for transition time, hand raised to gather students' attention).
- Model how to follow multi-step directions (e.g., counting steps on fingers, orally rehearsing using fingers).
- Use specific vocabulary to help students understand directions more clearly. Use relative position language such as in front of, behind, beside, on top of, below, between, etc.
- Model how to talk about a favourite (season, food, sport, book, etc.) and reasons for making that choice.
- Model how to talk about pictures in a wordless picture book and tell a story using detail and description
- Model interviewing another person.
- Model giving an oral presentation using a T-W-L chart (What I Think I Know, What I Wonder, What I Learned).
- Model using a graphic organizer to collect information about a given topic; model referring to the notes recorded in the graphic organizer to give a short oral presentation about important and interesting information.
- Demonstrate how gestures, facial expressions, and tone of voice convey meaning (e.g., whispering to convey secrecy, screaming to express fear, jumping up and down with hand over mouth to express surprise, wringing hands to express nervousness).
- Model the use of a talking prop (e.g., stick, puppet, feather, small stuffed animal).
- Model how to disagree with a person in a respectful manner (e.g., I disagree because …).
- Model how to solicit help if needed (e.g., I am having some trouble with …).
- Model the use of put-ups, rather than put-downs.
- Model how to share materials.
- Refer to a specific emotion and model sharing ideas about when that feeling may have been experienced (e.g., happiness—getting a new pet, enjoying a good book, going to the beach, having a favourite food for lunch, spending time with a friend).
- Provide a visual so that students can have a better sense of volume (e.g., loud/tiger—3; productive conversation/bumblebee—2; quiet/mouse—1; silent/ant—0).
- Demonstrate playing the I-message game. Draw cards (on which feeling words are printed), identify situations that might have led to these feeling, state the feelings, and give I-messages for these feelings.

Time to Practise

Provide a wide variety of contexts for talking including student/whole group, student/small group, and learning partners (e.g., talking about personal experiences, books, guest speakers, performances, opinions, each others' writing). Engage students in shared and guided experiences as appropriate to the learning experience.

- Ask students to express their feelings and ideas during an interactive read-aloud by talking to their learning partner based on a teacher prompt, such as
  - What do you think will happen when …? Why do you think that?
  - Where do you think this story is taking place? What reasons do you have for thinking that?
  - Do you like this story? Give reasons for your opinion.
  - What does this part remind you of? Give support for those memories.

- During science-related experiences, co-construct a properties chart to provide a visual reminder of categories and related words (e.g., size, shape, colour, thickness, texture, flexibility); model referring to this chart to describe experiences and give detail.
- Revisit the co-constructed properties chart to help students' enrich their oral communication skills with detail and description.
- Co-construct an anchor chart of good listening habits.
- Co-construct an anchor chart of questions students might ask to clarify understandings.
- Engage students in role-playing to exhibit good listening behaviours.
- Provide opportunities for students to express their feelings about music, dramatic performances, visual art displays, etc.
- Provide opportunities for students to talk with and listen to their learning partner's personal experiences, ideas, etc. (e.g., Think-Pair-Share).
- Co-construct an anchor chart of ideas to help students give clues (e.g., colour, size, shape, what it's used for, what it's made of, where it came from, how it feels).
- Using the co-constructed anchor chart of clues (and adding to it as appropriate) students give clues about a hidden object.
- Provide a variety of statements, encourage students to identify the feeling evoked by the experience and together discuss possible reactions (e.g., Someone stole my pencil).
- Co-construct an anchor chart about how to add to a classmate's ideas, how to change topic, and how to interrupt effectively.
- Engage students in a game whereby one student knows an emotion and uses facial expressions and gestures to convey the emotion while other students guess the emotion.
- Provide frequent opportunities for students to consistently respond to non-verbal signals.
- Provide frequent opportunities for students to follow multi-step directions.
- Co-construct an anchor chart of what makes a good book talk and provide opportunities for students to give book talks.
- Give verbal instructions and ask students to orient themselves according to those instructions (e.g., Elaine stands in front of the easel, Jamal stands next to her, Andy sits down between them).
- Give students opportunities to add to the verbal instructions of where other students should sit, stand, etc.
- Provide opportunities for students to generate stories from wordless picture books.
- Provide opportunities for students to talk about their favourite (season, food, sport, book, etc.) and reasons for making that choice.
- Ask students to explain to a new student some of the classroom and school routines/procedures (e.g., placing lunch orders, changing for physical education class, playing on the playground).
- Engage students in interviewing experiences—co-constructing questions, rehearsing questions, holding interviews, and debriefing what was learned and experienced.
- Provide opportunities for students to give oral presentations using a T-W-L chart.
- Provide opportunities for students to use graphic organizers to give oral presentations about important and interesting information about a topic.
- Co-construct an anchor chart of appropriate behaviours for communicating in large and small groups—include what each behaviour looks like and sounds like (e.g., Interrupting appropriately— Looks like: listener watching speaker; Sounds like: Excuse me …).

- Provide a wide variety of experiences for students to use a talking prop when interacting in a large or small group.
- Engage students in experiences of connecting emotions to situations, memories, etc.
- Regularly reinforce positive behaviours with respect to disagreeing, soliciting help, sharing materials, following classroom routines, etc.
- Regularly reinforce the use of a volume visual with the use of numbers (3, 2, 1, 0).
- Regularly reinforce put-ups.
- Co-construct an anchor chart of language that helps and language that hurts (e.g., when someone is using a marker that another person wants: hurts—Give me that; helps—Would you share that with me, please?).
- Provide opportunities for students to play the I-message game.

Time to Reflect and Share

- Ask students to reflect on good listening habits (anchor chart) and discuss what they are doing well and/or may need to work on.
- Ask students to share something they heard that was interesting, important, made them feel a particular way, etc.
- Ask students to identify a clue that helped them to identify the hidden object.
- Ask students to reflect on what helped them contribute to discussions in a small group.
- Ask students to reflect on an emotion and one gesture that may accompany that emotion.
- Ask students to reflect on how they made decisions about important and interesting information to include in the graphic organizer.
- Ask students to reflect on what helped them contribute to discussions in a small group.
- Ask students to reflect on an emotion and one gesture that may accompany that emotion.
- Ask students to reflect on how they made decisions about important and interesting information to include in the graphic organizer.
- Ask students to share ways a classmate worked effectively in a small group.
- Ask students to share an emotion, why they felt that way, and an appropriate I-message.

Learners will demonstrate a variety of ways to comprehend and select from a range of culturally diverse texts.

Background

Early
Students will be expected to
regard reading/viewing as sources of interest, enjoyment, and information
select independently, and with teacher assistance, texts appropriate to their interests and learning needs
expand their understanding of concepts of print ▪ punctuation in text serves a purpose ▪ upper- and lower-case letters have specific forms and functions (first word in sentences and proper names)
use a combination of cues (semantic, syntactic, graphophonic, and pragmatic) to sample, predict, and monitor/self-correct ▪ predict on the basis of what makes sense, what sounds right, and what the print suggests ▪ make meaningful substitutions ▪ attempt to self-correct predictions that interfere with meaning ▪ begin to monitor their own reading by cross-checking meaning cues with cues from beginning and last letters of the word (Did it make sense? Did it sound right? If it's "tiger," would it start with "p"?)
consistently match one-to-one
use some features of written text to determine content, locate topics, and obtain information
use a variety of strategies to create meaning ▪ identify the main idea ▪ predict content using text information along with personal knowledge and experiences ▪ make inferences by drawing on their own experiences and clues in the text ▪ identify character traits from contextual clues ▪ make connections between texts, noticing similarities in characters, events, illustrations, and language ▪ follow written directions

Indicators

Strategic Processing

- uses finger pointing when reading
- identify a growing number of high frequency words
- use all sources of information (meaning, structure, visual) to search, monitor, check, and self-correct
- predict on the basis of what makes sense, what sounds right, and what looks right
- monitor and self-correct more consistently, considering if it makes sense, sounds right, looks right
- read independently with increasing stamina
- use beginning consonants, ending consonants, or known word parts to word solve
- begin to use punctuation to appropriately guide reading with pauses, appropriate inflection
- use some text features (e.g., table of contents to predict and locate information in a text)
- read texts with understanding, within levels H–I

View with Understanding (Print and Digital Text)

- use picture cues to support understanding
- retell a simple narrative, making reference to vocabulary such as characters, problem, solution
- identify the major points in a non-fiction text
- talk about a character's personality in a fiction text
- make predictions about what a text might be about or what might happen next
- make personal connections to better understand a text
- discuss similarities and differences between texts written by the same author or on the same topic
- visualize, to support comprehension, using a variety of culturally relevant texts
- begin to question culturally relevant texts
- follow simple written directions

Selecting (Print and Digital Texts)

- talk about why particular texts are interesting to them
- talk about information in texts based on print and pictures
- select just-right* texts with assistance and beginning independence
- talk about one or more favorite authors
- talk about texts with reference to titles, authors, and/or illustrators
- identify whether a text is a poem, poster, letter, story, or information text

*being mindful of interests, background knowledge, and level

Fluency (Accuracy/Automaticity/Prosody [Rhythm and Intonation])

- begins to use punctuation to guide intonation and expression, change the tone and emphasis for bold print

Concepts (and Guiding Questions)

Strategic processing

- How do the images help to understand the story?
- How do your reading strategies change between fiction and non-fiction?
- What strategies can you use to figure out an unfamiliar word?

- How can your questions before, during, and after the story, help you to understand the story?
- What text to self connections can you make to this story?

Selecting texts
- How do readers decide which books to read?
- How do you select a "just right" text?

Fluency
- How do does it sound if you are reading with expression/reading smoothly?
- How does your voice change when you read commas, question marks, and periods?

Assessment, Teaching, and Learning

Gather evidence of students' learning through conversations, observations, and products to inform instruction. Use the continuum of reading development and a variety of assessment tools such as reading records, checklists, interest inventories, rubrics, and observation/anecdotal notes. Assess students multiple times, using multiple tools, on multiple reading experiences.

- Ask students to share what they are reading and learning.
- Ask students to explain how they make text selections.
- Observe students' engagement during read-aloud, shared, and guided reading experiences.
- Observe students' reading during independent reading.
- Observe students' focus and stamina during independent reading time.
- Confer with students focusing on whether their reading made sense, sounded right, and looked right.
- On a daily basis, conduct short, informal "on-the-run" records of oral reading.
- Occasionally administer a formal record of oral reading to notice the cueing systems applied (make sense, sound right, look right).
- Ask individual students to read high-frequency words in a list, on cards, etc.
- Observe students as they read to determine their appropriate and unnecessary finger pointing.
- Confer with students to determine if they can retell a fiction story sequentially.
- Confer with students to determine if they can explain what a piece of non-fiction is about (main points and/or details).
- Confer with students to determine if they understand a character's personality.
- Confer with students about personal connections and how those connections aided comprehension.
- Listen to oral reading responses of how a book made them feel, their favourite character, important information in a non-fiction text, etc.
- Ask students to explain the information included in text features of non-fiction texts.
- Observe to determine if students use a table of contents to locate specific information.
- Invite students to represent their ideas about texts read (e.g., reading graphic organizer).

Time to Teach

Make learning focuses explicit through focus lessons embedded in read-alouds/think-alouds, interactive read-alouds, and shared reading.

- Share your reading life with students—the books you are currently reading, how you chose them, what you are enjoying about them, etc.
- Demonstrate enjoyment and interest of a wide variety of texts.

- Use a variety of texts that are richly supported by illustrations including short poems, nursery rhymes, songs, realistic fiction, non-fiction (e.g., alphabet and counting books, simple informational texts).
- Share texts about everyday events (e.g., food, weather, playing, seasons).
- Share texts with humour that are easy to relate to.
- Read texts with appropriate phrasing and expression.
- Show students the cover of a text, read the title, and engage them in a discussion of what the text might be about.
- Read a few pages of a text and ask students to predict what the text might be about.
- Highlight comprehension as an overarching focus with all texts.
- Demonstrate how to select interesting, just-right books from the organized, labelled classroom library.
- On a daily basis, read and reread enlarged texts (especially big books, poems, and songs) to draw students' attention to predictable patterns including rhyme, rhythm, and repetition.
- Model talking about books and their benefits of enjoyment and information.
- Model how to discuss events such as school presentations, class trips, and other viewing experiences.
- Read and reread big books and other enlarged texts.
- Use a pointer to focus on a wide variety of features of print and text features.
- Draw students' attention to text features such as titles, illustrations, table of contents, text boxes, bold print, labels, etc.
- Draw students' attention to environmental print such as signs around the school.
- Smoothly and fluidly follow print with a pointer to demonstrate chunking and phrasing rather than word-by-word reading.
- Engage students in segmenting and blending sounds of words in shared reading texts.
- Isolate and draw students' attention to high-frequency words in enlarged text (big books, poems, daily messages, etc.).
- Match high-frequency words in a shared reading text (big books, poems, etc.) with word cards.
- Cover the initial consonant(s) of a few words at the end of sentences in a shared reading text and encourage students to make predictions of what the words might be.
- Cover the middle of a word exposing only the first consonant(s) and last letter; encourage students to make predictions of what the word might reasonably be given the context and students' prior knowledge of the topic or idea.
- Compare and contrast by making a word prediction that makes sense versus one that does not make sense.
- Compare and contrast by making a word prediction that sounds right versus one that does not sound right.
- Compare and contrast by making a word prediction that looks right versus one that does not look right.
- Build collections of words (from texts used in whole and small groups) that share similar patterns (e.g., beginning consonants, blends, and common rimes).
- Demonstrate the integration of two or three cueing systems (Does it make sense? Does it sound right? Does it look right?).
- Use technological aids such as RAZ Kids, National Geographic for Kids, etc.
- Focus on a particular feature of a word (beginning consonant, beginning blend, inflectional ending, common rime, etc.) that is not included in a text and find a word in the text with the same feature.

- Use cloze activities.
  - Replace a word with a blank at the end of a sentence.
  - Ask students to predict what the word might be based on what would make sense and sound right.
  - Next add the initial consonant(s) to refine the prediction based on whether it looks right.
  - Expose the word and compare it to students' predictions.
- Draw students' attention to familiar patterns (initial consonants, blends, digraphs, common rimes, ending patterns, etc.) in enlarged print and develop lists of words that contain those features.
- For students who are reading at level G or above, use a more advanced cloze activity.
- Replace a word with a blank in the middle of a sentence or closer to the beginning.
- Ask students to read to the end of the sentence and then return to the blank to make a prediction of what the word might be based on what would make sense and sound right.
- Next add the initial consonant(s) to help students refine the prediction based on whether it looks right.
- If necessary, add ending consonants or inflectional endings to further refine the prediction.
- Expose the word and compare it with students' predictions.
- Read and reread big books and other enlarged texts.
- Use a pointer to focus on a wide variety of features of print and text features.
- Draw students' attention to text features such as titles, illustrations, table of contents, text boxes, bold print, labels, etc.
- Draw students' attention to environmental print such as signs around the school.
- Smoothly and fluidly follow print with a pointer to demonstrate chunking and phrasing rather than word-by-word reading.
- Engage students in segmenting and blending sounds of words in shared reading texts.
- Isolate and draw students' attention to high-frequency words in enlarged text (big books, poems, daily messages, etc.).
- Match high-frequency words in a shared reading text (big books, poems, etc.) with word cards.
- Cover the initial consonant(s) of a few words at the end of sentences in a shared reading text and encourage students to make predictions of what the words might be.
- Cover the middle of a word exposing only the first consonant(s) and last letter; encourage students to make predictions of what the word might reasonably be given the context and students' prior knowledge of the topic or idea.
- Compare and contrast by making a word prediction that makes sense versus one that does not make sense.
- Compare and contrast by making a word prediction that sounds right versus one that does not sound right.
- Compare and contrast by making a word prediction that looks right versus one that does not look right.
- Build collections of words (from texts used in whole and small groups) that share similar patterns (e.g., beginning consonants, blends, and common rimes).
- Demonstrate the integration of two or three cueing systems (Does it make sense? Does it sound right? Does it look right?).
- Use technological aids such as RAZ Kids, National Geographic for Kids, etc.

- Focus on a particular feature of a word (beginning consonant, beginning blend, inflectional ending, common rime, etc.) that is not included in a text and find a word in the text with the same feature.
- Before and during reading, demonstrate the importance of drawing on prior knowledge to make predictions, visualize, infer, etc.
- Teach a repertoire of comprehension strategies in some depth, including
    - setting a purpose for reading
    - accessing background knowledge
    - visualizing
    - questioning and wondering
- Create anchor charts about comprehension strategies and how they aid understanding.
- On a daily basis, read texts to students that are above their reading levels and think aloud the processes used to make sense of the text.
- Model making text-to-self connections that help the reader better understand a text.
- Read aloud books with interesting characters and model making inferences about the characters' personalities providing evidence within the text.
- Read aloud books that have a moral or important message and discuss the overall meaning of the text (fiction).
- Read aloud books about a specific topic and discuss information in the text (non-fiction).
- Prior to reading a text, isolate important vocabulary and discuss their meanings.
- Share simple procedural text and discuss how the words and pictures give directions.
- Read books by the same author and discuss commonalities of the different texts.
- Read books about the same topic and discuss information that is the same and different in the texts.
- Model how to retell a story orally.
- Model how to follow directions.
- Model how to question text through read-alouds/think-alouds.

Time to Practise

On a daily basis, provide small-group instruction and/or confer with students while the rest of the class engages in reading practice experiences based on a variety of genres, students' strengths, needs, choices, and interests.

- Practice reading several times daily.
- Make appropriate selections from the classroom library and independently read every day for approximately 25–30 minutes.
- Practice reading just-right texts most of the time during independent reading.
- Receive guided reading instruction based on their learning strengths and needs.
- Make appropriate choices of texts to place in their just-right bags from the classroom library.
- Talk about books during small-group shared, guided, and independent reading experiences.
- Read small copies of texts that were previously introduced through shared reading of big books.
- Gradually build independent reading time to increase reading stamina.
- Discuss (with focused prompts) events such as school presentations, class trips, and other viewing experiences.
- Engage in a rich array of experiences to clap words, tap syllables, as well as segment and blend sounds (finger spelling and hand spelling).
- Participate in guided reading opportunities to use text features and discuss the importance of those features (e.g., finding information using a table of contents, bold print, labelled diagrams).

- Identify specific high-frequency words in a text (words that are currently being focused upon).
- Receive descriptive feedback about their attempts, self-corrections, etc.
- Receive guided reading instruction based on their learning strengths and needs to encourage use of all sources of information.
- Practise reading just-right texts most of the time during independent reading.
- Identify specific high-frequency words in a text (words that are currently being focused upon).
- Receive descriptive feedback about their attempts, self-corrections, etc.
- Receive guided reading instruction based on their learning strengths and needs to encourage use of all sources of information.
- Talk with a partner about a text used for an interactive reading experience; teacher decides on meaningful stopping points and gives a focus for students' conversations.
- Read a range of non-fiction texts to gather information from print, visuals, and text features.
- Investigate procedural texts (or other genres) and identify features of that genre.
- Follow a short set of instructions.

Time to Reflect and Share

Students talk with a learning partner, small group of students, or the whole class about

- how they made their book selections
- what they are learning from the texts they are reading
- what they are noticing in their chosen texts (a variety of text features)
- strategies they are using to clarify words (e.g., students who conferred with the teacher can share their strategies)
- how they solved challenging words
- high-frequency words that they see repeatedly and are learning to recognize automatically
- their personal connections and how those connections better helped them understand a text
- what they are learning about a topic (non-fiction)
- what they know about a character (fiction)
- the main message of a story
- questions they have about a text

Learners will select, interpret, and combine information in multicultural contexts.

Background

Early
Students will be expected to
engage in the research process with assistance ▪ generate questions to guide research ▪ locate appropriate information with assistance (classroom, library, home, community) ▪ interact with the information

Indicators

▪ identify print and digital texts that are fiction and those that are non-fiction
▪ ask questions about topics they are interested in
▪ gather information from non-fiction print and digital texts and/or other sources
▪ talk about information they have found in print and digital texts about a topic

Concepts (and Guiding Questions)

Research strategies

▪ Where can you find information about something that interests you?
▪ How can we organize our information about a topic?
▪ How do you choose a topic for research?

Ways to gather information

▪ Where can you find out more about something that interests you?
▪ What can we learn about the topic by looking at pictures or illustrations?
▪ How can you record information that you learn on a topic?
▪ How would your methods for gathering information be different for fiction/non-fiction?

Assessment, Teaching, and Learning

Gather evidence of students' learning through conversations, observations, and products to inform instruction. Use the continuum of reading development and a variety of assessment tools such as reading records, checklists, interest inventories, rubrics, and observation/anecdotal notes. Assess students multiple times, using multiple tools, on multiple reading experiences.

▪ Give students several books and ask them to sort them into two groups—fiction and non-fiction. Engage students in a discussion of how they made decisions about sorting.
▪ Ask students to share what they have learned about a particular topic.
▪ Invite student to find a non-fiction book and observe where in the library he or she looks.
▪ Observe students as they share information with a learning partner.
▪ Observe students' contributions during whole- and small-group contribution opportunities.
▪ Students draw pictures, label pictures, and/or write notes about a topic they are learning about.

- Students make models (e.g., clay) to illustrate what they are learning.
- Students write information in a small booklet or flip book. They discuss why they chose to include the information they did.
- Students write on sticky notes what they learned from a non-fiction book they read.

Time to Teach

Make learning focuses explicit through focus lessons embedded in read-alouds/think-alouds, interactive read-alouds, and shared reading.

- Use read-aloud texts to help students distinguish between information texts and imaginary texts (e.g., talking animals, fairy tales).
- Use read-aloud/think-aloud experiences to demonstrate a specific process while reading.
- Model how to draw on prior knowledge about a topic.
- Model how to ask effective questions for research (thick, not thin questions).
- Explicitly build background knowledge about a topic by inviting students to share what they know, reading non-fiction books, viewing video clips, etc.
- Highlight important vocabulary and build oral language skills about specific topics.
- Demonstrate how to extract information from a variety of sources (e.g., texts, pictures, viewing video clips, asking guest speakers).
- Engage in shared experiences to find information that answers their questions.
- Focus on text features to locate important information (e.g., headings, pictures, labelled diagrams, scaled diagrams, text boxes, simple graphs, etc.).
- Demonstrate how to find information in a collection of items in learning centres (e.g., one about sharks—pictures, information cards, listening to a book on tape, a variety of non-fiction texts).

Time to Practise

On a daily basis, provide small-group instruction and/or confer with students while the rest of the class engages in reading practice experiences based on a variety of genres, students' strengths, needs, choices, and interests.

- Practise reading multiple times daily.
- Make appropriate selections from the classroom library and independently read every day for approximately 25–30 minutes.
- Receive guided reading instruction based on their learning strengths and needs.
- Explore a range of non-fiction texts to gather information from print, visuals, and text features.
- Work with a partner to peruse and/or read two different non-fiction books about the same topic and discuss what they know and have learned.
- Engage in shared experiences to ask effective questions for research.
- Work in small groups or with a partner to develop effective questions to research.
- Explore books in labelled bins to find information that answers their questions.
- Ask their questions at home and bring the information to school not written down, but from memory.
- Record their ideas in graphic organizers or small booklets such as flip books.

Time to Reflect and Share

Students talk with a learning partner, small group of students, or the whole class about

- the difference between a fiction and non-fiction book
- their background knowledge on a topic

- important information they are learning about a topic
- similarities and differences of information in two different texts
- questions to which they would like to find answers
- the information they included in graphic organizers or booklets
- jot notes they have taken

Learners will respond personally and critically to a range of culturally diverse texts.

Background

Early
Students will be expected to
make personal connections to text and share their responses in a variety of ways
express and begin to support opinions about texts and the work of authors and illustrators
use their experiences with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characteristics
respond critically to texts ▪ formulate questions as well as understandings ▪ develop an understanding and respect for diversity

Indicators
- discuss personal reactions to a print and/or digital text (e.g., favourite part, character, etc.)
- talk about print and/or digital texts written about the same topic
- begin to ask questions of text
- talk about print and/or digital texts written by the same author or illustrated by the same illustrator
- identify and use some text features of fiction and non-fiction texts that support comprehension
- begin to develop an understanding and respect for diversity
- back up their opinions with prior knowledge and/or experiences
- begin to recognize different points of view

Concepts (and Guiding Questions)

Text features
- How do text features help you to understand a text?
- How are the text features different in fiction and nonfiction texts?

Diversity
- What does this book tell you about different types of families?
- What can a book teach you about different cultures?

Opinions
- Which book/song/poem do you prefer and why?
- What do you think is the most important message from this text?
- How do the pictures add to the story?
- What is your favorite part of the book and why?

- Who's telling the story?
- How could you have two different stories about the same event.

Assessment, Teaching, and Learning

Gather evidence of students' learning through conversations, observations, and products to inform instruction. Use the continuum of reading development and a variety of assessment tools such as reading records, checklists, interest inventories, rubrics, and observation/anecdotal notes. Assess students multiple times, using multiple tools, on multiple reading experiences.

- Confer with students about their feelings about a text and their reasons for feeling that way.
- Confer with students about how they compared two or more books by the same author or illustrator.
- Confer with students about how they compared two or more texts about the same topic.
- Observe how students interact with each other to discuss personal reactions to text.
- Notice the extent to which students contribute to group discussions about personal reactions.
- Record students' records of their feelings about texts in pictures or graphic organizers.
- Observe students' demonstrations of their feelings about a text, author, or illustrator with concrete models, paintings, charades, etc.
- Confer with students about the distinguishing features of different types of texts (e.g., procedural text versus information text versus realistic fiction versus poetry).
- Ask students to identify the title, author, and illustrator of a text.
- Confer with students about questions they have of one or more texts.
- Confer with students about differences and similarities based on ethnicity, gender, social, and cultural diversity.

Time to Teach

Make learning focuses explicit through focus lessons embedded in read-alouds/think-alouds, interactive read-alouds, and shared reading.

- Model how to draw on prior knowledge to help a reader better understand a text, for example
  - a personal experience
  - background knowledge about a particular topic
  - connections between texts written by the same author
  - connections between texts illustrated by the same illustrator
  - connections between texts about the same topic
- Model how to express opinions about texts, for example,
  - a favourite character
  - a favourite part
  - feelings evoked by the text (e.g., humour, happiness, sadness, excitement, etc.)
- Model how to talk about an opinion about a character and reasons for feeling that way.
- Model how to talk about a favourite part of a text and reasons for feeling that way.
- Model how to act out feelings about a text, author, or illustrator.
- Model how to record feelings about a text in a picture or graphic organizer.
- Explicitly teach the differences between factual and imaginary texts (e.g., talking animals, magic).
- Explicitly teach different text types (e.g., poem, fiction, non-fiction) and the features that make them different (co-construct anchor charts).

- Draw student's attention to the title, author, and illustrator of texts used for read-aloud and shared reading experiences.
- Discuss differences between the styles of two or more authors.
- Discuss differences between the styles of two or more illustrators.
- Read two or more versions of the same story and discuss similarities and differences between and among them.
- Model examples of questions to ask an author or guest speaker/presenter.
- Read aloud stories and non-fiction text that demonstrate gender and ethnic, social, and cultural diversity.
- Engage students in discussions about similarities and differences based on gender and ethnic, social, and cultural diversity.
- Use puppets, Persona dolls, and stories to teach about stereotyping, bias, and prejudice.
- Use fairy tales and fractured fairy tales to demonstrate the concepts of good/bad and fair/unfair.

Time to Practise

On a daily basis, provide small-group instruction and/or confer with students while the rest of the class engages in reading practice experiences based on a variety of genres, students' strengths, needs, choices, and interests.

- Practise reading multiple times daily.
- Make appropriate selections from the classroom library and independently read every day for approximately 25–30 minutes.
- Practise reading just-right texts most of the time during independent reading.
- Make personal connections as they read during guided and independent reading experiences.
- Engage in discussions about making personal connections that help them better understand the text.
- Make connections between two or more texts by the same author or illustrator.
- Make connections between two or more texts about the same topic.
- Identify their favourite part of a text and explain why they felt that way about that part.
- Practise reading just-right texts most of the time during independent reading.
- Receive guided reading instruction based on students' learning strengths and needs.
- Discuss whether texts are about real information or imaginary events.
- Co-construct anchor charts about different genres and forms (e.g., realistic fiction, information text, poetry, procedural text, etc.).
- Ask questions of invited guest speakers.
- Share their opinions about two or more versions of the same story (e.g., which one they preferred and why).
- Become familiar with a few words or phrases of the languages represented in the classroom to develop respect for students' first languages.
- Participate in discussions about what is fair and unfair.
- Independently read a text and discuss their personal connections with a partner or students in a small group who have read the same text work.

Time to Reflect and Share

Students talk with a learning partner, small group of students, or the whole class about

- a personal connection—memories or feelings evoked, etc.
- prior knowledge related to a text

- texts by the same author—similarities and differences
- texts by the same illustrator—similarities and differences
- texts about the same topic—similarities and differences
- differences between the styles of two authors or illustrators
- differences between the kinds of illustrations in non-fiction texts versus fiction texts
- the title, author, and illustrator of a text
- differences between two or more text types (information text in different patterns such as question/answer, procedural text, etc.)

Learners will convey meaning by creating print and digital texts collaboratively and independently using imagination, personal experiences, and feelings.

Background

Early
Students will be expected to
use writing and other forms of representing for a variety of functions ▪ ask questions ▪ generate and organize ideas ▪ express feelings, opinions, and imaginative ideas ▪ inform/communicate information ▪ record experiences ▪ explore learning
begin to develop, with assistance, some ways to make their own notes (e.g., webs, story maps, point-form notes)
begin to experiment with language choices in imaginative writing and other ways of representing

Indicators
▪ understand that writing and other forms of representing convey meaning
▪ express ideas in complete thoughts
▪ label drawings to explain ideas/topics
▪ understand readers'/listeners' comments to clarify meaning

Concepts (and Guiding Questions)

Communication forms
▪ What are the different ways to communicate your ideas?
▪ How do the comments of others help you revise your text?
▪ What are different ways that you can communicate your ideas to others?

Ideas
▪ How do you add detail to your writing?
▪ How do the pictures support your writing?

Assessment, Teaching, and Learning
Gather evidence of students' learning through conversations, observations, and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest inventories, and observation/anecdotal notes. Assess students multiple times, using multiple tools, on multiple writing experiences.

- Confer with students about
  - their writing—the form, audience, and purpose
- Observe students to assess their interest, stamina, etc.
- Collect students' writing samples with an assessment focus on
  - expression of their ideas
  - organization (e.g., narrative, poem, recount)
  - specific word choice (e.g., narrative, information text, poem)
- Assess students' strengths and needs.
- Analyze growth over time using dated writing samples.

Time to Teach

Make learning focuses explicit through modelled writing/think-alouds, interactive writing, demonstrations, shared writing, and with the use of mentor texts.

- Write for a wide variety of purposes to
  - explore an idea
  - convey messages
  - recount personal experiences
  - express feelings
  - record important information
  - record observations or learning
  - persuade
- Develop a list of writing ideas (drawing on prior knowledge and interests).
- Decide on a writing topic.
- Co-construct anchor charts of ways to elaborate.
- Elaborate and add detail, using a variety of strategies
  - adding a word (e.g., colour, shape, size)
  - writing buddy sentences (i.e., a second sentence with some detail to accompany the first, which is likely more generic—e.g., We went to the park. We played on the jungle gym.)
  - drawing on prior knowledge
- Expand on an idea and make a web.
- Develop a web by drawing on prior knowledge.
- Organize the ideas in a web using numbers or colour coding.

Time to Practise

On a daily basis, provide small-group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students' strengths, needs, choice, and interest.

- Develop their own lists of writing ideas and topics.
- Decide on topics for writing.
- Use elaboration strategies such as those listed above.
- Develop webs, lists, notes.

Time to Reflect and Share

Students talk with a learning partner, small group of students, or the whole class about

- how they decided on a topic

- how they added description and detail to their writing
- the prior knowledge they accessed to develop a piece of writing

Learners will use writing and other forms of representing including digital to explore, clarify and reflect on their thoughts feeling and experiences and learnings.

Background

Early
Students will be expected to
use writing and other forms of representing for a variety of functions ▪ ask questions ▪ generate and organize ideas ▪ express feelings, opinions, and imaginative ideas ▪ inform/communicate information ▪ record experiences ▪ explore learning
begin to develop, with assistance, some ways to make their own notes (e.g., webs, story maps, point-form notes)
begin to experiment with language choices in imaginative writing and other ways of representing

Indicators

▪ write, using drawings, combinations of letters with some sound associations and known words, a variety of poetry, fiction, and non-fiction texts to; explain thinking, feelings, and ideas; record experiences (e.g., recounts) and personal opinions in both print and/or digital format; to inform and communicate information
▪ begin to explain the purpose for their writing
▪ begin to make decisions about word choice for specific reasons—concrete nouns, precise verbs, description, etc.
▪ create print and digital texts (draw or write) with a beginning, middle, and end

Concepts (and Guiding Questions)

Thoughts, Feelings, and Ideas
▪ Where can you get ideas for your writing?
▪ Where do authors get their ideas?
▪ Why do you think the author wrote this book?
▪ How does thinking about your own thinking help you understand?
▪ How can drawing your thinking help you to write?

Opinions
▪ Which book/song/poem do you prefer and why?
▪ What do you think is the most important message from this text?

- How do the pictures add to the story?
- What is your favorite part of the book and why?

Word Choice

- How can you use your words to show your feelings? (angry, happy, frustrated)
- What words can you use to show that you agree or disagree with someone?
- How do you show respect in your word choices?

Assessment, Teaching, and Learning

Gather evidence of students' learning through conversations, observations, and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest inventories, and observation/anecdotal notes. Assess students multiple times, using multiple tools on multiple writing experiences.

- Confer with students about
  - their writing—the form, audience, and purpose
- Observe students to assess their interest, stamina, etc.
- Collect students' writing samples with an assessment focus on
  - expression of their ideas
  - organization (e.g., narrative, poem, recount)
  - specific word choice (e.g., narrative, information text, poem)
- Assess students' strengths and needs.
- Analyze growth over time using dated writing samples.

Time to Teach

Make learning focuses explicit through modelled writing/think-alouds, interactive writing, demonstrations, shared writing, and with the use of mentor texts.

- Write for a wide variety of purposes to
  - explore an idea
  - convey messages
  - recount personal experiences
  - express feelings
  - record important information
  - record observations or learning
  - persuade
- Develop a list of writing ideas (drawing on prior knowledge and interests).
- Decide on a writing topic.
- Co-construct anchor charts of ways to elaborate.
- Elaborate and add detail, using a variety of strategies
  - adding a word (e.g., colour, shape, size)
  - writing buddy sentences (i.e., a second sentence with some detail to accompany the first, which is likely more generic—e.g., We went to the park. We played on the jungle gym.)
  - drawing on prior knowledge
- Expand on an idea and make a web.
- Develop a web by drawing on prior knowledge.
- Organize the ideas in a web using numbers or colour coding.

On a daily basis, provide small-group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students' strengths, needs, choices, and interests.

- Develop their own lists of writing ideas and topics.
- Decide on topics for writing.
- Use elaboration strategies such as those listed above.
- Develop webs, lists, and notes.

Time to Reflect and Share

Students talk with a learning partner, small group of students, or the whole class about

- how they decided on a topic
- how they added description and detail to their writing
- the prior knowledge they accessed to develop a piece of writing

Learners will create text including digital collaboratively and independently using a variety of forms for a range of audiences and purposes.

Background

Early
Students will be expected to
use a variety of familiar text forms and other media (e.g., messages, letters, lists, recounts, stories, poems, records of observations, role-plays, Readers' Theatre)
demonstrate some awareness of audience and purpose ▪ choose particular forms for specific audiences and purposes ▪ realize that work to be shared with an audience needs editing
consider their readers'/viewers'/listeners' questions and comments, and begin to use such responses to assess and extend their learning

Indicators

- identify different forms of print and digital writing that are appropriate to specific purposes and audiences
- identify print and digital information that is relevant and purposeful for an intended audience
- work with a partner, in small groups and independently, to create writing in both print and digital format
- use role plays to convey meaning (other ways of representing)

Concepts (and Guiding Questions)

Audience and Purpose

- Why do you think the author wrote this text?
- What did the author do to make children want to read this book?

Information

- What can we learn about other cultures from this book?
- What is the most important information that you learned from this book/video/audio?

Communication Forms

- Where could you find facts about a topic?
- Where could you find opinions about a topic?
- How do you share your ideas and opinions?

Assessment, Teaching, and Learning

Gather evidence of students' learning through conversations, observations, and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest

inventories, and observation/anecdotal notes. Assess students multiple times, using multiple tools on multiple writing experiences.

- Confer with students about
    - their writing—the form, audience, and purpose
    - how their writing is developing
- Observe students as they interact during a peer conference.
- Writing samples with a focus on
    - including information for an intended audience
    - revising to enhance clarity for their audience
    - strengths and needs
- Analyze growth over time using dated writing samples.

Time to Teach

Make learning focuses explicit through modelled writing/think-alouds, interactive writing, demonstrations, shared writing, and with the use of mentor texts.

- Write for a wide variety of purposes—to inform, persuade, entertain, etc.
- Co-construct anchor charts of traits of writing (e.g., ideas, organization, word choice, sentence fluency).
- Examine features of text in previously read texts such as
    - beginning, middle, or end of a narrative
    - information included in personal narrative, non-fiction (or other genre)
    - text features in non-fiction texts
    - varied sentence beginnings
- Use revision strategies such as
    - elaborating with detail and description
    - varying sentence beginnings
    - using precise verbs (e.g., "skipping" down the street rather than "went")
    - using synonyms to create a clearer picture for the reader (e.g., options instead of "said"; limiting the use of simple, tired words such as "big," "pretty," "things")
- Use text features to convey information in a variety of ways.
- Understand how a peer conference works.
- Understand how to listen to feedback about writing and make revisions based on some of those ideas.

Role of the Writer	Role of Learning Partner or Small Group
1. Read all or part of a piece of writing to others.	2. Identify one or two strengths of the writing. 3. Ask the writer one or two questions. 4. Make one or two suggestions to strengthen the writing.
5. Think about the feedback you have received from others.	

6. Make revisions, paying particular attention to the needs of your audience.	

Time to Practise

On a daily basis, provide small-group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students' strengths, needs, choices, and interests.

- Talk about their purposes and intended audiences.
- Use co-constructed anchor charts to support their writing development.
- Explore the kinds of text features found in non-fiction texts and discuss how these features support the reader
    - text structures in narrative text (e.g., beginning, middle, and end)
    - text structures of non-fiction texts (e.g., question/answer, description)
    - elements of specific genres
- Include a few text features in their pieces of expository writing.
- Follow a procedure for listening to others' writing, giving feedback and making some revisions based on that feedback.

Time to Reflect and Share

Students talk with a learning partner, small group of students, or the whole class about

- elements of specific genres being explored
- text structures of narrative and non-fiction texts
- varied sentence beginnings
- specific verbs and/or precise nouns used to give the audience clear information

Learners will use a range of strategies to develop effective writing and media products to enhance their clarity, precision and effectiveness.

Background

Early
Students will be expected to
develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing   - use prewriting strategies, such as drawing, talking, and reflecting - use appropriate drafting strategies for getting ideas on paper (taking risks by using temporary spelling or by exploring various forms, writing freely with a focus on getting ideas on paper, composing simple text using word processing software) - use simple revision strategies to create a meaningful message (e.g., adding on, crossing out, starting to insert information) - use simple editing strategies (e.g., making some simple corrections in spelling and punctuation—capitals, periods; circling and correcting a few misspelled words; using beginning dictionaries or class-made word lists as resources for spelling) - use a variety of techniques for publishing/presenting (sharing writing/representing with the class or another class, publishing online, submitting work to school/district anthology or magazine)
demonstrate engagement with the creation of pieces of writing and other representations   - engage in writing and representing activities every day - choose to write independently during free choice time - sustain engagement in writing and other forms of representation (drawing, role-playing, Plasticine art, collage, etc.) - contributing observations/information to classroom records of field trips, science experiments, etc. - contribute during shared writing activities - share writing and other representations with others and seek response
use some conventions of written language   - use conventional spacing between words - use simple sentence structures - attempt to use punctuation (periods, question marks, exclamation marks) - use capital letters for proper names, pronoun "I," and sentence beginnings - use an increasing number of letters to represent sounds (most vowel and consonant sounds represented) - use an increasing number of words spelled conventionally

with assistance, experiment with technology in writing and other forms of representing

- use an audio recorder to record choral readings, dramatizations, retellings, or finished pieces of writing
- create illustrations/drawings with a computer graphics/drawing program
- compose simple text (and begin to revise, edit, and proofread) with a word processing program
- share writing/representations online

select, organize, and combine, with assistance, relevant information to construct and communicate meaning

- interact with resources (print, non-print, or human) to answer their own questions or learning needs
- with assistance, develop strategies for making and organizing notes
- create a new product
- share their information in a variety of simple ways

Indicators

Writing Processes

Prewriting
- talk about the ideas they plan to write about
- draw pictures to help develop ideas for writing
- begin to use simple graphic organizers (such as the five-finger plan)

Drafting
- write some complete thoughts
- match text to their drawings
- write from left to right and from top to bottom consistently
- use some conventional spacing
- reread their writing to monitor meaning and message

Revision
- recognize where they can make changes to writing to clarify meaning

Editing
- use environmental print to check some high-frequency words
- begin to add a few grade-level conventions

Proofreading
- talk with teacher about scribbles/drawing and/or writing

Publishing/information sharing
- publish student-selected final pieces of writing that demonstrate grade-level traits and conventions

Writing Traits

Ideas
- write several sentences on an identifiable topic, begin to elaborate on the topic

Organization
- experiment with a sense of flow, create a "how-to list."

Language use (sentence fluency, word choice, voice)
- show some variety in sentence beginnings
- continue to experiment with a variety of words
- experiment with using attribute words—colour, size, shape, texture
- experiment with using multi-sensory words (hearing, smell)
- begin to use comparison words to distinguish one thing from another—size, shape, texture
- use expressive language through storytelling, drawing, and/or writing
- recognize voice across a growing range of texts
- experiment through writing a growing connection to audience

Writing conventions
- write from left to right and from top to bottom
- use spacing between words
- begin to use capitals at the beginning of sentences and capital "I"
- begin to write simple sentences as one complete thought

Word Study (Word Work)

Rhyming
- recognize and generate spoken words that rhyme

Segmenting
- segment the sounds in a word with three to four sounds

Isolating
- identify the beginning, middle, and ending sound in words

Deleting
- delete beginning or ending sounds from words

Blending
- blend an increasing number of sounds to make a word (three to four or more)

Substituting
- use an increasing number of letters to represent a sound

Concepts (and Guiding Questions)

Writing Processes
- How do you make sure that your pictures match your writing?
- What can you add to your writing so that it better matches your ideas/picture?
- What can you add to your picture so that it better matches your ideas/writing?
- What "buddy sentence" could you write to add more detail to your story?
- How do you know when people have understood your message?
- What can you do if someone does not understand your message?

Writing Traits
- How does the author use punctuation/words/expressions for emphasis?
- What do different stories by the same author have in common?
- What makes a sentence?
- What are different ways that an author can start a sentence to make it more interesting?
- What are the parts of a story?

- How do parts of words that you know, help you to write new words?
- What are some strategies you could use to write a new word?

Assessment, Teaching, and Learning

Gather evidence of students' learning through conversations, observations, and products. Use the continuum of writing development and a variety of assessment tools such as checklists, rubrics, interest inventories, and observation/anecdotal notes. Assess students multiple times, using multiple tools, on multiple writing experiences.

- Confer with students about
    - using emails to communicate with others
    - their understanding of a word processing system, inserting graphics, sending emails, etc.
    - other technologies they are exploring
    - on-screen and printed copies of their writing
    - how their writing is developing
    - the progress they are making and their plans to publish
    - simple revisions they are making
    - edits they are responsible to make
    - prewriting pieces—webs, sketches, etc.
    - their chosen topic to ensure it is manageable for the purposes of effective inquiry
    - how they are locating information
    - how they are recording important information
    - how they are proceeding with their research (how they are finding information, coding text, and recording information)
- Observe students as they use word walls and other spelling references to spell high-frequency words and note their interest, enthusiasm, and stamina, and their persistence in seeking answers as they peruse texts for pertinent information and record information
- Collect students' writing drafts with a focus on
    - how they are using simple revision strategies
    - editing changes made
    - strengths and needs
- Analyze growth over time using dated writing samples.
- Compare drafts to published pieces.
- Confer with students about their use of specific conventions.
- Observe students as they write and include conventions.
- Compare drafts with published products.
- Examine writing samples to identify each writer's strengths and needs.
- Use dated writing samples to show growth over time.

Time to Teach

Make learning focuses explicit through modelled writing/think-alouds, interactive writing, demonstrations, shared writing, and with the use of mentor texts.

- Develop lists of topics of interest and choose one to write about.
- Choose a topic based on purpose and audience (e.g., a story about a lost dog, a poem about winter).

- Choose one piece of writing to take to publication from a variety of drafts.
- Co-construct anchor charts about specific genre features and elements.
- Understand how to craft a piece of writing from prewriting through to publication (demonstrating the use of a tracking tool to make it more concrete).
- Use webs, story maps, etc., to plan a piece of writing.
- Talk with a partner to plan a piece of writing.
- Draft a piece of writing, concentrating on getting ideas on paper and risk-taking to spell unfamiliar words.
- Use revision skills and strategies such as
  - using precise verbs
  - using concrete nouns (e.g., stuffed bear instead of stuffed toy)
  - crossing out parts that may be off topic
  - including sequential words in some pieces of writing (such as, first, next, then, finally)
  - varying sentence beginnings
  - avoiding overused, tired words
  - writing a beginning that introduces the topic
  - adding non-fiction text features
- Use editing skills such as
  - circling words that appear to be misspelled
  - checking the word wall to correct spelling
  - using capital letters for the beginning of sentences
  - using lower-case letters within words
- Understand options for publishing
  - contributions to class anthologies
  - individually published pieces
- Use word processing software to publish pieces of writing.
- Add pictures and other graphics to their writing.
- Use mentor texts to draw students' attention to specific conventions that serve particular functions, such as
  - spacing between words
  - simple sentence structures to express ideas
  - ending punctuation as a signal to the reader about taking a pause or breath
  - question marks at the end of questions to denote a question, a wondering, confusion, etc.
  - exclamation marks at the end of sentences to denote surprise, excitement, etc.
  - capital letters for "I" regardless of the location of the word in a sentence
  - capital letters at the beginning of every sentence
- The importance of editing work for specific audiences.
- Using patterns borrowed from other words (i.e., spelling by analogy) (e.g., common onsets and rimes)
- Rereading a piece of writing, circling words that were spelled incorrectly, and using available spelling resources to correct them.
- Demonstrate the need to focus specifically on conventions.
- Reread a piece of writing a day later to focus specifically on conventions.
- Focus on conventions by
  - naming them

- showing what they look like
- discussing their purposes, and co-constructing an anchor chart for students' reference

Convention	What It Looks Like	Purpose
Spacing between words	Mammals give birth to live young.	Helps the reader know where one word begins and another ends. Makes writing easy to read.
Period at the end of sentences	Mammals _____ _____.	Shows the reader where to take a little breath.
Capital letter at the beginning of sentences	We love writing stories. Everyone has different ideas. Try to make sentences flow.	Shows the reader where a new sentence begins.

- Demonstrate how to use a word processing system including
  - enter key
  - space bar
  - capital letters
  - backspacing to change what was written
  - using a mouse to move cursor to various places in the piece of writing
  - inserting pictures and other graphics
- Develop a list of "wondering" topics (I wonder …).
- Decide upon a topic of inquiry, ensuring it is narrow enough so that research is manageable, but not so narrow that it can be answered with yes/no or simple list answers.
- Articulate how to draw on background knowledge about that topic (model filling in the first column of a Think-Wonder chart—What I Think I Know).
- Develop questions related to the topic (model filling in the second column of the Think-Wonder chart—What I Wonder About).
- Co-construct anchor charts about how information is presented in non-fiction with the use of text features.
- Find information using a simple table of contents.
- Use sticky notes to mark specific pages.
- Take notes in point form.
- Write complete thoughts and sentences from notes
  - make decisions about text features to include
  - make decisions about presentation formats

Time to Practise

On a daily basis, provide small-group instruction and/or confer with students while the rest of the class engages in writing practice experiences based on a variety of audiences, purposes, students' strengths, needs, choices, and interests.

- Write for a wide variety of purposes and audiences.
- Take risks with forms, topics, spelling, conventions, etc.
- Write for real reasons in play situations such as grocery lists, sign-making, preparing menus, to-do lists, playing school, etc.
- Talk with a partner about what they intend to write about (finger-tell topics and stories).
- Draw story maps and share them with a partner or small group.
- Draw and add detail to drawing to give more information.
- Add labels and captions to their drawings.
- Demonstrate giving feedback about each others' writing (for a small group or whole class).
- Apply a wide range of strategies and skills that are being taught and reinforced.
- Refer to alphabet strips posted on their desks.
- Manipulate magnetic letters in a variety of ways, such as
  - sorting letters with specific features (e.g., letters with straight lines, curved lines, circles)
  - building their own and classmates' names
  - building high-frequency words
  - building words based on common rime patterns
- Take risks to spell words with temporary spelling.
- Finger spell.
- Hand spell.
- Use published alphabet books as models and, as a class, co-construct alphabet books with students to make letter-sound connections explicit.
- Provide opportunities to use word processing software to compose text
- Engage students in a collaborative effort to develop a class publication.

Time to Reflect and Share
Students talk with a learning partner, small group of students, or the whole class about

- a piece of writing they composed, pointing out the features of the writing (drawings, captions, labels, etc.)
- the audience for their writing
- their writing (explaining and/or reading pieces)
- words they are spelling conventionally
- temporary spelling
- spacing between words
- punctuation they are using
- what they are learning from writing using word processing software
- finding information
- recording their ideas